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THE BUILDING OF AN ACADEMIC COMMUNITY: JAMES MADISON COLLEGE

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
GARY JASON FROST

1971

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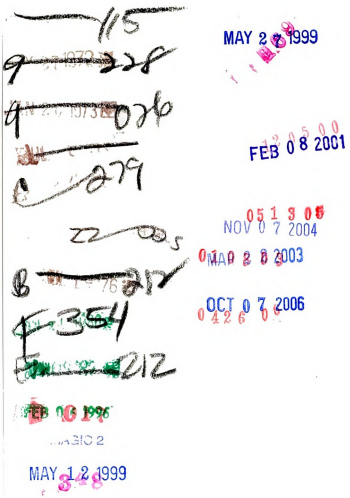
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ABSTRACT

THE BUILDING OF AN ACADEMIC COMMUNITY:
JAMES MADISON COLLEGE

By

Gary Jason Frost

The focus of this study was to provide a description of the planning and implementation of a semi-autonomous residential college, James Madison College, within Michigan State University.

The purpose of the study was to demonstrate one method by which a large multiversity is trying to handle the problems of undergraduate education, and the related areas of curricular innovation and relevancy, undergraduate teaching and professionalism, academic governance, and student alienation and the search for an academic community. The literature reviewed covered each of these issues in addition to the goals of institutions of higher education and the impact of college on students.

Also this study includes an overview of the residential-experimental college movement as it has developed across the country out of the Oxford-Cambridge tradition. All are officially units of larger colleges

or universities. Beyond this, the programs vary tremendously in curriculum, physical arrangements, and size.

James Madison College was established by Michigan State University to serve two purposes; first, to combat the problem of the largeness of the multiversity and provide a small academic community with which students could identify; secondly, to develop a new approach to the teaching of undergraduate social science, which would deal with the problems of relevancy and scholarship.

The planners of the college's curriculum maintained two continuous themes; to focus first on a problem area and later draw in tools for possible solutions, and to utilize a multidisciplinary approach to studying the problem.

There were to be five fields: international relations, urban problems, intergroup relations, socio-economic problems, and justice, morality and constitutional democracy. In each, the goal was to gain an introduction to the problem first, through existing university courses if available, expand on this through Madison and other courses, through a term of field experience, and then finish with a senior seminar.

Case Hall was chosen as the site for the college. To promote an academic community the structure of Case Hall was changed to include faculty offices, a small library, and a methodology lab. Within this environment

close student-faculty, student-student interaction has taken place. To facilitate the growth of the Madison community annual weekend retreats were held, as well as weekly coffee hours.

The basic authority and responsibility for giving direction to Madison College went to the dean. From its inception the college has been committed to student-faculty-administrative participation in its policy making. From the first year of the college these three groups have been represented on most committees especially, those dealing with curriculum. However, there has been continuing difficulty in finding an adequate form of student government and the degree of power for it.

The college has normal college status with the university, including an independent budget. It has special links with the College of Social Science, Dean of Students Office, and the Office of Dromitories and Food Services. The college struggled for equal representation in the faculty by-laws, and gained it for two very critical committees dealing with curriculum and educational policies.

Originally the college believed that most Madison faculty would maintain ties with their specific disciplines through dual appointments with university departments. Actually this has proved far too demanding, and, in practice most Madison faculty are wholly appointed by the college. The college has continued to recruit its own faculty, and

gain promotions and tenure for them, based on good teaching and advising rather than primarily on research and publications. The faculty tend to be either established, senior members or far younger ones, recently out of graduate school. They are committed to working closely with students in and out of the classroom.

The eighth chaper, in this study, focuses on the student population of the college. Entering test scores, political and social values, academic major preference, educational and vocational goals, and scores from the College and University Environment Scale (CUES) are discussed for the first three entering classes of James Madison College.

The author of this study has been privy to all of the meetings, planning documents, committee reports, etc., since the college's inception in the winter of 1967. Due to his unique position as a faculty member and administrator in the college, the historical-descriptive nature of this study has been greatly facilitated.

THE BUILDING OF AN ACADEMIC COMMUNITY:

JAMES MADISON COLLEGE

By

Gary Jason Frost

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1971

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1971

DEDICATION

This study is dedicated to Marilyn, Tracy, and Sean. May they always be able to give and receive love.

ACKNOWLEDGMENTS

I wish to express my heartfelt thanks to my major professor, and, thesis advisor, Dr. Richard L. Featherstone. His scholarly guidance has provided the main direction to my graduate studies. Dr. Featherstone's warmth, sensitivity, and our friendship means a great deal to me.

Dr. James B. McKee, a member of my thesis committee, has been an important colleague and teacher to me for the past five years. His dedication to undergraduate education and friendship have had a significant impact on my personal and professional development.

Dr. Eldon R. Nonnamaker has served in many capacities during my graduate career. He was an important teacher and taught me a great deal about the student personnel profession. His assistance, during my tenure as a head advisor, and throughout this thesis, are deeply appreciated.

I am also thankful that I have had the opportunity to work with Dr. Van C. Johnson. His ideas on higher education and his support for this study have been extremely helpful to me.

To Dean Herbert Garfinkel who had faith in me as a young faculty member-administrator, and, for teaching me a great deal about the academic community, my sincere thanks.

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CHAPTER I

INTRODUCTION

At present most members of the academic community, as well as those in the society-at-large, would agree that higher education is in a crisis period. While there is some disagreement over the causes and extent of the crisis, as well as possible solutions, there is little debate that all is not right in the home of the academician. Much of what is happening on our campuses reflects what is happening in the larger society; the questioning and upheaval of traditional roles, relationships, and power structures are being confronted by more than a few dissident students. It is evidence of the rapidity with which events in American colleges and universities have been taking place, that a book written about higher education less than a decade ago would have to undergo major revisions before it could be reprinted today. At a time in our nation's history, when some people think that the universities and colleges can supply the answers to societal problems, the academic community is desperately looking out for answers to its own dilemmas.

It appears that there is a consensus among many scholars and authors, who have taken the time to put down in print their thoughts and perceptions, that the issue of teaching is central to any discussion of higher education. The preponderance of those writing in the field appear to be saying that undergraduate teaching is being slighted. They argue that with the influx of federal funds and research grants, faculty members have left the classroom, many physically, and others in terms of their commitment, to take up the more lucrative and basically attractive notions of research and government projects, and that the majority of those teaching are doing it at the graduate level.

In addition to the central issue of undergraduate teaching are the related problems of faculty recruitment, rewards, and professionalism. Closely linked to these areas are matters of curricular innovation and relevancy, as well as the method by which decisions are made and the unit is governed. The wider, but associated problems of student development, and the re-establishment of an older sense of academic community, are facing most academic institutions today. A few institutions have considered the semi-autonomous residential college as a potential answer to the problems in higher education.

STATEMENT OF THE PROBLEM

The problem of this study is to provide a description of the planning and implementation of a semi-autonomous residential college within a large, land-grant university. The description will serve several purposes.

PURPOSES OF THE STUDY

The purposes of the study are threefold. They are:

To demonstrate one method by which a large multiversity is trying to handle the problems of undergraduate education, and the related areas of curricular innovation and relevancy, undergraduate teaching and professionalism, academic governance, and the notion of an academic community.

To provide for the members of the Madison College Community an account of their own growth and development.

To aid those at Michigan State University charged with the responsibility of evaluating and reviewing James Madison College.

Much has been said in the literature on higher education regarding the crucial issues, which are discussed in the following section.

RELATED LITERATURE

Barzun demonstrates that commercialism of the faculty is destroying our institutions of higher education. Faculty members are prostituting themselves to government and industry all at the expense of undergraduate instruction. He contends that the whole notion of "publish or perish" has done much to force academicians to avoid undergraduate teaching, and to spend as many hours as they can in front of their typewriters meeting publishers deadlines rather than students needs.[1] Baar, in a brief article on "Why Students Revolt," talks about the corruption of the faculty. Historically he claims their position was one of real dedication and little financial remuneration. Faculty dedication was to teaching and learning. But he goes on to note that faculty members have now become entrepreneurs, and that students are now reacting against the new "industrial-military-academic complex." He sees consultation fees, publication fees, federal research grants, etc., as a corrupting influence.[2]

There are some who would argue that it is more important for faculty to engage actively in research and

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[1] Jacques Barzun, The American University: How It Runs, Where It Is Going (New York: Harper and Row, 1968), p. 53.

[2] Stringfellow Baar, "Why Students Revolt," The Center Magazine, II, No. 1 (January, 1969), 75.

publications as the means by which the body of knowledge in a particular area is increased and disseminated. In certain disciplines, it is noted, that there would be far less relevant material to be taught in the classroom without ongoing research and publications.[3] Ridgeway in his book, The Closed Corporation, is highly critical of faculty members for having become entrepreneurs. He further contends that the role of the academician is no longer anything different or special from that of the businessman. Therefore, he is most concerned about the neglected role of teaching in America's colleges and universities.[4]

A number of authors writing on this issue today, Katz, Chickering, Gardner, and others, argue for rewarding good undergraduate teaching. The reward system in colleges and universities, they claim, must reflect the value of good teaching and not merely the weighing of vitae at the time when promotions and tenure decisions are made.[5]

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[3]Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday, 1968), p. 251.

[4]James Ridgeway, The Closed Corporation (New York: Random House, 1968), p. 8.

[5]Joseph Katz, et al., No Time for Youth (San Francisco: Jossey-Bass, 1968), p. 421; Arthur W. Chickering, Education and Identity (San Francisco: Jossey-Bass, 1969), p. 235; John Gardner, "Agenda for the Colleges and Universities," Campus 1980: The Shape of the Future in American Higher Education, ed. A. A. Eurich (New York: Delacorte Press, 1968), p. 2.

From its very inception, James Madison College was faced with the problems of establishing a reward system for teaching faculty, while maintaining a balance between trying to eliminate the pressures of publish or perish without foresaking scholarship.

Others say that the whole issue of teaching is closely linked to the dilemma of what the direction of colleges and universities in higher education is to be. As it is currently discussed, there are traditionally three notions of what a college and university should be. First, there is the traditional university which is, in many ways, British in origin. The commitment here is to the transmission of the higher culture. The possession of this high culture has been thought to make men truly civilized. Hutchins, a noted educator, states a belief that the notion of a liberal education is the shaping of the mind and the character, and the cultivating of aesthetic sensibilities. Supporters of traditional liberal education see this type of education, as well as humanistic tendencies and a capacity for critical and independent judgment, as important qualities to instill in their students.[6]

The second notion is Germanic in origin and has a tradition of research and specialized training for graduate

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[6] The Chronicle of Higher Education, (March 9, 1970), 5.

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students. The whole notion of new knowledge through pure scholarship and basic scientific research is seen as the proper role for colleges and universities. Linked to this is the idea of selection, formation, and certification of the learned professions, thereby establishing elite groups in society.

Included in the third notion of the role of institutions in higher education is the ingredient which has been typically American in character, the whole idea of community service. It is the idea that some universities, particularly land-grant institutions, provide services, projects, and education for members of the non-academic community in various forms. Therefore, the issue facing most ongoing academic institutions, as it did in the planning and implementation of James Madison College, is deciding from among the three models the direction in which they will travel. However, by being located within a major university, both students and faculty are offered alternative means to meeting their personal goals in this matter. Kerr states that graduate and professional training and community service are compatible. They are carried out through the specialization related to the outside community, to industry, and government. The funds and the problems are drawn from the outside and the ideas and skills are drawn from the inside of the academic community. However, undergraduate teaching is

internally oriented. The focus here is the undergraduate student on campus who is more interested, in many cases, in generalization than in specialization.[7] How then, to resolve this conflict?

It has been urged that administrators responsible for setting the direction of colleges and universities, with the involvement of students, faculty, and the public, make a clear-cut decision as to the development of goals for their institution. Reisman and Jencks have stressed that it appears as if universities and colleges are moving toward one model in higher education which will be the establishment of graduate and professional schools. Schools throughout the country appear to be taking the lead of the more prestigious institutions and trying to model themselves after that pattern. Rather than attempting to be unique and meet the needs they seem most equipped to handle, they are all trying to be very much the same and therefore will meet the needs of practically no one.[8]

There is, of course, great debate over which of these roles universities and colleges should follow. Conway, in her "Styles of Academic Culture," wants the university to accept wider social responsibilities because this, in fact, will strengthen the intellectual caliber of

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[7]Clark Kerr, "Toward the More Perfect University," The Center Magazine, (1967), 10.

[8]Jencks and Riesman, op. cit., pp. 24-25.

the university, which she claims has been in isolation from the rest of society since the rise of the American graduate school. Conway contends it is this isolation that is at the heart of the discontent concerning the way in which the university discharges its intellectual tasks.[9] Barzun, on the other hand, wants a return to an older, simpler view, that an academy is a place where teachers and students gather to promote simplicity and he would like to see a restoration of teaching, and not therapy.[10] Therefore, the debate which rages in the literature between noted scholars, such as Barzun, on the one hand, and Reisman and Jencks representing a different view, centers around who the university will serve. James Madison College, designed specifically as a new undergraduate teaching college with a specific curricular focus, did not really face this debate which constantly rages within older more established institutions.

One of the most reoccurring indictments of colleges and universities today, as illustrated by Martin, is the critique that much of the curriculum is not relevant. Much of this criticism stems from the fact that a great many college and university undergraduate curriculums

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[9]Jill Conway, "Styles of Academic Cultures," Daedalus, Journal of the American Academy of Arts and Sciences (Winter, 1970), 49-50.

[10]Barzun, op. cit., pp. 255 and 264.

do not adequately provide the means for students to come to grips with the tremendous social problems of our times. The curriculums, according to Martin, are seen as isolated, remote ivory towers of learning and have no real meaning for young people about to embark on careers in the "real world."[11] As reported in The Chronicle of Higher Education, there are student-faculty committees at many institutions of higher education studying undergraduate curricular reform. Much of their work is an attempt to provide alternative models in the undergraduate curriculum. The notion that there be greater flexibility in the undergraduate curriculum, provided by seminars, independent study programs, field experience programs, are all topics of discussion.[12]

A real dilemma facing committees undertaking curriculum revision is how to maintain certain standards of scholarship while attempting to make a curriculum relevant in the 1970's. In the planning and implementation of James Madison College the same issues were faced, as described in Chapter IV.

In Jacob's Changing Values in College, it was reported that the institutional program and curriculum

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[11]Warren B. Martin, Alternative to Irrelevance (New York: Abingdon Press, 1968), p. 152.

[12]The Chronicle of Higher Education, IV, No. 11 (December 8, 1969), 1.

did not have any consequential impact over student thought and behavior.[13] Subsequently, works by Trent and Medsker, Katz, Feldman and Newcomb generally confirm this conclusion. In fact, their research presents evidence that the college experience does make a difference, but the influences producing the change in students are factors other than the educational program as conceived and implemented by the faculty.[14]

Schwab talks about the paranoia among student activists and young faculty who do not know how decisions are made in the university.[15] It is often argued that the governance of the American college and university is a residue of traditions and arrangements that are more often the gift of history than of present day conscious thought.[16] This is a particular dilemma because of the many peculiarities and perplexities of the academic community, therefore,

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[13]P. E. Jacob, Changing Values in College (New York: Harper, 1957), p. 59.

[14]J. W. Trent and L. L. Medsker, Beyond High School: A Psychological Study of 10,000 High School Graduates (San Francisco: Jossey-Bass, 1968), p. 8; Harold A. Karn, "Personality Scale Changes from the Freshman Year to the Senior Year," No Time for Youth, ed. Joseph Katz, et al (San Francisco: Jossey-Bass, 1968), p. 169; Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 326.

[15]Joseph J. Schwab, College Curriculum and Student Protest (Chicago: University of Chicago Press, 1969), p. 7.

[16]Martin, op. cit., p. 108.

finding a resolution is difficult. The peculiar problems of academic governance are generally threefold. First, there is a great deal of reliance on non-academic boards of trustees. Second, there is a president with an unfixed term who administers the university. Finally, there are the nonacademic influences such as government, industry, etc., which play a large role in dictating the direction and style of colleges and universities. The majority report on the academic governance of the University of California at Berkeley cites that, traditionally, the battle lines have been carefully drawn among the different groups that make up the academic community, the governing boards, the administrators, the faculty, and the students. However, the report notes that we are seeing a change from these clearly defined battle lines to new alliances comprised of students, faculty, and administrators joining together to bring about change in the traditional ways in which colleges and universities are governed.[17] One of the most outstanding examples has been in the last decade when many students have demanded a more significant role in decision making in the university. Traditionally, in most institutions, students, as the consumers of the academic program, have had little or nothing to say about what goes on within the institution. Their role has been primarily

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[17]Caleb Foote, et al., The Culture of the University: Governance and Education (San Francisco: Jossey-Bass, Inc., 1968), p. 20.

one of student government, student activities, and intramural athletics. The current journals and media are filled with the demands of students to be included in matters of curriculum development, faculty hiring and firing, establishing college priorities, allocation of funds, and other previously faculty and administrative matters. People looking for simple solutions in this area will be amazed at the difficulty and complexity of governing institutions of higher education. As Kerr notes, the functions of higher education are diverse, more so than the unholy trinity of teaching, research, and community service implies. He argues that research, community service, and teaching are not necessarily best governed by a similar set of rules and procedures.[18] Despite the smallness of its size and the sense of community, James Madison College faced the same problems of academic governance as did Columbia, Berkeley, and Michigan State, as described in Chapter VI.

A reading of the Godkin lectures delivered at Harvard University in April, 1963, by the president of the University of California, gives some insight into the tremendous physical growth of the university in the past seven years. It was at this time, in his first lecture,

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[18]Clark Kerr, "Governance and Functions," Daedalus, Journal of the American Academy of Arts and Sciences, (Winter, 1970), 117.

that Kerr introduced the idea of the "multiversity." The college and university population of today had, at that time, just barely entered high school. Therefore, it was necessary, at that time, to define a term most of us now take for granted. Kerr defined the large American university as rather a whole series of communities and activities held together by a common name, a common governing board, and related purposes. He went on to comment that "this great formation is regretted by some, accepted by some, gloried in, as yet, by few." He argued that "it should be understood by all."[19] By the 1969-70 school year, most members of the academic community, students and faculty, are familiar with the multiversity. Some understand it, yet a considerable number of others still do not accept it or glory in it.

At the time Kerr was delivering his lectures, there was no way he could predict the tidal wave of reaction to the multiversity that was about to descend upon us. Gardner, in his article in Campus 1980, points out that there are many individuals who simply do not understand how the multiversity grew to its present size. Gardner claims that if any blame is to be placed, it should be placed on the American people for being so numerous and

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[19]Clark Kerr, The Uses of the University (Cambridge: Harvard University Press, 1964), p. 1.

fertile. He further argues that it is ironic that a generally liberal view, that most should be able to go to college, is being attacked. It is the very institutions today (multiversity) which are being scolded for their largeness and, in fact, have been the most responsive to the American eagerness to spread equal educational opportunities.[20]

In the Godkin lectures, Kerr did not fear the multiversity because of its size, but rather, that if this "uneasy balance" was not maintained, a corruption would take place, and the interests of some groups would be overlooked.[21] It is the contention of several authors, with strikingly different educational philosophies, Taylor, Barzun, and Sanford, who claim that this corruption has taken place, and it is the undergraduate who has been victimized.[22]

As Kerr states,

> A multiversity anywhere can aim no higher than to be as British as possible for the sake of the undergraduates, as German as possible for the sake of the

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[20]Gardner, op. cit., p. 5.

[21]Kerr, The Uses of the University.

[22]Harold Taylor, Students Without Teachers (New York: McGraw-Hill, 1969), p. 11; Barzun, op. cit., p. 54; Nevitt Sanford, Where Colleges Fail (San Francisco: Jossey-Bass, 1968), pp. 176-77.

> graduates and the research personnel, as American as possible for the sake of the public at large--and as confused as possible for the sake of the preservation of the whole uneasy balance.[23]

Although the term multiversity was new in 1963, Kerr accurately anticipated the problems of the multiversity as being a very confusing place for students. He said that a student has the problem of establishing his identity and sense of security within it. But the multiversity offerred him a vast range of choices, enough literally, to stagger the mind.[24] Hallack believed there was a significant linkage between the rise of student activism of the 1960's, and the rise of the multiversity --a concern Kerr expressed in 1963.[25]

The comment that was heard from Berkeley to Harvard early in this decade was "do not fold, spindle or mutilate," the obvious reference to the instructions printed on data processing cards. Hallack writes that students often feel that their student numbers are much more important than their names in large universities. It is often very difficult for them to gain any sense of identity within a school of thirty to forty thousand. It

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[23]Kerr, The Uses of the University, p. 18.

[24]Ibid., p. 42.

[25]Seymour Hallack (paper presented at the American Psychiatric Association, May 11, 1967, Detroit, Michigan).

is difficult to conceive of themselves as singularly important to that institution. Students, he notes, at large universities are almost completely separated from adults. A student can spend months on a large campus without having a conversation with a person over twenty. Hallack was speaking directly to the issue of student alienation in American higher education.[26] This author will say more about this in a later chapter. However, it is important to note that he supports the idea that the rise of the alienated and militant student coincides with the rise and influence of the multiversity. If residential colleges are a direct result of any one phenomenon in higher education, it is the dilemma of bigness. James Madison College, regardless of its curricular focus, manner of governance, etc., was one attempt to break down the multiversity into a manageable size for students. To combine the benefits of a major multiversity with the attractive features of a small college were thought to be a way in which students would benefit most from their education. The establishment of this academic community is one of the major thrusts of the college.

Kerr states, "Hutchins once described the modern university as a series of separate schools and departments held together by a central heating system." Kerr indicated

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[26] Ibid.

that "he sometimes thought of it as a series of individual faculty entrepreneurs held together by a common grievance over parking." The issue Kerr was speaking to is that of community.[27] Hechinger reports that the overwhelming majority of colleges and universities are less of a community today than they were in earlier years, Harvard notwithstanding.[28]

Stevens, Hechinger, and others, point to the need for colleges and universities to break down into more manageable sizes and provide an opportunity for meaningful relationships to be reestablished between students and faculty, students and fellow students, and students and administrators.[29] The sense of community will allow students and faculty to have a greater impact on one another. The return to community would allow students to learn, grow, and develop in a way that Jacob, Newcomb, Chickering, Axelrod, et al., and others, deem important.[30]

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[27] Kerr, The Uses of the University, p. 20.

[28] Fred Hechinger, "Far-Reaching Reforms for Campus Unrest," New York Times, September 21, 1969, p. 9.

[29] W. K. Stevens, "To Many, Moderation is the Path," New York Times, January 12, 1970, p. 51; Fred M. Hechinger, "The 1970's Education for What?," New York Times, January 12, 1970, p. 49.

[30] Joseph Axelrod, et al., Search for Relevance (San Francisco: Jossey-Bass, 1969), p. 125; Feldman and Newcomb, op. cit., pp. 268-70; Chickering, op. cit., pp. 269-79.

Much of the current literature in higher education centers around the notion of small colleges within universities. As Kerr concludes, in an article written several years after his Godkin lectures of 1963, the most feasible and promising structure for present undergraduate education is the cluster college, the college within a university.[31] He further asserts that these relatively small units should have a broadly oriented curriculum, and possess its own administrative identity. The small size will permit a sense of community. The sense of community will allow for a more intimate grouping of individuals, which can treat each faculty member and student as a unique being. Within such an environment, academic programs which include field experience, independent study, and general curricular flexibility, can be provided. The cluster or residential college can bring to undergraduate education some of the personalized features that presently mark graduate study. Kerr concludes that "size need not mean depersonalization at the undergraduate level any more than at the graduate level."[32]

The forementioned problems are what many educators consider to be the major problems confronting American higher education. They have been reviewed to provide a

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[31] Kerr, "Toward the More Perfect University," p. 13.

[32] Ibid.

context in which to present the main focus of this study. In the statements which follow, the dissertation will return to the problem areas noted earlier and try to show how one model of education, James Madison College, is attempting to deal with each critical area. Both Bell and Kerr contend that the great gains in knowledge production, graduate training, and service to the society have been correlated with the decline of the college and the relative neglect of teaching.[33]

The publish-research or perish syndrome effects teaching; faculty research and consulting work take time from student contacts; etc.

As Gaff argues: "The transformation of the University into an instrument of national purpose has been made in part at the expense of undergraduate liberal arts education."[34] Therefore, the critical question which needs answering is, how is it possible to have a university which is dedicated to serving society by creating new knowledge, by disseminating that knowledge, by applying knowledge to the solution of social problems, and still provide an effective undergraduate education?

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[33]David Bell, The Reforming of General Education (New York: Columbia University Press, 1966), p. 88; Kerr, The Uses of the University, pp. 7-8.

[34]Jerry G. Gaff, The Cluster College (San Francisco: Jossey-Bass, 1970), p. 8.

This study will describe one attempt by a major university to handle these difficult problems of undergraduate education.

DEFINITION OF TERMS

For the purposes of this study there are several terms which must be clearly understood in order to convey to the reader the meaning intended by the author. Therefore, throughout this dissertation these terms have the following meaning.

Residential College.--An academic unit where the teaching and curriculum are put into the college where students live. It is not just a matter of assembling some students in a building or in a little group of buildings and trying to make life comfortable for them or trying to develop a community among them. A residential college is a place where the intellectual offerings of the college are integrated with the lives of the students.

College Within a College; Cluster College; Experimental College.--Usually a small college within the general framework of a large university. The advantages of the complex university may thus be coupled with the advantages of a unitary small college. There are three characteristics which typify these colleges. First, they have initiated academic innovations into their curriculum. A second characteristic is a residential arrangement in which

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facilities and programs combine to keep the student in a climate of learning. The third characteristic of these colleges is that they provide their parent university with a laboratory in which educational experiments of teaching, curriculum, community, student development, and governance may take place.

Semi-Autonomous College.--The college established by the parent institution is given degrees of freedom for internal matters. For example, design the curriculum, recommend the hiring, promotion, etc. of faculty, recruit a student body, and control an operating budget. The young college is thereby given the same status as the other academic units on campus. This unit, as the others, continues to be responsible to the parent institution, hence the semi-autonomous nature.

Descriptive Study.--Before thinking of establishing a relationship, even a hypothetical one, between two series of phenomena, most aspects of the phenomena must be described in detail. The establishment of hypotheses and the formulation of laws must be based on the scrutiny and comparison of a wide range of material. Therefore, the author, in this dissertation, is relying on his role as a participant observer, as a faculty member and administrator, as well as being privy to committee reports, planning documents, etc., in describing the establishment and implementation of James Madison College.

Academic Community.--A diverse population of students, faculty, and administrators interacting in a common location as individuals as well as members of distinct groups. The interaction takes place on various levels involving the academic and personal growth of the members.

Policy Sciences.--The policy sciences study the process of deciding or choosing and evaluate the relevance of available knowledge for the solution of particular problems. When policy scientists are concerned with government, law, and political mobilization, they focus on particular decisions. Policy scientists also study the choosing process of nongovernmental organizations and individuals and consider the significance of the current stock of knowledge for specific issues.

ORGANIZATION OF THE STUDY

The study focuses on the plans and their implementation for James Madison College. It examines the present context of circumstances in which the college was established, as well as providing an historical background for the concept living-learning, and projects Madison's role as a possible agent of change in higher education. In addition, this study provides a careful examination of the college's underlying educational philosophy, the faculty, teaching, curriculum, and administration. The

idea of academic "community" is a major component of the study.

To provide the reader with as complete a picture of this college as possible, the study includes a series of appendices which offer information on the early planning activities, educational philosophy, curriculum, and other college activities, as well as descriptive data on all aspects of Madison.

The early part of the first chapter covers some of the current issues and trends in higher education. It was largely as a reaction to these issues and problems that Madison College was developed. The ways in which James Madison College is responding to curriculum reform and relevancy, the restoration of good undergraduate teaching, the turmoil and upheaval with regard to how colleges and universities are governed, the sense of isolation, alienation, and lack of identity which has come with the rise of the multiversity, and the attempts to resurrect the academic community are covered in this study.

In an attempt to better understand the underlying principles of James Madison College, as a residential college, the author traces the rise of the dormitory and living-learning idea back to the Cambridge-Oxford system.

In addition, a description of the current rise of experimental and residential colleges is presented in Chapter II. The author also provides some comparative

data on what other colleges and universities are attempting, before the study launches into a detailed description of James Madison College.

The genesis of College III is the theme of the third chapter. An historical record of how James Madison College came into being is traced from the very earliest ideas discussed within the College of Social Science. The educational and political concerns of planning and developing a residential college on a large multiversity campus are discussed as well as the naming of the college.

One of the main components of any college or university is the curriculum. In Chapter IV there is a description of the building of a new undergraduate social science multidisciplinary policy problems curriculum. In addition to a discussion of the academic program, the college's five fields of concentration are presented, along with methods of planning necessary before these courses were implemented. The ideas and principles underlying each component of the curriculum, and the methodology which is employed to make this operational, are covered in Chapter IV.

The other main focus of the college, besides the curriculum, is the sense of "the college as a collegium." This is, in fact, the title of the fifth chapter. The notion of a teaching unit in the university being concerned with the whole student is discussed here. A

residential college implies that those responsible for its planning and implementation are of the belief that not all teaching and learning takes place in the classroom. The chapter attempts to illustrate how, from the very outset, the college attempted to build an academic community. The college's home and environment are described. It discusses the attempts at coordinating between the intellectual and personal development of students, and restoring a wholeness to undergraduate education.

The day-to-day operation of the college is described by the author in Chapter VI. As mentioned in the Introduction, much of the current furor on college campuses is centered on how the university is administered and how decisions are made. The governance of the curricular, co-curricular, and extra curricular components of the college are described in this chapter. The new roles and responsibilities of faculty, administrators, and students in James Madison College are described in this section. The administrative relationships between Madison and other units of Michigan State are a critical ingredient of Chapter VI.

What kind of faculty teach in a new experimental college like Madison? How does the dilemma of publish or perish get resolved in such a setting? Where are the faculty recruited from? What disciplines are represented? What about the problems of retaining one's identity with a discipline in a multidisciplinary program? What constitutes good teaching? A discussion of Madison's attempt

at joint appointments and the problems met are covered in Chapter VII.

The faculty has been described, the curriculum outlined, the academic community plans laid out, and now Chapter VIII discusses the clientele, the Madison students. There are a variety of tables, comparative data, personal contacts, etc., from which the student body of the college are described. Who are they? Where are they from? Why are they here? Why have some left? Biographical data, attitudes, and beliefs are some of the information gathered on Madisonians which will provide the reader with an understanding of the college's population.

The ninth and final chapter is devoted to a summary and conclusions. In this chapter the author of the study has an opportunity to analyze much of the descriptive material presented in the first eight chapters, and provide his interpretation for its consequences. In addition, the chapter provides an opportunity for the author to discuss a series of recommendations for residential-experimental colleges.

METHOD AND TECHNIQUE

This study will primarily be an historical-descriptive document of the planning and implementation of James Madison College. An analysis and subjective view is reserved for the final chapter.

The author of this study has been a member of the original planning committee as well as a member of the faculty and administration of the college for the past three years. In these various roles, he has been privy to meetings, planning documents, committee reports, minutes, as well as the daily interaction with all members of the college community. It is as a result of the author's unique role in the college, that the study can be undertaken.

SUMMARY

This study is a description of the planning and implementation of a semi-autonomous college within a large land-grant university. The literature on higher education illustrates the problems the college was originated to deal with, especially the lack of good undergraduate teaching. Rewards within the system have led, instead, to the commercialism of the faculty. There is also a concern with the goals of higher education and who it should serve, with trying to maintain standards of scholarship, with a "relevant" curriculum, with all the groups now demanding decision-making power in the universities, and with the tremendous physical growth and the resulting student alienation and lack of community on the campuses. Each chapter deals with certain of these issues as they relate to the formation of James Madison College.

CHAPTER II

HISTORICAL AND CONTEMPORARY OVERVIEW

To understand what is currently taking place in higher education, one must have some historical context in which to place these recent events. The historical development of higher education in the United States is a very broad topic which has been thoroughly reviewed and reported by such outstanding scholars as Rudolph, Jencks, and Riesman.[1]

This chapter is not an attempt to replicate their contributions but only to suggest that these books be examined, for they provide the setting in which one can better understand what is happening on campuses across our country today.

Chapter II begins with a brief overview of the development of American higher education, focusing on student residential problems and philosophies. The

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[1]Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday and Company, 1968), p. 1; Frederick Rudolph, The American College and University (New York: Alfred A. Knopf, 1962), p. 1.

author follows with a description of the major experimental-residential colleges functioning today. The academic programs described have all been established as "official" units of their colleges and universities, to differentiate them from the student initiated and run "Free University" system. An additional link among these units is their dedication in varying degrees, to; curricular innovation, development of new patterns for student-faculty interaction, experimenting with new theories of teaching and learning, redesigning college governance, and innovation in student housing.

Rudolph does a particularly fine job in tracing the colonial college, and the opening of the University of North Carolina as the first public institution, to the period of the late 1950's and early 1960's. The Jencks and Riesman book is an attempt, sociologically and historically, to analyze American higher education. It begins with a general theory about the development of American society and colleges, and then moves on to discuss different species of American colleges in relationship to the various special interest groups that founded them. Not only does it try to describe the past and future of these relationships, it also tries to evaluate them.

A number of authors, most notably Rudolph, have cited that both British and American institutions of

higher education have historically been concerned with the quality of the living dimensions of their students. The concern for the moral and social development of undergraduates has been marked by the support colleges and universities have given for the establishment of libraries, chapels, lounges, and student residences.[2] What took place in the Cambridge idea of liberal education, and transported in the Harvard House system and the Yale College system, is the notion that one builds an academic community centered on a comprehensive idea of undergraduate education.[3]

Rudolph credits much of the growth of residence halls to a desire to have more control over student's social and moral development while the student was in the university's charge. However, he clearly indicates that the colonial colleges undertook this simply because of the age of most of their students. In a few cases residence halls were established to provide adequate student housing in line with minimum standards of health and cleanliness rather than forcing students to fend for themselves in the surrounding areas.[4]

The establishment of student living areas was not always thought to be such an important ingredient. A

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[2]Rudolph, op. cit., p. 88.

[3]Ibid., p. 26.

[4]Ibid.

number of faculty in this country would agree with Cowley when he observed:

> When the University of Berlin was established in 1809, no provisions were made for the housing of students, not only because the need of dormitories was no longer apparent, but also because the leading spirits in its founding preferred to put all of its emphasis on spreading the frontiers of knowledge.[5]

Many faculty still hold the notion that Cowley prescribed and see their responsibilities for the student's development and growth being intellectual and classroom bound.

The Germanic idea of the university described by Cowley is supported historically and contemporarily by many students and faculty. Many view attempts at soliciting their involvement in the residence system as an intrusion with their work as academicians. Often they have been joined by students who think that the university should be concerned only with what happens in the classroom, and who wish to get away from the far-reaching arm of the university as it attempts to control their non-classroom lives.

Most universities, following World War II, were pressed because of the large numbers demanding a college education. One of the areas that was particularly hard pressed was student housing. Most dormitories were built

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[5]W. H. Cowley, "The History of Student Residential Housing," School and Society, XL, No. 1040 (December, 1934), 107.

on the outskirts of the campus and simply provided four walls, bathroom facilities, and a place to eat.[6]

Therefore, it is understandable that these early attempts, and in some cases present attempts, were devoid of classrooms, faculty offices, libraries, fine arts rooms, etc. As a result, what flourished in these residence halls was an undergraduate peer culture developed around student government, athletics, social activities, etc. It was not until the mid-fifties that most universities began to look for ways in which one could bring together the academic and residential parts of campus life. It is at this time that the term living-learning had its origins.

The notion of redefining the student living areas and allowing faculty to have an impact on student environment, was one of the prime motivating factors in the living-learning concept. Bringing faculty and cultural programs into residence halls was also an attempt to reduce the feelings of student alienation and isolation. It is for these reasons that Jencks, Riesman, and others argue that the Anglo-Saxon idea of an academic community, where one lives and studies, has sprung back as a principle highly regarded by many students and faculty.[7]

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[6]Rudolph, op. cit., p. 486.

[7]Jencks and Riesman, op. cit., p. 500.

Before the study launches into a description of one attempt to build a residential-academic community, it is important that the reader get some exposure to the current experimental-residential college scene. One has only to look at Newcomb and Feldman's new book, The Impact of College on Students, to see the paucity of research on living-learning centers, residential colleges, etc.[8] Most of the research reported in their chapter on residencies has been done on the Greek system. Both Newcomb and Feldman point to the fact that there appears to be significant educational benefits from the residential groupings.[9] Recently a number of very distinguished educators, notably Taylor and Sanford, urged the idea of small residential-cluster colleges as the primary means of reorganizing the university.[10] However, it is important to note that although the links with the Oxford-Cambridge model of education are quite clear, experimental colleges such as the ones being currently discussed are not the product of the past decade. Meiklejohn in the 1920's and 1930's

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[8]Theodore Newcomb and Kenneth Feldman, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 196.

[9]Ibid., pp. 222-23.

[10]Harold Taylor, Students Without Teachers: The Crisis in the University (New York: McGraw-Hill, 1969), p. 294; Nevitt Sanford, Where Colleges Fail (San Francisco: Jossey-Bass, 1968), p. 179.

established the original Experimental College at the University of Wisconsin. His underlying philosophy envisioned a collaboration between students and faculty on matters of teaching and learning. From this collaboration he saw an intellectual-cultural community arising which would restructure the university.[11] It was his belief that by rearranging the curriculum, creating new teaching styles, and recruiting a new faculty, you could build new colleges within a university system. While the curricular content and the process by which it was taught has changed considerably from the Meiklejohn model, it was the first of its kind in American higher education.

It is generally believed that the movement toward the establishment of residential-cluster colleges is largely a product of the dissatisfaction toward a great many conventional educational practices. As Gaff points out, this assault on the university comes from faculty, administrators, trustees, politicians, the general public, as well as student activists.[12] Proponents see the residential-cluster colleges as having several distinct advantages. The establishment of a small college allows for more personalized instruction and the fostering of

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[11] Taylor, op. cit.

[12] Jerry Gaff, et al., The Cluster College (San Francisco: Jossey-Bass, 1970), p. 5.

close student-faculty relationships, thereby facing the problem of student alienation and isolation. A second advantage is seen in the diversity offered to students and faculty in a university community. Different teaching and learning styles can be accommodated with such diversity. It also allows the combining of the advantages and resources of a large university with the benefits of a small undergraduate college. Both Martin and Gaff speak to the idea that the residential-cluster college provides a setting in which new educational ideas may be attempted. As they see it, the sub-college is a laboratory in which educational innovations may be tried out and those proving successful be transferred to the larger university.[13]

Sanford, in a speech made three years ago to a meeting on residential colleges, speaks to his aims and ideals of residential-cluster colleges.

> This is the place to speak of some of the different plans for residential colleges. When we say a residential college, I take this to mean that the teaching and curriculum are put into the college where students live. It's not just a matter of assembling some students in a building or in a little group of buildings and trying to make life comfortable for them or trying to develop community among them. A residential college is a place where the intellectual offerings of the college are integrated with the lives of the students. However much people in the psychoanalytic, student-centered, or student personnel services say about the emotional needs of students and the personality development of students, there is no way to get

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[13]Ibid; Warren B. Martin, Alternative to Irrelevance (New York: Abingdon Press, 1968), p. 146.

around the fact that in college the curriculum and teaching are the central features and the basic means by which personality develops.

I would say that reaching a young person at this age is mainly a matter of reaching his mind, and we reach his mind through the offerings of books and teaching. When we say an intellectual community of living and learning, we mean a genuine integration of intellectual activity with the activities of ordinary life. By bringing the curriculum into where people live, we have a much better chance of showing students the relevance of academic learning to their lives, just as we have a better chance of generating in them the kind of interest and motivation necessary to sustain them when they undertake difficult intellectual work.

One thing we are after in the cluster or residential college idea is to have the benefits of smallness within a large university, and this, of course is enormously important. If students are to gain the most from teachers, they must see them in situations in which the teachers really reveal themselves as people and not just dispensers of information or graders of papers. They have got to see their teachers and relate to them as men, and this apparently can only occur if the ratio of teachers to students is not too much out of line.

And of course, students ought to be in a situation where they can know other students well. One of the saddest things about campus life today is the general deterioration in campus friendships. If you take high pressure places such as Stanford, there are hundreds of boys that go through four years of college without making a friend with whom they maintain touch for more than a month after they leave college. They can't afford to expose themselves that much to other students. They feel other students might use them in some fashion or another if they let them know too much about themselves. This is the basis for the fact that Stanford students are always talking about different housing arrangements. They have the feeling that somehow, somewhere, if they could just shake up the housing situation enough, their sense of intimacy with other people could be improved.

The main need is to try to break down some of these terrible hiatuses that exist in the university. In contrast, one can almost say that the university today has managed to separate practically everything that really belongs together. The universities separate learning from life, science from practice, this course from all other courses; they separate

> feeling from thinking, men from women, youth from adults--all in the interest of some purposes, but not individual development.
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> Our aim is to try somehow to restore the wholeness of this enterprise. The residential college, in my view, would be one of the best ways to do it. This is to assume that the residential college is going to be coeducational; that it's going to involve adults and students in its orientation; that it's going to get rid of the departmental structure which segregates knowledge into the departments; that the curriculum is going to be either problem-oriented or centered in great ideas, so that there's a fair chance for the William James type of knowing.[14]

What Koonce of Colby College has called a "collegiate federalism" seems to be sweeping the country. Variously called houses, inter-colleges, residential colleges, experimental colleges, cluster colleges, colleges within colleges, they all appear to be efforts to improve the conditions and substance of undergraduate education. In the last decade, this new wave of collegiate federalism has swept through a large portion of the United States.[15] The programs vary considerably in quality and scope.

The following descriptions of residential-cluster colleges have been ascertained by the author over the past three years in personal visits to these schools, correspondence with members of the faculty and student body, as well as various conferences held at several of the

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[14]Nevitt Sanford, "College, Culture and Character" (paper read before residential college representatives, October 13, 1967, University of North Carolina, Chapel Hill).

[15]Howard Koonce, "Collegiate Federalism: The New Wave" (unpublished report, 1969). (Mimeographed.)

colleges. Many hours were spent talking to students, faculty, and administrators in order to gain a better insight into these programs.

The State of Michigan, which hosts two Big-Ten schools, and a network of state supported and private colleges and universities, has been in the vanguard of the experimental college movement. The three largest state supported schools offer a variety of options to undergraduates, among which are experimental-residential college programs.

The Residential College, University of Michigan, Ann Arbor, Michigan, is a four-year program offering a wide number of majors in the university. There are very few permanent faculty. Faculty are recruited from the university on a term-to-term basis to teach individual courses. It is generally a wide ranging liberal arts program with thirty-two courses necessary for graduation and RC requires twelve to fourteen of these. Students take their major in the university and are pulled together in the residential setting for special seminars, colloquims, and lecture classes. The college is presently in its third year and has 525 students with a projected enrollment of 1,000 students.

Monteith College, Wayne State University, Detroit, Michigan, is a non-residential four-year liberal education program. It is one of the oldest, having just completed

its tenth year. The curriculum is divided into three divisions, Natural Science, Social Science, and Humanities. They have a great deal of autonomy in the design of the curriculum. Students have the opportunity to follow a general education program without specialization and conventional disciplines.

New College, Oakland University, Rochester, Michigan, is a four-year program designed to allow students to take half their freshman and sophomore program and a quarter of their junior and senior programs in the college. The faculty are on a shared time basis, with offices in their departments. It is a residentially based college without benefit of faculty offices. The curriculum is an interdisciplinary approach to liberal arts. In addition, there is a two-semester field work requirement. There are approximately 400 students enrolled, including commuters.

Charter College, Oakland University, Rochester, Michigan, was formed in 1965, and is housed in the other half of the residence hall with New College. The curriculum of the college is primarily based on general education courses offered by the college to meet university requirements. Students must meet their major and minor requirements in the university.

Lyman Briggs College, Michigan State University, East Lansing, Michigan, is a four-year degree granting

residential college in the physical and biological sciences and mathematics. The majors of the Briggs students are taken within the university. The curriculum is designed for those students seeking a broad field of concentration in one of the physical or biological sciences. The faculty are predominantly holding dual appointments with the university. The college has responsibility for development of its own curriculum and offers a number of courses in the history and philosophy of science. It is specifically designed for students seeking a liberal education with emphasis on the physical and biological sciences and mathematics.

Justin Morrill College, Michigan State University, East Lansing, Michigan, is a four-year undergraduate residential college with a cross-cultural liberal arts curriculum. The students take approximately half of their courses in the college and the other half in the university. Heavy emphasis is placed on foreign language and a term of foreign study abroad. Students take a component of their education from arts and humanities, social sciences, and natural science. Primarily the faculty are full-time with the college, with a few faculty coming in to teach a single course. They are responsible for development of their own curriculum.

The California state system of higher education has provided much of the impetus for the rise of experimental residential colleges. They are currently one of

the national leaders in educational innovation at the undergraduate level. The best example of this is the University of California at Santa Cruz, which has established four residential units. All of the colleges at Santa Cruz are physically separate, inter-departmental programs. The college faculty design their own curriculum, have separate office space and classrooms. Students are free to take courses in any other unit of the university. A more detailed description of the Santa Cruz units follows.

Crown College, University of California at Santa Cruz, has a curriculum oriented to the natural sciences. The theme is science, culture, and man. Each member of the college faculty is encouraged and expected to develop his own seminar. The college is presently in its third year. They have the same problems of other lab and pre-professional programs.

Merrill College, University of California at Santa Cruz, has its theme of the college curriculum centered on the Third World. For example, poverty at home, under-development, etc. There is no set core program, but the expectation is that much of the freshman year will be devoted to full-time field experience. The program is in its first year. They have their own full-time faculty.

Cowell College, University of California at Santa Cruz, is a Humanities oriented college and attempts to get a better balance between social science, natural

science, and humanities. Students are limited to 50 percent of their major program in the humanities. They are presently in their fourth year and the college is planned for between 600-800 students and is housed in a quadrangle-residential setting.

Stevenson College, University of California at Santa Cruz, emphasizes social science. They are presently in their third year of operation. They draw 50 percent of their faculty from the social sciences, 25 percent from humanities and 25 percent from natural science.

Elbert Covell College, University of Pacific, Redlands, California, uses Spanish as the language of instruction at this, the second of the cluster colleges at the University of the Pacific. The objective of this college is to train students as "inter-American specialists," to give Latin American students the opportunity for quality education unhampered by learning the language as well as the material, and to give students in all the Americas the opportunity to live and study together.

Johnston College, University of Pacific, Redlands, California, is a four-year degree granting institution with a full-time faculty hired by the college. The theme of the college curriculum is centered on inter-personal, inter-cultural, and international studies. There is extensive use of T-group methods, supervised by psychotherapists. There are no departmental organizations and most of the experimental methods revolve around group

work. They are presently attempting to create a separate campus. This will open in the fall of 1970, with approximately 120 freshmen and 20 sophomores. It is geared to have 600 students by 1973. Its curriculum is projected to be heavily weighted towards personal and group psychology.

Callison College, University of Pacific, Stockton, California, is a four-year, degree granting institution with a total curriculum and full-time faculty. Students in this residential college are housed in a quadrangle. It opened in September, 1966, and the curriculum is focused on non-western studies. Every student spends the entire sophomore year in India. There is a great deal of independent study and field work.

Raymond College, University of Pacific, Stockton, California, is a three-year, degree granting program primarily with a full-time faculty. The college has very little to do with the general university. They are presently undergoing some curriculum change. It has a great many required courses centering on humanistic traditions with equal emphasis on natural science, social science, and humanities. The students live in a reserved quadrangle. Classrooms and offices are in the building just across the street. It is projected to have 250 students. Presently it is in its eighth year with 150 students.

Experimental program at the University of California at Berkeley, is a rigorous experimental program designed for freshmen and sophomores. The curriculum is classical in scope, focusing on history, literature, and philosophy. The college admits to a sharing of the principles of the Great Books program. The college has a full-time faculty with a highly structured curriculum. Classes and office space are provided for in an unoccupied fraternity house. As of yet no residential facilities have been provided.

Hampshire College, Amherst, Massachusetts, opened in the fall of 1969 and emphasizes student independence and self-education. This is a co-educational liberal arts college with no fixed graduation requirements. There is a system of comprehensive examination and independent study to allow students to work at their own pace. The college is organized into the humanities, social studies, natural sciences, languages, and linquistics. Village clusters including faculty offices, student and faculty residences, and classroom and seminar rooms will be set around an academic center, libraries, classrooms, and offices. In addition there is a four-week mid-term break in which all students work on special studies in the college or in a college-sponsored off-campus project. The college is sponsored by Amherst College, Mt. Holyoke College, Smith College, and the University of Massachusetts.

Residential Colleges at the University of North Carolina, Chapel Hill, North Carolina, was begun in 1957 and the first college, Scott College was officially dedicated in 1965. Since that time five residential areas were named as provisional residential colleges. It is little more than a place where faculty members visit, give an occasional talk, or class. There is no curriculum, nor permanent faculty. There are faculty offices, seminar rooms, and classrooms made available in these colleges.

Colleges within the College Program, University of Kansas, Lawrence, Kansas, are five colleges within the College of Liberal Arts and Sciences, designed for freshmen and sophomores. Each of the colleges are residentially based and in some cases are compiled of several residence halls, including fraternities. The faculty are presently on a share time basis. Centennial College opened in September, 1966, with others scheduled to open soon. The colleges presently have little more than occasional special sections of standard courses offered by their shared faculty.

State University of New York at Old Westbury, New York, is presently in its second year. The faculty are full-time in this residentially based college. The idea was to develop a plan similar to Santa Cruz with several residential colleges of approximately 400 students. Each of the schools is intended to have a liberal arts orientation. The curriculum centers around common humanities

seminars, great books, workshops and special seminars, and independent study. There are extensive special projects and field experience in New York City. The school has been undergoing some difficulties during the first couple of years, with some students becoming disenchanted with field work and independent study and wanting to pursue more traditional academic programs.

Project Ten, South Residential College, University of Massachusetts, Amherst, Massachusetts, is a freshman program housed in two adjacent dormitories with special sections of required courses in English and Western Civilization. Students take 40 percent of their course work in common and the faculty have offices and a director lives in residence. Upperclassmen are used as undergraduate teaching residents and have responsibilities for human values seminars. This is to be part of a larger residential college system at the University of Massachusetts. It is presently planned for 130 men and 130 women.

Orchard Hill, University of Massachusetts, Amherst, Massachusetts, began with four buildings, housing over 300 students each. It is very similar to living-learning residence halls at Michigan State University. Freshmen courses are scheduled in the buildings and faculty members recruited from the university. Most of the programming developed is not curricular, but extra-curricular.

Livingston College, Rutgers University, New Brunswick, New Jersey, is part of the Rutgers College plan, modeled after the Claremont system, which will be an autonomous college, with shared administrative and physical facilities. This residential college is designed for 500 students, including faculty apartments. The college curriculum features an updating of many ongoing social science courses and features field work and the use of non-academic people. The curriculum appears to have a special commitment to the disadvantaged in our society. It opened in the fall of 1970 with approximately 600 students.

Goddard College, Plainfield, Vermont, is a residentially based experimental college with approximately 500 students. It offers a four-year curriculum in liberal arts. Students design individual curriculums with the faculty and they have a non-residential semester in January and February in which they work in practical situations in different parts of American life which they have not encountered before. Comparative culture programs are designed for freshmen and sophomores to learn to use off-campus resources. The program involves preparation in language and cultural background during the first semester, followed by a semester spent in the country that is being studied. There are no required courses or grades.

New College, Sarasota, Florida, is a residentially based experimental college of approximately 350 students selected from the top 5 percent of their graduating classes. It has a very flexible liberal arts program, emphasizing independent study and self discipline. There are no grades, and the areas of study are social science, natural science, and humanities. The full degree program may be completed in three or four years. There is a requirement of nine terms in residence and a satisfactory completion of four independent study projects and a senior thesis. They have a comprehensive baccalaureate examination, and off-campus field experience is encouraged for all students.

Florida Atlantic University, Boca Raton, Florida, is designed for only junior and senior students, and implements its liberal arts philosophy by extensive use of electronic media to enrich the curriculum. The expected enrollment is off by 50 percent and they are in financial difficulty. The projected enrollment was 10,000 and they are presently at 4,000.

Florida Presbyterian College, St. Petersburg, Florida, is designed as a residential college housing thirty-four students per unit. The curriculum is primarily based on independent study and there are no required classes or grades. All students are eligible to sit in on any class. There is a four-week mid-semester break for independent study, many of the winter breaks being conducted in foreign countries. There is extensive

use of comprehensive examinations to determine the competency of undergraduates.

Stephens College, Columbia, Missouri, is a women's two-year college organized on a house plan system, with approximately 100 students assigned to a given dormitory. There is a core subject, and five faculty are assigned to each residence hall. Students have considerable autonomy in planning schedules and teaching programs. Extensive use is made of independent study, field programs, and seminars.

Inner College, Antioch, Yellow Springs, Ohio, is a small college of about thirty students located on the Antioch campus. It is housed in two adjoining frame buildings, without faculty office space. It has officially stated "the Inner College is free to design its own way of meeting degree requirements or to do work not for the degree." It is essentially a program where students pursue whatever they wish and present to the faculty a summary, together with a request for credit for whatever they believe their activities are worth.

New College, Hofstra University, Hempstead, New York, is a three-year degree program with a full-time faculty which is shared on occasion with the university. It is non-residential, but one building on campus is used throughout the day to house the college. There is a combination of one or two courses being taken for

approximately a six-week period and a highly traditional general education core program. Independent study is emphasized and an area of concentration and discipline is required. The college has approximately 200 students and grew from a two-year general education program to a three-year degree granting institution.

Fairhaven College, Western Washington State College, Bellingham, Washington, is a three-year program with full-time faculty predominantly, but some share appointments with the university. Students meet their major and minor requirements through Western Washington State College. This residentially based college presently on campus will be moving to a separate campus next year. Presently 200 students are in residence. Admission is selective and students interested must show initiative and self-discipline for a great deal of independent study. It opened in 1968 with a pilot project of twenty-thirty students.

The College of Letters, Wesleyan University, Middletown, Connecticut, is designed for sophomores, juniors, and seniors. They are all housed in a single residence hall and have autonomy for the development of their own curriculum. The autonomy includes evaluation of their own students. Approximately 60 percent of the course work for the student's degree is taken within the college. The remaining 40 percent is taken at the university. A Western tradition in literature core and

special seminars are constantly offered. The second half of the sophomore year is spent abroad and at least one subsequent seminar in a foreign language is required. A senior seminar and thesis is required to complete a student's major program. There are fewer than a hundred students, and a very low student-faculty ratio. The college uses outside examiners for the students' comprehensive examinations.

The College of Social Studies at Wesleyan University, Middletown, Connecticut, is essentially very similar to the College of Letters and is an interdepartmental major in the social sciences, economics, government, history and philosophy, social-psychology, and sociology. A senior seminar is required. There are approximately fifty students in attendance.

Bensalem College, Fordham University, New York City, is a residentially based community located in a single apartment house in New York City in which both students and faculty live. A very small number of students, approximately thirty, and a handful of faculty design the constantly changing curriculum. There is a heavy emphasis on different and unusual foreign languages. Students work individually with faculty to plan their four-year program. There is very little contact with the university itself.

In addition to the forementioned schools described, other schools are beginning to struggle with the notion of a residential or experimental unit on campus. For example, New York University, Washington Square Branch, has made moves towards establishing three residential centers. The University of Connecticut has begun to develop new experimental units, and the University of Kentucky is in the throes of planning. Tufts University, in the Boston area, is laying plans for a new experimental branch. Colby College has developed, with the support of the Bratymeyer Foundation of Massachusetts, a committee to look into a new form of higher education which would be acceptable to the Colby campus. Grand Valley College in Michigan has planned to build a campus around the idea of a number of small cluster colleges.

Similarly, the University of Vermont and St. Olaf College have developed an Experimental Program and the Paracollege, respectively.

A concern with the living dimensions of the students is a fairly recent development in higher education. To allow for more faculty impact, and to reduce student alienation and isolation, the living-learning idea of bringing faculty and cultural activities into residence halls was initiated.

The logical extension of this concept is the residential college. Its goals include integrating curriculum and teaching with student life by promoting

close relationships within and between student and faculty groups, and providing more personalized instruction, while also having the benefits of a large university. The university can also try out innovations in the residential college. Underlying these goals is a concern with the individual development of the students.

Chapter II includes an overview of the residential college movement as it has developed across the country. All are officially units of larger colleges or universities. Beyond this, the programs vary tremendously in curriculum, physical arrangements, and size, although most are below about 600 in total enrollment.

It is clear from reviewing the preceding descriptions that the programs vary considerably in style and quality. Some are concerned with the academic and intellectual growth of students, while others stress the social and personal development of undergraduates. A number of schools are concerned with both areas of personal and academic development. It is difficult to judge the new colleges by conventional standards of scholarship, because, in most cases, they are a reaction against many of the traditional aspects of education.

CHAPTER III

GENESIS OF COLLEGE III

Faculty, students, and administrators gathered in Wilson Auditorium, September 22, 1967 at 3 P.M. to hear the Convocation Address for James Madison College delivered by Professor Martin Diamond of Claremont Men's College, California.[1] This gathering was the culmination of countless meetings and some very intensive grappling with the fundamental issues of modern education. The process had begun as early as the 1964-65 academic year--the final product was to be a residential college, devoted to the social sciences complete with its own curriculum, student body, physical structure, and faculty.

As early as September, 1966, the State News reported on the "Development of the College Within the College of Social Science" idea. It described the needs of the nondepartmental social science majors and the plans for establishing a committee during 1966-67. The article spoke to the ideas of developing an "exciting program,"

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[1]Convocation Address by Martin Diamond, September 22, 1967.

sense of student identity, small classes, and stressing undergraduate teaching.[2]

The early discussions centered around the notion of a new college within the College of Social Science, with an associate dean as head and a group of faculty members to deal with Social Science College-level majors. Recommendations emerged from the Committee on the Social Science Majors and Teacher Preparatory Studies, and were brought up with the director of the educational development program and the provost. Later the president of the university was contacted regarding the development of such a college. This discussion was not resumed seriously until the spring term of 1966; at that time the College of Social Science turned its attention to the problems surrounding the Social Science College-level major once again. The major problem concerned some 1,200 students who were in this general major and did not have a faculty to be responsible for them; they were being supervised at that time by a group of graduate students who served under the immediate administrative responsibility of an assistant dean. Each was affiliated with some department or school within the social sciences. Plans that came out of the spring and summer of 1966 called for a college similar

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[2][Michigan] State News, Welcome Week Edition, September, 1966, p. 8.

to Justin Morrill College, in that it would have a physical structure of its own.

There was some preliminary discussion on the issue of the new college being limited to the freshman and sophomore years, with the students entering either the College of Social Science, departmental, or school majors after that time. It was explicit from the outset that this would be an undergraduate teaching unit within the College of Social Science. The basic notion of the college was accepted, but several questions were raised regarding the two-year aspect of the college. Three arguments were particularly critical. First, there would be difficulty in attraction and morale-maintenance of a faculty capable of providing general social science majors with distinguished instructional guidance. The strict channeling of students through departmentally organized disciplines would leave the college, essentially, with the status of a general education program, thus allowing few opportunities for professional recognition of faculty. In addition, it is difficult to recruit first-rate faculty to handle only freshmen and sophomores.

The second concern focused on the difficulty of developing truly multi-disciplinary courses. It would be necessary to develop courses without intruding on programs already offered in departments and regular disciplines. An additional problem was posed by the

termination of the general curriculum at the end of two years and the undertaking of courses offered by specific departments.

Finally, there was a need for a curriculum that would be developed in such a way as to attract students who would want to handle a fine academic program rather than merely those who could not handle the more rigorous work of departments or schools. It was feared that a multi-disciplinary curriculum might simply attract students looking for a "soft" program. It was thought to be important for the college to attract students who had a truly eclectic view of social science and who wanted to avoid the narrowness of the department curricula. Again, it was thought to be difficult to attract students for a mere freshman-sophomore program. Both students and staff would find it more difficult to maintain a sense of identity with a scholarly community which would end in the midst of their undergraduate academic career.

When put in the balance, the arguments for a four-year program carried the day. From these basic orientations, then, the real work began with the appointment of a member of the Michigan State University faculty to head the Organizing Committee. He was also appointed an associate dean in the College of Social Science.[3]

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[3]See Annual Report for James Madison College, 1967-68, Michigan State University, p. 1.

The members of the committee were to serve without pay and to report to the dean of social science and the provost.[4] This committee defined its function in terms of two basic objectives: (1) it was to provide a residentially-based small college environment within the larger university, and (2) it was to develop an undergraduate curriculum based on social sciences but generating a broader academic stimulation than the specific disciplines.

The first objective had already been accepted at Michigan State as well as other universities in the United States. Justin Morrill College had been established several years earlier on the premise that bigness is not necessarily a virtue, and that the individual might be better able to cope with the college experience in a small institutional setting. It was thought that a common physical structure for the dormitory-cultural programs, faculty offices, and student living quarters would offer a more integrated approach to university life. The college had opened in 1965, and was oriented toward assuming the student's arrival ". . . at some fundamental truths common to all societies and that this learning would pervade one's individual philosophy and outlook."[5] Much like the future

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[4] Ibid.

[5] Eric P. Kafka, "The Effects of Overseas Study on World-mindedness and Other Selected Variables of Liberal Arts Students" (unpublished Doctor's dissertation, Michigan State University, 1968), p. 2.

Madison program, the college attempts to achieve this goal through independent study, small classes within which peer group interaction may reinforce the learning experience, and the development of close student-professor relationships.[6] Morrill is housed in the Phillips-Snyder living-learning center; again, the facilities are similar in scope and purpose to Madison's. The end product would be learning reinforcement for the student.

A second college was scheduled to open simultaneously with Madison. Lyman Briggs College ". . . was created to give students a liberal science-based education in the biological and physical sciences and mathematics."[7] This program was located in Holmes Hall. Briggs hoped, as did Morrill, that small classes, learning reinforcement from peers and professors, and independent study would provide a relevant education.

The second objective, student motivation in the social sciences, was to be achieved by a focus on major public policy problems rather than on certain disciplines

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[6]George E. Cole, "The Objectives of the Justin S. Morrill College as Perceived by Its Members" (unpublished Doctor's dissertation, Michigan State University, 1967), p. 3.

[7]Donald Fred Harden, "Selected Affective and Cognitive Characteristics of Students in the Lyman Briggs College and the College of Natural Science at Michigan State University" (unpublished Doctor's dissertation, Michigan State University, 1969), p. 2.

as they deal with those problems. Stimulated by modern public dilemmas, a student would be more receptive to the instruments of solution to problems, rather than theory, methodology, research, and the various disciplinary approaches.[8]

Meetings followed between the head of the Organizing Committee and some key members until the first general meeting of the "New College" on January 17, 1967. The "new college" at that time consisted of two full-time and four part-time faculty members plus those professors whose future associations with the college were in various stages of negotiation (see Appendix D). At the time the actual physical site of the new college was still in limbo; initially Wilson Hall was thought to be the location most economical to the university in terms of facilities immediately available for the college under one roof. This fell through, and Case Hall, in the same southwest complex, was the second choice. At the time this prospect also seemed dim. The final possibility was the Mason-Abbot complex, but massive renovation would have been needed to bring that physical structure up to the specifications of the college. It was announced that fall of 1967 would see the admission of the first freshman class--hopefully 400 students, approximately 200 of each sex. The bulk of the discussion at this

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[8]See Annual Report, 1967-68, pp. 4-5.

meeting, however, was devoted to the curricular concerns of James Madison College. The head of the Organizing Committee outlined, in the "new college" meeting, the appropriateness of the policy sciences to the study of current public problems: this would bring in the historical and ethical as well as the behavioral components of a given dilemma. He also sketched roughly several areas of possible interest to the new college, among them international relations, socio and economic problems, urban studies, intergroup relations, and finally, law and society. It was envisioned that several all-university courses would be adapted to the college needs, specifically, the University College Social Science sequence, American Thought and Language, and Natural Science. The ideas of special seminars taught by faculty interested in particular areas and the notion of independent study credits were also raised. The ensuing discussion yielded a further suggestion for a course in social science methodology to be taught by a member of the Madison faculty and directed particularly toward a general understanding of research methods. No definite decisions were reached at this meeting, but the general focus of the Madison curriculum was already becoming apparent.

The provost and the president of Michigan State University received lists of the members of the Organizing

Committee on January 26, 1967 as well as two other important documents. One of them was a proposal for naming the college officially James Madison College--until then it had been known as College III (see Appendix C); the other document was the first recruiting prospectus for the freshman class (see Appendix G). The former memorandum was a response to seven criteria laid down by the university for the naming of the new college. The name was to symbolize the subject matter focus of the new college; it must honor a distinguished person of unquestioned integrity and outstanding achievement; it should demonstrate an attachment to the ideals of that person; it should reflect perenial and enduring traditions, values, and purposes; the name should be distinctive; significant to both the community at large and the academic community; and finally, it should be meaningful to high school graduates. The name Abraham Lincoln was rejected because it was already in wide use, hence, not distinctive enough. The name James Madison was thought to be superbly appropriate on all counts, the only difficulty arose as a result of having identical initials with Justin Morrill College. This was a minor drawback, however, effecting only catalogue course listings.

The prospectus to freshmen enumerated the various advantages of the new college, including its multidisciplinary approach to the social sciences and its

small size. It outlined the various areas of concentration available to the student, which generally followed the policy areas sketched by the head of the Organizing Committee in the first meeting of the new college (see (Appendix D).

The university administrative group approved the name James Madison for the college on February 7, 1967 (Appendix E) on the motion of the dean of the College of Social Science. This was then referred to the Michigan State Board of Trustees, who in turn, approved the name on February 17.[9] The college had a name, now it needed a location. The provost announced on March 8, 1967 that Madison College was to be located in Case Hall;[10] this was particularly appropriate since Case was the first co-educational residence hall on the Michigan State University campus, and its facilities were thus easily adaptable to residential college living. The Organizing Committee officially received this news on April 5, 1967 (see Appendix D) along with tentative reports on Madison adaptations of the American Thought and Language program, and the foreign language requirement. At that time the Organizing Committee also adopted a proposal for a

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[9] Annual Report, 1967-68, p. 2.

[10] Ibid., p. 13.

methodology course following suggestions brought forth at the first meeting of the new college.

April 18, 1967 saw the division of the existing faculty of the college into various fields of concentration again roughly following the lines of policy problems-studies in the freshman prospectus (see Appendix C).

The first Case Hall meeting of the Organizing Committee was held on April 25, 1967. A heavy writing emphasis was agreed upon for the American Thought and Language course, and a writing requirement of a twenty-thirty page documented paper per year was adopted. Independent study courses of variable credit were also accepted as part of the curriculum (see Appendix D). The various decisions of the Organizing Committee were gathered together and submitted on April 27 to the Educational Policies Committee of the university in a rough outline of the freshmen year for Madison students:[11] the average freshman would be taking four courses per term, one of them the Madison American Thought and Language course, another Madison Natural Science course, and the last one the Introduction to Policy Sciences course. This policy science sequence was to be the core of the Madison freshman curriculum and was designed to replace the University College Social Science sequence. The Educational

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[11] Ibid.

Policies Committee approved the plans and they were subsequently submitted to the University Curriculum Committee. Here, again, the program met with general acceptance with a few minor alterations: Madison American Thought and Language was not to receive four credits as originally planned in spite of the heavier burden of the writing emphasis; the university health, physical education, and recreation requirement was to be left intact for Madison students; and finally, Madison students would not receive credit for university courses if they had already taken Madison courses similar or identical in content (see Appendix C). Thus, as of May 24, 1967 the Madison freshman program was formally structured in a very general way. The same day the University Academic Senate was informed of the plans of the new college by the head of the Organizing Committee in a brief outline of progress to date.[12]

The last full meeting of the Organizing Committee took place on June 1, 1967; at this session the successor summer faculty committee was formed. Case Hall's third floor was to be the site of the faculty offices, and another announcement revealed that 186 students had enrolled in the Madison program with the number of men and women approximately equal. Plans were outlined for profiles to be run on Madison students, through Institutional Research, in order to measure the impact of the

[12]Minutes of Academic Senate, Michigan State University, May 24, 1967.

Madison College environment and curriculum on the lives of these students (see Appendix D). Before adjournment, the committee got word that the Academic Council had also approved the freshmen curriculum on June 6 (Appendix D) thus the final step had been taken toward a guaranteed opening in the fall of 1967.

It was up to the summer faculty then, to develop the full details for the freshman curriculum. The summer planning group of faculty met for the first time on June 26; now there were 215 students enrolled in Madison College. Again the number of men and women were about equal, with the enrollment including sixteen Alumni Distinguished Scholarship (ADS) contenders with one ADS winner. One hundred fifty-six of the enrollees were from Michigan and fifty-nine were from out-of-state. Various summer sub-committees were to deal with the American Thought and Language and Natural Science programs, and a six-man committee was formed to delve into the complexities of the policy science sequence and to make curriculum recommendations to the committee as a whole. A second priority task was the development of the various areas-of-concentration curricula, which were obviously less urgent since they would not be operationalized until the sophomore year (see Appendix D). The record of that summer is one of almost daily meetings and extensive review of a staggering array of educational issues, starting with some very general questions on the

nature of policy science and evolving toward the end of the summer into discussions on specific texts, speakers, and lecture topics. The head of the Organizing Committee was officially named dean of Madison College in the midst of the process on July 1, 1967.[15]

By the middle of August a Madison booklist for the policy problems course had been completed--the first course installment was to be known as MC 200. By August 11 the Summer Planning Committee was already discussing the problems of the winter term course, since schedules had to be completed by August 25 (see Appendix D). The final discussions covered appropriateness of particular reading excerpts and methods of examination to be employed; it was decided that the grades for the policy problems sequence would be drawn 60 percent from tests (20 percent from each section exam) and 40 percent allotted to the instructors for rating at their discretion. The final task was to put together a syllabus for the MC 200 course, and this was completed in time to have it available for the incoming freshmen.

Most of the students that listened to the Convocation Address on the afternoon of September 22, 1967 had little conception of the tremendous amount of planning and labor that went into the development of their college.

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[15]Annual Report, 1967-68, p. 1.

Hundreds of hours of work were behind the faculty, much more lay ahead in the development of the various areas of concentration curricula. An experiment had found a name, a faculty, a dean and now, a student body. The interaction of these elements would gauge the success or failure of James Madison College.

Through a desire to deal with the non-departmental social science majors, a program emphasizing undergraduate teaching was developed. The two main objectives were to integrate the students' experiences in and out of class, and to deal with social science in a multi-disciplinary way. To best accomplish the objectives, the college was designed to be a four-year, residential program in policy problems.

The Organizing Committee's first task was to outline the first year's curriculum. They decided on the fields of concentration to be included in the introductory policy course, on an annual writing requirement, and on having Madison sections of American Thought and Language and Natural Science (university requirements of freshmen).

Over the summer of 1967 the college faculty met continuously to develop the policy course for the fall class. They dealt with every aspect, from philosophical issues of defining policy science to deciding on the details of the syllabus.

CHAPTER IV

DEVELOPMENT OF CURRICULUM

The need to develop a social science curriculum as an alternative to the single discipline approach, was defined originally for the Michigan State University College of Social Sciences by a body of 1,200 general college majors, who evidenced reluctance to submerge themselves in a given departmental course of study.[1] By 1966, it had been definitely decided to establish a residential college along the lines of Justin Morrill College at Michigan State University to deal with these students--the effort was to be based on two general premises.[2] The first notion was a partial reversal of the normal approach to social science where tradition would have students learn first the tools of the social scientist, and then move on to specific problems; the Madison curriculum would focus first on the problems, and subsequently draw in

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[1][Michigan] State News, Welcome Week Edition, September, 1966, p. 49.

[2]Annual Report, 1967-68, p. 4.

disciplines relevant to the problems' solutions. Rather than moving along a wheel's spoke to its hub, the studies would begin at the hub and spread into several different spokes. This order of priorities was planned to seize the attention and interest of the student with modern social dilemmas, and technical tools would be brought in only when their applicability was clear. Thus the natural eagerness of the student would carry him over the difficulties of disciplinary study. That eagerness would not be drowned early in the university experience by a flood of "irrelevant" facts, figures, and terms.

The first idea leads to the second major premise--the need for a multi-disciplinary course of studies, rather than the restriction of problem-solution to a single, necessarily limited discipline. Actually then, this social science college would go beyond the dimensions of social science, and approach something Lasswell termed "policy science"; no longer would a problem be defined solely in its behavioral dimension. The new concern for solving a problem, not simply measuring it, required an historical element as well as the record of the problem itself, and past human efforts to overcome it. The ethical dimension was to be even more unique--human values as they reject certain problem-solutions and embrace others would also have to be considered for a genuinely encompassing approach. Finally, the actual mechanisms of

decision-making, the final process in any solution, would be taken into account as the focal point and resolution of the three other concerns. It is clear then, that a broad spectrum of non-social sciences would be apropo here, e.g., history, ethics, religion, public administration, and philosophy; hence the wide variety of academic backgrounds of Madison's full- and part-time faculty.

The forementioned fundamental premises would be explicitly outlined in the freshman core sequence, Introductory Policy Problems, and would serve as an implicit common thread of study in the four-year core areas afterward, as well as in the other characteristic features of Madison college; writing requirement, field experience, special topics, and methodology. The final product was to be a complete undergraduate program without the normal goal of sending students on to graduate school. Students who did have plans for further education were encouraged to take a coordinate major in a "normal" department, thus leaving them with two degrees after four years. The Madison program was also designed to allow maximum transferability of credits for students leaving the program in the first two years. Most of that time would ideally be devoted to general education requirements, which would permit maximum utilization of pre-existing university courses pertinent to the given Madison core area.[3]

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[3] Ibid., p. 6.

The forging of the Madison curriculum came in two periods of intense activity, with all the implications of exhaustive meetings, bleary eyes, and frayed nerves. The summer faculty of 1967 was left with the task of hammering out the first term of the policy problems sequence. After that, subcommittees completed the other two installments with only general supervision from the full faculty. Fall of 1967 saw the second major formative period, with the drive to carve out the core area studies in time for university approval early in 1968.

The policy problems sequence was to be the Madison student's first encounter with the experimental curriculum, and as such followed most closely the multi-disciplinary, policy science approach to modern problems. Before the students would receive the thick, colorful syllabus at the beginning of fall term 1967, however, the ideals of the organizers had to be operationalized, and the seal of approval had to be obtained from several relevant university committees. On March 2, 1967, the first general outline of the sequence was reported to the University Curriculum Committee--the vision was limited at that time to a fifteen-credit lecture-discussion section course trio to replace the University College Social Science sequence (see Appendix C). By March 28, the organizers had decided four credits per course, rather than five, would be more appropriate for accommodating the average student load per

term of four courses plus the physical education credit (see Appendix C). The Educational Policies Committee approved the motion of sequence substitution on April 27, 1967 (Appendix C).

With this rough outline then, the summer faculty took up the task of shaping out a twelve-credit series down to each reading excerpt, lecture topic, and lecturer; this group consisted of the original Organizing Committee, plus several newly appointed faculty members. They met for the first time on June 1, 1967 at which time various problems were raised as focal points for the summer deliberations: the nature of policy science-social science relations; areas of policy to be included in the series; kinds of exams to be given; and the nature and source of lectures (see Appendix D). To streamline the formulation process somewhat, a six-man subcommittee was assigned responsibility for generating suggestions and reporting them to the full faculty in their almost daily meetings.

The first characteristic element of the subsequent courses emerged in the June 30 meeting--a "sandwich" approach to problems was suggested and adopted; it roughly followed the policy problems approach, with certain elaborations (see Appendix D). This procedure would search for: (1) the nature of the problem, (2) history of the problem, (3) prominent solutions suggested for the problem, (4) criticisms of the solutions, (5) the

"sociology" of the problem, and finally (6) decision-making apparati in development of a solution. This would provide a general framework for each section of the resulting policy courses.

At the July 7 meeting, an outside faculty member, later drawn in to head the Policy Committee, made several suggestions inspired by her experiences in the University Social Science offerings (see Appendix D). This visiting consultant felt Policy Problems should be highly structured with an exhaustive syllabus available at the beginning of each term, it should focus on "real" value dilemmas (those without clear-cut "good" and "bad" solutions), the conditional nature of social science solutions should be emphasized, and the courses should have an equal share of lecture and nonlecture situations. The above notions were received favorably, and most were incorporated later into the final product.

At the same meeting the first debate over the order of topics to be presented in the coming year ensued. It had been assumed earlier that the core area divisions, international relations; socio-economic problems; urban studies; intergroup relations; impact of technology on society; and law and society, would demarcate the units of study within Policy Problems, but the exact arrangement was as uncertain as it was important. Nothing was decided at this meeting, but the faculty generally fell into either the "ethnic first" or the "urban-first" camps.

The issue of presentation order came up again at the July 10 meeting, when the alternatives had been narrowed to two (see Appendix D). Somewhere in MC 200 would be an "analytical" unit, devoted solely to the study of the policy problems method and the "sandwich" notion. This could either be placed in the introduction to MC 200, or it could be second, with an attention-compelling topic first, implicitly following the "sandwich" method and designed to seize the students' interests. The second, analytic topic would then explain what had transpired in the first section, and this method would be explicitly applied to the third and final problem area of MC 200.

By July 17, the planners had agreed the second approach was most compatible with the first premise of Madison College's existence, and the ethnic area was tapped to be the opening area of study, followed by the analytic unit and the urban topic (see Appendix D).

With this settled, the faculty plunged into the enormous volume of details that had to be worked out before the final draft was ready. The rest of July and much of August brought intensive examination of specific reading assignments, order and appropriateness of lecture topics, availability of outside lecturers, etc. On August 9, the faculty decided to look ahead to the second installment of the series, and two-man sub-committees were formed to prepare the socio-economic, science and technology, and war and peace units of MC 201 (see

Appendix D). Most of the work for this course and the subsequent MC 202 was done in such sub-committees, since fall and the full faculty had arrived, with all the inconveniences of large group deliberation. The sub-committees left no minutes, so the actual process of formulation is lost.

The first major period of curricular formation, then, was completed by the time the freshman class walked uncertainly into Wilson Auditorium for its first "policy" lecture. While the efforts had been focused in a brief ten-week stretch out of an entire four-year program, many of the college's basic policies and approaches emerged from that summer, foremost among them the "sandwich" approach so familiar to a Madison student.

The faculty had but brief respite before they launched upon a second campaign, this time to complete the curricula for all the cores of concentration in time for university scrutiny and approval shortly after the beginning of winter term, 1968.

The division of all modern public dilemmas into five or six general categories appears as early as January 17, 1967, when the head of the Organizing Committee, subsequently the dean of the college, listed them at the first meeting of the new college (see Appendix D). At the time, he briefly described the subject matter of each topic:

1. International relations, or the problems of war and peace; how to preserve international tranquility while at the same time remain prepared for war in the national interest.
2. Socio-economic problems, or the problems of poverty and abundance; how to mitigate, hopefully eliminate, poverty, and conversely, how to deal with abundance and its consequent increased leisure time.
3. Urban studies; anomie and community in urban areas.
4. Inter-group relations; ethnic and religious pluralism and an integrated society.
5. Law and society--problems of justice and public policy; the conditions of conduct requiring police, and the problem that having police creates for society.

By the time the first freshman prospectus appeared shortly afterwards, the topics remained much the same, except that the last area had been divided into Constitutional Democracy and the Public Interest, and Justice, Morality and the Public Interest. Reasons for and definitions of these subcategories were not given (see Appendix G).

By May 5, the Organizing Committee had been divided into committees for each core area, with a chairman responsible for its activities. At the same meeting, a new core was announced: Science and Technology, the impact of these forces on society.

The summer of 1967, as noted, was devoted largely to the Policy Problems sequence. Though the areas of concentration were number two in priority, the real work did not begin until the dean announced, on November 13, 1967, that the sub-committees should have work well under way, since the Educational Policies Committee and other academic committees would be examining the entire curriculum in the winter of 1968 (see Appendix D). February 16, 1968, was set as the completion date, when the Madison Curriculum Committee would have its last look at the programs.

November 29 saw the final actions of the full faculty on the core areas; suggestions came up that the science and technology unit should be postponed until adequate faculty was found, and that the former law and society sub-units should be merged once again due to their similarities (see Appendix D). Both of these were referred to the Madison Curriculum Committee, which was to begin operations in the new term, 1968.

The formation of the Curriculum Committee marked the real beginning of work on the core curricula. The group met for the first time on January 19, 1968, and

launched into an almost nightmarish schedule of meetings to review and consolidate the various sub-committee reports into a final unified document; this would have to be presented to the University Curriculum Committee on March 7, 1968 (see Appendix D).

The general pattern of the core area programs was ideally to be a sophomore introduction into the specific field of study, a junior level branching out into various all-university course offerings, and a final re-examination of the area in light of these courses and the junior level field experience. This was strictly an ideal, however, and the core's final organization frequently reflected an almost opposite balance of courses.[4]

The Socio-Economic area was the first to be raised for review. It was agreed there should actually be two tracks within the core, one for students pursuing an economic study, the other for those interested in socio-welfare policy. Because of the ready availability of university courses in these areas, especially economics, the first two years were to be occupied with non-Madison courses. The Madison influence would be weighted toward the junior and senior years, after the basics had been absorbed.

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[4]This information, and the subsequent descriptions of core area curricula is lifted in a general sense from the Curriculum Committee meetings of the Winter of 1967-68.

The Urban area would follow the ideal type more closely--the sophomore year would serve as an introduction to the discipline, followed by a junior level branching-out into regular departments, and capped by a more intense policy problems approach to the cities in the senior year.

The Ethnic and Religious core sought to give students a firm grounding in religion, immigration, and the historical and contemporary aspects of civil rights throughout the sophomore year, largely in Madison courses. Again, the junior year would take advantage of university courses, but would also have several Madison offerings touching on the urban and ethnic dimensions of the social integration problem. The capstone senior seminar would make use of case histories of policy-making involving ethnic and religious groups.

International Relations would make use of many university electives, due to the nature of the field and the variety of areas covered. Nonetheless, the sophomore year would have Madison courses in geography, society, and culture, centered around the study of universal man. The junior and senior years, like the Socio-Economic, would be more heavily saturated with Madison requirements.

The Curriculum Committee had decided to postpone the Science and Technology unit earlier; by February 24, 1969, it was pretty much a dead letter due to difficulty in gathering an adequate faculty. At the same time, they had agreed to the merger of units VI and VII into one

core, Justice, Morality, and Constitutional Democracy. This area originally was shaped around a seminar approach, dealing with general, unspecified concerns according to the will of the professors. This notion was considerably narrowed in the final product, otherwise, the core followed the pattern of heavy Madison concentrations in the sophomore year, thinning out toward the senior end.

The work on this second great academic effort was completed in time for the final proposal to go before the Curriculum Committee of the College of Social Science on February 29, 1968 (see Appendix C). After approval here, it was given the final go-ahead by the University Curriculum Committee on February 29, 1968 (see Appendix C). The major portion of the Madison curriculum had thus been hammered out by the time its first class had reached sophomore level. Only minor revisions and course evaluations would concern the Madison Curriculum Committee thereafter.

Several other features stand out in the Madison offerings characterizing its social science and/or residential college orientations. An annual writing requirement is one such feature; the need for social scientists to develop writing skills over lengthy stretches of information would be partially satisfied by a twenty- to thirty-page research paper assignment, annually, to be done either in conjunction with a course or as an

independent study (see Appendix D). The paper would be evaluated by the instructor of the course or the independent study professor on a pass-fail basis. On January 30, 1968, the requirement for the freshman year was halved by the faculty, since many students had been forced to do the requirement over and above regular course work (see Appendix D). Freshmen could satisfy the 1970 requirement with a series of short papers--this was to be a temporary measure, however, pending broad re-evaluation of the requirement in the 1970-71 academic year (see Appendix D).

A requirement in methodology was not envisioned in the original program, until it was suggested by several members of the Organizing Committee at the first meeting of the new college (see Appendix D). These professors felt Madison should construct its own program, emphasizing skills of statistical interpretation rather than aiming for creation of professional researchers. It was not so important for the students to learn how to construct a survey or a multi-variable analysis; the object would be to reveal some of the shortcomings and vagaries of statistics, to reduce the awe in which people hold them. This notion was adopted at the April 5, 1967 faculty meeting--while Madison would offer its own one-term methods course, it would be possible to replace it with the methods requirement in the student's coordinate major (see Appendix D). The college secured a methods lab for the course,

with calculator, key-punch, and counter-sorter; undergraduate assistants supervised work in the lab. At present there is some discussion toward extending the requirement to two terms.

A great deal of course-matter flexibility was programmed into the college's "special topics" and college-wide electives offerings. These two innovations seek to link suggestions for courses arising from the native enthusiasm of students to particular interests and skills of faculty members; instructors may submit suggestions for such courses to the Curriculum Committee, which generally schedules one Special Topics and several non-core area electives per term. A great deal of variety appears here, from studies of Marx and Weber to a course in interpersonal relations; each usually relates to a subject of immediate importance, or covers an area outside the usual college and university curricula. If approved, the instructor is responsible for structuring the course --if successful, the usual once-only Special Topics course may become a curriculum regular as a college-wide elective. While ideally, these programs were to be particularly useful for visiting policy practitioners and/or scholars, most of them thus far have been taught by Madison faculty; nonetheless, outside speakers and experts in given fields have been widely employed (see Appendix D).

A final characteristic feature of the Madison curriculum is the Field Experience program, considered for the first time in the January 17, 1967 meeting of the Madison faculty (see Appendix D). It was designed to be a two-term affair, covering the spring term of the junior year and the subsequent summer, and would earn the student fifteen credits. A special office was set up within the college to seek positions for students in organizations covering the gamut of the policy-making process; in industry, government, partisan politics, private and church agencies. Here the student would act as a participant observer, making either mental or actual notes on the activity about him; the final product was to be a substantial research study, or journal, condensing and organizing his observations. In the journal, and in the senior year's one-term seminar, the student would be evaluated on his ability to relate his experiences in the "real world" to his earlier college training. The record thus far shows placements in almost every major city in the United States, with a large concentration in Washington, D.C.; this reflects the bias toward government policy-making in the curriculum and in the students' interests.[6] A by-product of the field experience, of course, would be some degree of clarification in the student's mind of his

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[6] Madison Notes, Summer Edition, 1970.

actual interests and intentions toward a profession or occupation; a discouraging field experience could avert some serious errors in career choice.

Several other points in the curriculum were either borrowed from other programs or adapted from university courses. The foreign language requirement came about almost accidentally--an MSU newsletter contained a reference to such a requirement, thus pledging the college to develop one (see Appendix D). It was to be the same as the Social Science programs: either two year's proficiency in a language, or one-year proficiency with nine credits of related area studies. The only exception to this was the International Relations core, which insisted on two year's proficiency.

When the College of Social Science revamped its requirement in the fall of 1969, discussion on the Madison program was taken up in the October 28, 1969 curriculum meeting (see Appendix D). Some consideration was given to increasing the requirement to two years for all students; others felt this should be replaced by a stiff methods sequence. A more liberal segment felt the requirement should be loosened up, similar to changes undertaken by the College of Social Science. A curriculum sub-committee formalized the more liberal proposal, and received approval from the Madison faculty on May 29, 1970 (see Appendix D). The new program allowed students

either to follow the old track or to opt for a liberal arts cognate, six courses in one foreign study area, or three courses in each of two foreign study areas. The faculty thus accepted the relative ineffectiveness of a one-year program in a foreign language.

Madison College took three university sequences--American Thought and Language, Natural Science, and Humanities--and sought to relate them to the Madison curriculum by having college-only sections instructed by part-time Madison faculty. The instructors would weave the historical/fictional accounts of the human struggle with problem areas into the standard course content, thereby avoiding wasteful discontinuity in the creation of policy scientists. The American Thought and Language adaptation is still part of the Madison program, the other two had to be dropped for financial considerations.

The American Thought and Language program, like several other Madison offerings, was proposed at the January 17, 1967 meeting of the college (see Appendix D). By the March 28 report to the University Curriculum Committee, a group had been formed to collaborate with the head of the American Thought and Language sequence in "slanting, shaping, tailoring" a program to the college's needs (see Appendix C). While the group was charged with maintenance of the general education goal, broad experimentation was permitted--the courses were to be

lecture-discussion sections, biased toward writing skills. Subsequently, four credits, rather than the university's three, were considered more appropriate for the course. However, the University Curriculum Committee insisted on three credits, pending a report on American Thought and Language from the Committee on Undergraduate Education (see Appendix D).

The 1967 summer faculty outlined the plans more fully for this sequence; it would cover in depth two or three topics per term, rather than employing the traditional "survey" technique. The 1969-70 segments emphasized Black Studies, followed in 1970-71 by concentrations on Radical Thought, American Humanities, and further Black Studies. As the program has developed, a thorough co-curricular program of films, speakers, etc., has been utilized. Student response has been sufficient to make continuation of Madison American Thought and Language a financial possibility (see Appendix D).

The forementioned, then, has been the record of one university's attempt to deal with some of the unrest of today's campuses, seek the student's interest, involve him in a program tailored to those desires, and thereby harness youthful enthusiasm toward the solution of America's problems.

The planners of the college's curriculum maintained two continuous themes: to focus first on a problem area

and later draw in tools for possible solutions, and to utilize a multi-disciplinary approach to studying the problem.

The two themes were emphasized in the policy course planned during the summer of 1967 for the first class. It was to be highly structured, concerned with "real" value dilemmas, and include equal lecture and non-lecture sections. The order of topics for fall term would be an intergroup relations unit, an analytic unit explaining the policy approach, and then an urban problems unit. The group then worked out the specific points of the term--lectures, exams, etc.

Beginning in the fall, the faculty designed the core curricula. There were to be five fields: international relations, urban problems, intergroup relations, socio-economic problems, and justice, morality and constitutional democracy. In each, the goal was to gain an introduction to the problem first, through existing university courses if available, expand on this through Madison College and other courses and through a term of field experience, and then finish with a senior seminar.

The committee also outlined other requirements and Madison programs, including the writing requirement, a methodology course, "special topics" offerings to vary each term, field experience, and the language requirement. Madison sections of general education courses required by the university would also be offered.

CHAPTER V

THE COLLEGIUM

> To speak first of aims, I am arguing that the fullest possible development of the individual person is the basic aim of undergraduate education. This conception includes education for social responsibility. A fully developed person is by definition a person who is prepared to make contributions to the society in which he lives.
>
> Students are saying today that they want more sense of community. This is one of the new slogans of Stanford students. "We want community," they say; and as a matter of fact, they show in many ways that their concern for other people and for their relationships to other people is far more important to them than intellectual achievement or any other kind of achievement per se.[1]

The above comments are taken from an address given by the noted educator, Professor Sanford, at the University of North Carolina, in October, 1967. They are cited here, for they represent a clear statement of several of the major goals of James Madison College. By providing a residential setting for the college, staffed with professionals as part of the faculty, the college made a serious commitment to the first of Nevitt's two statements. If members of the Organizing Committee were not

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[1]Nevitt Sanford, "College, Culture and Character" (paper read before residential college representatives, October 13, 1967, University of North Carolina, Chapel Hill).

serious about these goals, their efforts would have strictly been focused on providing a new social science curriculum and not with the out-of-classroom growth and development of Madison undergraduates.

The faculty who initially held the idea of a residential college at Michigan State were aware of the "community" needs that Sanford pointed to. It was hoped that Madison College would establish an intellectual community which would re-establish the older notion of a college as a "collegium" (see Appendix G). The members of the Organizing Committee saw a need to establish the college as a "personally meaningful community of mutually assisting scholars at various stages of individual development" (see Appendix D). It was felt that the benefits which were derived from the older Oxford-Cambridge system and the Harvard Houses model could be emulated in Madison. To provide student living space, faculty offices, classrooms, dining facilities, social activity areas, all within the same physical structure would provide an opportunity for the kinds of interaction that would give both students and faculty a sense of belonging to a small college, yet retain the vast resources of a multiversity. The college was attempting to restore a sense of wholeness to undergraduate education by re-establishing the links between where the student studied and lived.

The dean and members of the Organizing Committee believed that because of the great number of hours that a student would spend during a four-year period in his dormitory, it was a mistake for academicians not to tap into this area. It was the idea that residence halls were able to sustain more than a peer culture largely given to intramural athletics, homecoming floats, mixers, etc., that led to the establishment of residential colleges at Michigan State University.

The first task facing the college after the establishment of these priorities was the securing of a home for its program. On March 8, 1967, the provost informed the Madison College Planning Committee of the assignment of Case Hall as the residence for James Madison College (see Appendix A). It was the first time that the college actually became involved with the problems of innovating in the residential area. In many ways, it was appropriate that Case Hall was selected since it was the first living-learning co-educational residence hall on the Michigan State University campus. The immediate problem which faced the dean of the new college, as he consulted with the Case Hall advisory staff, was how to break the news to the Case Hall population that, beginning the following September the building would have a new occupant, James Madison College. The problems became even more severe if one understands the nature of Case Hall prior to this date. Since its opening, in 1961, Case Hall had

a reputation of being a very popular upperclass (juniors and seniors) dorm, populated by a large number of Michigan State University athletes. It had a good spirit and a high return rate, indicating some degree of satisfaction among the residents. On several occasions, prior to the selection of Case Hall, the dean of Madison College had received letters from student government groups in other residence halls, when rumors circulated that their hall was slated to be converted into a residential college, urging the college to seek another dorm and not to destroy the student culture already established. Case Hall was selected because the adaptation to a residential college could be done at minimal costs, its fine reputation, and it was smaller than the newer co-educational living-learning units.

The dean and members of the Organizing Committee met several times with the Case Hall advisory staff to plan strategy for making the announcement, as well as to minimize the unhappiness and animosity towards the college which might develop. Since by this time it was late into winter term, with only finals week to go, the decision was made to postpone the announcement of the college until the opening day of spring term 1967. Each member of the advisory staff met with the dean of the college who informed them of the goals, purposes, and benefits of a residential college moving into Case Hall. This was an

attempt to make the advisory staff as knowledgeable about the new college in order to be able to answer the questions and concerns of the Case Hall residents. An outline for house discussions was prepared and given to each resident assistant. Each resident was notified by a letter from the head advisors informing them of the plans for the college, and asking their cooperation (see Appendix A). The residents were, for the most part, very cooperative and the delicate period of transition from residence hall to a residential college went smoothly.

One of the first policy decisions of the college, made with regard to the housing of the incoming class, established four separate houses for Madison students (two men's and two women's). A house is residence hall jargon for defining a floor in which students live, often known as a precinct. The first freshmen students were housed together on all-Madison houses, with non-Madison seniors as resident assistants. The author of this study met for many hours with the Organizing Committee and the dean debating the arguments pro and con for mixed and segregated floors. This policy of segregating the Madison students was made in order to quickly establish a community based on a common set of experiences. Through the design of the college, these students would be in class together as well as sharing common living areas. The Organizing Committee thought that this constant interaction would

begin to establish the academic residential community they sought. The people responsible for the decision were aware of the fact that they were sacrificing the normal socialization process that would take place for freshmen when put on the same floor with sophomores, juniors, and seniors. The R.A.'s on each of these four houses had a much more hectic fall term than their counterparts on mixed floors. The R.A.'s were seen by the Madison freshmen as the only upper classman resource they had available. Therefore, these R.A.'s spent endless hours providing the informal help that roommates and suitemates would provide in a different, more "normal," living situation.

The sense of community which was established was, in no small part, a result of the banding together which Madison students felt was necessary in order to survive in a hall largely comprised of non-Madison students who were often hostile to the long haired, non-athletic population which had suddenly appeared. Therefore, the common experiences of the freshman curriculum, the sharing of rooms and suites and the banding together for self-preservation were the ingredients of the Madison community.

The same housing policy, whereby Madison students lived on all-Madison floors separated from the non-Madison students continued for the following two years. This was not as pure a separation as was enforced during the first year, because the college allowed students who withdrew

from Madison to remain in that house for the duration of the year. It seemed too severe to require a withdrawing student to leave the house and separate him from many of his friends all in the same motion as he transferred from the college. However, for the 1970-71 year the college policy has been altered as to allow Madison students and non-Madison students to live together anywhere in Case Hall they so choose. From the outset the college required all Madison students living on-campus to reside in Cass Hall. However, Madison students, if they met the university regulations, were eligible to move off-campus. A more detailed description of the Madison off-campus population, and their reasons for residing there, are covered in the chapter on students, pages 226-27.

A critical ingredient for any residential college is the structure in which the program is housed. The author of this study will take the next few pages to describe the physical environment in which James Madison College developed. The purpose of this description is to provide the reader with the setting in which the college attempted to blend the academic and personal worlds of their students.

Case Hall is a structure composed of four, six-story wings, connected by a three-story middle area. The building was opened in the fall 1961, at a cost of five million dollars. Each wing has six houses with twenty-two rooms on a floor. Excluding the resident assistant's room

in each house, the hall had a normal capacity of 1,008 students in 504 rooms. In addition, there are twenty-four single room apartments in the elevator lobbies on both the north and south side. Since its opening, the north side of the building has housed the female students and the south side, the male students. The three-story connecting link between the north and south wings houses the dining room, coffee shop, classrooms, and activity rooms.

The summer prior to its opening, the college converted a house on the south side into faculty, administrative, and clerical offices. The third floor of Case Hall was selected because it was a connecting area between north and south wings, as well as being directly off the classroom area. At the same time the conversion of 3B South into offices was undertaken, a similar project for the conversion of social and recreational rooms was begun to provide additional classroom space. The college has since expanded to three floors (houses) of offices, thereby leaving only one student living area on the third floor.

Presently the third floor academic area has twelve classrooms, with a capacity of approximately thirty students each. However, the walls of these classrooms are folding, soundproof partitions, which enables the college to open up these small classrooms for large lectures, films, etc. This was deliberately planned to provide the college with as much flexibility as it would need for

academic and social programs. Each of the classrooms are fully carpeted and the seating arrangement is in seminar fashion, to encourage as much participation in the classroom discussion as possible. In addition, there are two seminar rooms and one large classroom capable of seating seventy-five students. Also located on the third floor are two fine arts rooms, complete with piano, carpeting, and lounge chairs. The music rooms are primarily designed to allow people to practice musical instruments. They have also served as classrooms and informal meeting places. The social activity rooms which were displaced by the conversion of the third floor into an academic area, were relocated to the basement of both North and South Case. These areas include an exercise room, laundry room, ping-pong room, television room, card room, and pool room.

A coffee shop is located adjacent to the classroom area on the third floor. This is heavily utilized by students and faculty for morning, afternoon, and evening coffee breaks, Cokes, sandwiches, etc. Because of its location, it is heavily frequented by both male and female students as well as faculty and staff.

Adjacent to the south side of the coffee shop is the Madison library. The room was converted from a lecture room with the purpose of serving as a library-lounge for the students. In addition to carpeting and modern lighting fixtures, tables, chairs, living room furniture, and book shelves were outfitted in the room. The library subscribes

to a large number of periodicals, journals, newspapers, as well as maintaining a substantial collection of social science and related literature. The room is also outfitted with three stereo listening sets for the private enjoyment of the students without disturbing those around them. The record collection developed by the Madison College Humanities program is located in the library and may be checked out. The Madison library was in no way intended to duplicate the efforts of the main library or the Wilson library, but merely to be a room in which members of the college could gather for informal discussions, study purposes, coffee hours, etc. A number of coffee hours have been held here as well as informal talks by visiting faculty and dignitaries.

Also developed during the first year of the college was a social science methods laboratory on the third floor, north wing. The room had previously been used as a study lounge by the women residents of that house. When the house was converted to faculty offices the study lounge was converted into a methods lab, equipped with a counter-sorter, calculators, key-punch machinery, desks, blackboards, etc. The director of the methods program has a connecting office to the lab. The room and its facilities are utilized by the students taking the Madison Methodology course as well as by faculty involved in research activities.

Immediately below the third floor academic area are the dining facilities of the building. The main dining room is a large glass and brick structure, which feeds students and faculty daily. There is an adjoining kitchen capable of preparing all its own food.

Early in its planning the Madison College administration worked out an arrangement with the building manager whereby faculty in the college were able to obtain a greatly reduced meal rate for daily lunches in the main dining room. This enabled students and faculty to share out-of-classroom experiences by eating and talking together.

Located on the main floor of North Case Hall, adjacent to the main dining room, is the 1961 Room. The name of the room signifies the year in which the hall was officially opened. The 1961 Room is a small dining room which may be used by any of the students for special meals, parties, etc. The room was recently redecorated with carpeting, draperies, wooden shutters, round tables, captains chairs to provide an atmosphere of a fine restaurant. The room serves two main functions; first, it allows students to have a number of their meals, or special meals, out of the main dining room and to break up the monotony of institutional eating, and second, it has become a tradition in Madison College to have visiting lecturers eat with some of the Madison students and faculty in the

1961 Room following a lecture or coffee hour. The college has used this room to host, for example: Julian Bond, Clifton Wharton, John Hannah, Floyd McKissick, Benjamin Mays, Ernest VanderHaag, and others.

Each of the student rooms were originally designed to house two students. Every two rooms are connected by bathroom facilities, which is referred to as a suite arrangement, rather than the gang shower and bathroom facilities often designed for residence halls. Each room is approximately 20'x13' and equipped with two desks, bunk beds, a lounger, wardrobe, and closet space.

During the first year of the college, the administration and advisory council of the college realized the importance of maintaining a large, in-residence population for the residential college experiment. Therefore, the college interceded on behalf of the students with management in trying to provide a more flexible and creative policy toward rooms. Greater freedom with one's own living area, as well as providing more single accommodations, were argued for and adopted as a policy within the building. Also under consideration are housing arrangements which would provide several alternatives for students, ranging from the present accommodations to an apartment situation which would be complete with cooking facilities, living areas, etc.

From the time Case Hall opened as a residence hall in 1961 it provided six apartments for the in-residence advisory staff. Located off the lounge areas in both North and South Case are located two, three-room apartments to accommodate the head advisors and their families. On the third floor of the connecting wing, there are four one-room apartments to house the two male and two female graduate advisors.

These positions, as mentioned in the chapter on Governance, are staffed by people dually appointed by the Dean of Students Office and James Madison College. In most cases they are filled by graduate students at Michigan State University primarily enrolled in counseling or student personnel programs. The idea of providing live-in apartments for the staff was seen as a way to facilitate contact between students and young professionals who would assist the residents of the building, resolve personal problems, as well as be a general resource for individuals and groups. The head advisors are employed full-time by the university and the graduate resident advisors are on a half-time appointment. They receive a salary in addition to free room and board. Case Hall has had a number of married head advisors with families and this family setting tends to eliminate some of the institutional living for the residents.

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The graduate resident advisors' apartments, which are located on the third floor, serve as a natural meeting spot for students and staff within the building. They are opposite the classroom area and are passed by students going to and from the grill.

In addition to these six full-time advisory staff members, the staff consists of undergraduate resident assistants who live in each of the houses, to assist the student with any personal or academic problems he may be encountering. In exchange for his duties, the undergraduate receives room and board as payment for this in-residence job. By providing the resident assistant with advising responsibilities and direct access to faculty and administrators in the college, the R.A.'s role as a counselor, advisor, and friend has been enhanced.

One of the major ways in which the college sought to integrate the academic and personal growth of its undergraduates was through the establishment of a major co-curricular program. The co-curricular program in James Madison College was viewed both as a supplement to the normal course work of a student and as a cultural enrichment of his residential situation. The primary objective of the program was to infuse the student peer-group culture with academic and cultural values. From the outset, faculty and student opinions concerning program content were sought. Faculty have used the co-curricular setting to experiment with various teaching

aids and to supplement their course material. Over the past three years, the Co-Curricular Committee, composed of students, has presented a variety of speakers, films, panel discussions, and social events, which meet the needs of the students and faculty within the community. The college has brought in nationally known and respected scholars and practitioners who could not be available to teach a ten-week course, but were available for a brief visit.

Faculty members have made great use of this program to present outside speakers for their course, as well as making it available to all members of the student body and faculty. A general rule has been that the students in a particular class would be required to attend the co-curricular series attached to their course, while other students use it as a special event. The co-curricular idea is an important ingredient in the establishment of a residential community for it draws upon the interest of social science students while not actually requiring attendance, papers, exams, etc., and places it in the students' living environment. The Office of Student Relations has organized programs through the Co-Curricular Committee on such current issues as drugs and sex. By having a small residential community it is relatively easy to create programs on very short notice.

There have been several outstanding examples of how the co-curricular program has been utilized. In the Introductory Policy Problems course, an organized program each term includes films, speakers, and panel discussions. Examples of such programs include a dialogue between Mr. Milton Henry, President of the Republic of New Africa and Mr. Norman Hill, Assistant Director of the A. Philip Randolph Institute, discussing "Black and White in America's Future: Integration, Pluralism or Separatism?" Professor Milton Rokeach spoke on "Some Recent Experimental Research on Prejudice," and Professor Charles Killingsworth spoke on the "Blend of Strategies in Reducing Unemployment." Professor Ernest van den Haag, of the New School for Social Research, spoke on "Freedom and Welfare, A Conservative View." Many fine films were also presented in the Introductory Course Co-Curricular program. These included The Pawnbroker, The Tenement, The Face of War, and Boy: An Experience in the Search for Identity. Another such case is the Madison Humanities class in which the professor in charge taught the normal course work in the classroom and supplemented this by having live music presentations in the Case Hall lounges. Each term, members of the Michigan State University Symphony Orchestra gave several concerts within the college. An extension of this has been a series of listening concerts utilizing tapes and records to broaden the musical interest and knowledge of students.

In conjunction with the special topics course taught in 1968 on the Viet Nam War, a co-curricular series was developed by the committee and the course faculty member. This class met twice a week and covered the course material. In addition, the class and interested members of Michigan State University, met on Sunday nights to hear speakers, view films, listen to panel debates, etc., on Viet Nam.

All of the co-curricular programs have been open to the entire university community. This policy greatly reduced some of the early hostility between Madison and non-Madison students.

In addition to the academically related programs, the Co-Curricular Committee has also held several social activities for the Madison community. One of these events was a "1950's Rock-and-Roll Party" held on a Friday evening for students and faculty in the Case Hall dining room. The total co-curricular program has pulled students and faculty together in situations out of the classroom in which they have an opportunity to interact, exchange ideas, and get to know one another better.

It was hoped by the "Founding Fathers" of the college that there would be excitement generated in the classroom that would spill over into the living areas, and since the students were in close proximity to one another there would be additional academic stimulation. One

specific example of this occurred during the first year (1967-68) in a course entitled "Education and Poverty" (MC 230). A group of Madison students, initially fulfilling a course requirement, designed a tutorial project for disadvantaged Black, Mexican, and White children on the north side of Lansing. The project was designed to cope with the academic, as well as the emotional needs of the children from the economically depressed homes of the High Street, Grand River elementary school areas. What started as a course requirement wound up in a two-year project sponsored in large part by Michigan State University and other private donors. The project was staffed largely with Madison students who taught in the areas of mathematics, social studies, reading, and arts and crafts. Much of the initial enthusiasm for the project was sustained in after class rap sessions among the students designing the project.

Much has been made of the idea of close student-faculty relationships in Madison by the organizers in their statement of goals as well as their public releases. An example of how these goals were actualized is in the form of the Madison weekend away. During the spring of the first year, and then again in the following fall terms, Madison students and faculty on a voluntary basis, spent a weekend seventy-five miles away from the campus in Ortonville, Michigan. The purpose of the weekend away

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was to have Madison students and faculty interact in a less formal setting than is normal on campus. During each of the weekends there was ample time for social activities as well as small group discussions of matters of importance to members of the college. Planning for each of the weekends away was done by a student-faculty committee, which decided on the topics to be discussed as well as other arrangements. A student and faculty member in each group acted as a group convener. These weekends were seen as an opportunity to break down and further eliminate some of the traditional barriers between students and faculty, and among students themselves. The wooded and secluded area allowed for canoe trips, sports events, as well as important discussions on the Madison experiment, specific college requirements, drugs, sex, and matters of national and international importance. Once again this was an opportunity for members of the Madison community to interact in a manner which is not usually afforded most college students and faculty. On all of the weekends, some members of the Madison faculty brought their families, which provided a much more normal setting to the community.

A symbolic gesture of community, initiated by the students during the first year of the college, was the designing and ordering of James Madison College T-shirts and stationery. For many it was a small but symbolic gesture of the sense of belonging to the Madison College community.

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While all members of the Madison faculty and administration are recruited with the idea that their concern and involvement with Madison students goes beyond the normal classroom student-teacher relationship, the Office of the Assistant Dean and Director of Student Relations is primarily responsible for the out-of-classroom activities within the college community. This office is an attempt to combine the normal administrative functions of an assistant dean of an academic unit with the dean of students functions of a small college.

One of the primary responsibilities of this office is for the recruitment and admission of Madison students. Madison students are entirely self-selected. Any student who qualifies for admission to Michigan State University is eligible to be admitted to the college. Students who write to the college for information are sent a College Student Handbook and an invitation to visit and sit in on some of the classes. If a student takes advantage of this invitation, he meets with a member of the staff of the Office of Student Relations. Madison students have acted as hosts for the prospective students and their families. The first entering class in the fall of 1967 was recruited largely on the basis of a promise, made in some early mailed brochures, to provide a substantive experimental residential college program. In the following two years there has been a wealth of printed information supplied by the college to the university Admissions Office to

distribute on their rounds to the various high schools. The college is presently exploring the possibility of sending a member of the college staff to the various high schools with the admissions teams to give a more detailed picture of the college and thereby recruit a greater number of students.

Following a student's admission to Michigan State University and James Madison College, he attends an Orientation Program in the summer prior to his enrollment as a freshman. The Office of Student Relations has met with these students each day during the summer in the Madison library and has introduced them to the college. These informal group sessions are an attempt to give the student a first hand view to what the college is really like as well as to build a sense of community.

The academic advising in Madison College is handled by the faculty. Each faculty member is assigned a number of students in proportion to the time he spends at Madison. Full-time faculty receive approximately thirty students to advise while half-time faculty on joint appointments, average fifteen students each. In a study conducted during spring term of 1969 on academic advising, the results showed that the current system of faculty advising far out-weighed any defects. Students, faculty, and administrators within the college were overwhelmingly in support

of continuing the faculty based advising.[2] Since the faculty offices are located in the same building in which their advisees live, more frequent advisee-advisor contacts are possible.

In an attempt to get the faculty better acquainted with the advising problems within the college, as well as other college curricular and non-curricular activities, Madison College held a faculty retreat at Gull Lake during fall 1969 and again in the fall, 1970. The two-day informal setting was an attempt to have colleagues get to know each other a bit better and discuss matters of educational importance. One of the themes of the 1969 Gull Lake meeting was the academic advising responsibilities of each faculty member and how they might be improved. It was thought to be at least equally important to establish a sense of community among the faculty as it was for the students.

During the 1969-70 academic year, a pilot project for freshman advising was undertaken. Under this project sixty freshmen (thirty males-thirty females) were assigned as advisees to four Madison resident assistants. These freshmen students lived in the same house with the R.A. who was their academic advisor. These academic advisors were given the same authority to determine and modify

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[2]See Annual Report for James Madison College, 1968-69, p. 46.

academic programs as their faculty counterparts. They met regularly with the associate and assistant dean to handle problems, etc. The program was started to take advantage of the expertise that students possess with regard to academic programs they have already experienced. Also, the residential nature of the college allows for the constant interaction of resident advisor and advisee. The communication between peers on academic matters was seen as being enhanced under such a program. The project was evaluated during the spring term 1970, and the results were sufficiently encouraging to have the project continued for the 1970-71 academic year.[3]

Since a large number of the Madison faculty work in their offices, it is quite common to find Madison students talking to faculty at all hours of the day or night. While this is sometimes hard on faculty and takes away from their writing or class preparation, it is extremely beneficial to the students.

As with any community, communications must be facilitated. Therefore, the Madison Notes was created. This weekly mimeographed newsletter is prepared in the dean's office to inform members of the college and interested persons about concerts, lectures, and news pertaining to the Madison College and the Michigan State University

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[3] Ibid., pp. 56-57.

community. A dialogue between Madison faculty, students, and administrators has appeared on its pages.

Because of the close student-faculty contact within the college, both in and out of the classroom, referrals of all types have been quite commonplace. These referrals include academic as well as psychological concerns noted by faculty and passed on to the Office of Student Relations. The location of the Office of Student Relations in the midst of the faculty offices, as well as the faculty rank carried by members of this division, do a great deal to facilitate this process. This office also serves as a clearing house for referrals to the Michigan State University Counseling Center.

With the emphasis in the college on the personal growth and development of students there has been an interest shown by a number of students to participate in developmental groups. During the 1969-70 year a program coordinated by the Office of Student Relations and the Wonders branch of the Counseling Center, established ten developmental groups run within the college. They were staffed by professional trainers supplied by the college and the Counseling Center. Often the group's growth was greatly facilitated by the simple fact that students lived in proximity to one another and were able to maintain the relationships established in the group on a day-to-day basis.



It was seen by members of the college that one of the most significant methods of feedback on what was going on within the college would be received from those people who had decided to transfer elsewhere. Before a student officially transfers out of the college he is interviewed by a member of the student relations staff. This withdrawal interview is geared not to dissuading the student from transferring out but rather to ascertain his reasons for the transfer and to determine with the student whether or not the anticipated move is in the right direction. A detailed description of this population is found in Chapter VIII.

Therefore, James Madison College was committed to the establishment of an environment which would create a new residential social science community on the Michigan State University campus. The physical facilities were designed to facilitate this goal with flexibility as the guiding principle. The close proximity of living areas, classrooms, faculty offices, dining, and social facilities as well as the experimentation with curriculum, teaching, advising, and living have allowed for student-faculty, student-student interaction which would attempt to restore a wholeness to undergraduate education and develop a Madison Collegium.

Case Hall was chosen as the site for the college. As the smallest co-educational unit on campus it could be

easily converted, and already had a thriving student culture.

Madison freshmen occupied two men's and two women's houses. Living together, having common curriculum and banding together as a minority group in the residence hall created a sense of community. As more classes have come, Madison and non-Madison students have mixed throughout the building, and some have moved off-campus.

To promote the blend of academic and social aspects of student life, the structure of Case Hall was changed to include faculty offices, a small library, and a methodology lab. Co-curricular activities, open to Madison and non-Madison students, were developed from particular courses or topics of interest to students or faculty. During the first years of the college there were also weekends away from campus.

CHAPTER VI

GOVERNANCE OF THE COLLEGE

As was mentioned in an earlier chapter, the Dean of James Madison College was appointed because of his academic record as a full professor at Michigan State University and his concern for undergraduate education. He was a published scholar in the field of political parties and civil rights, and was a respected member of his department and profession. As dean of the college, he was charged with providing guidance and general direction for the college as well as being responsible for the following activities: general planning and policy making together with the budgeting of the college's resources; faculty recruitment, appointments, promotions, tenure, and merit increases; liaison with the College of Social Science and the other residential colleges as well as other units and groups at Michigan State University. In addition, he was responsible for the general public relations of the college; his office was responsible for the coordination of activities concerning the by-laws of the college and university, and the dissemination of information, proposals

for change, including the holding of elections. Finally, he was the liaison with the chairmen of the various fields of concentration and the general faculty as well as chairing the general faculty meetings. As dean of a new college, the responsibility of providing general direction for the faculty and curriculum takes on greater weight than would the assuming of similar duties in a college with an established curriculum and faculty.

From the outset James Madison College was particularly concerned that students have a direct in-put and impact on the decision which would be made within the college. For example, a former Michigan State University undergraduate and at the time a graduate student in the Department of Political Science, was a member of the original Organizing Committee. He was present throughout the life of the Organizing Committee, the Summer Faculty Planning Committee, and then served as a graduate assistant during the college's first year of operation. His role was a critical one during that period for he provided student input in to the decisions regarding all of the curricular and other policy decisions which were being made for the college. His participation and contributions were in anticipation by members of the Organizing Committee, of the role that the Madison students would play upon their arrival in the fall of 1967.

As the Organizing Committee continued its deliberations into late winter 1967, it became apparent to the members of the committee that someone would need to lend administrative assistance to the dean as well as take responsibility for the student relations functions within the college. It was during the search for a physical home for James Madison College that the dean first encountered the author of this study. At the time this author was serving for the second year as head resident advisor for South Case Hall on the Dean of Students' staff. Early March, 1967, the dean offered the position of Assistant Dean and Director of Student Relations to this author. The position was accepted and the responsibilities were outlined. In his capacity as Director of Student Relations, he shall be responsible for student recruitment, admissions, orientation, counseling, and other relevant student activities. In addition, he will take responsibility for the coordination and review of student academic advising including the allocation of advisees. As a professional interested in student growth and development, he shall be responsible for student ecological research within the college. Also he shall provide information on graduate school opportunities, and career opportunities. He will also serve as the college's representative to the Michigan State University Assistant Dean's group. The Organizing Committee, recognizing the need to work closely with other

units within the university designated the assistant dean as the liaison with the following groups in the university: the Case Hall resident staff; student government at all levels; the Dean of Student's Office; the Counseling Center; the Financial Aides Office; the Placement Office; Residence Hall Program's Office; Admissions and Scholarships; and the Registrar's Office. In addition to these very specific tasks, this new position was seen as additional administrative help in the running of the college.

Up until this time, March 1967, the dean had been receiving substantial assistance from a senior faculty member in the Department of Political Science. He was instrumental in making arrangements with management for the design and renovation of Case Hall from a living-learning residence hall to a residential college. A noted international political scientist, he was then appointed to the chairmanship of the International Relations field of concentration. A professor of the Department of Sociology and also a member of the original Organizing Committee was asked to serve as chairman of the Introductory Policy Problems course. A professor of the College of Education was appointed chairman of the Ethnic and Intergroup Relations field of concentration. Leadership for the Socio-economic and Welfare Regulatory Policy problems field was to come from a faculty member who was,



at the time, teaching in the London School of Economics. A senior professor from the Philosophy Department in the College of Arts and Letters was named chairman of the Justice Morality and Constitutional Democracy field of concentration. The people mentioned above were appointed during the spring and summer of 1967. They served in a very similar capacity to departmental chairmen in the more established traditional academic units of the university. Their initial charge was to administer the development of a four-year curriculum in their area. They were to serve as innovators and administrators to be sure that the curriculum was developed to meet the needs of a four-year academic program. At first they served much on their own, with little permanent faculty support with the exception of members of the Organizing Committee. However, this was soon remedied with the inclusion of the regular Madison faculty to the fields of concentration. In all cases the chairmen were appointed by the dean of the college. Also, late in spring of 1967 a junior faculty member of the Department of Psychology was appointed Director of the Methodology program within the college.

Therefore, in summary the basic administration and governance of the college was laid prior to the opening of the school year in September 1967. The administration of the college was appointed and their duties enumerated. The field chairmen were appointed and had



already begun the difficult task of planning a four-year curriculum. In addition, there was an attempt to include students in the planning of the college before Madison College had any of its own students. In many ways these early decisions were the forerunner of the model the members of the Organizing Committee had hoped to implement when the school began operations. Their model included administrators, faculty, and students sharing in the task of building an experimental residential college.

In the fall, with the appearance of the Madison faculty and students, the individual field committees took on a much different appearance from the summer planning group. Each faculty member in the college was assigned to at least one Field of Concentration Committee and in many cases people served on as many as three. In the same way that the chairman of the fields of concentration acted as chairman of departments, the faculty members of the fields were the members of the department making curricular plans. Students in the college, although only first term freshmen, joined these committees on a self-selection basis. In a system designed by themselves they selected four students to each of the field committees to work with the faculty and chairman on the task of building the curriculum. As was pointed out in the chapter on curriculum, these groups met constantly throughout fall and early winter term to ready the curricular package for the

Michigan State University Curriculum Committee. The task of these committees was to develop a cohesive core curriculum, and provide review and evaluation of the courses, texts, and exams which would be utilized in the college.

From this first level of curricular governance a College Curriculum Committee was developed. The format called for each of the chairmen of the fields to serve along with two students, the dean, and assistant dean. All members of the College Curriculum Committee served with voice and vote. To many this symbolized the Organizing Committee plans to have administrators, faculty, and students serving on the college governing bodies with voice and vote. The College Curriculum Committee was the officially constituted curricular organ in the college. It was their responsibility to review and approve or disapprove all curricular proposals and changes. The committee reported all of its actions at the faculty meetings for final approval.

James Madison College, as a semi-autonomous unit at Michigan State University, is subject to all of the Michigan State University faculty by-laws. One of these by-laws which the college implemented in the fall of 1967 was the establishment of a faculty-elected Advisory Council. This council elected by the faculty sent four members to meet with the dean and assistant dean on a regular basis to discuss matters of importance to the



college. The pattern that has emerged since the fall of 1967 is that this body meets at least once a week for a several hour block, working on an agenda supplied by the chairman of the Advisory Council and the dean of the college. Their role, while strictly an advisory capacity, is probably the single most powerful committee within the college. It has been stated many times by the dean of the college that to constantly fly in the face of the Advisory Council's recommendations would necessarily lead to his resignation, because he would then not be carrying out the policies and desires of the faculty. Whatever matters have arisen in the college, with the exception of curricular development, the college Advisory Council has been involved. An example of the matters they have been consulted on include: faculty recruitment, retention, promotion, and tenure, as well as merit increases; establishment of a college strike policy; budget expenditures; student recruitment and withdrawal; relationships with other administrative organs of the college; etc.

It was the hope of many members of the Organizing Committee that the college would not only innovate in the areas of the curriculum and residential aspects of the program, but in the governing of the college as well. One important innovation that the college undertook in the first year was with regard to faculty recruitment. In a new unit such as Madison, the job of recruiting a faculty is a much greater task than a similar task in an

on-going unit which has a core of established competent faculty members and curriculum. Madison College was faced with the difficult task of recruiting a faculty who were good undergraduate teachers as well as being creative to help design the last three years of the curriculum. Therefore, the faculty recruitment procedures in the college took on very serious considerations in the college Advisory Council. The format that developed was as follows: the vitaes of a large pool of prospective faculty members were collected by the chairmen of the fields and the dean of the college, then the individual folders were distributed to the members of the Advisory Council for their examination and comments. Each candidate was then discussed at an Advisory Council meeting and those in which there was substantial interest were invited to visit the college. Each visiting faculty member was given the assignment of lecturing before one of the Madison classes. He was told clearly that his presentation should be geared to undergraduate students and not to mistake it for a faculty colloquim. At this presentation members of the Advisory Council, faculty in his field, and students in that class were in attendance. In addition to meeting with faculty members and students, the candidate also visited with a department on campus if there were prospects of a dual appointment. Following the presentation, the dean's office collected comments from students who had attended that class session, with

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regard to the performance, ability to communicate clearly, etc. Similar comments were ascertained from members of the Advisory Council and faculty. Once these comments had been collected and reviewed, the dean and the Advisory Council made the decision as to which candidates should be offered positions in the college. This procedure was typical of the ad hoc arrangements with regard to student inputs into the decision making process. The community was small enough to quickly ascertain the feeling that people had about prospective faculty members or other important issues.

In fact, the entire first year of the college was marked by a high degree of informality. The faculty and administrators throughout that first year operated very much on an open door policy for all students. Formal appointment with the dean and assistant dean were the exception rather than the rule. Students would frequently drop in to air grievances, hardships, joys, etc. Due to this honeymoon situation during the early part of the first year, there was little feeling in the college on the part of students and faculty that their views were not being heard and adhered to by members of the administration.

During the first three years of the college there were a number of changes in the chairmanship of the fields of concentration. For example, a different professor of the Department of Psychology replaced the first faculty member as director of the methodology program. A new

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faculty member took over as acting chairman of the Urban field. The senior faculty member, who had served as chairman of the Introductory course and then served as chairman of the Ethnic and Intergroup Relations field of concentration, was subsequently replaced upon his return to the Department of Sociology. A female faculty member who had been a long time member of the Michigan State University faculty in the Department of Social Science, was made chairman of the Introductory Policy Programs course. The original faculty members remained chairmen of the JMC D and Socio-Economic areas respectively. In July of 1969 a new faculty member took over as the Director of the Field Experience Program and chairman of the International Relations area. This followed a year (1968-69) in which the previous Director of Field Experience was removed from the position.

One additional significant administrative decision which was reached during the 1968-69 year and implemented as of July 1, 1969 was the appointment of an associate dean in James Madison College. The professor who had served as the chairman of the Socio-Economic area and chairman of the College Curriculum Committee was appointed to this new position. His responsibilities included the following: curricular planning, development, and evaluation--including liaison with the university and college Curriculum Committees; evaluation of the college's program and activities as a whole and liaison with the Office of

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Institutional Research. He took primary responsibilities for the recruitment of graduate assistants and was responsible for the scheduling and assignment of courses in consultation with the chairman of the various fields of concentration. As an administrative officer, he was responsible for the supervision of the main office, including recruitment, appointment, termination, promotion, and salary increases of the office clerical staff. In many ways this appointment was seen to ease the administrative burden on the dean and the assistant dean. In many ways the new post in the college was thought to resemble the provost position on the all-university level.

RELATIONSHIP WITH OTHER UNITS OF THE UNIVERSITY

In the case of all academic units on the Michigan State University campus, the deans of those various units report directly to the Vice President for Academic Affairs. Since Madison College was set up as a semi-autonomous unit with its own dean, faculty, responsibility for the development of a curriculum, and recruitment of a student body, the dean also assumed a normal relationship with the Provost's Office.

The dean serves in the capacity of an associate dean of the College of Social Science and thereby is a member of the College of Social Science Advisory Council.

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By the action of the board of trustees in establishing Madison College, the college was not placed in a subordinate position to the College of Social Science. However, the term "Parent College" has often been applied to the College of Social Science with respect to Madison. An example of this occurred during the winter of 1968 when the Madison College Curriculum Committee had carefully reviewed the entire curricular package from the individual fields of concentration, and as a courtesy gesture presented the entire package to the College of Social Science Curriculum Committee. This move was in part a courtesy gesture recognizing the spirit of cooperation that existed between the two units and the help that members of the College of Social Science had given to the initial development of the Madison curriculum. In addition, it was very much a move to gather political support from the unit most directly affected by the development of a new social science undergraduate program. The dean of the college of Madison College sits with the president of the university as a member of the administrative group. Early in the history of James Madison College, the liaison person between the provost and the deans of the residential colleges was the assistant provost for undergraduate education. However, following his resignation, the post has not been refilled, thereby creating a direct communication link between the provost and the residential college deans.

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Linkage with the College of Social Science serves the important function of being the comparable unit on this campus for curricular and faculty matters. The relationship with the Vice President of Dean of Students' Office is equally as critical with regard to the development of the residential aspects of the Madison College program. At the very outset, the Organizing Committee selected a member of the Counseling Center to sit as a member and contribute to their deliberations. This led to a joint appointment between the college and the Michigan State University Counseling Center. An assistant professor was selected to fill the slot of in-residence (9-5) counselor. He was to serve on the director of student relations staff as well as a liaison to the Wonder's Counseling Center.

The Organizing Committee and the dean also worked closely with the director of the residence hall programs at Michigan State University in the selection of a home for the college. As mentioned earlier, the author of this study, who was selected to be director of student relations and assistant dean of the college, was at the time a member of the dean of students' staff serving as head resident advisor. It was known from the very beginning that Madison College would not fill all of Case Hall for a number of years until its enrollments increased. Therefore, in the best interests of the students, coordination of the personnel programs was needed for the Madison and non-Madison

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population. During the first year of the college, there was some overlap with regard to student personnel programs within the hall. On the one hand there was a director of student relations operating for the James Madison freshmen as well as an advisory staff directed by the residence hall programs office. That first year saw the head advisors and director of student relations meet on an ad hoc basis as a matter of courtesy to clear the things that one another were doing with the students. This ad hoc arrangement was seen as unsuitable for any long period of time and mid-way through the first year of the college it was decided that beginning the second year, the dual appointments which had been used for faculty members would now be utilized for the advisory staff in Case Hall. Therefore, the following fall, 1968, the head resident advisors and graduate advisors were placed on a dual appointment between the Dean of Students Office and James Madison College. With this dual appointment, they assumed the title of assistant director of student relations-head resident advisor. Under the new system the coordination of student activities within the hall was greatly simplified. The area director for the south complex from the Dean of Students Office and the Director of Student Relations in Madison College met frequently to discuss matters of common concern. Their coordination allowed for a decentralization of many of the activities formerly performed by the Dean of Students Office. Programs such

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as drug education, sex education, referrals to the counseling center, information regarding financial aids, etc., were now channeled for the Madison students through the Office of the Director of Student Relations and his staff.

At the end of the second year, an experiment was designed to take place during the 1969-70 academic year. Two assistant head advisor positions were created to allow the two assistant directors-head resident advisors to move out of residency in Case Hall. By the end of fall term 1969, this experiment proved unsuccessful largely because the demands of the job required an in-resident head advisor to cope with many of the crises and day-to-day problems which arose in the evening hours, as well as working with the undergraduate staff in the evening when they were not in class. Due to a number of resignations and shifts among the staff two new head resident advisors were appointed, and four graduate resident advisors served in a supporting capacity. The person who had been serving as head resident advisor during this experimental period, had his position redefined so that he remained as a half-time assistant director of student relations and assumed a new post of assistant to the director of the south complex, in the Dean of Students Office.

The pattern of having the two head resident advisors serve as assistant directors of student relations will continue for the 1970-71 academic year. Therefore, the responsibility for the James Madison College students

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is a shared one between the Dean of Students Office, which is responsible for all Michigan State University students, and the director of student relations for James Madison College, who is directly responsible for the James Madison student body.

As in the case of the co-curricular program, any of the on-going student developmental programs run in the hall were open to all Case Hall residents and not merely restricted to Madison students. A number of times throughout the three years of Madison College the dean, assistant dean, dean of students, and area director have met for consultation regarding individual cases, programs, etc. The critical ingredient in the relationship between the Dean of Students Office and the college is constant consultation and the recognition of each other's jurisdiction and expertise.

An important member of the administrative organization of Case Hall is the building manager. He is responsible for the physical facilities which house the college. While no formal relationship has been undertaken, cooperation and joint-consultation has been the norm throughout the first three years of the college.

The Office of Dormitories and Food Services has worked closely with the college administrators in planning each physical alteration to Case Hall in converting it from a living-learning residence hall to a residential college. With the conversion of student living areas to

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college offices, the building intake of revenue from room and board rates was reduced. To compensate for this, the Provost's Office has reimbursed the Office of Dormitories and Food Services for the use of this space.

The author, in the final chapter, will comment on some of the other ways in which the building is compensated by the inclusion of James Madison College.

At just about the time the college was entering into its summer planning 1967, the university was in the midst of revising the Michigan State University faculty by-laws. As are all units of MSU, James Madison College was subject to the rules and regulations as outlined in the faculty by-laws. This document describes the faculty; department and school organization; college organization; university organization; the standing committees of the university faculty; the faculty-student standing committees and agencies; as well as ad hoc committees and administrative supported government; in addition to interpretation and amendment processes. This is an extremely important document and has great significance for the governance of individual colleges and the total university. The long and arduous task of revising the by-laws was started in the spring and summer of 1967 by a number of faculty committees which were to report out in the fall of 1967. One of the preliminary discussions which was to have great significance for all three of the residential

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colleges was a suggested revision of the by-laws which would directly affect the status organization and participation of the three residential colleges in the university. A presentation was made to the Academic Council by the Faculty Affairs Committee regarding residential college participation on all-university committees. The presentation as described was only meant to inform the Academic Council of the considered thought of the Faculty Affairs Committee rather than to be a final proposal. The proposals which so critically affected the residential colleges spoke to the issue of joint representation on several important all-university committees. Some of the arguments that were raised were that the all-university committees were growing much too large, and since the residential colleges were so small they could lump their representation into one single member who would represent the residential colleges of Michigan State University as a single academic unit.

This suggestion for revision of the faculty by-laws was met by strong opposition from the deans of the three residential colleges. They argued that any revision of the by-laws should operate on a principle that would apply equally to all colleges and faculty members. They claimed that the distinction drawn in the proposed revision of the by-laws between departmentally organized and residential colleges creates an inequality. It was their position that, in effect, the residential colleges and residential

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faculty were being disenfranchised. The three deans argued continuously that the new language suggested for the by-laws, treat all colleges created by the Michigan State University Board of Trustees equally. It was their position that the distinction between departmentally organized and residential colleges is neither essential nor parallel. It is, they argued, not essential because neither definition speaks to the essence of the colleges' identity or authority. The first term, "departmentally organized," merely describes one form of administrative organization of the college; the second term, "residential" merely indicates a location where a college program is being administered. They argued that the essence of the colleges' identity lies elsewhere and would include the following: (a) a college is headed by a full dean, appointed by the board of trustees, responsible directly to the provost, and voting with the other deans in the university administrative group; (b) a college has its own budget; (c) a college can, with university approval, create a curriculum, define programs of study, and certify students for graduation and appropriate degrees; (d) a college can hire faculty and recommend their tenure to the university. It was the notion of the three residential colleges that in each of these four areas the residential colleges at Michigan State University function exactly as every other academic unit in the university. Their

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argument continued that each of their residential-curricular programs served an equal but different mission. They explained that no college or program at Michigan State University controls all of the curriculum required for graduation, as was the case in Madison. The three residential colleges hire and recommend tenure for faculty, as do other colleges. Even though there would be a number of dual appointments with departments in which these faculty members would be represented, not all faculty in the college will be half-time. Therefore, faculty members wholly appointed by the residential colleges would not be represented as equally as colleagues in departmentally organized colleges. The deans argued that they would be willing to accept a proportionately smaller number of faculty representatives from each of the new colleges but that they rejected the notion of unequal status of the college representation.

The enrollment of students in the three residential colleges would soon equal or surpass that of several existing colleges in the university, and the deans cited figures to support this point. One of their arguments was that the distinction between departmentally organized and residentially organized colleges appears to be based on the assumption that all residential colleges have common designs, interests, and curricular. This, they argued, was not true; each has its own unique curriculum, each

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has its own thematic organization, each has its own personalities and administration of faculty, each has its own distinct study body, each has its own structure, and finally, each is pursuing its own particular goals. They concurred that no joint representation could adequately serve such differences any more than Arts and Letters, Social Science, and Natural Science would be content with joint representation of their individual interests in the Academic Council. The deans went on to note that they feared that the present distinction between the departmentally organized and the residential colleges worked out to be a status distinction. Departmental faculty will have a different status than the so-called residential colleges and thereby the students will also. They feared the effects upon the morale of both faculty and students should this distinction be allowed to stand. The self-esteem of both faculty and students, they continued, must be guaranteed by the equal status accorded to all colleges of the university when, in fact, they operate with equal authority and perrogative. They contended that the proposed changes in the faculty by-laws appear to penalize any other than a departmentally organized college. It thus makes it difficult for new administrative organizations to university education to take place, but the desire for experimentation in administration, curriculum, and student affairs clearly motivated the creation of the three new colleges by the Michigan State University Board

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of Trustees. They summed up by saying that the new colleges were explicitly directed to innovate in all three areas of their concern and they clearly have been given the status and authority to do so (see Appendix C). The correspondence and discussions between the three residential colleges, members of the central administration, and various committees, continued through the fall, winter, and spring of 1967-68.

In the present by-laws of the faculty, approved by the Academic Council on May 7, 1968, the Academic Senate on May 29, 1968, and the Board of Trustees on July 11, 1968, the regulations regarding membership on the faculty standing committees is as follows:

> 5.2.4. The voting faculty of each departmentally organized college shall elect a member to each faculty standing committee from two candidates for each position nominated by the College Advisory Council. The voting faculty of each residential college shall elect a member to the Curriculum Committee and to the Educational Policies Committee from two candidates for each position nominated by the College Advisory Council. In addition, the voting faculty of the group of residential colleges shall jointly elect a member to each faculty standing committee, except for the Curriculum Committee and the Educational Policies Committee from two candidates for each position nominated jointly by the College Advisory Council.[1]

Therefore, a compromise was struck between those who were pushing for joint membership on all committees

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[1] By-Laws of the Faculty, Michigan State University, 1968, p. 23.

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and the deans of the residential colleges who were arguing for separate membership on each of the standing committees. In the case of the University Faculty Affairs Committees, the Faculty Tenure Committee, the Committee on Honors Programs, International Projects Committee, Library Committee, Student Affairs, Committee on Business Affairs, the residential colleges, as a group, were represented by one member on each of these committees. However, in the case of the critically important University Curriculum Committee, and the Educational Policies Committee each of the residential colleges are represented by a faculty member. The implication of this critical incident are quite clear to those who are aware of the importance of the committee structure in academic governance. These two organs of the university have the following membership and responsibilities:

1. 5.4.1. University Curriculum Committee

   5.4.1.1. The voting membership of the Curriculum Committee shall consist of its elected faculty members. The Registrar and a representative of the Provost's Office shall serve ex officio without vote. Additional ex officio non-voting members may be included at the discretion of the committee.

   5.4.1.2. College representatives elected to the University Curriculum Committee shall serve as non-voting ex officio members of their respective college curriculum committees.

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5.4.1.3. The University Curriculum Committee is the central clearing house for all curriculum matters. It shall review and evaluate all changes in courses, curricula, and degree requirements and advise the Academic Council and Provost on appropriate action. The main function of the committee is procedural. It shall take leadership in considering the establishment and deletion of courses and curricula. It shall be prepared to report on costs, enrollment, etc., that are to be anticipated from proposed changes.

5.4.1.4. The specific responsibilities of the Curriculum Committee are to review, evaluate, and approve or disapprove minor course changes; to review, evaluate, and recommend approval or disapproval of all major course changes to the Academic Council; to review, evaluate, and recommend approval or disapproval of degree requirements to the Academic Council; to suggest procedures for the elimination of courses that do not enroll a sufficient number of students; to suggest the need for new courses or curricula where the need seems evident; and to maintain a close working relationship with the All-University Graduate Council.[2]

2. Educational Policies Committee

5.4.2.1. The voting membership of the Educational Policies Committee shall consist of its elected faculty members. The Provost and the Director of the Educational Development Program shall serve ex officio without vote. Additional

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[2] Ibid., p. 25.

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ex officio non-voting members may be included at the discretion of the committee.

5.4.2.2. The Educational Policies Committee shall examine the broad educational issues affecting the university and advise the Academic Council and the Provost thereupon. The committee shall not concern itself with educational procedures but with educational policies.

5.4.2.3. Specifically, the Educational Policies Committee shall examine and evaluate policies relating to subject matter, methods of instruction, facilities, and support for research of faculty members and students; curriculum organization, including establishment or disbandment of departments, divisions, and colleges; and curriculum revision.[3]

The residential colleges decided among themselves which representative from which college would represent the other colleges on the standing faculty committees. For example, Madison College holds the joint representation on the Honors Committee and the International Projects Committee. They will hold that position for three years and then this will be rotated among the other residential colleges.

STUDENT GOVERNMENT

As the college grew during winter and spring term, 1968, there was a desire among a number of students in the

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[3] Ibid., pp. 25-26.

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college to provide a formal structure, in place of the various ad hoc arrangements, whereby students could register their views on the conduct and development of the college. This movement increased and the ideas crystalized at the spring weekend away in May of 1968. There was much discussion in the college on the issues of a community government, both pro and con, at which time the students went ahead with plans to implement that government. Late spring 1968, they voted to establish a representative council beginning in the fall of 1968, to be composed of eight students, four faculty members, and the assistant dean serving ex officio. The students held their election for this body in the spring term of 1968 and the faculty filled their four positions the following fall. For some students this was the body that would provide the general direction for the college. It was on this point that conflict arose with a number of faculty and administrators within the college. They did not see the Madison Council as providing general direction and guidance for the college. From the outset, the definition of exactly what the role and responsibilities of the Madison Council would be were sketchy. Once formed, the Madison Council was faced with the immediate task of trying to define its areas of responsibility and authority. As a result of some unusual delegation of powers to committee chairmen, who did not sit on the Madison Council,

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the council found itself powerless in many areas because they had delegated so much of their authority.

In addition to trying to define its role in the college, the council created student committees, and made appointments to other faculty-student committees within the college. The most common method of selection was for the students within the college to petition the council for positions on the Field of Concentration Committees, Co-Curricular Committee, etc. The best example of a student committee that was formed by the Madison Council was the Student Curriculum Committee. This committee had student representatives from each of the fields of concentration and met regularly to discuss the curricular matters.

After a dispute over use of college materials and equipment between the dean and the editors of a short-lived publication called "Snork?," the Madison Council voted to establish a student newspaper which would be published without any college administrative control. The editors were appointed by, and were to be responsible to, the Madison Council. The paper known as the Phalanstery Review appeared almost weekly, staffed solely by students. However, with the demise of the Madison Council, the Phalanstery Review has continued publication very much as an independent body at the discretion of the editor.

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The Madison Council, also on the initiative of students, formed an inter-residential council. The purposes were to try and provide for sharing of courses and faculty among the three residential colleges at Michigan State University. The members of the three residential colleges met with the deans and received a commitment to try and develop a science and technology area for students in all three colleges.

The Madison Council met an incredible number of hours during that second academic year. However, by the time spring term 1969 rolled around, the council was suffering from some severe difficulties. They were accused by other students of being out of touch with their constituencies, and mocked because they had no real power or areas of responsibility. As a result of this feeling among some of the students, the council tried to draw up a permanent constitutional document which would be voted upon sometime before the end of that year. However, in the hiatus between the spring and fall, 1969, much of the interest and enthusiasm for the Madison Council and its constitution was lost. The feeling among many of the students that participated in the discussion to draw up a constitution was that it was such a rush job that it did not accurately reflect the widespread views of students within the college. Early in the fall 1969 there was an attempt made to resurrect the Madison

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Council. A number of poorly attended town meetings were held to discuss the critical areas of difference between some of the members of the administration, faculty, and student body. Following these town meetings the faculty members of the Madison Council withdrew in the belief that the council's purpose was now to increase student participation within the college governance. Therefore, students should be given the major responsibility for coming up with the proposals, and the faculty in the college would serve as resources for the students. It was keenly felt by the faculty members of this body that student initiative and leadership was not developing due to reliance of students on the faculty members. This was most apparent with the election of a faculty member as chairman of the group. In addition, the faculty representatives were taking the leadership in developing the constitution for this body. In the midst of fall term 1969, the demise of Madison Council was realized.

Throughout this period the dean of the college, with the advice of the elected College Advisory Council, invited students to send representatives to meet with them in a bi-cameral body, comprised of a student advisory council and a faculty advisory council. It was communicated in writing and in several personal visits that a bi-cameral setup of the student advisory council and a faculty advisory council would meet separately and jointly to discuss matters of mutual concern. However,

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without any effective organizing body the students never filled this invitation. There was some strong feeling among some students that this offer should be rejected simply because it was administratively initiated. In addition, other students felt that such a governing structure would not allow them to have the power in college governance that they were seeking. They were concerned that the areas in which they would be allowed to become involved were being defined by the dean and the Advisory Council rather than by the students themselves.

At the beginning of winter term 1970, a small number of students within the college called for the establishment of a Student Union. The organizing students made a call upon other students to join with them in protecting what they called "student interest." The members of the Student Union held frequent meetings in the Case Hall lounges to discuss educational reform and attempt to recruit students. Their general goals were to assume greater control over their own education and specifically to participate with equity in all Madison College governmental decisions. In addition, they were interested in joint student-manager control over dormitory conditions, and the elimination of certain Madison curricular requirements.

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In the midst of the growing furor in the college, with the demise of Madison Council and the evolution of the Student Union, a sense of unease grew among many members of the Madison community. As a result, a group of six students and two faculty members, on an ad hoc basis, met one evening to write a position paper calling for a moratorium to much of the name calling and paranoia within the college. In addition, they called for the development of a forum whereby rational dialogue could take place among people of differing views (see Appendix F). This proposal met with almost instant success among the students and faculty in the college. It was seen as a way in which to get to the issues at hand without much of the unnecessary antics. The forum which was developed was called the Democratic-Republic. It consisted of eighteen students and five faculty members who were to examine the question of increased student participation in the governance of James Madison College. The student representatives were elected from their residential houses and the faculty were elected by their colleagues. It was the original intent of the ad hoc group that this body would be much more responsive to the different needs within the college and that each group, faculty and students, would have to ratify any final proposal separately.

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At the beginning of spring term 1970, the representatives were elected and the group began meeting several times a week. The Democratic-Republic sponsored a two-day teach-in April 17 and 18 in the Wonder's Kiva. The teach-in was used to discuss the different philosophies regarding student involvement in college governance. As a direct result of the teach-in, the Curriculum Committee of Madison College passed a temporary revision of the annual writing requirement which affected Madison freshmen. Following the teach-in, the Democratic-Republic resumed its frequent meetings and came forth with the first draft of a proposal. The faculty met several times late in May to discuss the different issues raised in the Democratic-Republic proposals. There was considerable difference of position among the faculty regarding how much power students should wield in college matters. No formal or binding votes were taken at these faculty meetings. They were called for the sole purpose of giving the faculty representatives to the Democratic-Republic a feeling for the different views.

BUDGETING AND COSTS

One of the critical, but less glamorous areas of higher education involves budgeting and costs. Madison College, unlike some of its counterparts at other universities, namely the Residential College at The University of Michigan, receives an independent budget

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directly from the provost's office. The budget is divided among the following categories: faculty salaries; supplies and services; labor payroll; equipment; and the dean's contingency.

In this very important area, James Madison College has, in each of the three years of its operation, been treated as other units at the university. The same system of budget allocation is used in Madison that is used throughout Michigan State University. Budget requests are made and then the finite figure is reached and distributed to the college. With regard to its money, the college has been bound by all of the rules and regulations regarding budgeting at Michigan State. Although the allocation of the college budget is an administrative function of the dean of the college, for three years he has done this with the advice and consent of the college's elected Faculty Advisory Council. Individual faculty salaries are known only to the dean of the college.

The per unit costs for the first three years of Madison College have been higher on face value than comparable units within Michigan State University. A more lengthy discussion of the factors comprising the Madison costs are discussed in detail in the final chapter. The exact unit costs for all programs at Michigan State University are classified as confidential material. The Office of Institutional Research, Michigan State

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University, East Lansing, Michigan 48823, is responsible for gathering and disseminating all per unit cost figures.

Two immediate steps that the college has taken during the fall of 1970 is directed at reducing the per unit costs. First, the college has undertaken a concerted effort with the MSU Admissions Office to increase enrollment. This has been accomplished by a mass mailing to high schools, social studies teachers, as well as contacting high school counselors throughout Michigan. Secondly, beginning winter term, 1971, the college will allow certain of its courses to be taken by non-Madison students (see Appendix C). This will, hopefully, produce larger enrollments in some of the Madison courses, thereby increasing the credit hour production of the college which is used in the computation of the per unit costs.

EVALUATION

As an experimental program, evaluation was seen as a necessary and important aspect of the Madison College experience. As early as October 24, 1967 the provost proposed that a special committee on evaluation of the residential colleges be formed immediately. The committee would be comprised of one representative from each of the colleges, the director of evaluation services, the assistant director of the learning service, and the director of institutional research, who was asked to assume the

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coordinating responsibilities as chairman of the committee. The task of the committee was to develop a long-term evaluation program for the residential colleges and to coordinate that program as it develops (see Appendix C). As it turned out, the deans of the three residential colleges plus one representative from each of the colleges sat with this committee throughout its deliberations.

The author of this study represented James Madison College on this committee. The committee met twice a week throughout the 1967-68 academic year in an attempt to develop a long-term and short-term evaluation program. The early meetings were filled with discussions on the difficult problem of constructing a testable statement on the purposes and objectives of the residential colleges. One of the immediate difficulties was that the three residential colleges shared different goals, objectives, and purposes so that any attempt to lump the three colleges under one evaluation program proved impossible. The committee, in its attempt to develop evaluation tools for measuring the curricular and residential aspects of the residential colleges, brought in students and representatives from each of the three colleges to assist them in their tasks. The student inputs were important and led to the development and distribution of a questionnaire on the objectives and experiences in James Madison College as well as the other two residential colleges. This was an open-ended questionnaire designed to give the students

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and faculty an opportunity to describe their experiences within the college.[4] The results from this questionnaire administered in April of 1968 were very positive towards the Madison experience, but were not significant because the return rate was so very small.

The committee continued to meet throughout the spring term and recessed for the summer break. By the time the year ended, the committee was experiencing difficulty in meeting their objectives. The difficulty encountered was the result of trying to decide on a common set of criteria to evaluate all three colleges. Since they were very different programs this proved unsuccessful. In addition, placing the goals of personal growth, community, non-alienation, into quantifiable terms was never achieved by the committee. Therefore, in the fall of 1968 the provost, who had convened the original committee, asked the individual colleges to work with the director of institutional research in developing a statement of goals and an appropriate model for evaluation. Therefore, during the past two years, members of Madison have worked with the director and others developing theoretical models as well as preparing specific instruments for measuring and evaluating the total Madison College experience.

One of the items agreed to very early in the planning of the college was that a thorough evaluation

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[4] "Questionnaire on Objectives and Experiences, James Madison College," Office of Institutional Research, Michigan State University, April, 1968.

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f all aspects of the program would need to take place in
ear five. The fifth year of the program was picked pur-
osely so as to allow the close examination of the com-
leted four-year program and the first two graduating
lasses. The college has been working toward that fifth
ear program since the breakup of the Evaluation Committee.
he college has expanded its collection of data relative to
ts student body and has taken the first steps toward be-
inning a systematic review of the impact of the Madison
nvironment on the learning and personal development of the
adison students. In the winter term 1970, a group called
he Madison Environmental Studies Interest Group (MESIG)
as formed to deal with the problems of research and data
ollection on the environment and personal growth. MESIG
as composed of faculty, students, and administrators with-
n the college and met weekly to discuss different pro-
osals for undertaking this research. As it now stands,
he committee will begin to do some personality testing of
ncoming students as well as a follow-up study with the
eniors in the college during the 1970-71 year.

Beyond this, the college has carried out a review
f its academic programs through the use of its own course
valuations during the fall term 1969. Subsequently, the
ollege has undertaken the university-wide student in-
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arrangement under which the College Advisory Council would be given access to the survey results as an input into their advice to the dean relevant to merit increases, tenure, retention, promotion, etc.

There was also increased activity relative to the external evaluation of the college's program during the 1969-70 year, although major review of the college is still not planned until the 1971-72 academic year. A sub-committee of the EPC on residential colleges and living and learning units began a review at the request of the provost. This sub-committee met with the deans and interested students and faculty within the college several times.

At the sub-committee's request, the college developed a statement relative to the proper basis for its evaluation in which it stressed that the evaluation should be based on the original mission of the college and that the review should occur in the fifth year of the program to provide experience with two graduating classes.[5] The college also proposed to the sub-committee and to the provost that an outside board of distinguished educators be invited to participate in the evaluation of James Madison College. The outside board would be of such impeccable quality, with a wide range of educational

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[5]Annual Report, 1969-70, Appendices 22 and 23.

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experiences, that their evaluation would not be contaminated by biases that might have developed within the university. In addition, the college prepared, at the sub-committee's request, a list of educational spin-offs, identifiable in the college's program, which might have applicability in the university at large.

The college also cooperated with the Michigan State University Office of Institutional Research on the various aspects of its on-going evaluation program. In particular, during the fall term 1969, the freshman class participated in a questionnaire survey, developed jointly with the Office of Institutional Research, which sought information on their views of university life and career goals. However, the major thrust of the Office of Institutional Research's efforts this year has been to develop an appropriate set of costing categories to provide a truer comparison of the cost of the residential colleges with those of other relevant units within the university. These costing categories, unlike those generally applied in the university, specifically take into account the non-curricular research and development expenditures incurred in the development of the program as well as the cost of the college's division of student relations.

The college, during the 1969-70 academic year, established a Faculty-Student Committee to work with the associate dean in the area of costs. A study of the various college program costs and costs per credit hour

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were undertaken together with some preliminary efforts at a general cost benefit analysis for the total program.

In addition, the 1969-70 annual report of the college lists four areas specifically in which there has to be systematic collection of data for the fifth year evaluation. First, there needs to be an objective measure of academic achievement based on graduate record exams, Miller-Analogies, and similar achievement measures, in addition to job placement. Secondly, there needs to be a subjective measure of academic achievement. This was seen as being met by the outside board of educators and scholars. Also to be evaluated is the impact of the Madison living-learning environment. This would take a look at the community aspects as well as the personal growth and development of the students. Finally, a cost and resource allocation review is needed, to look at the internal costs and benefits of the resource allocation within the college as well as efforts to devise an effective basis for the costs comparison with the other units in the university. The dean of the college, with the advice and consent of the Advisory Council, has sought to secure foundation support to finance the outside board of scholars.

As a residential college community, all parts of the administrative organization work directly with students, each doing its part of maximizing the learning environment and furthering the individual development of each student.

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The basic authority and responsibility for giving direction to the new college went to the new dean. With him on the Organizing Committee were faculty, a graduate student, and the assistant dean.

In the fall of 1967 the faculty and students on a self-selected basis began planning the four-year curriculum. A college Curriculum Committee composed of faculty, the deans, and students developed as the major body in this area. The most powerful committee on everything else has been the Advisory Council to the dean, elected by the faculty. In the first year especially, student input to decision-making was informal. There has been continuing difficulty in finding an adequate form of student government and the degree of power for it.

The college has normal college status with the provost, including an independent budget. It has special links with the College of Social Science, Residence Hall Programs, and the Office of Dormitories and Food Services. The college struggled for equal representation in the faculty by-laws, and gained it for two very critical committees dealing with curriculum and educational policies.

A thorough evaluation of the college is to take place in the fifth year. Discussion and preliminary actions have already been undertaken to meet this important deadline.

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CHAPTER VII

THE FACULTY

The original Organizing Committee for the college was immediately faced with the task of recruiting a faculty to be responsible for instruction and curriculum development. The Organizing Committee was troubled, as they saw it, by the near anomic state of a frightening proportion of teachers vis-à-vis the values of teaching, particularly undergradute teaching. The "publish or perish" problem seemed to reflect a power structure general to modern multiversities and even affecting many prestigious liberal arts colleges. In addition, was the problem of many departments and faculty members owing more loyalty to the nationally organized disciplines rather than to their students and universities. A further problem confronting the committee was the lump sum budgeting by departmentally organized disciplines allocating rewards and hence, incentive going to those people who produced publications. Under this system, young faculty entering the profession learn quickly that tenure and merit increases are not obtained by undergraduate teaching and advising. As the

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Organizing Committee looked around at the budgeting systems in higher education, they saw the same budgeting system responsible, within the departmental setup, for both graduate and undergraduate instructional programs, tending to favor the former in a situation of inevitable scarce resources. It was the committee's feeling that, in far too many cases, teaching undergraduates with any substantial degree of concern and interaction came out of the professor's hide at the expense of his professional career. It was thought by the committee that there should be an established power structure whereby young faculty can make the right decisions regarding teaching and publication without committing professional suicide.

One of the factors which made the recruitment of a qualified faculty for Madison's first year in the college much easier, was the college's initial success in recruiting a prestigious Organizing Committee. The willingness of eminent members of the Michigan State University faculty to lend their talents and reputations to this venture was of inestimable value. In this respect, the college-within-the university system for establishing experimental colleges was seen as far superior to efforts of beginning a wholly new, unattached college. Michigan State University provided both an initial recruitment pool of on-campus faculty as well as a national reputation for successfully approaching candidates from outside. More

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than half of the members of the original Organizing Committee became members of the college faculty for the 1967-68 year.

The college worked closely with the dean of the College of Social Science, to undertake joint recruitment of faculty with related departments and schools mainly in the College of Social Science. Other related programs in the university were also approached for assistance with faculty recruitment; for example, the College of Arts and Letters, the College of Agriculture, the College of Education, and the College of Business.

The underlying thought to faculty appointments during the planning stages of the college was that the majority of Madison College faculty members should be jointly appointed with their departmental disciplines. It was the college's belief that this would serve at least two purposes: (1) it would insure a quality faculty who would be deemed qualified to be appointed by members of their own discipline; (2) it would allow Madison College faculty members, teaching in an undergraduate unit, to maintain some ties with their colleague's professional interests of research and publications. The college felt it was important to participate actively in the recruitment of faculty members rather than have them merely assigned by the departments. The primary reasons for this were twofold: (1) it would insure that good teaching faculty were recruited with an understanding of the

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college's multidisciplinary problems approach, and (2) it would not allow the college to become a dumping ground for the departments who wish to deposit certain unsuccessful or unpopular faculty members.

The college Organizing Committee made a decision to hire a permanent core of Madison faculty rather than trying to staff the college with people coming in to teach on a one course, one term basis. It was the committee's thinking, that in order to reap some of the benefits of a close student-faculty relationship, there would have to be some continuity and permanency among the instructional staff. In addition, if there was to be a sense of community, the faculty, through their loyalty and concern for Madison, would be looked to by the students. A revolving door policy of instruction was agreed to be used as an exception rather than the rule. It was argued that in the case of distinguished faculty on- or off-campus who, because of their commitments, could not take any sort of full-time or long-range Madison appointment, the college could have them teach a course here and there.

The college primarily recruited joint appointments for the members of its social science teaching faculty. In fact, out of the twenty-one Madison faculty members during the 1967-68 year, ten were on joint appointment with other departments and colleges. The remaining eleven positions were primarily filled with administrative appointments as well as members of the general education

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staff. Even in the case of full-time appointments in James Madison, courtesy titles were obtained in units most closely identified with the discipline of each full-time Madison faculty member. The Organizing Committee made an additional decision to attempt to offer three-quarters of the university's general education requirements within the college.

The primary course of the freshman curriculum was the Introduction to the Study of Policy Problems, which is discussed in detail in the chapter on curriculum. The policy course met the university's social science general education requirement. In addition, three members of the American Thought and Language Department were assigned to teach in the college through consultation with the ATL Department. They developed a revised ATL course to meet the needs and interests of Madison students, and taught it during the first year. Also, three members of the University College Natural Science Department taught in Madison for 1967-68. The three members were recruited in a similar fashion to their ATL counterparts. The natural science faculty had an interest in social science although their professional training was in the hard sciences. However, the natural science faculty had far less individual discretion for revising the natural science series. In fact, they taught the departmental course and simply offered special sections for Madison freshmen.

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During the first year Madison College had five full professors, three associate professors, eleven assistant professors, and two instructors on the Madison faculty. A number of the senior faculty members on the associate and professorial level were recruited from the existing Michigan State University faculty, primarily on dual appointments. The second year of the college, the 1968-69 year, saw a shift from the dual appointments to the majority of new faculty being wholly Madison appointments. Although the college worked equally hard to recruit jointly with the departments, the shift away from this pattern was, in some way, the result of the realization by certain faculty and departmental chairmen that dual appointments were very difficult to work out. In many cases the faculty member was simply exhausted from his assignments in two departments (e.g., committee obligations, advisee loads, reports, etc.). It was a fairly standard joke among faculty that a dual appointment meant a 75 percent load in each of two shops. As was often the case during this year a number of Madison faculty, who held joint appointments, were constantly running between the two to find papers, books, etc. In addition, many of the faculty in such a predicament noticed that, because of the great commitment to undergraduates in Madison College, they rarely had much contact with colleagues in the department. It was sometimes felt, by departmental chairmen, that a dual appointment with a residential college often meant that

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the faculty member would be spending the predominant part of his time in the residential college and not the department. A less frequent, yet important reason for experiencing difficulty with the dual appointment, is one in which the faculty member's professional training is in an area in which he does not get an opportunity to teach his specialty in a policy-problems focused curriculum.

The second year of the college (1968-69) saw a shift in favor of the majority of the faculty members being full-time Madison. Out of the twenty-seven faculty members in the college only twelve were half-time appointments. The other shift was in the proportion of younger faculty members now in Madison. The 1968-69 figures show eight full professors, two associate professors, eight assistant professors, seven instructors, and two assistant instructors. This shift was largely the result of the recruitment of several younger faculty members.

Also during the second year (1968-69), the college terminated its relationship with the Department of Natural Science, University College. Since there were only a finite number of faculty slots and budget, it was thought that the college, as a social science undergraduate college, needed to recruit people in this area. Subsequently, Madison students took natural science in the general university. The college, however, did recruit two members from the Humanities Department, University College to teach the Humanities 241, 242, and 243 series in Madison.

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The course, as in the case of the Natural Science course, carried the regular University College numbers and were simply taught as Madison sections.

As the recruitment for the 1969-70 academic year came about, the problems of dual appointments loomed even larger. As a result during the 1969-70 year only 26 percent of the Madison faculty were on dual appointments. The breakdown was twenty-two full-time Madison faculty and ten half-time appointments. As in the previous year the percentage of younger faculty members increased so that in 1969-70 there were seven full professors, no associate professors, eight assistant professors, thirteen instructors, and four assistant instructors. There was some concern raised by members of the Madison faculty that this great a number of junior faculty members was not good for the college. It was pointed out, however, that many of the people were simply finishing doctoral degrees, and would be appointed to assistant professorships in a very short period.

The recruitment that took place during 1969-70, in preparation for the fourth year of the college (1970-71), saw no new appointments on a dual basis. For the 1970-71 Madison faculty of twenty-five, only seven members are jointly appointed. In spite of this drift toward an increasingly small number of joint appointments, the college's faculty remains highly regarded in the general

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university as a group of competent professional teachers and scholars. A measure of this regard is indicated by the fact that full-time members of the Madison faculty have been asked, and have taught in other units in the university. This has been the case in the past, and is again true for the 1970-71 year. Even with this trend, and their commitment to a multidisciplinary program, Madison faculty continue to be concerned with their discipline. This is borne out by the fact that 63 percent of the faculty have attended yearly meetings of their profession. The roster of faculty who have taught in Madison from September 1967-June 1970 represents a wide range of disciplines, as well as graduate schools attended. Among this list are found representatives of the most prestigious Ivy League schools, the Big Ten, Berkeley, the University of Chicago, as well as the Universities of London, Wales, and Heidelberg. The disciplines studied include history, philosophy, labor and industrial relations, agricultural economics, and theater, in addition to the conventional disciplines within the social sciences (e.g., sociology, psychology, political science, geography, economics, anthropology, see Appendix H).

Also, during the three years of the college, the range, median, and average age of the Madison faculty did not fluctuate greatly. The average age of the faculty remained low (see Table 1).

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Table 1

The Range, Median, and Average Age of the Madison Faculty for 1967-1970

Madison Faculty Age	Year		
	1967-68	1968-69	1969-70
Range	26-55	25-64	23-60
Median	34	36	34
Average	38.0	38.8	36.2

Each faculty member has served on several college committees, as well as on all-college and all-university committees. The committee load during the first year of the college was extremely demanding. Each faculty member served on a Curriculum Committee in his field which, during the 1967-68 year, designed the sophomore, junior, and senior programs for the Madison curriculum. The committees met several times a week during the year while trying to meet the pressures of teaching a new freshman curriculum in a new college. So, in addition to the time spent in meetings, there was a great need to be creative and thoughtful during such an important task. The hectic and heavy committee assignments were greatly reduced with the coming of the second year. In addition, faculty members had a number of advisees for both academic and personal counseling.

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In order for the college to recruit a first rate faculty it would have to insure the fact that Madison College faculty members would not be treated in a less advantageous manner than their colleagues in other units of the university. For example, with regard to the teaching load, James Madison College used the College of Social Science as its standard for establishing a two course per term load. Also with regard to faculty salaries, the ranges within the College of Social Science were used as general guidelines. Perhaps most critical to the recruitment of a good faculty, was the university's commitment to such an experimental program at the time of merit increases and decisions of promotion and tenure. In this area the college needed to be able to ascertain for its deserving faculty members promotions, tenure, and salary merit increases. The important difference was that James Madison College was trying to secure these things for its faculty based on a different ordering of the criterion than would be used in other units of the university to judge faculty. For example, the highest importance was placed on undergraduate teaching and contributions to the college and a lesser concern placed on research and publications. The college was successful during the 1968-69 and then again 1969-70 year in securing promotions and tenure for members of its faculty. The college administration conferred with departmental chairmen on dually appointed faculty members and in each case agreements were reached regarding salary,

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promotion, etc. The ability to deliver on these critical areas has been seen, by the administration and the faculty, as very important in recruitment, as well as maintenance of high faculty morale.

There is yet little hard evidence as to how members of the disciplines nation-wide, regard a faculty position in Madison College. To date, there have been numerous inquiries and visits from outside academicians who wanted to view first-hand an experimental residential college. Perhaps the only indication of how others perceive Madison faculty is the few cases in which members of the college teaching staff have left to take positions elsewhere. In these few cases, it appears as if faculty members were not handicapped by their stay in Madison. This point concerns only the people who left Madison and Michigan State University for another teaching position. Their new positions include; University of Toronto, Yale, Southern Illinois, University of California at Riverside, University of Maryland, University of Connecticut, and The University of Michigan.

The question can be asked, now that the data is clear as to the distribution between senior and junior faculty, full-time and half-time appointments, etc. (see Appendix H), what kind of faculty would teach in an experimental residential college environment? From the records, observations and lengthy discussions, the Madison faculty appear to fall into two general categories:

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First a number of senior people on the MSU faculty who are deeply committed to undergraduate teaching and have been dismayed by the growth of the multiversity and the diminishing role of undergraduate education. Many of the senior people have already obtained a position of tenure and are secure within their home departments and, therefore, have little to fear from such an experimental position. In addition, they do not have the same pressures to "publish or perish" as do many younger faculty members. Faculty members in this category are critical for Madison College, for they provide a sense of legitimacy with colleagues on the campus and carry a certain amount of prestige and weight in university committees.

The second group recruited for the college are the younger faculty members who, very often, are recent products of multiversity undergraduate education. The younger people are divided between some who come with the degree completed as assistant professors, and some instructors who are in the process of completing their dissertations. This younger faculty group is helpful in bridging the gap between senior faculty and students. The younger faculty also serve as role models for the students. The attraction for both groups appears to be that Madison College affords them an opportunity to teach in a multidisciplinary college. The faculty in general seem to enjoy the stimulation from colleagues who are often trained in very different disciplines than their own. Also, generally

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appealing to both groups, is the attractiveness of being in an academic experiment in which change is possible, and different styles of teaching and learning may be adopted.

In addition to the people who have found dual appointments to be terribly hectic and too time consuming, there have been a small number of faculty members over the three years who have decided that one cannot really undertake scholarly work while teaching in a residential college like Madison. Their argument is that because of the heavy student-faculty contact, at all hours of the day and night, one finds it very difficult to work in his office without the normal interruption of students seeking everything from personal guidance to an intellectual discussion. While this indictment if true, is a serious one, it speaks generally to the commitment that Madison College and its faculty have to working closely with students both in and out of the classroom.

The only hard data, in addition to the chronological material collected on the faculty, is the result of research undertaken by the assistant director of student relations.[1]

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[1]Charles C. Spence, "Perceptions of Selected Faculty and Undergraduate Students of Three Different Environments at a Complex University Using the College and University Environment Scale: An Experimental Social Science Residential College, A Conventional Living-Learning Residence Hall, and a College of Social Science" (unpublished Doctor's dissertation, Michigan State University, 1970).

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In February of 1970, the College and University Environment Scale, Second Edition, was given to 100 sophomores in Madison College and 32 faculty members in Madison College. This instrument was developed by Robert C. Pace in 1963 and revised in 1969. The instrument consists of 160 true-false items about college life:

> . . . features, and facilities of the campus, rules and regulations, faculty, curricula, instruction and examinations, student life, extra-curricular organizations, and other aspects of the institutional environment that help to define the atmosphere for intellectual-social-cultural climate of the college as the students see it.[2]

The 160 items are summarized in five basic scales and two sub-scales. The basic scale areas include: (1) Practicality, (2) Community, (3) Awareness, (4) Propriety, (5) Scholarship. The sub-scales describe: (1) Campus Morale, and (2) Quality of Teaching and Student Faculty-Relationships.

The description of these seven scales are as follows:

1. Practicality. The items in the scale describe an environment characterized by enterprise, organization, material benefits, and social activities.
2. Community. The items in the scale describe a friendly, cohesive, group-oriented campus.

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[2]Robert C. Pace, College and University Environment Scales, Second Edition, Technical Manual (Princeton, N.J.: Educational Testing Service, 1969), p. 9.

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3. Awareness. The items in the scale reflect a development of three types of concerns, personal, poetic, and political.
4. Propriety. The items in the scale describe an environment characterized by polite and considerate behavior. There is an absence of argumentative and risk-taking behaviors.
5. Scholarship. The items in the scale describe an environment characterized by intellectuality and scholastic disciplines.
6. Campus Morale. The items in the scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life and at the same time a commitment to intellectual pursuits and freedom of expression.
7. Quality of Teaching and Faculty-Student Relationships. The items in the scale describe an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive and flexible, and are concerned about students.

The analysis of the faculty data is given below.

The College and University Environment Scales (CUES) was given to thirty-two faculty members. Of that group a total of twenty-three responded for a return rate

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of 75 percent. The author will use two methods in discussing the CUES data for Madison faculty; one method will be to compare the Madison faculty scores on each scale with the CUES national reference group of colleges and universities established by Pace, who divided the reference group into eight types of colleges. The second method will be to select and list individual items of significance from the CUES. The following is a listing of the eight different types of schools as established by Pace:

1. Highly Selective Liberal Arts Colleges--such as Radcliffe and Oberlin.
2. Highly Selective Universities--such as The University of Michigan and the University of California at Los Angeles.
3. General Liberal Arts Colleges--such as Albion College and Dennison University.
4. General Universities--such as the University of Colorado and Michigan State University.
5. State Colleges and Other Universities--such as Western Michigan University and Brooklyn College.
6. Teacher's Colleges and Others with Major Emphasis on Teacher Education--such as Ball State University and Central Connecticut State College.

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7. Strongly Denominational Liberal Arts Colleges --such as Pepperdine College and Bluffton College.
8. College and Universities Emphasizing Engineering and the Sciences--such as Harvey Mudd College.

The scale scores for the Madison faculty will be compared with the mean scale scores for each of these eight types of schools. The scale ranges on the CUES are as follows:

1.	Practicality	0-40
2.	Community	0-40
3.	Awareness	0-40
4.	Propriety	0-40
5.	Scholarship	0-40

Sub-scales:

1.	Campus Morale	0-44
2.	Quality of Teaching and Student-Faculty Relationships	0-22

On the Practicality scale the Madison scale score of 7 makes the faculty perceptions most like those found in faculty of highly selective liberal arts colleges and in the 8th percentile nationally. This score is even lower than the Madison students' score of 10.

Some of the significant items found in the CUES for the Madison faculty are: students do not always wait

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to be called on before speaking in class; students do not take a great deal of pride in their personal appearance; student pep rallies, parades, dances, carnivals, or demonstrations occur often; student elections do not generate a lot of intense campaigning or strong feelings; in many classes, students do not have an assigned seat; student organizations are not closely supervised to guard against mistakes; new fads and phrases are continually springing up among the students; students do not have to have a written excuse for absence from class; college does not offer practical courses such as typing or report writing.

On the Community scale the Madison faculty scale score of 26 makes their perceptions most like those found in faculty in Teachers' Colleges and in the 26th percentile nationally. Some of the significant items in the Community scale are: the school helps everyone get acquainted; the professors go out of their way to help you; the school has a reputation for being very friendly; all undergraduates have to live in university approved housing; instructors clearly explain the goals and purposes of their course; most of the faculty are interested in students' personal problems; students quickly learn what is done and not done on the campus; it is easy to get a group together for card games, singing, or going to the movies, etc.; students commonly share their problems; faculty members frequently call students by their first names.

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On the Awareness scale Madison faculty scale score of 26 makes their perceptions most like those of faculty in Highly Selective Universities and in the 76th percentile nationally. Some of the significant items in this scale are: channels for expressing students' complaints are readily accessible; students are encouraged to take an active part in social reforms or political programs; students are actively concerned about national and international affairs; there is considerable interest in the analysis of value systems and the relativity of societies and ethics; a controversial speaker always stirs up a lot of student discussion; crowds and art exhibits do not always bring big groups of students; students are encouraged to criticize administrative policies and teaching practices; the expression of strong personal belief or conviction is pretty common around here; many students here develop a strong sense of responsibility about their role in contemporary social and political life; there are not a number of prominent faculty members who play a significant role in national and local politics; there would be a capacity audience for a lecture by an outstanding philosopher, theologian; many famous people are brought to the campus for lectures, concerts, student discussions, etc.; special museums or collections are not important possessions of this college.

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On the Propriety scale, the Madison faculty scale score of 8 is most similar to that found by faculty members in Highly Selective Universities and in the 12th percentile nationally. This scale score is similar to the Madison student scale score. Some of the significant items in this scale are: students do not ask permission before deviating from common policies or practices; people here are always trying to win an argument; drinking and late parties are generally tolerated despite regulations; students occasionally plot some sort of escapade or rebellion; many students do not drive sports cars; student publications lampoon dignified people and institutions; the person who is always trying to help out is not likely to be regarded as a nuisance; students are not expected to report any violation of rules or regulations; dormitory raids, water fights, and other student pranks are common.

On the Scholarship scale, the Madison faculty scale score of 19 makes their perceptions most like those faculty found in State Colleges and put them in the 31st percentile nationally. Some of the significant items in this scale are: the professors do not really push the students' capacities to the limit; a lecture by an outstanding scientist would be well attended; it is fairly easy to pass most courses without working very hard; this school is not outstanding for the emphasis and support it gives to the pure scholarship and basic research; most of the professors are very thorough teachers and really probe

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into the fundamentals of their subjects; most courses are a real intellectual challenge; students do not put a lot of energy into everything they do in class and out; courses, examinations, and readings are frequently revised; there is a great deal of studying here over the weekends.

On the Campus Morale scale there is no reference group of types of colleges and universities but there is a reference group percentile score. The Madison faculty scale score of 27 on the Campus Morale scale places them into the 72nd percentile level nationally. Some of the significant items in this scale are: the school helps everyone get acquainted; professors go out of their way to help you; channels for expressing students' complaints are readily accessible; there is considerable interest in the analysis of value systems and the relativity of societies and ethics; a controversial speaker always stirs up a lot of student discussion; most of the professors are very thorough teachers and really probe into the fundamentals of their subjects; most courses are a real intellectual challenge; students do not put a lot of energy into everything they do in class and out; most of the faculty are interested in students' personal problems; the expression of strong personal beliefs or convictions is pretty common around here; many students here develop a strong sense of responsibility about their role in contemporary and social and political life.

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On the Quality of Teaching and Faculty-Student Relationships scale there again is no reference type school in the national reference group but there is a percentile level. The Madison faculty scale score of 18 places them into the 82nd reference group percentile nationally. Some of the significant items in this scale are: students do not wait to be called on before speaking in class; the professors go out of their way to help you; most of the professors are very thorough teachers and really probe into the fundamentals of their subject; courses, examinations, or readings are frequently revised; instructors clearly explain the goals and purposes of their courses; most of the faculty are interested in students' personal problems; faculty members call students by their first names.

This completes the item analysis of the scale scores but there are sixty additional items in the CUES which do not fall into any of the seven scales, they are experimental items at this time.

The following are the significant items (items mentioned by at least 66 percent of those responding), which are found among the sixty for faculty perceptions: the vocational value of many courses is not emphasized; most students are not aware of the financial status of students' families; there are not good facilities for learning vocational skills and techniques; professors will sometimes increase a student's grade if he thinks he has

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worked especially hard and conscientously; vocational guidance is not a main activity of the counseling office; new ideas and theories are encouraged and vigorously debated; students who do not make passing grades are not quickly dropped from the school; there are lots of quiet and comfortable places for students to study; student groups do not often meet in faculty members' homes; the counseling and guidance services are really personal, patient, and helpful; there are courses which involve students in activities with groups or agencies in the local community; in most classes the atmosphere is very friendly; students are free to cut classes at their own discretion; most faculty members have worked overseas or have frequently traveled to other countries; many professors permit and sometimes welcome class discussion of materials that are outside their field of specialization; faculty members do not always wear coats and ties on the campus; a major aim of the institution is not to produce cultivated men and women; in most exams, the emphasis is not on knowing the correct answers rather than on being able to defend a point of view; there are students on many academic and administrative committees; some faculty members are active in experimenting with new methods of teaching, new course and other innovations; there is much student interest and activity about social issues such as civil rights, justice and peace; there is an experimental

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college or program where a variety of new courses are offered; massive disruption, force, or violence by students would be possible on the campus; the attitude of most college officials about drugs is generally tolerant; due process consideration is expected by students who are accused of violating laws or college rules.

The Organizing Committee wanted to attract and be able to reward faculty interested in undergraduate education. They originally thought that most would maintain ties with their specific disciplines through dual appointments with university departments. For most, this has actually proved far too demanding.

The college has continued to recruit its own faculty, and gain promotions and tenure for them. They tend to be either established, senior members or far younger ones, recently graduated. They are committed to working closely with students in and out of the classroom.

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CHAPTER VIII

THE STUDENTS

The major objective of this chapter is to provide the reader with a description of the James Madison College students. The data provided has been gathered since the fall, 1967, in a combination of university-wide research as well as specific Madison projects. The data is basically presented in chronological order, by class. At the end of the chapter there is a compilation of information that is comparative among the Madison classes. The author of this study will comment on the implications of this descriptive material in the final chapter.

Madison's first entering class of 222 students enrolled in the fall 1967 after hearing about the new college from the Michigan State University Admissions Office, mailed brochures, or during their various visits to campus. The class had almost a perfect sex distribution with 109 male and 113 female freshman students. The out-of-state enrollment was fifty-four freshmen. This constituted approximately 25 percent of the entering class, and was higher than the undergraduate out-of-state enrollment at MSU.

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During the summer 1967, prior to the enrollment of the first Madison class, all MSU freshmen attended a Summer Orientation program for registration and testing. New freshmen who enter Michigan State University are required to take certain examinations which are known as "orientation tests."

The purpose of the College Qualification Tests is to measure scholastic aptitude. The test yields four scores: V (Verbal), I (General Information), N (Numerical), and the total score which is the sum of the three part scores. The V-score is intended to be indicative of linguistic ability as needed in curricula with a verbal orientation, while the N-score is intended to assess quantitative ability which is more indicative of abilities necessary in scientific or technical curricula. Studies show that I-score, which consists equally of questions in social science and science, is relatively independent of the other two sub-scores, and is a valuable contributor to the total score. It also appears to serve as a supplementary contributor for evaluating abilities in areas where neither the V- or the N-score are primary contributors. On these tests, Madison freshmen ranked third in Verbal, fourth in General Information, eleventh in Numerical, and sixth in the CQT total, out of the fourteen colleges (see Appendix H).

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In the fall of 1967, during Welcome Week, all MSU entering freshmen took the MSU Student Inventory.[1] It was a multiple-choice measure, designed to gather data on student interests, personality variables, expectations in college, and views about many social-political issues. In Madison, ninety-three males and ninety-eight females completed the inventory. The inventory, designed and administered by the MSU Office of Evaluation Services, had 358 items. Therefore, the author of this study has selected out several items to describe the Madison population. A complete item-by-item breakdown, by college, is available at the Office of Evaluation Services.[2] For the purpose of comparison, the data for the MSU College of Social Science is utilized. This population includes 233 males and 246 females. Due to omissions and errors all tables subsequently reported do not total 100 percent.

All of the Madison males and 96 percent of the Madison females expected to attain at least a bachelor's degree. The College of Social Science is the most similar academic program and so most useful for comparison. There, 98 percent of the men and 89 percent of the women

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[1] Michigan State University-Student Inventory, Office of Evaluation Services (East Lansing: Michigan State University, Fall, 1967).

[2] Ibid.

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expected the same degree. The higher expectations of the Madison men are apparent in that 76 percent "really expected" graduate or professional work. This can be compared with 67 percent of the social science men, 34 percent of the social science women, and 26 percent of Madison women.[3]

The above percentages are paralleled by what the students thought their parents expected of them.[4]

Table 2

Parental Expectations of Educational Attainment as Expressed by Social Science and Madison Freshmen, 1967

Parental Expectation	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Four years of college	45%	37%	73%	80%
Graduate work	54	62	22	16

In each case, the students as a group expected more than they thought their parents did with the relative ranking among the groups the same for both student and parental expectations.

[3] Ibid., question 20, part I.

[4] Ibid., question 12, part I.

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At least 80 percent of the Madison College freshmen, like those in social science, saw as important reasons in choosing to attend college the desires to get a broad education, to prepare for a profession or vocation, and to develop meaning in life. Few in either group came because of family tradition or because it was "the thing to do."

The men, in both social science and Madison College, more than the women, saw the possibilities of earning more money and getting a better job as important. More of the women tended to see the social enjoyment and pleasing their parents as important.

The Madison College male freshmen, and the social science females placed greater importance on the prestige of a college degree than the Madison females and social science males.[5]

The Madison freshmen, having self-selected into the college after they had decided to come to MSU, indicated several items as "important" in their choice (see Table 3).[6] They were consistently most concerned with contact with faculty and individual attention.

There were several other questions which also highlight reasons for choosing the college.

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[5] Ibid., questions 125-134, part I.

[6] Ibid., questions 135-141, part I.

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Table 3

Reasons for Selection of College by Madison Freshmen, 1967

Reasons for Selection	Percentage Men	Percentage Women
Closer contact with faculty	93	96
More individual attention	91	95
More specialized training	48	61
Broader training	55	65
Less competition	11	17
More personal freedom	61	53
More tolerant faculty	60	47

When asked whether they preferred independent work or classroom work, the comparative figures were:[7]

Table 4

Percentage of Students Preferring Independent Work and Classroom Work Among Social Studies and Madison Freshmen, 1967

Type of Work	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Independent work	48%	58%	48%	63%
Classwork	50	42	52	37

[7] Ibid., question 162, part I.

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As social science freshmen, they indicated the following interest in political issues and affairs:[8]

Table 5

Distribution of Interest in Political Issues and Affairs Among Social Science and Madison Freshmen, 1967

Interest	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Disinterested	3%	1%	2%	1%
Occasionally interested	12	9	38	13
Interested, but not active in politics or planning	34	19	40	42
Interested, am or would like to be involved	52	71	21	44

The eventual goal differences among the groups became apparent when they were asked what kind of life they would generally prefer when they finished their schooling. A comparatively small percentage preferred a professional (doctor, lawyer) one (see Table 6).[9]

[8] Ibid., question 30, part I.

[9] Ibid., question 127, part II.

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Table 6

Life Goals of Social Science and Madison Freshmen, 1967

Life Goals	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Academic life	12%	12%	16%	24%
Professional life	56	56	25	15
Home and family	3	3	34	29

The specific setting preferred for these general categories differed among the groups. Men in both groups, with about the same regularity, favored working in their own professional office (approximately 35 percent), government service other than research, welfare, or military (approximately 15 percent), or in a medium-large firm or corporation (approximately 15 percent). Both groups of women favored most, a public or private welfare agency (28 percent). Next for the social science women (17 percent) came work in an educational institution, which 22 percent of the Madison women indicated. A more frequent choice for Madison women though, was government service--28 percent as compared to 13 percent of social science women.[10]

[10] Ibid., question 126, part II.

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A group of questions in the inventory utilized the work done by Clark and Trow on student sub-cultures. The inventory used brief paragraphs, and referred to them as philosophies, to describe the four sub-cultures as designed by Clark and Trow.

The freshmen were asked to indicate which of the following philosophies most accurately described their own point of view:

A. . . . committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

B. . . . attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

C. . . . emphasizes the importance of the extra-curricular side of college life.

D. . . . emphasizes individualistic interests and styles, concern for personal identity, and, often, contempt for many aspects of organized society.

The following percentages saw each view as "most accurate" (Table 7).[11]

The social science population and Madison women each had almost half favoring the collegiate philosophy, although the second most frequent response among Madison women--the academic philosophy--did not have as much support in social science. Madison men were almost evenly divided among vocational-, academic-, and collegiate-oriented philosophies, with few in the

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[11] Ibid., questions 49-52, part I.

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Table 7

Philosophical Statements Describing Themselves Most Accurately as Reported by Social Science and Madison Freshmen, 1967

View	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Vocational	28%	32%	21%	16%
Academic	23	27	27	31
Collegiate	43	32	47	49
Non-conformist	6	10	4	4

The inventory asked freshmen to respond to a series of different socio-political issues. In response to the item "College professors should be allowed to subscribe to any ideological or political belief they wish" Madison women and men, respectively, agreed most strongly, followed by social science men and women (see Table 8).[12]

Regarding freedom of speech on campus for Communists, Madison freshmen were slightly more willing to grant this freedom than social science freshmen, or those in any other college.[13]

[12] Ibid., question 2, part II.

[13] Ibid., question 6, part II.

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Table 8

Percentage of Agreement by Social Science and Madison Freshmen on Statement, "College Professors Should be Allowed to Subscribe to Any Ideological or Political Beliefs They Wish," 1967

	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Strongly agree	21%	26%	20%	29%
Agree	44	47	49	56
No opinion, uncertain	15	13	11	9
Disagree	15	11	18	5
Strongly disagree	6	3	2	99

Another series of questions referred generally to students' rights. More Madison freshmen agreed that students should have more voice in courses to be offered (66 percent) and in faculty promotion and tenure (31 percent) than any other college except Justin Morrill. Madison College had the highest percentage (66 percent) agreeing that students should be permitted to protest without fear of reprisal or recrimination.[14]

On questions involving United States foreign policy, Madison College had the largest percentage of

[14] Ibid., questions 22, 23, 16, part II.

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students agreeing that Red China should be admitted to the United Nations (approximately 52 percent), and that United States troops should be withdrawn from Viet Nam (approximately 37 percent). As in other colleges, including social science, a majority (almost 80 percent) disagreed with a statement that the United States should not have stopped nuclear testing in the atmosphere.[15]

On United States internal politics, the freshmen indicated the following political party preference:[16]

Table 9

Political Party Preference as Indicated by Social Science and Madison Freshmen, 1967

Political Party Preference	Men		Women	
	Social Science	Madison College	Social Science	Madison College
Republican	24%	38%	23%	18%
Democrat	7	9	17	14
Independent	64	54	59	64
Other party	2	0	0	2
Not vote	1	0	0	1

[15] Ibid., question 7, part II.

[16] Ibid., question 17, part I.

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As in social science, about 15 percent of Madison College freshmen agreed that "the recent riots (Newark, Detroit) were justified."[17]

Approximately 66 percent of the men and 43 percent of the women in Madison agreed that contraceptive devices should be available at college health centers. These were the highest percentages of all colleges except social science men--68 percent agreed. A higher percentage of Madison men and women felt marijuana should be legalized, than did social science. As in several colleges, including social science, almost 80 percent felt abortion should be legalized "for some reasons."[18]

During the first year, 1967-68, a transcript study, conducted by the Office of Institutional Research, on all three residential colleges had a sample of fifty Madison students. The results pointed out that a large percentage (24 percent) of Madison freshmen undertook independent study:

> Madison students took approximately 25% of their courses in the University; there was a good spread of credits over all fields; and the correlation of the CQT total score percentile rank with Madison College course averages was strikingly high.[19]

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[17] Ibid., question 26, part II.

[18] Ibid., questions 29, 30, 40, part II.

[19] Paul Dressel, "Transcript Study for Freshmen in Residence College, 1967-68," Office of Institutional Research, Michigan State University, January 13, 1969.

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In April, 1968, the Committee on Evaluation of the Residential Colleges distributed an open-ended questionnaire to the students and faculty in Madison. The objective of the questionnaire was to have each residential college population record their views as to college objectives and program features, as well as their own experiences within the college.[20]

The response rate in Madison was only 30 percent, making it difficult to generalize the findings.[21] Madison students generally saw the goals of Madison consistent with what they thought the goals of a residential college should be. They specifically noted; close student-faculty contact, benefits of a small college in a large university, and the convenience of combining the living and learning aspects of their college life. Personal contacts, faculty-student relations and small classes, represent the most frequently mentioned significant experiences of the Madison students.[22]

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[20] "Questionnaire on Objectives and Experiences, James Madison College," Office of Institutional Research, Michigan State University, April, 1968.

[21] The low response rate may be explained by the fact that Madison students had for several months prior to this questionnaire been the subjects for a number of research projects. At the end of spring 1968, the college established a policy designed to protect Madison students from constant research instruments.

[22] Paul Dressel, "Student and Faculty Reactions to the Residence Colleges," Office of Institutional Research, Michigan State University, June 5, 1968.

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The College and University Environment Scale (CUES) was administered in Madison College during May, 1968. The percentage of participation was 25.1 percent of the student body. This research was an effort to define the general atmosphere and educational environment present in Madison. The students were asked to respond to each item twice. Once, as it pertains to Michigan State University and second, as it pertains to Madison College. The five scales that were measured are listed below:

1. Practicality: The degree to which personal status and practical benefits are emphasized.
2. Community: The degree to which a friendly, cohesive, group-oriented atmosphere is evidenced.
3. Awareness: The degree to which personal, poetic, and political understanding are emphasized.
4. Propriety: The degree to which politeness, protocol, and consideration are emphasized.
5. Scholarship: The degree to which competitive high academic achievement and intellectual discipline are emphasized.

Madison freshmen rated the college higher on all of the scales with the exception of Practicality. There

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was very little difference between the Madison males and females.[23]

The second freshman class entered Madison in September, 1968. There were 268 students, 142 males and 126 females. Approximately 18 percent came from out-of-state.

Like the previous class, they too took the MSU Orientation Tests. These tests are explained on page 184 of this chapter. Madison freshmen ranked fourth (4) among the colleges in the CQT verbal measures, fifth (5) on the numerical measure, and first (1) in social science information. Overall, these freshmen ranked fifth (5) among the fourteen colleges at MSU (see Appendix H).

The day prior to the first day of classes, representative samples of freshmen from each MSU college took a series of five tests. These tests were officially titled, "The Academic Proficiencies of MSU Beginning Freshmen," or more commonly referred to as Freshmen Entry Skills. There were 430 items covering math, biology, physics, chemistry, political science, geography, economics, history, literature, philosophy, contemporary affairs, art, and music.

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[23]Paul Dressel and Mary Rautio, "Report on the College and University Environment Scale," Office of Institutional Research, Michigan State University, July 16, 1968.

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The purpose of these tests was to discover how much knowledge the freshmen already possessed. In addition to answering the questions, the students were asked to record the degree of confidence they had in the correctness of each answer. The data consists of the percentage responding correctly to each item, and the confidence level in the response. Among the questions on all five tests, dealing with political science, economics, and contemporary affairs, a larger percentage of Madison students than the College of Social Science students answered correctly on almost every item. The same was true when compared to the percentages for the total freshman sample. The Madison freshmen were also consistently more confident of the correctness of their answers.[24]

In September, 1969, the third freshman class entered James Madison College. The out-of-state enrollment was still ahead of the MSU figure, but at 17 percent it was lower than the previous two classes. The class was composed of 139 males and 103 females for a total of 243 freshmen.

During the 1968-69 academic year Michigan State University made a policy to require either the Scholastic Aptitude Test (SAT) or the American College Testing

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[24] Arvo Juola and Willard Warrington, "The Academic Proficiencies of MSU Beginning Freshmen," or "Freshmen Entry Skills," Office of Evaluation Services, Michigan State University, February, 1970.

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rogram (ACT) for admission, effective fall, 1969. The AT scores, available for over 80 percent of the freshmen, ere used instead of the CQT, to rank order the colleges. he Madison freshmen in the fall, 1969, ranked fourth (4) n the SAT verbal scores, sixth (6) on the SAT math scores, nd ranked fifth (5) among the colleges on the SAT total see Appendix H).

In the fall, 1969, the entering freshmen in all olleges of MSU received the "MSU Student Questionnaire."[25] his was a much shortened version (only sixty items) of he 1967 Student Inventory, but included questions about any of the same variables and issues. The Madison popu- ation for the questionnaire was 209 freshmen, and the ll-university sample numbered 3,006 students. The data or this questionnaire was not broken down by sex as was he 1967 Inventory.

When asked how much education they would like to et, 31.1 percent of the Madison freshmen said a master's egree, and 39.2 percent indicated professional degrees f graduate work beyond the master's. The figures for he all-university population were 28.7 percent and 26.3 ercent respectively.[26]

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[25] "Michigan State University Student Questionnaire," ffice of Evaluation Services, Michigan State University, all, 1969.

[26] Ibid., question 14.

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The freshmen then responded to how much education hey really expected to get. In this, 26.87 percent of adison indicated master's degrees and 22.5 percent ex- ected professional or graduate work. In the all- niversity group, 21.6 percent expected a master's and 4.5 percent expected to go beyond that.[27]

As in the case of the 1967 Inventory, the 1969 uestionnaire asked students to select among four philo- ophical statements the one which best described them. he statements were identical to those used in 1967.

The statements were as follows:

1. . . . committed to a particular field of study and in college primarily to obtain training for my chosen career.

2. . . . concerned with the scholarly pursuit of knowledge and the cultivation of the intellect.

3. . . . social and extracurricular activities of college life are just as important as the academic activities.

4. . . . emphasize individualistic interests and styles, concern for personal identity, and often, contempt for many aspects of organized society.

he Madison and all-university results are shown in able 10.[28]

The Madison freshmen were almost evenly divided mong the four, with the heaviest concentration in the ocational, and the non-conformist the next most popular.

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[27] Ibid., question 15.

[28] Ibid., question 17.

Table 10

Philosophical Statements Describing Themselves Most Accurately as Reported by All-University and Madison Freshmen, 1969

Philosophical Statement	Madison Percentage	All-University Percentage
Vocational	28.2	33.1
Academic	24.4	22.5
Collegiate	20.6	28.8
Non-Conformist	25.4	12.5

In contrast to this, the all-university group strongly favored the vocational and the collegiate, while the non-conformist category had only half the percentage it had received in Madison.

The freshmen responded to many of the same political issues that the class entering in 1967 had. On academic freedom of speech and of belief, approximately 85 percent of the 1969 class thought a college professor should be allowed to subscribe to any ideology. The all-university percentage agreeing, 69 percent. More Madison freshmen than all-university freshmen disagreed with a statement that college professors should have to take loyalty oaths. The same thing was true for a statement that advocates of unpopular or extreme ideas should be allowed to speak on campus, but not in classrooms.[29]

[29] Ibid., questions 22, 23-48.

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A majority of the Madison freshmen (57 percent) agreed that college students should be allowed to protest without fear of reprisal or recrimination, while 41 percent of the all-university population agreed. At the same time, 59 percent of Madison and 63 percent of all-university freshmen agreed that violence on a college campus can never be condoned no matter how good the cause.[30]

The freshmen indicated the degree of influence they felt students should have in a variety of decisions (see Table 11).[31]

Approximately half of the Madison freshmen desired at least an equal voice in all areas except faculty promotion and tenure, hiring new faculty, and allocation of finances. Of these three, approximately one-third thought students should have at least an equal share in the decision making. In contrast, in the population of all-university freshmen fewer than half thought students should have an equal say in academic dismissal of faculty, faculty promotion and tenure, selection of administration officers, hiring new faculty, and allocation of finances. Also, a larger percentage of the Madison freshmen desired the major or sole decision-making role in almost every area, than all-university freshmen.

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[30] Ibid., questions 28, 40.

[31] Ibid., questions 50-60.

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Table 11

Degree of Influence Students Should Have in Various University Decisions as Indicated by All-University and Madison Freshmen, 1969

Decisions	Madison		All-University	
	Major or Sole Role	Equal Voice	Major or Sole Role	Equal Voice
Housing rules and regulations	64%	29.7%	54%	34.4%
Grading practices	14	52.6	8	45.7
Curriculum planning	18	62.7	18	53.9
Course content	10	52.2	10	41.7
Academic dismissal of faculty	7	42.6	5	39.7
Academic discipline	22	40.7	11	39.2
Faculty promotion and tenure	5	28.7	4	19.8
Selection of administration officers	5	40.7	4	32.9
Hiring new faculty	6	28.7	3	19.9
Allocation of finances	5	26.8	4	30.2
Non-academic discipline	32	42.6	24	43.7

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Madison freshmen indicated the following political party preference:[32]

Table 12

Political Party Preference as Indicated by All-University and Madison Freshmen, 1969

	Madison College	All-University
Republican	14.8%	16.2%
Democratic	21.1	17.7
Independent	55.5	58.9
Other	3.8	1.6
Not vote	3.3	3.4

For questions on United States foreign policy, more Madison freshmen thought that Red China should be admitted to the United Nation (67 percent) and that United States troops should be withdrawn from Viet Nam (57 percent) than among all-MSU freshmen, 42 percent and 45 percent, respectively.[33]

A larger percentage of Madison freshmen agreed that controversial racial issues should be more widely discussed in college classrooms (88 percent), and that college admission standards should be lowered for minority

[32] Ibid., question 20.

[33] Ibid., questions 21, 24.

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groups (23 percent), the figures were 73 percent and 13 percent, respectively, for the all-MSU freshmen.[34]

The Madison freshmen, as a group had a higher percentage of agreement that contraceptives should be available at college health centers (70 percent), marijuana should be legalized (41 percent), and freshmen women should not have hours imposed on them (73 percent) than all-university freshmen as a group (58 percent-27 percent-56 percent). The groups had equal percentages on the question about legalizing abortion "for some reasons."[35]

During early fall, 1969, the Office of Institutional Research administered a questionnaire to 213 Madison freshmen. The study was conducted to gather their views on university life and career goals. The measure was composed of 122 items, with six open-ended, and the rest multiple-choice.[36]

The freshmen responded to a question concerning the reasons considered by them in choosing Madison. They could respond to each of thirteen items, either as Important, Somewhat Important, or Not Important. The results are shown in Table 13.

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[34] Ibid., questions 31, 47.

[35] Ibid., questions 37, 38, 40, 46.

[36] Mary E. Rautio, "Views on University Life and Career Goals Expressed by Freshmen Entering James Madison College," Office of Institutional Research, Michigan State University, October, 1969.

Table 13

Degree of Importance Given to Reasons for Choosing Madison College, 1969

Reasons	Important	Somewhat	Not Important
Career reasons	41%	41%	16%
Closely-knit community	78	16	4
Extra-curricular activities	24	60	17
Financial reason	22	14	62
Friends attending	8	16	74
Academic reputation	33	43	21
Geographical location, climate	8	24	67
Parental influence	6	24	67
Personal freedom	31	44	23
Away from home	37	34	27
Experimental educational programs	35	44	19
Individualized academic program	64	27	7
Variety of electives	47	40	10

Most freshmen emphasized the "community" aspect and possibility for an "individualized academic program."[37]

When asked to rank areas of interest as uses for one-hour of free time, considering its contribution to their education, the results were:

Table 14

Rank Order of Interests as Used for Free Time by Madison Freshmen, 1969

Interests Used as Free Time	Weighted Arithmetic Mean
Intellectual interests	41.81*
Politics	40.60
Humanitarian ideals	40.38
Community activities	37.73
Recreation, hobbies	37.65
Artistic, cultural interests	35.85
Family affairs	35.60
Vocational pursuits	33.48
Financial interests	32.25
Sports, athletics	31.98
Religion	31.00

*Weighted arithmetic mean. Very important (3); somewhat important (2); and not important (1). Questionnaire items 31-41.

[37] "Michigan State University Student Questionnaire," 1969, items 61-73.

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Their participation in activities prior to coming Madison gives some indication as to their interests:

Table 15

Participation by Madison Freshmen in Activities Prior to Coming to Madison College, 1969

Activities	Weighted Arithmetic Mean
mmunity action	32.86*
iting poetry	31.23
ɔating	30.68
iting stories	29.85
litical action	19.03
sic (in musical group)	27.91
ting	24.78
iting scientific paper	24.05
ite plays	21.60
sic (composition)	21.58
dern dance, ballet, etc.	20.55
inting, sketching	20.50
ɔtography	20.50
ulpture, pottery, ceramics	19.63

*Weighted arithmetic mean. Frequently (3); once twice (2); and never (1). Questionnaire items 14-29.

Another series of questions designed to get a tter picture of the Madison freshman, asked the students select the statement which best described themselves.

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A rank ordering of the results indicates they are ndependent in thought and actions," "critical and re- aluative of accepted values and modes of thinking," and appy and content."[38]

As in the case of past entering Madison classes, e 1969 freshmen continued to be concerned with contem- rary affairs:

Table 16

Interest Shown in Local, State, National, and World Affairs by Madison Freshmen, 1969

Interest	Weighted Arithmetic Mean
rld and national affairs	45.38%*
llege affairs	42.48
iversity-wide affairs	39.38
ate and local affairs	39.13

*Weighted arithmetic mean. Great Deal of Inter- t (3); Somewhat Interested (2); and No Interest (1). estionnaire items 42-45.

The great majority of Madison freshmen (65 percent) ought that students should participate significantly in e content and organization of courses, academic policy, c.[39]

[38] Ibid., items 46-48.

[39] Ibid., item 121.

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In a ranking of statements on student's freedom . design his academic program, Madison students reacted follows:[40]

Students should be given very great freedom in choosing their subjects of study and in choosing their own areas of interest within those subjects.	37.7%
Students should be given freedom but upon the approval of adviser.	37.3%
There is a body of knowledge to be learned, and the faculty is more competent than the student to direct the student's course of study, through required courses, prerequisites, and the like.	4.7%
Students should complete the program requirements and with guidance choose an occasional elective.	3.3%

As mentioned earlier, there were six open-ended stions attached to this study. Question 60 asked: "If , what special quality does this residential college e that makes it attractive to you?"

Nearly 60 percent of the Madison freshmen took time to answer this question, the highest response rate any of the open-ended questions. The results are shown Table 17.

A major research project was undertaken during the ter, 1970 by the assistant director of student relations James Madison College.[41] He administered the College University Environment Scale (second edition) to 100 homores in Madison, and 32 faculty members. The analy- of the faculty data is found in Chapter VII, Faculty.

[40] Ibid., item 122. [41] Spence, op. cit.

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Table 17

Response to Open-Ended Question, "If Any, What Special Quality Does This Residential College Have That Makes it Attractive to You?", 1969

	Number	Percent
pecific advantages of small college	40	31.5
mall college setting	32	25.2
mportance of community	28	22.0
ttractiveness of policy science rientation	10	7.1
rovides good preparation for a pecific course of study	6	4.7
ther	11	8.7

This instrument (CUES), was developed by Robert C. ace in 1963 and revised in 1969. The instrument consists f 160 true-false items about college life.

> . . . features and facilities of the campus, rules and regulations, faculty, curricula, instruction and examinations, student life, extra-curricular organizations, and other aspects of the institutional environment that help to define the atmosphere for intellectual-social-cultural climate of the college as the students see it.[42]

These 160 items are summarized in five basic scales nd two sub-scales. The basic scale areas include: (1) racticality, (2) Community, (3) Awareness, (4) Propriety, 5) Scholarship. The sub-scales describe: (1) Campus orale, and (2) Quality of Teaching and Student-Faculty elationships.

The description of these seven scales are as follows:

1. Practicality: This scale describes an environment characterized by enterprise, organization, material benefits, and social activities.

[42] Pace, op. cit., p. 9.

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2. Community: The items in this scale describe a cohesive, group-oriented campus.
3. Awareness: The items in this scale reflect a development of three types of concerns, personal, poetic, and political.
4. Propriety: The items in the scale describe an environment characterized by polite and considerate behavior. There is an absence of argumentative and risk-taking behaviors.
5. Scholarship: The items in the scale describe an environment characterized by intellectuality and scholastic discipline.
6. Campus Morale: The items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and at the same time a commitment to intellectual pursuits and freedom of expression.
7. Quality of Teaching and Faculty-Student Relationships: The items in this scale define an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive and flexible, and are concerned about students.

analysis of the student data is given below.

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The CUES was sent to fifty-six male James Madison
idents and forty-four female students. Of that group,
otal of seventy responded for a return rate of 70 per-
t. There will be two methods used in discussing the
S data for Madison students. The first will be to com-
e the Madison student scores on each scale with the
S national reference group of colleges and universities
ablished by Pace, who divided the reference group into
ht types of colleges. The second method will be to
ect out significant items in the CUES scale. The
lowing is a listing of the eight different types of
ools as established by Pace:

1. Highly Selective Liberal Arts Colleges--such as Radcliffe, and Oberlin.
2. Highly Selective Universities--such as The University of Michigan and the University of California at Los Angeles.
3. General Liberal Arts Colleges--such as Albion College and Dennison University.
4. General Universities--such as the University of Colorado and Michigan State University.
5. State Colleges and Other Universities--such as Western Michigan University and Brooklyn College.
6. Teacher's Colleges and Others with Major Emphasis on Teacher Education--such as Ball

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State University and Central Connecticut State College.

7. Strongly Denominational Liberal Arts Colleges --such as Pepperdine College and Bluffton College.

8. Colleges and Universities Emphasizing Engineering and the Sciences--Harvey Mudd College.

The scale scores for the Madison students will be pared with the mean scale scores for each of these ht types of schools. The scale ranges on the CUES are follows:

1.	Practicality	0-40
2.	Community	0-40
3.	Awareness	0-40
4.	Propriety	0-40
5.	Scholarship	0-40

-scales:

1.	Campus Morale	0-44
2.	Quality of Teaching and Student-Faculty Relationships	0-22

The significant items in the CUES scale are those which 66 percent or more of the students responded in keyed direction, and also those items in which 33 per- or fewer responded in the keyed direction.

The Madison students' score on the Practicality e of 10 makes them most like Highly Selective

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ersities in this scale. This places them into the eenth percentile nationally. The conclusion that be drawn from this is that students do not attend son College strictly as a means of attaining a better Their low score indicates that they have come for r reasons which would probably include intellectual ulation. Some of the significant items for Madison ents on this scale are as follows: frequent tests not given in most classes; the professors do not check n the students to make sure their assignments are g carried out properly and on time; it is not im- ant to be in the right club or group in Madison; ent pep rallies, parades, dances, carnivals, or demon- tions occur very rarely; the important people at this ol expect others to show proper respect for them; ents do not have an assigned seat in most classes; ent organizations are not closely supervised to guard nst mistakes; new fads and phrases are continually nging up among the students; students do not have to a written excuse to be absent from class; the college not offer practical courses such as typing and report ing.

On the Community scale the Madison scale score of ikes them most like State Colleges in the reference of colleges and universities. This places them into 3rd percentile nationally. Some of the significant on this scale are: it is easy to take clear notes

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most courses; students do not often run errands or do
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aditions of the college are not strongly emphasized;
ofessors go out of their way to help you; there is a
eat deal of borrowing and sharing among students; stu-
nts do not exert considerable pressure on one another
live up to the expected codes of conduct; graduation
a pretty matter-of-fact, unemotional event; all under-
aduates do not have to live in university approved
using; students do not have many opportunities to develop
ill in organizing or directing the work of others; it
easy to get a group together for card games, singing,
going to the movies, etc.; students commonly share
eir problems; faculty members call students by their
rst names; there is not a lot of group spirit.

On the Awareness scale, Madison students' scale
ore of 22 is most like that found in General Universities
on the 64th percentile nationally. Some of the sig-
ficant items on this scale are: students are actively
ncerned about national and international affairs; there
considerable interest in the analysis of value systems
the relativity of society and ethics; public debates
not held frequently; a controversial speaker always
rs up a lot of student discussion; there is not a lot
interest here in poetry, music, painting, sculpture,
architecture; the expression of strong personal belief
conviction are pretty common around here; many students

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here develop a strong sense of responsibility about their role in contemporary, social, and political life; course offerings and faculty in the social sciences are outstanding; many famous people are brought to the campus for lectures, concerts, and discussions; the school does not offer many opportunities for students to understand and criticize important works of art, music, and drama; special museums or collections are not important possessions of the college.

On the Propriety scale the Madison student scale score of 9 makes them most like those students who are found in Highly Selective Universities and the 15th percentile nationally. This means that students do not feel pressure to conform to standards and feel free to engage in risk-taking behaviors. Some of the significant items on this scale include: students do not ask permission before deviating from common policies or practices; people here are always trying to win an argument; drinking and late parties are generally tolerated despite regulations; students occasionally plot some sort of escapade or rebellion; students do not drive sports cars; students frequently do things on the spur of the moment; student publications lampoon dignified people or institutions; the person who is always trying to help out is not likely to be regarded as a nuisance; students are not conscientious about taking care of school property; students are not expected to report on any violation of rules or

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regulations; student parties are colorful and lively; students get drunk and disorderly; bermuda shorts, pin-up pictures are common on this campus; students pay little attention to rules and regulations; dormitory raids, water fights, and other student pranks are common.

On the Scholarship scale the Madison students' scale score of 19 is most like that found by students in State Colleges and the 31st percentile nationally. Some of the significant items in this scale are: the professors do not really push the student capacity to the limit; most of the professors are dedicated scholars in their fields; a lecture by an outstanding scientist would be well attended; careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions; the school is not outstanding for the emphasis and support it gives to the pure scholarship and basic research; students do not put a lot of energy into everything they do in class and out; course offerings and faculty in the natural sciences are not outstanding; courses, examinations, and readings are frequently revised; students are not very serious and purposeful about their work.

There is no reference group for the Quality of Teaching and Faculty-Student Relationships scale. Madison students attained a scale score of 14 on the scale, which places them in the 62nd reference group percentile. Some

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of the significant items on this scale are: most of the professors are dedicated scholars in their fields; class discussions are not typically vigorous or intense; professors go out of their way to help you; courses, examinations, and reading are frequently revised; faculty members frequently call students by their first names.

On the Campus Morale scale there is no reference group type of school, but the Madison student scale score of 20 places them in the 22nd percentile nationally for the reference group. Some of the significant items in this scale are: the professors go out of their way to help you; students do not exert considerable pressure on one another to live up to the expected codes of conduct; there is considerable interest in the analysis of value systems and the relativity of society and ethics; a controversial speaker always stirs up a lot of student discussion; students are not conscientious about taking good care of school property; most courses are not a real intellectual challenge; students do not put a lot of energy into everything they do in class and out; students do not have many opportunities to develop skill in organizing and directing the work of others; there is not a lot of group spirit; many students here develop a strong sense of responsibility about their role in contemporary, social, and political life; students pay little attention to rules and regulations.

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Finally on the CUES questionnaire there are sixty items which were called experimental items and were not included in developing any of the seven scales. The following were some of the significant items found in those sixty: the vocational value of many courses is not emphasized; most people are not aware of the financial status of students' families; there is a well-organized and effective job placement office for the graduating seniors; professors will sometimes increase a student's grade if they think he has worked especially hard and conscientiously; most students want to get a degree because of its economic value; vocational guidance is not a main activity of the counseling office; students who do not make passing grades are not quickly dropped from school; excellence in scholarship is not the dominate feature of this institution; even in social groups students are not more likely to talk about their studies than about other things; the main emphasis in most departmental clubs is to promote interest and scholarship in the field; student groups do not often meet in faculty members' homes; counseling and guidance services are really personal, patient, and helpful; there are courses which involve students in activities with groups or agencies in the local community; in most classes the atmosphere is very friendly; there are courses that are voluntary, seminars that deal with problems of social adjustment; there is not a regular place on the campus

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where students can make speeches about controversial issues; students are free to cut classes at their own discretion; most faculty members have worked overseas or frequently traveled to other countries; many students are interested in joining the peace corps or are planning somehow to spend time in another part of the world; groups of students do not spend all evening listening to classical records; students like to browse in book stores; the Dean of Students Office is not mainly concerned with disciplinary matters; faculty members do not always wear coats and ties on the campus; nearby churches have an active interest in counseling and youth programs; most professors do not think of themselves as different from other adults in the community; there are students on many academic and administrative committees; students do not have real authority to determine some campus policies and procedures; some faculty members are active in experimenting with new methods of teaching, new courses, and other innovations; there is an experimental college or program where a variety of new courses are offered; massive disruption, force, or violence by students would be possible on this campus; due process considerations are expected by students who are accused of violating laws or college rules.

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At the time of publication of this study only preliminary data was available on the fourth entering class. There were 180 freshmen students, 117 males and 63 females. Twenty-eight students were from out-of-state, while 152 were Michigan residents.

As in the case of the previous class, all entering Michigan State University freshmen were required to take the Scholastic Aptitude Test (SAT), and the MSU Reading, Arithmetic, and Mathematics tests.

Madison freshmen continued to rank high, when compared to all fourteen MSU colleges. In SAT Verbal they were second highest, and in math, 5th. Madison freshmen ranked third on the SAT total scores (see Appendix H). On the MSU tests they ranked 2.5 in Reading and 7.5 on the Math total (see Appendix H).

The differences by sex within colleges are worth noting. Madison freshmen women had SAT total scores which were second highest of all groups of women. (The highest totals were from the women in Lyman Briggs residential college, with the women in Veterinary Medicine equaling the Madison scores.) SAT totals from Madison men were fifth highest among the colleges (see Appendix H).

In the fall of 1967 the first freshmen indicated their primary choices among the fields of concentration (majors). The most frequent responses were International Relations (IR) and a combination of the Justice Morality

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Constitutional Democracy fields, each interesting almost a quarter of the class. The next most frequent choice was the Ethnic field, with 14 percent. Fewer selected Urban, Socio-Economic, and Science and Technology.

The following year, as they began taking courses in their particular fields, there was a shift toward Justice Morality and Constitutional Democracy (JMCD) and Ethnic, with International Relations (IR) becoming the third largest and Urban and Socio-Economics retaining a relatively small number. As juniors, this selection pattern continued.

In the spring of 1969, the second freshman class indicated strongest interest numerically in JMCD, closely followed by equal numbers in Ethnic and International Relations and Urban, with fewer in Socio-Economic. In course work their sophomore year, they followed the pattern of the class ahead, with heaviest concentration in JMCD, followed by Ethnic, IR, and then comparatively smaller groups in Urban and Socio-Economic.

In the third freshman class, almost one-third did not respond to a question asking their field of concentration choice. Another third indicated the JMCD field, with IR and Ethnic each selected by about 10 percent of the class. Again, Urban and Socio-Economic were chosen by relatively few freshmen.

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In all three classes, then, overwhelmingly the most frequently chosen field is JMCD, followed by Ethnic, then IR, then Socio-Economic, and Urban.

The grade-point average for each Madison class each year (1967-70) was higher than that for the corresponding College of Social Science class and for the all-university average. As in the College of Social Science and in the all-university population, the grade-point average has therefore increased over the three years. The grade-point average for men and for women has been approximately equal all three years, as a total population and within each class (see Appendix H).

Each Madison student who withdraws from the college is seen by either the director or assistant director of student relations for a withdrawal interview. At this time the reason or reasons for the change are sought with the hope of insuring that the student is making the best decision based on his educational needs. The withdrawal interview is also seen as a source of feedback into Madison College from those people who might be most critical of it.

By the end of the first year (1967-68) 22 percent of the entering freshmen had transferred out largely due to being unhappy with residential college living or to a change in vocational and educational goals. During the second year (1968-69), another 10 percent of the remaining

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sophomores transferred out, along with 30 percent of the freshman class. Again, the reasons were mainly a change in educational or vocational goals.

During the third year (1969-70), approximately 24 percent of the students in the college left. They were mainly freshmen, and most transferred to other departments in the university. The reasons they gave now stressed the lack of flexibility in the curriculum and the college as being "too liberal."[43]

The median grade-point average of all students transferring out of the college was 2.75 in 1969-70; 2.47 in 1968-69; and 2.26 in 1967-68.

During the 1969-70 year James Madison College had, for the first time, a significant off-campus population. Upon attaining junior status, many students felt the need to gain greater independence and privacy by moving into off-campus apartments. In order to get a better understanding of their reasons, the Office of Student Relations conducted an off-campus survey administered during winter term 1970 (see Appendix H). The questionnaire was designed by members of the Office of Student Relations in consultation with the Director of the Madison College Methods Program. In summary, the report indicates that physical changes within Case Hall would not appear to make a

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[43] Annual Report, 1969-70, p. 64.

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significant difference, nor would a liberalization of university or management rules and regulations. It simply appears that some students do not care for institutional living. It supports the notion that students who move off-campus do so because they find a residence hall atmosphere stifling and lacking in privacy. The off-campus breakdown, as noted in Table 18, shows that it still represents a small percentage of the total Madison population. For example, not including the commuters who are defined as those people living at home or who are married, the off-campus population was only 15 percent of total enrollment in the fall, 1969.

Table 18

Percentage of Commuters and Off-Campus Students Enrolled in James Madison College, 1969-70 Academic Year

	Fall 1969	Winter 1970	Spring 1970
Off-campus	15%	17%	14%
Commuters	4	4	4

The percentage increased to 17 percent during winter term, but dropped to 14 percent in spring term 1970. However, the figure for spring term is somewhat deflated because it includes juniors who are doing field experience in other

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Comparisons between all four of the Madison entering classes can be made on the basis of the entering test scores. They have consistently ranked high on the CQT and SAT verbal measures and for a non-science social science program they also ranked high on the numerical measures. Overall, the Madison College entering freshmen have ranked fifth or sixth out of the fourteen colleges at Michigan State University. In September, 1968, the only time the general information portion of the entrance exams were itemized, the Madison students ranked first in social science information.

Some further comparisons between the 1967 and 1969 entering classes are possible because of the 1967 Student Inventory,[44] the 1969 Student Questionnaire,[45] and the Rautio study.[46]

In both classes there was a very high percentage expecting to go beyond the bachelor's degree to graduate or professional work. Their reasons for coming to Madison are also very similar, with both groups emphasizing the

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[44]Student Inventory, op. cit.

[45]Student Questionnaire, op. cit.

[46]Rautio, op. cit.

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community aspect of the college and the individualized academic program. In both classes a large number of the students preferred independent work and had a great deal of interest in socio-political issues and affairs.

The groups differed in their selection among the four self-descriptive philosophies. There was a notable decrease in the number choosing the collegiate point of view, and an increase in those choosing the non-conformist one in the 1969 class.

Although most students still indicated they would vote independently of party, among those who chose, more preferred the Democrats to the Republicans in 1969, in contrast to 1967.

In both classes, a large majority of the students believed in academic freedom of speech and of belief, in allowing college professors to subscribe to any ideology, as well as allowing students to protest without fear of recrimination.

A larger percentage of freshmen in 1969 than in 1967 believed that Red China should be admitted to the United Nations and that United States troops should be withdrawn from Viet Nam. A larger percentage in 1969 also thought that contraceptives should be available at college health centers, and that marijuana should be legalized. About the same percentage both years thought that abortion should be legalized, and that freshmen women should not have hours imposed on them.

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The largest number of students prefer the Justice, Morality and Constitutional Democracy core field, with Ethnic next largest in numbers, then International Relations. Socio-Economic and Urban fields have relatively few students.

While a great majority of students leaving Madison do so because of a change in academic and vocational plans, dissatisfaction with inflexibility in the curriculum and with the "liberal" atmosphere both seem to be increasing as a reason for leaving the college. Those still in the college but living off-campus appear to be doing so because they simply do not care for institutional living.

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CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The focus of this study was to provide a description of the planning and implementation of a semi-autonomous residential college, James Madison College, within Michigan State University.

The purpose of the study was to demonstrate one method by which a large multiversity is trying to handle the problems of undergraduate education, and the related areas of curricular innovation and relevancy, undergraduate teaching and professionalism, academic governance, and the notion of an academic community. The study was conducted not only to provide the members of the Madison College community with an account of their own growth and development but to also aid those at Michigan State University charged with the responsibility of evaluating and reviewing James Madison College. The various components of this study are summarized in the following pages.

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The college was primarily established to serve two purposes at Michigan State University; first, to combat the problem of the largeness of the multiversity and provide a small academic community with which students could identify; secondly, to develop a new approach to the teaching of undergraduate social science, which would deal with the problems of relevancy and scholarship. The establishment of Madison College was seen as one way to provide the advantages of the multiversity in addition to those generally attributed to a small college atmosphere. In this setting undergraduates would be able to receive personal attention with a broad social science curriculum as well as a supporting environment for personal growth and development.

A concern with the living dimensions of the students is a fairly recent development in American higher education. To allow for more faculty impact, and to reduce student alienation and isolation, the living-learning idea of bringing faculty and cultural activities into residence halls was initiated.

The logical extension of this concept is the residential college. Its goals include integrating curriculum and teaching with student life by promoting close relationships within and between student and faculty groups, and providing more personalized instruction, while also having the benefits of a large university. The university can also try out innovations in the residential

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college. Beneath these goals is a concern with the individual development of the students.

This study includes an overview of the residential college movement as it has developed across the country. All are officially units of larger colleges or universities. Beyond this, the programs vary tremendously in curriculum, physical arrangements, and size.

Through a desire to deal with the non-departmental social science majors, a program emphasizing undergraduate teaching was developed. The two main objectives of Madison College were to integrate the students' experiences in and out of class, and to deal with social science in a multi-disciplinary way. To best accomplish these, the college was designed to be a four-year, residential program in policy problems.

The developing committee's first task was to outline the first year's curriculum. They decided on the fields of concentration to be included in the introductory policy course, on an annual writing requirement, and on having Madison sections of American Thought and Language and Natural Science (university requirements of freshmen).

Over the summer of 1967 the college faculty met continuously to develop the policy course for the fall class. They dealt with every aspect, from philosophical issues of defining policy science to deciding on the details of the syllabus.

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The planners of the college's curriculum maintained two continuous themes; to focus first on a problem area and later draw in tools for possible solutions, and to utilize a multidisciplinary approach to studying the problem.

These themes were emphasized in the policy course planned during the summer of 1967 for the first class. It was to be highly structured, concerned with "real" value dilemmas, and include equal lecture and non-lecture sections. The order of topics for fall term would be an intergroup relations unit, an analytic unit explaining the policy approach, and then an urban problems unit. The group then worked out the specific points of the term--lectures, exams, etc.

Beginning in the fall, the faculty designed the core curricula. There were to be five fields: international relations, urban problems, intergroup relations, socio-economic problems, and justice, morality and constitutional democracy. In each, the goal was to gain an introduction to the problem first, through existing university courses if available, expand on this through Madison and other courses and through a term of field experience, and then finish with a senior seminar.

The committee also outlined other requirements and Madison programs, including the writing requirement, a methodology course, "special topics" offerings to vary

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each term, field experience, and the language requirement. Madison sections of general education courses required by the university would also be offered.

Case Hall was chosen as the site for the college. As the smallest co-educational unit on campus it could be easily converted, and already had a thriving student culture.

Madison freshmen occupied two men's and two women's houses. Living together, having common curriculum and banding together as a minority group in the residence hall created a sense of community. As more classes have come, Madison and non-Madison students have mixed throughout the building, and some have moved off-campus.

To promote the blend of academic and social aspects of student life, the structure of Case Hall was changed to include faculty offices, a small library, and a methodology lab. Co-curricular activities, open to Madison and non-Madison students, were developed from particular courses, or topics of interest to students or faculty. During the first years of the college there were also weekends away from campus.

The basic authority and responsibility for giving direction to the new college went to the new dean. With him on the Organizing Committee were faculty, a graduate student, and the assistant dean.

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In the fall of 1967 the faculty and students began planning the four-year curriculum. A college Curriculum Committee composed of faculty, the deans, and students developed as the major body in this area. The most powerful committee on all non-curricular matters has been the Advisory Council to the dean, elected by the faculty. In the first year especially, student input to decision-making was informal. There has been continuing difficulty in finding an adequate form of student government and the degree of power for it.

The college has normal college status with the provost, including an independent budget. It has special links with the College of Social Science, Residence Hall Programs, and the Office of Dormitories and Food Services. The college struggled for equal representation in the faculty by-laws, and gained it for two very critical committees dealing with curriculum and educational policies.

A thorough evaluation of the college is to take place in the fifth year. Plans have already been implemented to meet this important deadline.

The Organizing Committee wanted to attract and be able to reward faculty interested in undergraduate education. They originally thought most would maintain ties with their specific disciplines through dual appointments with university departments. For most, this has actually proved far too demanding. In practice most Madison faculty are wholly appointed by the college.

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The college has continued to recruit its own faculty, and gain promotions and tenure for them. They tend to be either established, senior members or far younger ones, recently graduated. They are committed to working closely with students in and out of the classroom.

The eighth chapter, in this study, focuses on the student population of the college. Entering test scores, political and social values, academic major preference, educational and vocational goals, and scores from the College and University Environment Scale (CUES) are discussed for the first three entering classes of James Madison College.

The author of this study has been privy to all of the meetings, planning documents, committee reports, etc., since the college's inception in the winter of 1967. Due to his unique position as a faculty member and administrator in the college, the historical-descriptive nature of this study has been greatly facilitated.

In the final section of this study the author will state a number of conclusions and recommendations. The supporting statement to each conclusion and recommendation will be made in the first person.

Conclusion: In establishing James Madison College there has been a commitment to the development, as John Dewey put it, of the "whole child."

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To implement the college program required bringing together a number of educators with diverse interests and skills. First, a scholarly group to develop and teach the curriculum. Secondly, a core of student development faculty, to work with students outside of the classroom. In Madison different faculty groups have not been at odds with one another, but have been integrated.

Rather than having academic administrators and faculty working with a student personnel staff who was not part of the college, their expertise was recognized as a vital ingredient of Madison College. Therefore, a new role was established for an academic department, as well as providing a unique setting for student personnel faculty to operate within. It has been my experience that because of the constant and direct contact with other members of the college faculty, I have had a greater opportunity to increase faculty awareness of student development and how they, as faculty members, in and out of the classroom, can facilitate that growth. In Madison the student and faculty contact is not limited to the classroom, as it is in many other units of the university. Therefore, the faculty member has a significant opportunity to have a positive impact on students if he is appraised and sensitized to student needs and problems.

A significant innovation in Madison has been the bestowing of faculty rank on members of the student

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personnel staff, thereby eliminating the second class status that is often, unofficially, given to student personnel administrators by academicians. The college believes that members of conventional disciplines, as well as the student personnel administrators, are educators bringing different expertise and skills to the growth and development of undergraduates.

The type of administrative arrangement which has one of the top college administrators responsible for student relations has ensured the student-developmental view at least being present when important policy issues are before the college.

Conclusion: Before an experimental-residential college can be established within a university, implementation of the proposal must carry the approval of the existing units of the university.

There needs to be a sense of collaboration among the other units of the university that lends at least moral support for the new program. It almost certainly insures failure if the existing units feel it is an idea forced upon them which is not in the best interests of the university. This is particularly important since the new program has obvious effects on the budgetary resources of the university. Instituting new programs cuts up the financial pie into slightly smaller portions. A similar case can be made for limited physical facilities on the

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campus which will be needed to house new students, faculty, and administrators. If a new program is implemented it might attract a disproportionate number of bright students from on-going units in the university which does constitute some problem for those units. With the initiation of a residential-experimental college, the necessary decentralization of decision-making may be seen as inroads to established areas of jurisdiction. If the administration of the new college is to be on a par with the other units, a voice in the administrative channels of the university which has a vested interest in undergraduate teaching and not in research, graduate students, and publication interests, may not be seen a welcome addition by the heads of existing units.

Conclusion: Any university attempting to undertake an experimental unit needs to provide that unit with the same semi-autonomous status with regard to faculty, administrative, and budgetary policies as other units on the campus.

For reasons already noted in this study, a new unit cannot be immune from the normal accounting to the rest of the university simply because it is "experimental." On the other hand it cannot be so tied to an existing unit to preclude the possibility of hiring its own faculty, establishing its own curriculum, and operationalizing a definite educational philosophy.

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Conclusion: In order to allow students to identify with, and be exposed to, a wide range of people and ideas, there has been a deliberate attempt in Madison to recruit faculty with strong and diverse academic backgrounds in addition to varying political and social ideologies.

In order to operationalize the multidisciplinary mission of the college the recruitment of faculty representing all of the components of social science as well as history, philosophy, and education was deemed necessary. Therefore, the curriculum does not represent one discipline or one viewpoint. An examination of the fine graduate programs the Madison faculty have come from speaks to the quality of their training.

The danger in some departments is that they become identified as "liberal," "conservative," "behavioral," "humanistic," or some combination, and then only faculty are recruited who fit with their colleagues.

Such has not been the case in Madison, although there has been difficulty in recruiting behavioralists to an undergraduate teaching program. In addition, there is a short supply of politically conservative social scientists.

It is critical, for any undergraduate teaching program, to recruit faculty with different training, philosophy, and teaching styles. This allows students to

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be exposed to a wide range of ideas and people. It also represents the difference between educating people and indoctrinating them.

As one looks around the country today at the plight of residential-experimental colleges, the tale is not one of immediate success. From my first-hand viewing of these colleges, they have increasingly become politicized organizations representing one view and one life style. The curriculum in an attempt to be relevant, has allowed scholarship to suffer. In attempting to recruit students and faculty they have created a homogeneous community with little tolerance and acceptance of others.

However, this need not be the case. The residential college idea holds tremendous potential for good. It brings flexibility to universities; it is a means whereby universities can retain the advantages of smallness while growing large; it is a mechanism for innovation in an era of revolutionary change.

Conclusion: Madison College has achieved a good balance of full-time and dually appointed faculty.

The college began with the idea that there would be a small core of full-time Madison faculty supported by faculty on joint appointments with other MSU departments. However, for reasons stated in this study, this earlier trend has been reversed. The larger full-time core owes

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its primary allegiance to the college and are more available for the curricular and co-curricular activities of Madison.

For these reasons I support the move in this direction, and in addition I believe that a college is only as strong as its core faculty. It is equally important to utilize the faculty resources of a large university by several joint appointments as well as inviting different faculty to teach on an ad hoc basis.

Conclusion: James Madison College needs to maintain a better balance, than it presently has, of junior and senior ranked faculty.

The college needs to recruit more qualified faculty at the associate and full professor rank. These people are needed to give leadership in curricular innovation, as well as teach in the classroom. In addition, they provide the critical ingredient of helping to develop the younger faculty members (e.g., teaching styles, campus politics, evaluation, etc.). Senior faculty are usually experienced and are not faced with the awesome burden of trying to teach as well as finish a dissertation. There is also a certain degree of continuity which occurs with less transient senior faculty. It still remains important to recruit a solid core of bright, young faculty, for the reasons outlined in Chapter VII.

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Conclusion: James Madison College has attracted a bright student population, although it has maintained a self-selection admissions policy.

Chapter VIII in this study provides all of the data on students' entering test scores, future educational goals, capacity for independent work, etc. These quantitative measures all speak to the generally higher academic ability of Madison students compared to other Michigan State University students.

Others contemplating such experimental programs at state-supported institutions must be concerned with establishing an admissions policy, to avoid an elitest population, and a de facto honors college. This can be done by a self-selection policy which attracts a cross-section of university students. However, this system will attract a disporportionate number of bright students who seek the advantages of such a program. This is often the result, because a student who feels rather secure about his academic ability will be more willing to take on the unknown aspects of an experimental program.

Another admissions policy often employed by experimental-residential programs is to establish admissions quotas to match the university-wide population. Thereby, admitting students to their program in the same proportion as the university.

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Conclusion: Students enroll and remain in James Madison College to a significant degree because of the process of their education.

The data on Madison students gathered at the time of their enrollment asked of each class the reasons they chose Madison. Consistently students talked about the sense of community and close interaction between students and faculty as the main reasons for their enrollment. These process variables for all three classes consistently rank higher than the specifics of the academic program in attracting students.

Many Madison students believe that most undergraduate education is fairly uniform, particularly for bright, aggressive students who would get more out of an average curriculum at any conventional university. Therefore, what really seems to differentiate institutions of higher learning for these students is the process of education. They show in many ways that their concern for other people and for their relationships to other students and faculty is far more important to them than intellectual achievement. I would make the argument that it is the process which attracts students and it is also that which maintains their identity and allegiance to the college. This is further emphasized when we look at the enrollment figures for the various fields of concentration within Madison. The JMCD field has the overwhelming majority of

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students. If one looks carefully at the curricular composition of this field, it is a non-social science, humanistic, philosophical, speculative field. In addition, it has the most outstanding faculty in the college. Therefore, this raises the question as to whether or not Madison students are really concerned more with process, realizing at the same time they are getting content, than they are in receiving purely a scholarly social science, policy problems education.

Conclusion: The Madison curriculum has provided flexibility to allow for varying learning styles.

It is important when designing a curriculum to keep in mind that not everyone learns in the same manner. The college has tried to provide different learning opportunities for its students.

The Madison core programs offer a social science curriculum relevant to contemporary social problems. The policy problems approach focuses first on the immediate problem and then provides the more theoretical background as the course work progresses. This is done for the most part in small discussion classes.

Since no one in Madison has ever claimed to be able to provide for all phases of a student's education, they are required to take approximately half of the courses for graduation in the general university. This allows exposure to new students and faculty often in a different style than

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Madison classes are conducted. It also prevents a sense of student isolation and estrangement from the rest of the campus, and a dangerous inbreeding within the college.

The theory underlying the Madison Field Experience Program is to learn by doing. The student's placement out in the real world, for three or six months, allows him to apply many of the ideas he has learned to everyday situations. In addition, it provides an opportunity to look over a particular field, as a job possibility following graduation.

Another important ingredient of the curriculum is the Independent Study component. This allows Madison students to work on a one-to-one, or small group basis with a faculty member. This student-initiated course provides a tutorial, or graduate model of education.

The Special Topics courses taught in the college are an attempt to bring in outside non-academic experts, as well as to provide a setting for the faculty of the college to teach in an area of specialty which is not part of the regular curriculum. These have been well received, well attended, and generally create a great deal of excitement among the students. This kind of one term free-wheeling arrangement is important for maintaining faculty morale, because they get to do something slightly off-beat and often highly specialized. In fact

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by building this in as a normal part of your curriculum, students and faculty are able to initiate courses.

Therefore, the curriculum should be broad enough to encompass many styles of teaching and learning including seminars, lectures, and independent study with relevant material, without sacrificing scholarship. In addition, the first hand view of the world as seen through the field experience program is critical. There should be increased opportunities for different grading patterns, student assisted classes, etc.

Conclusion: There is a high degree of in- and out-of-classroom interaction between Madison students and faculty.

This is largely due to the closeness of the faculty offices and the students' living quarters. Their participation and attendance at events like Madison Weekends Away, student teach-ins, student-faculty committees, also provide an extra period of time in which they are interacting and having an impact on students. For the first three years of the college there has been a Friday tradition that a number of faculty and students play basketball against one another, in addition to several softball games in the spring. While this in itself is not anything very significant, it adds to the feeling on the part of students that the faculty are an approachable

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group of human beings. This kind of setup means that everybody knows everybody fairly well and the professors are exposed.

The graduate departmental model in many ways is closest to the relationship between faculty and students in Madison College. If one thinks about the closeness of some of the younger faculty in a regular department with the doctoral candidates, one gets some feeling for the type of relationship students and faculty in Madison experience. The younger faculty often strongly identify with the students and vice versa. This sense of identification allows a great deal of empathy for students on the part of faculty as well as bridging the generation gap and reducing communication problems.

Conclusion: A positive view of the Madison community by members of its faculty has a Hawthorne effect on the students.

The Madison faculty scores on several scales indicate that their perceptions of the Madison environment are highly "idealized." They clearly see Madison College as having a sense of community between students and faculty, as being a college with keen intellectual standards, high morale, and competitive scholarship. Faculty do not see the Madison environment as being at all repressive to student's thinking or to the development of new behaviors. The data indicates a faculty who

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are satisfied with their college because the environment supports their efforts at creative and stimulating teaching.

The very positive perceptions of Madison faculty towards their college surely must influence student perceptions. A faculty member who is excited about the college in which he teaches most often exudes that attitude to his students, who are apt to also become contagiously excited. The faculty also become important role models for the students.

Since the Madison faculty scores on CUES scales are higher than the Madison students' scores, it would appear that the faculty are even more satisfied with Madison College than are students. As Madison matures, it would be interesting to do a retesting with the CUES to determine the direction of faculty and student scores on the seven scales. If the faculty excitement about Madison is contagious, one would expect the student scores on the community, scholarship, campus morale, and quality of teaching and student faculty relationships scales to increase. The obvious Hawthorne effect appears to be operating with regard to the college specifically, but importantly to learning, and personal development in general.

Conclusion: On matters concerning growth and development of the college (curriculum, residential features, hiring, promotion, retention, etc.), students,

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faculty, and administrators should be involved in the decision making process.

However, it is critical that from the outset, the parameters of that participation be defined.

Madison College is presently trying to get out of a vacuum caused by not being explicit about a number of important issues when the college first opened. Take for example the notion of an experimental college. To the planning committee it meant trying to develop a new social science curriculum, while to many students it was synonomous with no requirements, and total curricular freedom.

A related problem that the college is now facing has to do with the expectations of students regarding the governance of the college. Since a great deal of discussion and printed materials on the college centers on the notion of community, many students have interpreted this as meaning a community of equals. With this idea in mind, it is understandable that some Madison students had expectations regarding the equal role of faculty, administrators, and students in all decisions involving the college. It was only during the third year of the college that the faculty, as a collective, began to discuss the different roles that people possess within the college. From this evolved a unanimous stand that final control for matters concerning hiring, firing, retention,

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and tenure as well as curricular matters need to reside in the faculty. Some students have seen this as a retrenchment from an earlier statement about community. However, from the outset it was never the plan of the faculty and administrators to practice the notion that students and faculty were equal on all matters of curriculum and professional standards.

It is clear to me from this recent problem that discussions of this nature must take place during the planning stages of a college. The founding fathers of other similar ventures should be concerned not only with the nuts and bolts decisions which they must make in order to open the school, but the philosophical underpinnings need to be covered in detail. This would provide a realistic set of expectations for students and faculty alike.

Conclusion: Others contemplating an experimental-residential college must recognize that the implementation costs of this program will excede the existing costs of other undergraduate units within the campus.

Primarily, there are developmental costs which are always higher than maintenance costs of established programs. Included in these costs are salaries and fees of faculty and outside consultants who aid in designing the program.

In addition, the residential-student development costs are included in the per unit costs. Therefore, this method of accounting does not compare like with like, since conventional academic departments do not incur these costs.

Related to this, is the need for educators to examine the issue of lump sum budgeting and the allocation of funds between graduate and undergraduate programs.

Lump sum budgeting is given to departments (depending on available resources) to cover both their undergraduate and graduate programs. The departments have made the decision to spend greater sums of money to educate graduate students at the expense of undergraduates. Now it is theoretically possible that any department could reallocate its resources so that the undergraduates in the department would be given greater opportunities for small classes, independent study, classes taught by senior faculty, field experience programs, etc. However, this would necessarily come at the cost of larger graduate courses, less faculty graduate student contact, etc. It is clear that most universities are not operating with these priorities. It is important to give serious consideration to this so that a restructuring takes place such that undergraduate education is reconstituted on a viable basis from the bad situation into which it has degenerated.

Conclusion: The establishment of an experimental-residential unit provides an on-campus laboratory for the university.

In a setting like Madison or other experimental residential units, one can be freer to experiment with new models of teaching, learning, and student development on a small scale and then report it out to the larger academic community. The whole area of field experience programs, student initiated and taught courses, faculty and student participation in academic governance, student-faculty-administrative involvement in residential decisions, etc., can all be tested out in an atmosphere similar to Madison College.

Conclusion: Madison College has not been able to innovate in the residential areas to the same degree as the curriculum.

As a result of sharing the physical facilities with non-Madison students, the college has been limited in residential innovations. It is difficult to initiate changes in different apartment setups, faculty residences, kitchen facilities, etc., for only Madison students on floors housing both Madison and non-Madison students.

The college needs to have the same power to innovate in this area as it does in the curriculum. There are several ways in which this goal could be attained.

First, to establish separate facilities for experimental-residential colleges, not to be shared with non-college students. Secondly, to have the primary responsibility for the physical facilities and social regulations reside with the dean of the college, as it does for curriculum, budget, hiring, etc.

These changes would allow the student-faculty government of the college to make important policy decisions for their community, which in many cases would not be advantageous or applicable to the rest of the university.

Conclusion: The coordination between the living and learning parts of a student's life are much more successfully undertaken when they are administered by a single unit, in this case Madison, than when there are different areas of responsibility residing with different units.

By bringing faculty into a previously all undergraduate environment the college had provided a very important role model for undergraduates. Students begin to see faculty members as real people and, more importantly, they often find that their ideas and intellectual concerns are important, relevant, and in many cases to be emulated. In the past, usually a member of the dean of students staff has carried the burden for all of the student-adult contact in the residence halls. The

environment in the Madison collegium has cast the faculty, administrator, and student in many more roles than are ordinarily envisaged. The Madison administrator and faculty member often function as a role model for students. The environment has made the professor visible to students as a peer among fellow faculty members. Students have been enabled, for example, to witness the reception of a particular faculty member by his colleagues' lecture or scholarly paper. The student has been able to see the effectiveness with which a faculty member's peers critique strikes a balance between the concern for the truth, the respect they bestow on their fellow teacher, and the way in which they question him, examine flaws, challenge conclusions, and debate issues. This community has enabled the bridging of three cultures on campus; first, the student culture of the dorms, secondly, the "fact pushers" or those with discipline orientation, and third, the "hand holders" or the student developmental staff.

The college saw the residential idea as a return to the Oxford-Cambridge system as well as the natural next step of the living-learning concept. One of the difficulties which the living-learning residence halls have experienced in the past is that many of the classes which are scheduled in these centers do not necessarily service the students living in that particular building. Therefore, a student in residence hall A taking a class in

residence hall B is simply now attending class in another building and it could just as easily be classroom building B as residence hall B. As a result of students not having classes in his particular residence hall, he is often not in class with people he lives with nor is he being taught by a faculty member who has his office in that particular building. Therefore, there is very little student-faculty contact outside of the classroom and in many cases the student shoves off to his next class or back to his residence hall, as was the case with an earlier system.

Under the present system, many of the faculty members in the living-learning halls are rotated on a regular basis so as to make sure they maintain ties with their department. As a result, there is very little permanency among faculty members, and students are constantly faced with the task of establishing new relationships with a rather transient faculty. In addition, the faculties in these halls have been primarily composed of members of the general education departments. Therefore, student contact with upper division faculty is often very limited.

Madison College has attempted to eliminate many of these difficulties by having administrative control in several important areas. The college provides a four-year curriculum, teaches all classes within the building, gives permanency of faculty, and provides important ingredients to the personal growth of its students.

Conclusion: The establishment of an academic community, or collegium, is something educators should support.

Those responsible for Madison have been aware that in most colleges and universities students do not really belong to the academic community and therefore they create their own. What is hoped for is that this striving for community which students across the country are aiming for will be capitalized on and incorporated into a total academic community rather than one devoid of administrators and faculty. The ideal community, as I see it, would be composed of young people and old people, retired professors, married students and their children, people of diverse academic rank and status, practitioners, as well as scholars put together in a truly human academic community.

The establishment of a collegium is in no way an unmixed blessing. One of the problems of a small community like Madison is the active "grapevine" which operates within the college. In a few cases faculty members have been "black-listed" through word of mouth among the student population. The young faculty member who often has difficulty in his first teaching assignment in the college has a hard time living down that reputation in a community as close as Madison. Therefore, the pressures on the faculty are often much more severe than they would

be in a departmentally organized unit. A parallel problem concerns the students who find it difficult to obtain any privacy in such a small community. A goal of the collegium is to have concern for fellow students. However, this carried to an extreme may cause some students to withdraw in order to find privacy and solitude.

I believe that James Madison College, as an experimental-residential unit, fits into the pluralistic model of the university which is now being detailed by the president. The college is not trying to be all things to all people, but to fulfill the goals for which it was established.

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APPENDICES

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APPENDIX A

CORRESPONDENCE

MICHIGAN STATE UNIVERSITY, East Lansing, Michigan 48823

Office of the Provost · Administration Building

March 8, 1967

Dr. Herbert Garfinkel, Associate Dean
James Madison College
Campus

Dear Dr. Garfinkel:

This is to approve your request that Case Hall be assigned as the residence for James Madison College. This follows your request of some two weeks ago and has been approved by Mr. Foster's Office and Vice President Fuzak's Office.

May I leave it to you to work out the details of occupying whatever space is necessary for the beginning of the program this fall and also to work with Vice President Fuzak and Mr. Foster in informing the students in Case Hall so as to create as little disruption as possible in the normal program?

Sincerely,

Howard R. Neville
Provost

HRN:cs

cc: Vice President John Fuzak
Mr. Emery Foster

March 28, 1967

Dear Case Students:

Soon an announcement will appear in the State News stating that Case Hall has been selected as the location of James Madison College, the new residence college in Social Science, which will begin operation in September, 1967. As a resident of Case Hall, we feel that you are entitled to know a little about James Madison College and its effect on the hall operation in advance of this general announcement.

James Madison College has been established under the direction of Dr. Herbert Garfinkel to better serve the needs of undergraduates interested in the social sciences. A major objective is to create the close relations among faculty and students which small liberal arts colleges traditionally afford their participants. This is an experiment which will attempt to answer some of the major problems inherent in undergraduate higher education.

We are aware of the strong loyalties and commitments that each of you have toward Case Hall. Case has had a long and proud tradition since its establishment as the first co-educational living-learning unit at Michigan State University. It is our intention to maintain this position of leadership while integrating James Madison College into the present program.

We welcome all suggestions you may have that will make us cognizant of your concerns and ideas. These constructive and necessary ideas will best be communicated through your R.A. We will play a vital role in the planning of James Madison College and will keep you informed of the progress that is being made.

Sincerely,

Gary J. Frost

Elizabeth W. MacLauchlin

Thomas B. Schwab

APPENDIX B

DESCRIPTION OF COURSES, JAMES MADISON COLLEGE

191. Natural Science

Fall. 4(2-3) Students may not receive credit in both M C 191 and N S 191.

The role played by theories in physical science in man's attempt to find a unified view of nature. The Copernican Revolution and molecular and atomic theories related to man's concept of the universe and the nature of matter. Emphasis is placed on the social and philosophical preconditions necessary for the development and modification of scientific ideas.

192. Natural Science

Winter. 4(2-3) 191. Students may not receive credit in both M C 192 and N S 192.

Development and structure of the theory of the cell and the theory of the gene with subsequent modifications of these theories as new data are gathered. Emphasis is on the nature and limitations of scientific knowledge.

193. Natural Science

Spring. 4(2-3) 192. Students may not receive credit in both M C 193 and N S 193.

Some major controversies in science: Neptunism vs. Plutonism, Catastrophism vs. Uniformitarianism, and Organic Evolution vs. Fixity of Species. Emphasis is placed on the development of the controversies, their resolution and the impact of the controversies on both science and society.

200. Introduction to the Study of Policy Problems

Fall, Winter. 4(2-2)

Introduction to the social sciences and related disciplines as these apply to the study of major social, economic and political problems.

201. Introduction to the Study of Policy Problems

Winter, Spring. 4(2-2) 200.

Continuation of 200.

202. Introduction to the study of Policy Problems

Fall, Spring. 4(2-2) 201.

Continuation of 201.

204. Mathematics for Social Scientists

Fall, Winter. 4(2-2)

Introduction to probability theory, conditions of uncertainty, set theory, matrix algebra, and statistical tests. Applications to social science research.

205. Methodology for Policy Sciences

Fall, Winter, Spring. 4(3-1)

Introduction to the logic of social research, techniques of data collection, and procedures in quantification. Emphasis will be on interpretation and evaluation of findings for policy decision making.

215. Utopia and the Quest for Social Progress

Winter. 4(3-0)

Survey of utopian thought and literary utopias combined with detailed study of selected major utopias from *The Republic* to *Walden Two.*

218. Contemporary Ideologies

Winter, Spring. 4(3-0) Students may not receive credit in both M C 218 and PLS 170.

The doctrines by which socio-political movements justify and explain their goals and programs. An introduction to such movements and doctrines as socialism, communism, fascism, nationalism and democracy.

220. The International Society

Winter. 4(3-0)

Interrelations of nations reflected in political, economic and military histories, power capabilities, instruments to implement foreign policies; the international system, diplomacy, balance of power, implications of mass destruction; world community.

230. Education and Poverty

Spring. 4(3-0)

The relationship between education, poverty, and the institutional structures affecting the distribution of opportunity in technologically advanced societies. Surveys current theoretical and empirical literature and explores relevant major sociological and psychological concepts.

240. Applications of Economic Policy Analysis

Spring. 4(3-0) EC 200 and 201 or 210.

Economic principles and concepts applied to contemporary economic policy problems. Emphasis on alternative explanations for selected problems, the institutions of economic policy-making and normative implications of various policy solutions.

250. Historical Development of Urban Society

Fall. 4(3-0)

The evolution of cities, especially since the industrial revolution. Particular stress will be placed on urban anthropology and urban economic history. Emphasizes policy science orientation.

251. The Contemporary American City

Winter. 4(3-0)

Analysis of the systemic nature of current urban patterns, emphasizing the linkages among the social sciences. Selected topics such as urban transportation systems or urban aesthetics will demonstrate these interconnections.

252. Urban Policy Problems

Spring. 4(3-0)

The study of contemporary urban problems, their policy implications and the role of these problems in future cities. Students must confront alternative solutions and their value assumptions.

270. Legal and Political Theory I

Fall. 4(3-0)

An introduction to some of the major problems of politics as reflected in various significant political philosophies. Problems considered will include constitutionalism, equality, federalism, representation, minority rights.

271. Legal and Political Theory II

Winter. 4(3-0)

An introduction to some of the major problems of politics as reflected in various significant political philosophies. Problems considered will include constitutionalism, equality, federalism, representation, minority rights.

273. Social Problems and Human Values I

Winter. 4(3-0)

Critical examination of selected social problems from viewpoint of normative ethics. No single normative position will be selected as definitive but several will be evaluated, i.e., utilitarianism, Kantianism, intuitionism, pragmatism.

274. Social Problems and Human Values II

Spring. 4(3-0)

Critical examination of selected social problems from viewpoint of normative ethics. No single normative position will be selected as definitive but several will be evaluated, i.e., utilitarianism, Kantianism, intuitionism, pragmatism.

JAMES MADISON COLLEGE M C

111. American Thought and Language

Fall. 3(3-0) Students may not receive credit in both M C 111 and ATL 111.

Emphasis is on language skills, particularly expository writing and effective reading through the use of selected American documents, political, social and literary.

112. American Thought and Language

Winter. 3(3-0) 111. Students may not receive credit in both M C 112 and ATL 112.

Continuation of 111.

113. American Thought and Language

Spring. 3(3-0) 112. Students may not receive credit in both M C 113 and ATL 113.

Continuation of 112.

280. *The Study of Intergroup Relations*
Fall. 4(3-0)

An examination of social science literature analyzing intergroup relations. Topics include race and racism, ethnicity and religious sectarianism, the social and psychological roots of prejudice and the institutionalization of discrimination.

281. *Immigration, Assimilation and Pluralism*
Winter. 4(3-0)

Relationships between immigrant groups primarily from an historical point of view. Theories of Americanization, assimilation vs. cultural pluralism, and restrictionist legislation.

290. *Special Topics*
Fall, Winter, Spring. 4(3-0) May re-enroll for a maximum of 12 credits.

Selected topics drawn from the major social, political, and economic problems confronting public policy practitioners and social scientists.

295. *Independent Study*
Fall, Winter, Spring. 1 to 4 credits. May re-enroll for a maximum of 12 credits. Approval of college.

320. *Political Stability and Modernization*
Spring. 4(3-0)

The concepts of political stability and legitimacy, and the influence of ideology. Development and modernization and their impact on societal dynamics; roles of the military and other institutionalized groupings.

322. *Impact of Religion on Public Policy*
Winter. 4(3-0)

A study of Catholicism, Falangism, Buddhist revitilization, Zionism, Pan-Arabism, Soka Gakkai; the growing influence of these and other belief systems and ideologies on public policy formulation.

324. *Natural Resources and Social Institutions*
Fall. 4(3-0)

Examination of human and physical resources of the world and their impact on social institutions, a systematic analysis of the factors that control the allocation of resources for human ends.

326. *Human Problems in Social Change*
Fall. 4(3-0)

The gap between rich and poor nations stimulates political instability and international tensions; the course examines how current theory guides the introduction of science, technology, and education in developing nations.

328. *Revolutionary Change: Theories, Principles, Cases*
Winter, Spring. 4(3-0)

Study of the major theories of revolution, historical and contemporary, with selected case studies in the use of violence and destruction to achieve fundamental transformations in society.

330. *Human Relations and Personal Growth*
Winter, Spring. 4(4-0) Juniors or approval of department.

The theory and concepts of human relations and personal growth. Emphasis on training and group behavior. Critical evaluation of the application of human relations training in various circumstances.

341. *Manpower Policy Problems and Institutions*
Winter. 4(3-0)

Labor force composition, measurement concepts and significance of future trends; evaluation of the public employment service and various vocational, apprenticeship and retraining programs as components of an active manpower policy.

343. *Population Problems in a Changing America*
Fall. 4(3-0)

Theories of demography; an examination of population composition and future trends; emphasis on the social, economic and fiscal implications of population growth and distribution in urban and rural America.

346. *The Poor and Disadvantaged in Industrial Societies*
Winter. 4(3-0)

The historical, institutional, economic and social aspects of welfare problems and policy in the United States with appropriate reference to the experience of other countries.

350. *Community Problems in Mental Health*
Winter. 4(3-0).

Particular attention will be devoted to the causes of human stress and the relationship between stress and mental health.

370. *The Legal System I*
Fall. 4(3-0)

Introductory study of the legal system; creation of statutes, common law rules, their application by courts and consumption by individuals, role of the legal system in formulating social policy.

371. *The Legal System II*
Winter. 4(3-0)

Introductory study of the legal system; creation of statutes, common law rules, their application by courts and consumption by individuals, role of the legal system in formulating social policy.

374. *Theories of Justice*
Spring. 4(3-0)

Consideration of contrasting theories of justice. Plato, Kant, Mill and Locke will be examined and contrasted with legal positivism and communism. Attention also given prominent non-Western theories of justice.

375. *Social Ethics*
Fall. 4(3-0)

Interpretations of what normative standards mean in terms of current meta-ethical theories. Implication of interpretations when applied to such social problems as civil disobedience, public interest, education, and constitutionalism.

380. *Social Politics of Intergroup Relations*
Fall. 4(3-0)

Minority groups and movements as collective behavior phenomena. Leadership roles and organizational strategies in the "civil rights movement." Comparisons with racists and segregationist groups and movements.

381. *Intergroup Relations and the Law*
Winter. 4(3-0)

Relationship between law and opinion as it affects regulation of intergroup relations. Litigation, legislation and administrative action. Transformation from *de jure* to *de facto* segregation.

382. *Religion and Intergroup Relations*
Winter, Spring. 4(3-0)

Religious doctrine as source of attitudes and ideas relevant to intergroup relations. Sectarian organization as source of conflict. Church-state policy problems. Church-sponsored programs and role of the ministry in intergroup relations.

383. *The Jews, Anti-Semitism and Intergroup Relations*
Spring. 4(3-0)

Jewish experience viewed historically and sociologically. Particular emphasis on anti-Semitism as a social phenomenon and the relevance of the concepts of assimilation, acculturation and pluralism to Jewish experience.

385. *Black Protest Thought*
Spring. 4(3-0)

Alternative major doctrines and policy proposals concerning race relations as expressed by such spokesmen as Booker T. Washington, W. E. B. DuBois, Martin Luther King, Jr., and Malcolm X.

390. *Field Experience*
Fall, Winter, Spring, Summer. 15 credits. Juniors.

Participant observation in organizations currently engaged in making, influencing, implementing or analyzing policies pursued by public or private organizations relevant to college programs. Designed to provide insight into and knowledge of policy problems and the way organizations deal with them.

420. *Case Studies in International Relations*
Fall, Winter, Spring. 5(4-0) May re-enroll for a maximum of 15 credits.

Examination of selected major international issues confronting the United States. Utilizes students' field experience.

422. *Problems in Establishing World Order*
Fall. 4(3-0)

World organization in a period of nation-states; trends in international peace-keeping; regional approaches; international systems and international law.

424. *International Conflict and the Future of Man*
Winter, Spring. 4(3-0)

Study of the accommodation of competitive political interests and the resolution of international conflict with special attention to the problems of negotiation, diplomacy, war, and world organization.

440. *Case Studies in Economic and Social Policy Problems*
Fall, Winter, Spring. 5(4-0) May re-enroll for a maximum of 15 credits.

A senior seminar which would examine, from the standpoint of individual students' field experience and a national and international perspective, contemporary social and economic issues.

443. *National Social Policy and the Political Process*
Winter. 4(3-0)

An examination through the use of the case-study method of the relationship between social policy and the political process.

444. *National Economic Policy and the Political Process*
Fall. 4(3-0)

An examination through the use of the case study method of the relationship between economic policy and the political process.

450. Case Studies in Urban Community Policy Problems

Fall, Winter, Spring. 5(4-0) May re-enroll for a maximum of 15 credits.

Selected policy problems. Particular attention will be given to urban management, including complex networks of urban decision-making. Analysis of students' field experiences. Guest speakers and urban games will be utilized.

452. Urban Economics

Fall. 4(3-0)

Study of economic structure and contemporary economic problems in the American metropolis. Includes such topics as the economic base of cities, income and capital flow, and unemployment.

470. Case Studies in Problems of Justice, Morality and Constitutional Democracy

Fall, Winter, Spring. 5(4-0) May re-enroll for a maximum of 15 credits.

An intensive study of selected problems in political, legal and value theory and their relations to social policy making.

480. Case Studies in Intergroup Relations

Fall, Winter, Spring. 5(4-0) May re-enroll for a maximum of 15 credits.

Analysis of case histories as a basis for establishing policies for dealing with major minority groups (Negro, Puerto Rican, Applachian White, Indian). Utilizes field experience of students.

495. Independent Study

Fall, Winter, Spring. 1 to 4 credits. May re-enroll for a maximum of 12 credits. Approval of academic adviser and instructor.

APPENDIX C

MEMORANDUMS

20 January 1967

TO: Provost Howard R. Neville

FROM: Herbert Garfinkel, Associate Dean

SUBJECT: Proposed name for College III: James Madison College

Mr. Gordon Sabine has urgently requested a decision on the name of the semi-autonomous residential college to be established within the College of Social Science. This is needed for immediate use in the materials now being readied for recruiting incoming freshmen for the new college. I have for sometime now considered the possibilities, and I have consulted with Dean McQuitty and with associated colleagues. We have been guided in our search by the following six criteria previously proposed, with the addition of a seventh criterion added by Dean McQuitty:

1. Symbolize the subject-matter focus of the new college;

2. Honor a distinguished personage of unquestionable integrity and outstanding achievement;

3. Demonstrate our attachment to the ideals and purposes associated with the distinguished personage whose name the college will bear;

4. Employ a tradition, values and purposes which are perennial and enduring themes appropriate to an institution of higher education (rather than a transitory emphasis later outmoded but rigidified by an inapt name);

5. Provide a distinctive name, not already in excessively common use by other institutions;

6. Select a name which can bridge the traditions and heroes of the community at large and the academic community;

7. The name should be meaningful to high school graduates.

Numerous names have been tested by these criteria but found wanting on one or another count. Thus, our consideration of various eminent social scientists only partly satisfied some of our criteria; others, particularly items 4, 6, and 7, were unfulfilled. Other names, drawing upon Michigan connected figures seemed to lend little benefit in terms of most of our criteria. Among the national heroes considered, a close runner-up to that finally proposed was Abraham Lincoln. However, this choice would fail to satisfy item 5. By contrast, only one Madison College is in existence (located in Harrisonburg, Virginia). There is no James Madison College.

James Madison College would superbly satisfy all of the seven criteria on our list. In general two major benefits would be obtained: First, we would symbolize our attachment to the "father of the American Constitution" (as every high school graduate knows him) and the constitutional structure which he designed. As co-author of the Federalist Papers, James Madison produced the most profound writing connecting a sophisticated understanding of human behavior with the means by which a democratic republic could be established. Secondly, it is appropriate that a college devoted to the study of policy problems within the framework of the social sciences should symbolize the general community consensus on the fundamental ideals and constitutional structure of the community it serves.

A minor drawback is that the initials of James Madison College duplicate those of Justin Morrill College. This is a minor difficulty since the only formal use of initials is for catalog course listing and other coding purposes. The first three initials of James Madison College provide JAM, and these do not duplicate any existing catalog coding symbol. For familiar student usage, Madison College will surely prove as euphonious and non-duplicative as can be desired.

We will appreciate having your response to this proposal at the earliest possible moment.

cc: Dean Louis L. McQuitty, College of Social Science
HG/dl

JAMES MADISON COLLEGE · East Lansing, Michigan 48823

April 18, 1967

TO: Organizing Committee of James Madison College

FROM: Herbert Garfinkel

RE: Committees for fields of concentration

The following committees and chairmen have been appointed for the fields of concentration in James Madison College:

1. International Relations Policy Problems
   Prof. Warren Cohen
   Prof. Wesley Fishel, chairman
   Prof. Seymour Parker

2. Ethnic and Religious Intergroup Relations Policy Problems
   Prof. Robert Green, chairman
   Prof. James McKee

3. Economic Regulatory and Welfare Police Problems
   Prof. Robert Banks
   Prof. Jacqueline Brophy
   Prof. Herbert Kisch, chairman

4. Urban Community Policy Problems
   Prof. Raymond Galvin
   Prof. Roger Kasperson
   Prof. Grafton Trout, chairman

5. Impact of Science and Technology on Society
   Prof. Jeanne Gullahorn
   Prof. Iwao Ishino, chairman
   Prof. Hideya Kumata

6. Constitutional Democracy and the Public Interest
   Prof. Herbert Garfinkel
   Prof. George Wil, chairman

7. Justice, Morality and the Public Interest
   Prof. Harold Walsh
   Prof. Lewis Zerby, chairman

Michigan State University · East Lansing, Michigan 48823
University Services · Office of the Dean · University Library

May 24, 1967

Dear Dean Garfinkel:

As I indicated in our telephone conversation earlier, the University Curriculum Committee approved the curriculum and courses for James Madison College with these changes and additions:

1. MC 111, 112, 113 American Thought and Language to be reduced to three credits pending the report of the Committee on Undergraduate Education.

2. All University requirements will be met including the required three one-credit courses in Physical Education.

3. Madison College students may not receive credit in both Madison College courses and other similar courses. (E.g., MC 218 and Political Science 170).

The amended curriculum request will be sent on to the Academic Council for its consideration on June 6.

Sincerely,

William H. Combs, Chairman
University Curriculum Committee

WHC:bts

Dean Herbert Garfinkel
James Madison College
Campus

MICHIGAN STATE UNIVERSITY

June 6, 1967

To: Academic Council
From: University Curriculum Committee

Subject: Proposed Curriculum and Courses for James Madison College

I. OBJECTIVES

The planning of James Madison College has two fundamental objectives: (a) to mitigate some of the difficulties which large-scale education engenders as an outcome of sheer size; and (b) to design an undergraduate curriculum based on the social sciences which can motivate students to engage in their studies in a meaningful manner.

James Madison College shares with the other residential colleges being established at Michigan State University the effort to reduce the proportions of the multiversity to more human-sized components. To this end, the program strives to create a smaller residential community within the larger university where the advantages of small liberal arts colleges may be combined with the advantages of a major university. A greater degree of integration between curricular and extra-curricular portions of student life can be realized where classrooms, dormitory cultural programs, faculty offices, and students are housed in a residential college setting.

The second basic objective is to teach social science to undergraduates in a way which can utilize student interest as a motivation for learning. The curriculum focuses on major public policy problems not only for their obvious importance as subjects of study but also as valuable instruments of educational psychology. Logically social science requires a grounding in "pure" theory, methodology, and research prior to applications to public policy problems, but pedagogically undergraduate instruction can benefit from a partially reversed order. The necessity for social science research findings and modes of analysis is made plain as their relevance to major social, economic and political problems is revealed. Concern for the latter lends significance to social science study; it leads the student from the general interest he begins with to the more scholarly interest educators hope to engender.

Thus, the entire program is designed to infuse social science studies with the natural excitement of students beginning to grapple with the complex policy problems of the world in which they are coming of age. A policy focus for social science instruction heightens the sense of relevance of academic studies to student needs in assuming roles either as professionals in the public service or as citizens of a democratic society.

II. ADMISSIONS

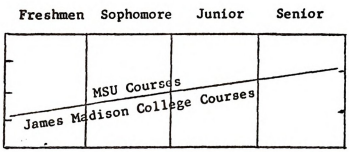
A. Entering Freshmen. No special qualifications are envisaged for admission to Madison College. Students deemed eligible for social science programs on the basis of normal University admissions procedures are admitted to Madison College in order of their applications. Up to 400 freshmen, 200 of each sex, will be admitted each year beginning with Fall, 1967.

B. Transfer Students. Provision will be made for transfer students in the future, but none will be admitted until a corresponding class level has been reached by the class of 1971. That is, sophomore transfers cannot be accepted until Fall 1968, etc.

III. CURRICULUM

A. Flexibility. The curriculum is being designed so that students will take fewer than half of all their University courses within James Madison College. In recognition of the fact that many students develop their academic interests slowly, the program does not require a total commitment to Madison College until the latter half of the student's academic career. During their first two years at Michigan State University, Madison students fulfill essentially the same general education requirements met by all University students. The advantages of this approach are two-fold. First, it provides maximum ease of transfer between James Madison College and other units of the University within the first two years. Secondly, it benefits from the economy of utilizing or adapting existing structures and programs where feasible.

The following roughly depicts the student's distribution of courses in Madison College and Michigan State University during his four years.



B. General Education. To meet the general education requirement at Michigan State University, James Madison College freshmen take American Thought and Language, Natural Science, plus an introductory social science course which forms the basis of the James Madison College curriculum and substitutes for the University College Social Science course. Humanities is offered in the sophomore year. University College courses are taught by professors from the respective departments assigned to James Madison College.

In compliance with general University procedure, James Madison College students are permitted to waive University College courses upon successful completion of the waiver examinations. In those cases in which they receive University credit for the courses they have waived, credit hours accord with University College courses.

A limited faculty for the general education courses prevents offering the courses off-term. James Madison students who must repeat a general education course (other than Introduction to the Study of Policy Problems) will be required to so so in the University College.

In the future, multiple tracks will be designed and offered by James Madison College to meet some of the general education requirements. Present University College courses will continue to provide alternative tracks.

C. College Required Courses. Required James Madison College courses will be kept at a minimum to allow for the greatest possible flexibility. However, during the freshman year, a three-term sequence introducing the students to the social sciences through the study of public policy problems will be required.

D. College Area Requirements. Outside of the required freshman introduction to social science, the Madison College curriculum will have only area requirements. Students will, for example, have to take at least one methods course in social science. They can do this either by taking the courses developed specifically for Madison College students or by choosing approved alternatives in other departments (e.g., methods of research in sociology). They will also be required to attain a minimum level of statistical skill. To do this they may either take the descriptive statistics course to be designed for James Madison College or an approved course in the Statistics Department.

The foreign language area requirement for James Madison College students is the same as that for majors in the College of Social Science--second-year proficiency in one language, or first-year proficiency in a language plus at least nine credits in courses dealing with one foreign area. University language placement examinations can be used to satisfy this requirement. More advanced study may be needed in some programs, e.g., international relations.

To facilitate development of English language skill, Madison College students are to write at least one substantial (20-30 page) documented paper each year. The paper can be written in conjunction with any course--Madison College or other--or as independent study. Acceptability of the paper will be certified by the instructor of the course in which the paper is written. The student's academic adviser is responsible for seeing that the requirement is fulfilled each year.

E. Fields of Concentration (Core Programs). The following fields of concentration -- core programs -- are projected for James Madison College. Committees have been established for each and will report to the Curriculum Committee during the Fall of 1967 on their specific components.

1. International Relations Policy Problems.
2. Ethnic and Religious Intergroup Relations Policy Problems.
3. Economic Regulatory and Welfare Policy Problems.
4. Urban Community Policy Problems.
5. Impact of Science and Technology on Society.

6. Constitutional Democracy and the Public Interest.
7. Justice, Morality and the Public Interest.

Each James Madison College student will pursue at least one of the core programs. The number of credit hours involved in each core program and the courses to be included in each will be decided during the next few months. Fewer than one-half of the core program courses will require authorization as new courses. Implementation of the core programs will begin in the Fall of 1968.

To supplement the core programs and the required courses, some electives in the humanities and social sciences will be offered by the James Madison College faculty. But our deliberate aim is to incorporate existing courses from the University at large with particular emphasis on social science and related subjects.

F. Coordinate Majors. Students who wish to assure adequate pre-graduate and pre-professional school preparation may pursue a coordinate major in one of the social science departments or schools at Michigan State University or in selected humanities departments. By carefully choosing his electives from among the courses offered by one of these departments the student may compile adequate credits to meet the requirements for a major in that department. James Madison College students will likely be interested in coordinate majors in the following departments and schools: Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Sociology, Journalism, Social Work. Others may be selected by arrangement.

G. Pre-Professional Programs. Plans are being made through appropriate channels to make it possible for a student to obtain teacher certification for secondary school social studies or to pursue a pre-law program.

IV. MODES OF INSTRUCTION AND COUNSELING

To facilitate meeting our goals of flexibility and closer student-faculty relationships, several modes of instruction are planned.

A. Regular Course Types. The three required freshman courses will all follow the large lecture-preceptorial section model. Upper division courses will be kept to smaller class size. An independent study course of variable credit in which the student may re-enroll will be offered as a continuing element in our curriculum. This independent study may take the form of a reading course, tutorial, or special research project.

B. Special Seminars. Seminars on the major social, political and economic problems confronting public policy practitioners and social scientists will also be offered as need arises and opportunities make possible. The seminars will provide the format for visiting policy practitioners and/or scholars to offer courses in their special areas of competency. Enrollment will be limited to approximate seminar size. Outside speakers with competency in an area of interest to James Madison students will also be invited from time to time to make presentations to the faculty and staff. The special seminar provides one forum for them.

C. Supervised Field Experience. Supervised field work is planned for all students, preferably during the last term of the junior year. By coupling this with the following summer, each student can be provided with a practical off-campus experience for six calendar months, with one full term of equivalent (15) academic credits. Field work will be arranged with appropriate public or private organizations to enable students to observe the policy-making process at work. Candidates for secondary school teacher certification will use this period for their internship in the College of Education field program. Supervision of the field work program will involve approval of project proposals to insure a suitable connection between the student's academic studies and the practical field experience. A journal, research study, or other substantial writing requirement will be a normal feature of the field work program.

D. Writing Coaches. One additional means of instruction in Madison College should be noted. Writing coaches, as are used in Justin Morrill College will provide individual assistance with composition and research problems for Madison College students.

E. Counseling. Academic counseling in Madison College will be provided by graduate assistants who will help the student through the enrollment and drop-add process, and by the regular faculty who will advise the student on his overall program and career plans. The Counseling Center has assigned a member of its staff on a half-time basis to work with students in James Madison College.

V. SUMMARY OF GRADUATION REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN JAMES MADISON COLLEGE

University Requirements

A. General Education. Completion of the Madison College approved program of general education courses in humanities, language and writing skills, natural science, and social science.

B. Physical Education. As required of all students in the University.

C. Total Credits. Completion of 180 credits, exclusive of credits in the required courses in physical education, with at least a 2.00 grade-point average.

College Area Requirements

A. Methods. Completion of one methods course in Social Science. This may be a course designed for Madison College students or an approved alternative in another department.

B. Statistics. Completion of a statistics course. This may be either a descriptive statistics course designed for Madison College students or an approved alternative in another department.

C. Foreign Language. Attainment of either (1) second year University competency in a foreign language, or (2) first year competency and completion of a minimum of nine credits in courses dealing with one foreign area.

(a) The foreign language requirement may be met by satisfactory completion of the appropriate University courses or by satisfactory performance on a placement examination. No course credit towards graduation will be granted for completion via the placement examination.

(2) The foreign area requirement may be met by relevant courses from several colleges within the University.

D. English Language Skill. At least one substantial (20-30 page) documented paper must be written each year. It may be in conjunction with any course or as independent study.

E. Supervised Field Experience. Fifteen credits for participation in an approved Madison College field program.

Fields of Concentration (Core Programs)

A. Completion of at least one of the core programs to be developed in:

(1) International Relations Policy Problems.
(2) Ethnic and Religious Intergroup Relations Policy Problems.
(3) Economic Regulatory and Welfare Policy Problems.
(4) Urban Community Policy Problems.
(5) Impact of Science and Technology on Society.
(6) Constitutional Democracy and the Public Interest.
(7) Justice, Morality and the Public Interest.

Electives

MICHIGAN STATE UNIVERSITY
University Curriculum Committee

June 6, 1967

JAMES MADISON COLLEGE

Course Descriptions

M C 111. American Thought and Language
Fall. 4(3-1)
Emphasis is on language skills, particularly expository writing and effective reading through the use of selected American documents, political, social and literary.
Effective Fall 1967.

M C 112. American Thought and Language
Winter. 4(3-1) 111.
Continuation of 111.
Effective Winter 1968.

M C 113. American Thought and Language
Spring. 4(3-1) 112.
Continuation of 112.
Effective Spring 1968.

M C 191. Natural Science
Fall. 4(2-3)
The role played by theories in physical science in man's attempt to find a unified view of nature. The Copernican Revolution and molecular and atomic theories related to man's concept of the universe and the nature of matter. Emphasis is placed on the social and philosophical preconditions necessary for the development and modification of scientific ideas.
Effective Fall 1967.

M C 192. Natural Science
Winter. 4(2-3) 191.
Development and structure of the theory of the cell and the theory of the gene with subsequent modifications of these theories as new data are gathered. Emphasis is on the nature and limitations of scientific knowledge.
Effective Winter 1968.

M C 193. Natural Science
Spring. 4(2-3) 192.
Some major controversies in science: Neptunism vs. Plutonism, Catastrophism vs. Uniformitarianism, and Organic Evolution vs. Fixity of Species. Emphasis is placed on the development of the controversies, their resolution and the impact of the controversies on both science and society.
Effective Spring 1968.

M C 200. Introduction to the Study of Policy Problems
Fall, Winter. 4(2-2)
Introduction to the social sciences and related disciplines as these apply to the study of major social, economic and political problems.
Effective Fall 1967.

M C 201. Introduction to the Study of Policy Problems
Winter, Spring. 4(2-2) 200.
Continuation of 200.
Effective Winter 1968.

M C 202. Introduction to the Study of Policy Problems
Fall, Spring. 4(2-2) 201.
Continuation of 201.
Effective Spring 1968.

M C 205. Methodology for Policy Sciences
Winter, Spring. 4(3-1)
Introduction to the logic of social research, techniques of data collection, and procedures in quantification. Emphasis will be on interpretation and evaluation of findings for policy decision making.
Effective Winter 1968.

M C 215. Utopia and the Quest for Social Progress
Fall. 4(3-0)
Survey of utopian thought and literary utopias combined with detailed study of selected major utopias from The Republic to Walden Two.
Effective Fall 1967.

M C 218. Contemporary Ideologies
Winter, Spring. 4(3-0) Not open to students with credit in PLS 170.
The doctrines by which socio-political movements justify and explain their goals and programs. An introduction to such movements and doctrines as socialism, communism, fascism, nationalism and democracy.
Effective Winter 1968.

M C 230 Education and Poverty
Spring. 4(3-0)
The relationship between education, poverty, and the institutional structures affecting the distribution of opportunity in technologically advanced societies. Surveys current theoretical and empirical literature and explores relevant major sociological and psychological concepts.
Effective Spring 1968.

M C 290. Special Topics
Fall, Winter, Spring. 4(3-0) May re-enroll for a maximum of 12 credits. Selected topics drawn from the major social, political, and economic problems confronting public policy practitioners and social scientists.
Effective Winter 1968.

M C 295. Independent Study
Fall, Winter, Spring. 1 to 4 credits. May re-enroll for a maximum of 12 credits. Approval of college.
Effective Fall 1967.

MICHIGAN STATE UNIVERSITY · East Lansing, Michigan 48823

James Madison College

March 2, 1967

TO: Dean William H. Combs, Chairman, and Members of the University Curriculum Committee

FROM: Herbert Garfinkel, Associate Dean and Director, James Madison College

SUBJECT: Progress Report, James Madison College

Enclosed are sets of the following materials for your Committee, indicating the progress made in planning James Madison College.

List of members of the Organizing Committee for James Madison College

Memo to the Provost proposing the name for the College

Prospectus describing program to student applicants

Plans have been developed for James Madison College by an Organizing Committee of faculty members, a representative from the Student Counseling Center, and a student who has served as resident advisor in the dormitory system. While these proposals are tentative and in the planning stage, they have sufficient clarity to enable us to admit our first entering class next Fall. The enclosed copy explaining the College to prospective freshmen will indicate the basic outlines of the envisioned program.

The number of wholly new courses required for the first year of operation is minimal. Entering freshmen will undertake a year-long, 15 credits, sequence of lecture-discussion section courses introducing them to the social sciences with a focus on poligy problems. This will replace the University College Social Science sequence. However, students will be required to undertake the other general education courses offered by University College (except as waived by the regular procedures available to all students). Cooperation of University College has been requested, and it is proposed to teach sections of these courses within the classrooms of the new College. This procedure will

March 2, 1967

Page 2

Progress Report, James Madison College

provide maximum opportunity to utilize the remainder of this year and most of next year to complete our curricular planning. Meanwhile, we must move rapidly to design the three-term introductory sequence in policy problems in order to have a finished syllabus in time for Fall term teaching.

We submit these plans for your information, consideration and advice.

Enclosures

HG/dl

MICHIGAN STATE UNIVERSITY · East Lansing 48823

James Madison College

March 28, 1967

TO: Members of the University Curriculum Committee

FROM: Herbert Garfinkel

SUBJECT: Progress Report on James Madison College

It is our intention in developing the curriculum for James Madison College to keep members of the University Curriculum Committee informed of our plans so that we may have the benefit of your counsel.

First, we wish to enlarge on our March 2, 1967, report to you. Course development committees have been established respectively in collaboration with the chairmen of the University College Departments of Natural Science and American Thought and Language. These faculty committees are responsible for adapting the existing general education sequences in their fields to the James Madison College program. The same faculty members will then serve as the teaching staff for these courses in our program. Their charge is to take advantage of the opportunity for experimentation with their courses, but at the same time and purpose of these courses remains general education. Thus, no effort will be made to convert general education courses into mere extensions of the policy science focus of the James Madison program.

Both courses are being planned as lecture-discussion section classes for instructional purposes. The committees have not as yet determined how many hours to devote to each of these forms. However, the American Thought and Language Committee is inclined to a single large lecture each week plus discussion sections which would be divided between discussion per se and writing instruction. The heavy load which the three components of the American Thought and Language course entail--lectures on American thought, discussion sections devoted to a series of paperbacks providing substantial expressions of American thought, and extensive writing assignments--have lead to the conclusion that the American Thought and Language course in James Madison College should carry four credits per term. This would place the American Thought and Language course

on a par with the other University College courses to be offered in the James Madison College program.

It is planned to provide the Natural Science sequence during the freshman year, but to offer Humanities in the sophomore year. A committee to design a suitable adaptation of the Humanities sequence will be appointed shortly.

We have already reported on our plans for our year-long sequence of lecture-discussion section courses introducing freshmen to the social sciences with a focus on policy problems. This is to replace the University College Social Science sequence. However, we should amend our report of March 2, by indicating the possibility that our committee will move toward a uniformity in each of the introductory courses. This would mean that our introductory policy science sequence would carry 12 rather than 15 credits. This would facilitate maintaining a full load for freshmen of four courses per term plus the physical education requirement. We are thinking of a normal pattern of four courses per term in the freshman and sophomore years, and three courses per term in the junior and senior years. Our proposal for credit hours for upper division courses, as we develop these, will reflect this objective.

Presently under consideration, and soon to be decided and submitted to your Committee, is the extent of a language and statistical skills requirement in our program.

We will keep you informed as these plans are further developed. Meanwhile, we would appreciate your advice on any of these points or in general concerning our curricula development.

HG/dl

3/28/67

JAMES MADISON COLLEGE . East Lansing, Michigan 48823

April 28, 1967

MEMORANDUM

TO: Educational Policies Committee

FROM: Herbert Garfinkel

RE: 1967-68 Curriculum for James Madison College

JAMES MADISON COLLEGE PROGRESS REPORT ON CURRICULUM
APRIL 27, 1967

The procedure we have followed in our curriculum planning was to outline in very broad strokes the objectives of the four-year program expecting to implement these curricular objectives year by year. The broad outline has been completed as revealed in the attached brochure describing the program for prospective students.

At this point we are submitting for your consideration the courses designed for our freshman year. Official forms as required have been completed and submitted to the chairman of the University Curriculum Committee. For your convenience, the enclosed recapitulates those courses.

The typical first year program envisages each student undertaking four courses per term. Two of these are adaptations of the standard University College courses in Natural Science and American Thought and Language. Only the latter entails substantial change, namely an increase in credits to a total of four. This reflects our emphasis upon substantial writing instruction and brings the credit hour reward into line with the other general education courses.

A third course, Introduction to Policy Sciences, is being designed to replace the University College Social Science course with a general social science offering that will better serve our dual needs, to introduce Madison College students to the social sciences as well as provide the policy focus which is the basis for the entire curriculum.

The preceding three courses will fully equip students with the equivalent of general education courses as provided elsewhere in the

University enabling students to transfer from our College into other University units without loss of time or lack of preparation.

One-fourth of the projected four-course load is left open for student election, depending on individual need and interest. Some students will wish to use this elective to satisfy the minimal language requirement which we share with the College of Social Science. Others will wish to satisfy the minimal quantitative-methodological skills requirement either by electing the specially designed course we are requesting approval for (MC 205) or by taking one of the courses offered by other units of the University. The latter alternative will be particularly appropriate for students undertaking coordinate majors linking the Madison College curriculum with related majors in the social sciences or philosophy, history or economics.

Thus, authorization is needed for specially designated Madison College general education courses plus such electives as can enable us to supply freshman with the foundation for advanced work in our program.

The following charts the arrangement of courses under the three terms of the freshman year.

PROFILE OF CLASSES FOR JAMES MADISON COLLEGE, 1967-68

	Fall	Winter	Spring
REQUIRED COURSES	Introduction to Policy Sciences--4 credits	Introduction to Policy Sciences--4 credits	Introduction to Policy Sciences--4 credits
	American Thought and Language--4 credits	American Thought and Language--4 credits	American Thought and Language--4 credits
	Natural Science--4 credits	Natural Science--4 credits	Natural Science--4 credits
		*Methodology for Policy Sciences--4 credits	*Methodology for Policy Sciences--4 credits
ELECTIVES	Utopia and the Quest for Social Progress--4 credits	Contemporary Ideologies--4 credits	Education and Poverty--4 credits
	Independent Study--(variable credit)	Independent Study--(variable credit)	Contemporary Ideologies--4 credits
			Independent Study--(variable credit)
		**Special Seminar--4 credits	**Special Seminar--4 credits

*Methodology courses in some other departments may be substituted for this course, on approval of the student's advisor.

**To be offered mainly to enable a visiting policy practitioner or scholar to present a special topic.

JAMES MADISON COLLEGE COURSES

1967-1968

*MC 111, 112, 113--American Thought and Language--Fall, Winter, Spring

A three-term sequence emphasizing language skills, particularly expository writing and effective reading through the use of selected American documents, political, social, and literary. 4 credits per term.

MC 190--Special Topics Seminar--Winter, Spring.

Topic varies according to interest and need. 4 credits.

*MC 191--Natural Science--Fall

The role played by theories in physical science in man's attempt to find a unified view of nature. The Copernican Revolution and Molecular and Atomic Theories related to man's concept of the universe and the nature of matter. Emphasis is placed on the social and philosophical preconditions necessary for the development and modification of scientific ideas. 4 credits.

*MC 192, 193--Natural Science [descriptions not yet available.]

*MC 200, 201, 202--Introduction to Policy Sciences--Fall, Winter, Spring

A sequence of three courses introducing the social sciences and related disciplines as these apply to the study of major social, economic and political problems. Required of, and limited to, James Madison College students. 4 credits per term.

** MC 205--Methodology for Policy Sciences--Winter, Spring

An introduction to the logic of social research, techniques of data collection, and procedures in quantification. Emphasis will be on interpretation and evaluation of findings for policy decision making. Taken in the freshman or sophomore year. 4 credits.

MC 215--Utopia and the Quest for Social Progress--Fall

Survey of utopian thought and literary utopias combined with detailed study of selected major utopias from The Republic to Walden Two. 4 credits.

MC 218--Contemporary Ideologies--Winter, Spring

The doctrines by which socio-political movements justify and explain their goals and programs. An introduction to such movements and doctrines as socialism, communism, fascism, nationalism and democracy. 4 credits.

MC 230--Education and Poverty--Spring.

The relationship between education, poverty, and the institutional structures affecting the distribution of opportunity in technologically advanced societies. Surveys current theoretical and empirical literature and explores relevant major sociological and psychological concepts. 4 credits.

MC 499--Independent Study--Fall, Winter, Spring

Requires consent of academic advisor and instructor. May re-enroll for credit. Variable credit.

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* Required courses, or an alternative for satisfying a requirement.

** Methodology courses in some other departments may be substituted for this course on approval of the student's advisor.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF SOCIAL SCIENCE • OFFICE FOR UNDERGRADUATE PROGRAMS • WEST FEE HALL

1 March 1968

To: Kermit Smith

From: Jay Artis

Subject: Approval of James Madison College Curricula

The Curriculum Committee of the College of Social Science met on 29 February 1968, and approved the proposed core curricula for James Madison College in the following areas:

(3) X. Socio-economic, Regulatory and Welfare Policy Problems (As amended at the consultation with the Department of Economics)

(5) 2. Justice, Morality and Constitutional Democracy

(1) B. International Relations Policy Problems

(2) A. Ethnic and Religious Inter-group Relations Policy Problems

(4) B. Urban Community Policy Problems

JWA:std

cc: Professor Barch

J. Artis

MICHIGAN STATE UNIVERSITY
James Madison College
February 29, 1968

Memorandum

TO: Michigan State University Curriculum Committee

FROM: James Madison College Curriculum Committee

The curriculum of James Madison College is designed to supply a multidisciplinary social science program for undergraduates by focusing on the major social, economic and political policy problems of contemporary society. Seven fields of concentration were originally contemplated for organizing this curriculum:

1. International Relations Policy Problems
2. Ethnic and Religious Intergroup Relations Policy Problems
3. Socio-Economic Regulatory and Welfare Policy Problems
4. Urban Community Policy Problems
5. Impact of Science and Technology on Society
6. Constitutional Democracy and the Public Interest
7. Justice, Morality and the Public Interest

At this stage in the development of the College, only five fields have been readied for implementation. The last two listed fields have been merged while the science and society field have been postponed for future consideration.

Students are required to select one field of concentration devoted to the study of a major policy problem. Each field is comprised of courses drawn from the University at large as well as newly designed Madison College policy problem courses. The core of each program is a sophomore year introduction to the contemporary policy issues of the particular field, followed by a middle set of courses intended to draw from the contributions of the various social sciences,

and finally a senior level re-examination of selected policy issues in light of the student's six months of field experience.

The curriculum is "multidisciplinary" rather than "interdisciplinary" in that no claim is made of having achieved a new synthesis in combining the respective social science disciplines into a new systematic theory as the basis for a new "policy science." Thus the courses taken in the University at large, approximately one half of the student's total number of courses, draw upon social science and related disciplines as the basic conceptual and empirical literature underlying policy analysis. These non-James Madison College social science and related courses also supply students with credits fulfilling "coordinate majors" providing an optional second "track."

In presenting each of the following fields of concentration there is, first, a brief statement of the rationale for the field, then a one-page synopsis of the course requirements, then course descriptions of the new James Madison College courses involved, and last a list of related area courses. The course descriptions are primarily of required James Madison College courses although descriptions of new James Madison College electives are also included. The related area courses listed for each field are not to be taken as restrictive of the student's range of choice but are intended to give him guidance in selecting courses to meet the Related Area Course Requirements. In consultation with academic advisors students are encouraged to satisfy individual intellectual and cultural interests in the hours that remain to them as general electives.

Each of the five fields of concentration has the following common requirements:

		Credits
MC 111, 112, 113--American Thought & Language (Alternative modes for satisfying the writing and communication skills general education requirement are being developed.)		9
MC 191, 192, 193--Natural Science		12
MC 200, 201, 202--Introduction to the Study of Policy Problems		12
~~MC 210, 211, 212~~ HUM 241, 242, 243--Humanities		12
Health, Physical Education and Recreation		3
	Subtotal	48
MC 205--Methodology for Policy Sciences-- (Requirement is for one course in methods of social science research. Alternatives to MC 205 are accepted on approval of academic advisor.)		4
Foreign Languages-- (Requirement is to attain second-year university competency or to attain first-year university competency and take 9 hours in related area courses. Specific requirements may vary with the field of concentration.)		21
Field Experience		15
Annual Writing Requirement (Each student is to write at least one substantial [20-30 page] documented paper per year)		0
	Total	88

February 26, 1968

MICHIGAN STATE UNIVERSITY
James Madison College

~~Proposed Core Curriculum~~ (Ethnic and Religious Intergroup Relations
Policy Problems

The objective of this curriculum is to assist students in developing an understanding of historical and current ethnic and intergroup relations as major problems confronting American society. The international and national dimensions of race, ethnicity and religion as major problems will be explored.

Some students may be problem-solution oriented, while others may have a greater interest in problem comprehension. Hopefully, these interests will complement each other, but the curriculum should be able to assist students towards achieving either or both objectives as well as providing a useful focus for pursuing multidisciplinary studies in social science.

This program can provide a useful preparation for students hoping to become teachers, writers, and intergroup relations specialists in government, organized labor and industry.

As a terminal program, leading to the bachelor's degree, this field of concentration offers a valuable basis for liberal education. Coupled with a coordinate major in a related social science discipline it can provide appropriate preparation for graduate study.

MICHIGAN STATE UNIVERSITY
James Madison College

~~Proposed Core Curriculum~~ Socio-Economic, Regulatory and Welfare Policy Problems

The object of this curriculum is to provide students with a liberal education in economics, sociology and related social sciences to prepare them for graduate study or for professional careers in business, government, labor unions, welfare organizations and voluntary institutions.

A systematic study of policy in the field of socio-economic, regulatory and welfare problems does not require an elaborate rationale: the pervasiveness of economic forces in all societies and the contribution economic analysis can make to our understanding of a variety of crucial problem areas, including unemployment, poverty, economic growth, the concentration of economic power, aid to developing countries and race relations, is a basic justification. Moreover, sociology, psychology, and related disciplines also have a contribution to make to an understanding of these problems as well as to an examination of the role of the family in modern society, the problems of crime and juvenile delinquency and the problems of welfare policy. In short, the existence of significant problems in this general area, their policy implications and the availability of appropriate social science analysis make this a vital area of study.

The majority of students who select this field of concentration will probably choose to place greater emphasis on either problems of economic policy or problems of social welfare policy. The proposed curriculum

takes account of student interest in these distinct fields in two ways. First, it offers students a choice in the orientation of their program. Second, it is hoped that provision can be made for the establishment of coordinate majors with the economics, sociology and other relevant departments to enable students to set a sufficient grounding in courses which relate to the core curriculum and their specific academic interests. In the event it proves impossible to work out arrangements for coordinate majors on a formal basis, it is intended that the core curriculum will be supplemented by recommended electives available in appropriate departments. The selection of courses from the relevant departments will be made by faculty advisors in accordance with each student's academic needs.

MICHIGAN STATE UNIVERSITY
James Madison College

~~Proposed Core Curriculum~~ Urban Community Policy Problems

The objective of this curriculum is to produce a liberally educated individual with special training to understand and deal with the major problems confronting contemporary urban society. A general policy problems concern and a systemic view of the city provide the organizing framework for the core curriculum. Students electing this field of concentration will confront major urban problems, examine alternative courses of action and the values implicit in each, and search for viable solutions. Throughout, the student's academic experience will emphasize the interrelationships among urban processes and problems. At the same time, the curriculum provides sufficient flexibility for students to seek particular avenues coincident with their specific interests within the general study of urban policy problems.

February 27, 1968

MICHIGAN STATE UNIVERSITY
James Madison College

Proposed Core Curriculum - Justice, Morality and Constitutional Democracy

The curriculum focuses on fundamental questions of value theory concerning man as an individual and as a member of civil society. In today's world there is a general recognition that descriptive and analytical empirical science has been emphasized at the expense of ethical disciplines. The present curriculum takes as its central point of departure morality, political science, and law as investigations inescapably concerned with values. Hence, while the descriptive component of policy science is included, it is made subordinate to the normative component. The student takes work in the social sciences where he is given an empirical foundation for his courses in human values, social ethics and theories of justice. These latter courses will provide the distinctive essence of the present curriculum and should give the student a more complete understanding of the ethical component in policy decisions.

Students may augment their programs by taking courses in or pursuing coordinate majors in fields such as history, philosophy, political science, psychology, religion, sociology and speech. This program is recommended for pre-law majors and others desiring a broad liberal arts education leading to a career in which rational and judicious decision-making is an important component.

February 28, 1968

MICHIGAN STATE UNIVERSITY
James Madison College

~~Proposed Curriculum:~~ International Relations Policy Problems

Our major objective is to turn out a liberally educated man or woman as well as one who will be qualified for professional careers in various fields of international affairs. This curriculum hopefully will be broad enough to stimulate the diverse qualities necessary to the specialized area, e.g. international service with agencies of the Federal government, private industry, welfare-oriented voluntary agencies, and related graduate programs.

MICHIGAN STATE UNIVERSITY - East Lansing, Michigan 48823
James Madison College - Office of the Dean

October 8, 1970

MEMORANDUM

TO: James Madison College Faculty

FROM: Robert F. Banks, Associate Dean

RE: Limited Open Enrollment in James Madison College Classes for Non-Madison Students: Recommendations by the College Curriculum Committee

As an experimental residential college, James Madison is willing to provide a limited number of openings in certain of its courses to students enrolled in the general University. Indeed, prior to the Provost's request that the Residential Colleges' policy guideline on this issue be reviewed, Madison College has received requests from a number of students concerning the possibility of enrollment in our courses during the past three years. The College Curriculum Committee recommends approval of a program of limited open enrollment on a trial basis with appropriate safeguards for the enrollment opportunities of Madison students and for the residential character of the Madison program. With these concerns in mind, the Curriculum Committee makes the following specific recommendations concerning enrollment opportunities for non-Madison students:

1. The program would be introduced as an experiment for one academic year beginning in the Winter Term of 1971 and ending at the end of Fall Term of the same year. This experience would then be carefully reviewed in terms of the benefits and disadvantages of the limited open enrollment policy. In particular, it is recognized that ultimately such a program may become non-operational as a result of the increased enrollment of full-time students in the Madison program.

2. Arrangements would be made with the Registrar guaranteeing that Madison students have first priority in enrolling in Madison courses. This would be guaranteed by insisting that our students enroll for their courses during the pre-enrollment period with any remaining spaces then being made available to outside students. Therefore, the necessity for early enrollment must be communicated to our students. In addition, provision must be made for the late enrollment of Madison students on a contingency basis as is warranted in special cases.

3. Except for the courses specifically exempted below, all Madison courses will be open to outside students up to an overall limit of approximately 30 students per class. (A review of specific limits to be implemented Winter Quarter of 1971 has been discussed with Field Chairmen and individual faculty members.)

4. The Special Topics Courses (MC 290's) offered in the Winter should be opened to outside students and will be allowed to have larger enrollments than other Madison courses. Specific size limits are still in the process of negotiation.

5. During the Winter Term the following courses will be exempted from the open enrollment program either because of their special nature or because expected in-Madison enrollments will be large enough to fill all available sections:

Course	Winter Term Offering
Introduction to the Study of Pol. Prob.	MC 201 and Trailer Section of MC 200
Methodology for Policy Sciences	MC 205
American Thought and Language	MC 112
Required Courses in the JMCD Field of Concentration	MC 271 MC 273 MC 374
Senior Seminars (These courses will be permanently excluded from the program)	MC 420 (International Relations Senior Seminar)

6. A limited number of openings would be made available to outside students in the Field Experience Program. Access to the program would be made available through an agreement reached with the Director of the Program and should be subject to student competence and availability of appropriate Field Experience placements. Approximately a limit of 15 outside students could be admitted to the Madison Field Experience program on an annual basis.

7. Opportunities for outside students to enroll in Independent Study courses in Madison College should not be advertised, but in particular circumstances, subject to the College's regulations concerning Independent Study and the individual instructor's agreement, outside students may be admitted on a limited basis.

8. With limited exceptions, Madison College courses do not stipulate prerequisites. Outside students should be informed that they should consult with the Associate Dean of the College concerning the background competency necessary to satisfactorily enroll in particular Madison courses. The Associate Dean will consult with appropriate faculty members in gathering the necessary background information for outside students. Students who enroll without making such inquiries will be admitted to Madison courses strictly on a "buyer beware" basis.

RFB/mkp

MICHIGAN STATE UNIVERSITY · East Lansing · Michigan 48823

Office of the Provost · Administration Building

October 24, 1967

MEMORANDUM

To: Dean Gordon Rohman, Justin Morrill College
Dean Herbert Garfinkel, James Madison College
Dean Frederic Dutton, Lyman J. Briggs College

From: Howard R. Neville, Provost

Subject: Evaluation of the New Colleges

At our meeting in the last week of September, it was agreed that we should take immediate steps to begin an evaluation in depth of the three residential colleges. I am proposing that a special Committee on the Evaluation of the Residential Colleges be charged with this responsibility. The committee would be composed as follows:

(1) One representative from each of the three colleges. (The dean may take on this assignment or delegate it as he prefers.)

(2) Dr. Willard Warrington, Director of Evaluation Services.

(3) Dr. Craig Johnson, Assistant Director of EDP and OIR.

(4) Dr. Lawrence Alexander, Assistant Director of the Learning Service.

(5) Dr. Paul Dressel, Director of Institutional Research.

Arrangements are being made to provide this committee of seven with a full-time aide. Additional resources from Evaluation Services, Educational Development, Institutional Research, and the three colleges will be made available, insofar as possible, upon request of the committee.

October 24, 1967

Page 2

Evaluation of the New Colleges

I am requesting Dr. Dressel to assume coordinating responsibilities as chairman of the committee. It will be the committee's task to develop a long-term evaluation program and to coordinate the program as it develops. I hope that there can be extensive faculty and student participation in the evaluation program, for I am convinced that this is necessary to the fullest success of our evaluation efforts.

I would appreciate it if you will immediately designate your college representative on this committee so that it may begin its work at the earliest possible moment.

HRN:cs

APPENDIX D

MINUTES--JAMES MADISON COLLEGE

MEETING OF THE ORGANIZING COMMITTEE OF
JAMES MADISON COLLEGE
APRIL 5, 1967

Present: Profs. Appel, Cohen, Fishel, Garfinkel, Gullahorn, Ishino, Kumata, McKee, Powell and Trout; Mrs. Matthews

The meeting began with a progress report on the new college by Dean Garfinkel. He announced the selection of Case Hall as the home for James Madison College and described the means employed to notify present residents of Case. Before James Madison College can be moved to Case, however, an annex must be constructed or alterations of the existing structure must be made to accommodate it. Current uncertainty about Michigan State's budget and the allocation of funds to carry out these renovations makes the moving date indefinite. Some faculty offices will be available at the opening of the Summer 1967 term.

Joint appointments have been made for ten faculty members. In addition, three professors from American Thought and Language have been selected. Three more will be named shortly from the Natural Science faculty.

Student recruitment has produced 45 formal admissions (19 men, 26 women); more should be forthcoming, however, for the Admissions Office has informed Dean Garfinkel that 120 students have so far opted for admission to James Madison College. Since recruitment of students began late, the College has concentrated solely on students already admitted to Michigan State.

The question was raised concerning the need for rigorous English composition instruction for all James Madison College students. Professor John Appel, Chairman of the committee now planning the American Thought and Language course, promised to review its composition requirements. A report from the ATL subcommittee will be forthcoming shortly. The consensus was

that James Madison adopt a policy to stress composition in all its courses thereby supplementing instruction in American Thought and Language.

Language requirements for James Madison students were next discussed. Dean Garfinkel reported that the following statement in a recent MSU newsletter to incoming freshman commits James Madison College to the stated requirements for the first year although changes can be made later.

> The foreign language requirement will be the same as for majors in the MSU College of Social Science--second-year proficiency in one language, or first-year proficiency in a language plus at least 9 credits in courses dealing with one foreign area.

Professor Fishel expressed concern that the option for one year of language was not rigorous enough for students wanting to enter the Foreign Service. In recent years his students have found that they need at least two years of language plus methodological skills. The Committee agreed to postpone any decision on changing the minimal language requirements until the fields of concentration within the College curriculum are drawn up. Until such time, Professor Cohen suggested, advisors will be given the responsibility of guiding the students in meeting language requirements. He proposed adding "subject to approval of advisors" following the specified language requirements. Dean Garfinkel agreed that non-European languages should be accepted, as well as European, in meeting this requirement.

The question of quantitative-methodological requirements was next considered. (Appended is a list of relevant departmental requirements which was distributed at the meeting. A full description of the courses listed will be made available to the Committee at a later date.) Professor Jeanne Gullahorn suggested that James Madison College formulate its own methodological course in policy sciences. Since this course would not include statistics,

Professor Trout suggested that the College also develop a course to teach skills in descriptive, rather than inferential, statistics. After discussing these suggestions the Committee approved the following points:

1) In order to develop the ability to understand and evaluate social science data, all James Madison students will be required to take at least one methodological course. They may either take
   a) the methodological course offered by James Madison--to be developed by Professor Gullahorn
      OR
   b) the methodological course required by the department in which they are pursuing a coordinate major.
2) James Madison College will develop its own descriptive statistics course which students will be required to take.
3) Statistics 201, and its math prerequisite, will be required of those students whose fields of concentration require it. Sub-committees of the Organizing Committee will examine the appropriateness of this requirement to their fields.
4) Attention will be given in the future to the question of adopting a minimal level of mathematical competence.

Dean Garfinkel summarized the questions confronting the Organizing Committee for future determination: 1) what electives shall be provided for the first year; 2) what will be done with students who waive Natural Science and American Thought and Language; and 3) appointment of chairmen for fields of concentration. In the meantime, he added, any suggestions for reading matter, etc., for the Introduction to Policy Sciences course would be

welcome. Colleagues should request any data anticipated as useful for our work on courses and curricula planning this summer. Mrs. Matthews will be available to collect these data during the balance of this term.

Submitted by

LeeAnn G. Matthews

LANGUAGE AND QUANTITATIVE-METHODOLOGICAL REQUIREMENTS FOR MAJORS

College of Social Science

Language requirement--second year competency or first year competency plus 9 credits in courses dealing with the foreign area

Quantitative--Methodological Requirement--2 courses in methods of social science research.

I. Department of Anthropology

One course from Philosophy 380, 480, 485; Statistics 201

II. Department of Geography

Geography 223, 415, 425

III. Department of Political Science

Either Statistics 201; Math 108 or 111
or Foreign language competency
or AFA 201-202 or AFA 315
or Political Science 290-291

IV. Department of Psychology

Psychology 215 or Statistics 201, or Statistics 401

V. Department of Sociology

Sociology 492
Statistics 201; Math 108 or 111 or equivalent

VI. School of Social Work

No specific quantitative-methods requirements

VII. School of Urban Planning

Mathematics 108
Civil Engineering 251
Statistics 201
Urban Planning 342

College of Arts and Letters

Language requirement--second year competency
No quantitative-methodological requirements

I. Department of History

Same as for College of Arts and Letters

II. Department of Philosophy

9 hours in systematic studies in epistemology, metaphysics, and the philosophy of science

College of Business

No language requirements
No quantitative-methodological requirements

I. Department of Economics

Statistics 121, 123
Math 120 or 112

MINUTES OF THE JAMES MADISON COLLEGE PLANNING COMMITTEE MEETING
APRIL 25, 1967

PRESENT: Appel, Brophy, Fishel, Frost, Galvin, Garfinkel, Green, Hudzik, Ishino, Kisch, Matthews, Parker, Zerby.

To give the Planning Committee members a chance to look over the site for James Madison College the meeting was held in a Seminar Room in Case Hall.

A report by Prof. Fishel on the Case Hall facilities opened the meeting. To date, the precise arrangement of classrooms, a reference library and faculty and staff offices is unsettled. A decision should be forthcoming within a week.

New appointments to the Madison College faculty and staff announced by Dean Garfinkel include

Gary Frost--Assistant Dean and Director of Student Relations. Instructor. (Previously Head Adviser, Case Hall)

John Hudzik--Graduate Assistant in Madison College and Resident Graduate Adviser in Case Hall. (Student member of the Madison Planning Committee.)

Roger Kasperson--Assistant Professor in Madison College and the Department of Geography. (From MSU Department of Geography).

George Will--Assistant Professor in Madison College and the Department of Political Science. (Previously Princeton University Political Science Ph.D. candidate.)

Dean Garfinkel also briefed the committee on three prospective candidates for the Madison College faculty.

Admissions to Madison College to date total 134. Of these 57 are men and 77 women; 103 are Michigan residents, 26 are from out-of-state (five lack data). [April 27 updated report: 147 students; 66 men, 81 women; 111 Michigan residents; 32 out-of-state students.] Recruitment of students for the 1967-68 freshman class has concentrated on students already admitted to MSU. A breakdown

of the LSU majors from which they transferred to Madison College is being kept by Mrs. Lorenz and is available for interested persons.

The attached report on the American Thought and Language course in Madison College was read by Prof. Appel. Following Prof. Appel's explanation of the waiver policy, Prof. Galvin questioned the waiving of Madison College's 4 credit ATL course by the same exam as is used for the 3 credit University College ATL course. Prof. Appel promised to look into the problems involved in the waiver procedure.

Dean Garfinkel presented several suggestions for a broad writing program for Madison College. After discussing his suggestions, the Committee agreed on the following:

1. ATL as offered in Madison College should be divided equally between instruction in writing and subject matter.

2. All Madison College students should write at least one substantial (20-30 pp.), documented paper per year. The paper can be written in conjunction with any course--Madison College or other--or as independent study. Acceptability of the paper will be certified by the instructor of the course in which the paper is written. The student's advisor is responsible for seeing that the requirement is fulfilled.

3. Two or three graduate assistants in social sciences will be made available to Madison College students for individual coaching in writing and research techniques and resources, if Dean Garfinkel can obtain funds for them.

4. Whether or not Madison College should require a senior thesis will be decided later. One possibility is to link the senior paper with the supervised field work program.

On the matter of the number of hours of credit a Madison College elective should carry, the committee could reach no consensus. Dean Garfinkel suggested

for guidelines having first and second year students carry four courses per quarter at four credits per course, and third and fourth year students carry three courses per quarter at five credits per course. The committee finally decided to leave credit hours to the discretion of the professor teaching each elective.

Several committee members expressed reservations about the methodology course to be offered during fall and spring quarters. In particular, they questioned the advisability of having freshmen take a methods course and the feasibility of teaching a course that could be broad enough to include all policy sciences and yet not be so broad as to be meaningless. In the absence of Prof. Gullahorn, who is planning the Madison College methods course, Dean Garfinkel explained her intention of dealing with survey methods and giving students the opportunity to utilize these methods in campus projects.

Other details of the curriculum decided by the committee were:

1. An independent study course of variable credit should be offered.

2. There should be little if any separation of honors from regular Madison College freshmen. Instead of a Freshman Honors Seminar, a Special Seminar should be made a part of the curriculum. Subject-matter content would vary with need and interest. The Special Seminar would also provide a format for visiting policy practitioners or scholars to offer a one-quarter course in their special areas of competency. Enrollment would be limited to ensure seminar-size, but would not be limited to Honors Students.

3. A decision on the Physical Education requirement was postponed until the following meeting when it was hoped that more information on the University requirements would be available.

The meeting adjourned at 3:30 p.m.

MEETING OF THE PLANNING COMMITTEE AND
FACULTY OF JAMES MADISON COLLEGE
June 1, 1967

Present: Appel, Fishel, Frost, Garfinkel, Gullahorn, Heidgerd, Ishino, Kasperson, Kisch, Matthews, McKee, Morsberger, Parker, Tomkins, Walsh, Zerby.

The James Madison College Planning Committee and faculty gathered for a luncheon meeting in the 1961 Room of Case Hall on June 1, 1967, to review the 1967-68 Madison College program before the summer recess.

Dean Garfinkel's summation included the following items:

1. 186 students are now enrolled in Madison College. [As of 6/7/67 there are 188.] The numbers of men and women are about equal.
2. The faculty for 1967-68 is composed of Professors John Appel, American Thought and Language; Abner Baker, History; Robert Banks, Labor and Industrial Relations; Wesley Fishel, Political Science; Robert Franke, Natural Science; Robert Green, Counseling Personnel Service and Educational Psychology; Jeanne Gullahorn, Psychology; Lloyd Heidgerd, Natural Science; Iwao Ishino, Anthropology; Roger Kasperson, Geography; Auley McAuley, Natural Science; James McKee, Sociology; Bruce Miller, Philosophy; Mary Tomkins, American Thought and Language; George Mill, Political Science; and Lewis Zerby, Philosophy. Robert Morsberger, American Thought and Language, will be on leave; his replacement will be announced. [It is to be Professor Bruce Curtis--6/7/67.]
3. Administrative personnel include Terence Buck, Counselor; Gary Frost, Assistant Dean; and LeeAnn Matthews, Administrative Assistant. [Carl Baar, our candidate for Director of Field Experience, will not come until Fall, 1968.]

4. Graduate Assistants and writing coaches for 1967-68 total 10. They are George Ell (Social Science); Robert Hawthorne (History); Bill Holland (Political Science); John Hudzik (Political Science); Philip Johnson (Sociology); one from Economics and one from Philosophy [both unnamed as of 6/7/67.]

Writing coaches will be Beverley Beisner (Philosophy) and Richard Lipsey (Social Science).

[An additional graduate assistant was named 6/6/67--Kenneth Robinson (Geography) bringing the combined total to 11.]

A letter from Dean William H. Combs, Chairman of the University Curriculum Committee, was distributed and is appended. In general the Committee accepted the Madison College curriculum submitted for approval. The only major changes involved the addition of the all-University Physical Education requirement and a reduction of credits for American Thought and Language to 3. (A copy of the 1967-68 profile is included in the Registration Guide for Fall, 1967, which accompanies these minutes.) Following Mrs. Matthews' review of the curriculum for the freshman year, Professor Kisch proposed that James Madison College consider adopting a mathematics requirement for its students. A decision on his suggestion was postponed until fall.

An announcement of faculty appointments for Summer 1967 was made by Dean Garfinkel. The staff will include Professors Appel, Fishel, Green, Gullahorn, Ishino, McKee, and Zerby. Besides designing the Introduction to the Study of Policy Problems sequence, these faculty members will be responsible for determining the composition of the fields of concentration to be offered by James Madison College.

Suggestions for speakers and subjects for the Special Topics course were solicited from the floor, but none was forthcoming. Dean Garfinkel

proposed Viet Nam as a possible topic for Winter, 1968. Since reaction to this seemed favorable, he asked the members to submit suggestions for speakers. Proposals for other topics would also be welcome.

Although action on plans for Case Hall had still not been taken at meeting time, Professor Fishel brought the committee up to date on the latest proposal which places Madison College in one wing of the third floor of South Case. Furniture has been selected and ordered for faculty and administrative offices, classrooms and the library-lounge. A preference sheet with color options, etc., will be forwarded to the faculty as soon as plans are definite.

Assistant Dean Gary Frost briefly described some of his ideas for student relations. First of all, he intends to draw up a profile on all James Madison College students and make it available to faculty and staff. He hopes to work closely with Institutional Research on this project as well as others that may be relevant. Mr. Frost also suggested the possibility of a retreat for students and faculty sometime during the academic year. Finally, he intends to develop a system for students to advise the faculty and administration.

Summer orientation plans for Madison College freshman were briefly mentioned. Until the MSU Summer Orientation Schedule is available, however, definite Madison College plans cannot be formulated. Professor Appel suggested a member of the Madison College staff should meet with the summer counselors to discuss the Madison College program [this has been arranged].

An inaugural convocation to launch our College has been scheduled for September 22, at 3:00 in Wilson Auditorium and will probably be followed by a reception in Case Hall. The speaker will be chosen by ballot, soon to be circulated among Madison College faculty and Planning Committee members.

Dean Garfinkel announced the availability of 25% released time for one faculty member to participate in an Audio-Visual Institute here at LSU. Persons wanting more information should call Dr. Charles F. Schuller, at 350-3960. Nominations should be submitted to Dean Garfinkel.

The Johnson Foundation in Racine, Wisconsin, is, according to Dr. Fishel, interested in assisting James Madison College and would welcome suggestions for programs. The field experience program was offered as a possible area in which their assistance might be used.

The meeting was adjourned at 2:45 p.m.

Meeting of the Summer Faculty
June 26, 1967

Present: Appel, Fishel, Frost, Garfinkel, Green, Gullahorn, Hudzik, Zerby

Absent: Ishino, McKee

The James Madison College summer faculty for program development met in Room 22 of the Union at 9:00 a.m. to review recent College developments and to distribute the summer work-load.

Dean Garfinkel made a number of announcements:

1. There are now 215 students enrolled in Madison College. The numbers of men and women are about equal (104 men and 111 women). Of the 40 Alumni Distinguished Scholarship contenders originally expressing an interest in James Madison 16 have formally enrolled; one received a top ADS award. 156 of the enrollees are from Michigan; 59 are from out-of-state. (Mr. Frost predicted that the total enrollment would not change much during the summer.)

2. Graduate Assistants will be made available to faculty members as funds permit. Professor Gullahorn will check into the possibility of using Honors College upper-classmen as research assistants in the methods laboratory.

3. A request for suggestions from faculty for the addition of books to the Wilson Library has been sent out. All faculty are asked to return the form to 236 Fee Hall by July 3.

4. It is likely that Professors Rokeach, Killingsworth, Green and Galvin will give special lectures in the Policy Problems sequence. This depends on the nature of the course and the topical outline of the syllabus. Other suggestions for lecturers are requested.

5. Orders for books to be used Fall term must be placed with the book stores by July 1. Dean Garfinkel will write the book stores assuring them that our student estimates are more precise than the usual projections so that they will order sufficient copies.

Professor Fishel brought the committee up to date on the renovation of Case Hall. Actual work will not begin until funds have been officially budgeted. A list of color options for offices has now been obtained and will be forwarded to faculty so they may indicate individual preferences. Because of a July 1, deadline for the MSU Faculty Directory, office space has been arbitrarily assigned in wing 3-B of Case Hall. Electric typewriters will be supplied for all faculty at the rate of one typewriter for every two faculty members. Dictaphones for Central Stenographic transcription will also be available.

Professor Fishel asks all faculty members to respond as soon as possible to the following questions:

1. Do you want an "off-switch" placed on your phone?
2. Indicate whether or not Case Hall will be your only office.
3. If Case will be your only office, do you want your old phone number?
4. Where do you want your phone installed; i.e., close to the window, close to the door, etc.?

At the request of Professor Appel the committee agreed to limit the enrollment in MC 215 (Quest for Social Progress) to 22 students so that it can be taught as a seminar. Mr. Hudzik suggested the enrollment limitation would not cause a problem because most Madison students will elect to take a language Fall term instead.

Dean Garfinkel outlined what he considered were the most urgent tasks facing the summer faculty. First, the Introductory Policy Science sequence has to be designed. More specifically, a broad outline of the entire three term sequence has to be delineated followed by the precise and detailed syllabus for the Fall term (MC 200). The texts for MC 200 must be selected by July 1. Dean Garfinkel proposed that a committee on the Policy Problems sequence be established. The faculty decided to create a six man committee which would meet as a whole at first and split up later for more detailed work. The committee will hold its first meeting on the Policy Problems sequence within a week. Included on the committee are Professors Fishel, Garfinkel, Gullahorn, Ishino, McKee and Zerby.

Dean Garfinkel considered the fields of concentration another major concern for the summer faculty (although less urgent a problem than the Policy Problems sequence). He urged the committees on the fields of concentration to report as soon as possible. This must be done before the problem of coordinate majors can be planned by the summer faculty.

Dean Garfinkel suggested that the faculty consider before the next meeting a number of questions dealing with the Policy Problems sequence:

1. Reading material:
   - A. Should a text be used?
   - B. If a text is used how comprehensive, how long or short should it be?
   - C. Should a collection of edited readings be used to supplement a text?
   - D. How many contemporary paperbacks should be used in the course?
   - E. Should "classical" social science works be used; e.g., Max Weber, Freud, etc.
   - F. Can periodical literature--journal articles, New York Times, etc., be used?
   - G. Can we assign readings efficiently on library reserve?

2. The problem of integrating the social sciences and the policy problems approach:

   A. Somehow the course should pose the problem of the limits as well as the contributions which the social sciences can make to the study of public policy problems.

   B. How do you link the social sciences and policy problems?

      a. Do you begin with an analytical introduction dealing with the epistomological questions concerning objective knowledge followed by the application to policy problems?

      b. Do you begin instead with a number of policy problems and proceed later with the analytical and epistomological questions?

      c. A third alternative would be the sandwich approach; begin with a brief analytical introduction to supply a common framework for the study of various policy problems, follow with the consideration of particular policy problems, and end with the epistomological questions of the social sciences.

3. Miscellaneous questions:

   A. What are the policy areas to be included in the sequence? Should the seven policy areas provide the basic framework?

   B. Are all the problems to be considered equally?

   C. How much should lectures be relied on to supply course continuity?

   D. How much should outside lecturers be utilized?

   E. What kinds of examinations and papers should be required:

      a. Mid-terms; how many?

      b. How can examinations reflect the dual need to encourage innovation in course sections while maintaining a course-wide standard?

      c. Section quizzes--should we have them? How much should they count?

      d. Should class participation count toward the grade? If so, how much?

   F. Should a course syllabus be constructed?

   G. What will be the policy on absences?

Professor Zerby suggested that someone from outside the College be brought in as a consultant to the committee on the Policy Problems sequence. He also asked that MC 200 lecturers submit rough outlines of their lectures as soon as possible.

The meeting adjourned at 11:00 a.m.

NOTE: Faculty members are urged to look over the assortment of books relevant to the Policy Problems course before Friday, June 30. The books are in 236 West Fee.

Submitted by John Hudzik

Meeting of the Summer Faculty
August 11, 1967

Present: Banks, Fishel, Frost, Garfinkel, Gullahorn, Hudzik, Ishino, McKee, Zerby

Absent: Buck, Green, Appel

Guest: Mr. Steve Sunderlund, Director of Higher Educational Programs, National Learning Laboratories, Washington, D. C.

The James Madison College Summer Faculty met in the Union to discuss the introductory policy problems sequence. The minutes of the previous meeting were read and accepted with the following corrections:

(1) Professor Fishel noted the reason for the historical orientation of the ATL course; i.e., students often lack a sense of history and should be confronted with it.

(2) Professor Fishel asked to record his proposal that the College offer no waiver examinations in ATL and Natural Science.

(3) Professor Ishino noted that Dr. St. Clair Drake was being considered for a visiting professorship and that it had not been determined he should be invited.

(4) Professor Ishino noted that the reason he had withdrawn a proposal to provide separate discussion of the "realitics of the policy making process" was the consensus that it would be illustrated sufficiently through the specific topic areas.

(5) Professor Ishino noted his suggestion that a panel discussion in the urban topic be composed of a philosopher, an ecologist, and an urban planner rather than a philosopher, an ecologist and statistician.

Professor Fishel announced that physical plant management has been extremely slow in beginning the renovation of Case Hall and that now it appears that they will not begin work until August 15. Work will not be completed until September 12--this date, however, also looks doubtful. Professor Fishel announced that Roy Wilkins will not be available for the lecture in the MC 200 course because of his commitments on the presidential riot investigating committee. The lecturer is still undetermined for that meeting of the course.

Dean Frost announced that August 25 is the deadline for winter term schedules. He requested all faculty members to fill out time sche-

dules of teaching commitments in their respective departments and return them as soon as possible.

Faculty are required for the following winter term courses:

(1) Ten sections of MC 201.

(2) One repeat section of MC 200

(3) Professor Will is to teach the contemporary ideology course.

(4) Professor Fishel will teach the special topics course on Vietnam.

(5) Professor Gullahorn will teach the methodology course.

MC 201 will be reduced from twelve to ten sections because of students dropping out of school or flunking MC 200. Four electives are offered because many students will be freed for additional electives. Three reasons account for increased student freedom:

(1) Many students will waive ATL and/or Natural Science.

(2) Some students may have legitimate reasons for dropping a language winter term.

(3) Honors freshmen may be allowed to drop ATL if they have shown superior ability in Fall term American Thought and Language. Spring term electives will probably include MC 205 (methodology) and MC 230 (education and poverty) to be taught by Professor Green.

Professor McKee wondered whether we could summarily waive the ATL requirement. Perhaps we should make a formal proposal to the Educational Policies Committee on the subject. Dean Garfinkel thought the waiver procedure for honors freshmen was commonly employed by many departments, but agreed that we should keep the E.P.C. informed of our plans. He agreed to draft a waiver procedure for honors freshmen for the next meeting.

Dean Garfinkel reminded the committee that under present conditions the College would lack faculty for two sections of the introductory course (MC 201 and MC 202). He suggested that this problem might be overcome by defining more precisely what constituted half-time loads in the college. He suggested as a rule of thumb that where a half-time faculty member teaches one section per term in the MC 200 sequence, and no other course, he be asked to teach an additional section per year in the 200 sequence. This is because there are essentially only two contact hours requiring preparation per week for section teachers, rather than four.

It was suggested that two types of faculty should be excepted from this rule:

(1) The chairman of the course

(2) Those who carry a heavy lecture load in the large MC 200 lecture sections.

Dean Garfinkel agreed and also suggested that appropriate weight would be given to the burden of course planning.

Professor Fishel expressed strong concern that such a "rule of thumb" would establish a precedent not based on actual teaching experience. He suggested that a rule might more appropriately be set, if one needed setting, at the end of the first year. Professor Zerby thought it imperative that we use our own people in the course, especially during the first year.

Professor Ishino thought that enlarging the MC 201 sections to a maximum of 30 students each would not make a significant difference in the quality of teaching. This he suggested would alleviate the staffing problem for winter and spring terms. Dean Garfinkel disagreed, feeling that increased section loads would discourage student participation in class discussions. Dean Frost added that because other MC courses are not held to 20 students per section, we owe it to the students in the 200 sequence.

Professor Fishel suggested that the rule be considered nothing more than an expedient for the first year. Dean Garfinkel commented that even expedients can set precedents. The Dean offered a compromise suggesting that teaching in multi-section courses would be considered a slightly lighter load than teaching in a regular course. There appeared to be something approaching a consensus for this proposal.

Mr. Sunderlund suggested that the winter term impasse might be circumvented in one of three ways:

(1) Double the size of some of the MC 201 sections and allow students to select into these enlarged sections. This would free a few faculty members.

(2) Hold some sections without teachers; allow students to run them under a rigorous design with faculty consultation.

(3) Allow for larger numbers of students under independent ATL study.

At this point there was still some concern that the relevant points had not been made concerning a rule on work load. The Dean attempted to summarize the discussion to this point:

(1) Work loads in multi-section lecture-discussion action courses are somewhat less than those in regular courses.

(2) This discrepency in work load ought to be considered, though minimally, in assigning classes and sections.

(3) The need for heavy student-faculty contact opportunities ought to be considered in determining appropriate class loads.

(4) At the end of the first year there ought to be a re-examination of the time commitments in multi-section vs. regular courses.

(5) The MC 200 sequence is not meant to be and is not just another introductory course. It is vital to the success of James Madison College and one that will involve large amounts of faculty time and interest.

(6) There is agreement that no formula should be adopted now. Rather, the committee recommends the Dean "equalize" work loads assuming there is some unspecified and minimal difference between multi-section and regular courses.

Professor Zerby suggested that the Dean attempt to find faculty interested in filling space for this year. Professor Zerby expressed his own willingness to provide some of the needed work.

The committee next turned its attention to MC 201. It was decided that the course would be composed of three topics: (1) Socio-Economic, (2) Science and Technology, and (3) War and Peace (international.) The topics will be presented in 201 in that order. The following sub-committee assignments were made:

Socio-economic:	Science and Technology:	War and Peace:
Banks - Chairman	Ishino - Chairman	Fishel-Chairman
[illegible]ee	Frost	Hudzik
Garfinkel	Gullahorn	Zerby

The socio-economic sub-committee is requested to prepare a preliminary report by Friday, August 16. Committee members are requested to provide preliminary ideas on readings for MC 201 by the same date. The August 14 meeting will be set aside for: (1) absolute finalization of the MC 200 syllabus and (2) discussion and finalization of testing procedures for MC 200.

Submitted by John Hudzik

Meeting of the Summer Faculty
June 30, 1967

Present: Appel, Fishel, Frost, Garfinkel, Gullahorn, Hudzik, McKee, Zerby

Absent: Green, Ishino

The James Madison College summer faculty for program development met in the Oak Room of the Union at 9:30 a.m. to review recent College developments and to begin work on the construction of the Policy Problems course sequence.

Dean Garfinkel announced that he had been appointed by Dean McQuitty to chair a committee investigating the problem of an inadequate supply of Negro college graduates. Along with Professors McKee and Kruger, Dean Garfinkel is to examine the problem and propose some remedy. If funds become available, James Madison College may wish to participate in a program to overcome the shortage.

It was announced by Dean Garfinkel that Professor Daniel Bell would not be able to accept an invitation to speak at the Fall Convocation as he will be in Japan at the time. As an alternative, Dean Garfinkel suggested that Professor Martin Diamond be invited. He is presently at Claremont (California's cluster college system), a noted Madisonian, and chosen by Time magazine as one of the ten best teachers in the United States. Dean Garfinkel reported that he is an excellent speaker. Also suggested were Dr. Ralph Bunch, and Professor S. M. Lipset. The Committee delegated to Dean Garfinkel the responsibility of finding a Convocation speaker, being at the same time favorably inclined toward Martin Diamond.

Dean Garfinkel announced that merit increases in salary would probably be made retroactive to July 1.

According to Professor Fishel only two faculty members have replied to his questions concerning phone placement and office arrangements. However, faculty need respond to those questions only if they have strong preferences. In the absence of a statement of preference, Professor Fishel will make the decisions concerning phone and decor.

Professor Appel presented a progress report on the American Thought and Language course. Commenting on the American Thought and Language writing requirements he indicated that students would be required to write from four to six papers per term (or about three-thousand words per term total). The second term American Thought and Language student will have some experience in writing a documented paper, although he will not actually write a long research paper. This experience will include instruction in library research techniques as well as practice in the actual mechanics of writing.

He will be discouraged from completing his freshman year writing requirement until after he has had MC 112, Winter term. Thus, Winter term ATL should be used for practice on a shorter documented paper followed by the longer freshman writing project during the Spring term. The American Thought and Language sequence will use a topical rather than a survey approach in dealing with American literature. Students will deal with two or three topics per term (dealing with each in some depth rather than briefly skimming over six or seven topics). MC 111 (Fall term) will deal primarily with two topics: (1) Puritanism and its ramifications and (2) The rise of American romanticism and transcendentalism. Both these topics will be explored in some depth using both the literature of their day and contemporary comment. (It was suggested that the film "The Crucible" be obtained.) Designs for MC 112 and MC 113 are still subject to change. Presently, however, MC 112 retains much of the focus of the All-University ATL 112. MC 112 is primarily concerned with the rise of realism and its relation to the growth of an industrial order. Also a concern in MC 112 will be a topic concerning the "Negro condition." Appropriate writings will be used to focus on this topic. (Dean Garfinkel suggested Paul Murray's "Proud Shoes" would be one appropriate book for the Negro section.) MC 113 will begin with a short core of readings centering around a recent Heath publication dealing with the individual in society. The readings begin with Tocqueville and provide short comments on the American scene. Following these readings, individual instructors may plug in numerous literary forms such as poetry and the experimental novel to extend comments on the individual in society. Omitted from the James Madison American Thought and Language sequence are topics concerning the 16th century and the enlightenment, the Civil War, the Depression, and the New Deal. Madison College American Thought and Language will not employ objective tests in final examinations or mid-terms but may use them on a limited basis for quizzes. Appended to these minutes is the reading list for MC 111.

Mr. Frost reported that 41 students have been through the Counseling Clinic and that nearly 85 percent of our students will have gone through the Clinicsby the last of July. Recent tests, he said, have shown that the best students are generally those who attend early Counseling Clinics. Mr. Hudzik commented that most students are not overly concerned with the lack of specifity in the James Madison program except with respect to the coordinate major.

In some future meeting, Professor Appel will seek suggestions concerning his Utopia 215 course and Professor Gullahorn will seek suggestions concerning the Methodology course (205) that is to be offered Winter term.

The Committee next discussed the introductory policy problems sequence. Professor Gullahorn suggested that discussion should begin first with a consideration of the major themes to be handled in the course. Texts could then be more appropriately selected in relation to those themes. Professor Garfinkel proposed that one "easy" solution to the theme problem would be to use the seven policy tracks as the basic themes. Professor McKee noted

that the seven policy areas solution was only a proposal and that the themes problem needed further discussion. Dean Garfinkel observed that the themes problem was made more complicated because the course must be both an introduction to the social sciences as well as an introduction to the study of policy problems. This, he suggested, might well be alleviated by employing a "sandwich approach." In this, a common framework for the study of policy problems would be presented. The construction of such a framework would involve giving answers to the following: (1) What is the nature of policy problems? (2) What is the problem (how manifested and what is its history? (3) What are the most prominent solutions offered? (4) What are the mutual criticisms of these solutions? (5) What is the sociology of the problem--what "hidden" factors influence people to attach themselves to the problem? (6) What values are important in consideration of the problem? After dealing with these questions as a general framework, explicit problems would be examined by applying the framework (though not rigidly). The final step would involve a return to the original framework, delving more deeply into the epistomological questions of values and social science, etc.

Professor McKee suggested that this approach seemed to overemphasize problems and underplay policy. Dean Garfinkel commented, however, that the sandwich approach was most useful because it offered a ready means of feed-in to both the basic social science courses and the various introductory courses of our core program.

An alternative suggested by Dean Garfinkel is to begin first with an introduction to the social sciences (a thorough delineation of the disciplines in the social sciences). This would be followed by an attempt to plug the different policy problems into the social science framework.

Professor Zerby commented that no matter what approach is finally adopted the Committee must be mindful that the policy problems sequence is meant to deal with normative problems as well as descriptive questions. The normative aspect is what separates the policy problems sequence from the regular University College Social Science sequence. Professor Zerby also suggested that the course should start with the individual as the focus because (1) the individual will fit into most of the problem areas, and (2) questions involving the individual may well raise more interest with the student.

The suggestion was made and adopted that Committee members submit working papers in the policy sequence. Such papers and/or short comments should be submitted as soon as possible so that they may be duplicated and sent to Committee members in time for the next meeting.

It was suggested also that a special topics course be offered ~~next~~ Fall. It is intended that such a course should consider various and appropriate election topics.

Submitted by John Hudzik

Enclosures
JH/dl

Meeting of the Summer Faculty
July 7, 1967

Present: Appel, Frost, Garfinkel, Gullahorn, Hudzik, Ishino, McKee, Zerby

Guest: Professor Chitra Smith

Absent: Green, Fishel

The James Madison College summer faculty for program development met in Room 22 of the Union at 9:30 a.m. to discuss the introductory policy problems course. Professor Ishino, in referring to Professor Appel's addendum to the last minutes, reminded the committee that plans for the purchase of films and other audio-visual aids could not count on support from the"Institute for Faculty Improvement in Media Applications to Undergraduate Instruction with Coordinated Programs for Educational Media Specialists." It was decided to order the tape of "The Crucible" for viewing by ATL students this Fall.

Professor Chitra Smith of the University College Social Science Department was invited to comment on the policy problems course, drawing on her extensive experience in teaching the University College Social Science sequence. Professor Smith made the following points:

1. To make the broad (survey) course meaningful for the student, it must be highly structured. Student anxiety increases where course outlines are too fluid. At the outset of the course the student should be presented with an outline of the course. Additionally, prior to each class period the student should be presented with a set of propositions or questions to which the day's lectures will be related.

2. Each topic should be structured around a real value dilemma. The discussion of the topic should be related to the problem of dealing with conflicting but appealing values. The choice is commonly between "goods" rather than simply good vs. bad.

3. It must be made clear to the student from the beginning that some decisions produce some good for all while other decisions produce good for some only at expense of others.

4. The course should entail both lecture and non-lecture situations. The discussion sections should be built around an agenda which the student has been given previously. The agenda should be careful not to duplicate lecture

material but should complement the substance of the lecture. Professor Gullahorn noted that special problems will be encountered in meshing lecture and discussion sessions when guest lecturers are used.

Dean Garfinkel noted that the policy problems introductory course has to perform a dual function: (1) it must serve to introduce the policy problems approach and (2) it must fulfill the University general education requirement for the social science sequence. Our introductory social science course must be negotiable to the rest of the University. Professor Smith thought this would not present a substantive problem as the policy problems sequence would hit all the core areas of the social sciences touched by the University College Social Science course.

Dean Garfinkel next asked Professor Smith to comment on the type of readings that could be employed. Two types are being considered: (1) the "problems" book, and (2) the "introduction to the social sciences" book. There are disadvantages to both; the former tends to be primarily sociologically oriented, speaking little through the economic, psychological, political or normative frameworks. The tendency is to piece together the social science disciplines without successfully integrating them.

Professor Smith said she had the feeling that the raison d'etre for the problems approach was to engage student interest. The advantage for James Madison in using this approach is that the number of faculty involved is small, therefore, allowing for some continuity and agreement in the definition of terms and concepts. As a result, the antidotes can and should be presented to the student first. The theory and the social science words and concepts should be presented second. Most freshmen lack the ability to think in the abstract so abstractions should be introduced gradually; use the colloquial language and antidote first and then gently move to the techinical social science language and abstract concepts. Professor Garfinkel suggested that the real problem was one of providing for more than an ad hoc abstraction. Students must be given a more systematic understanding of social science concepts. Professor Smith presented two other problems: 1. The meaning of "probability", (of likelihoods rather than absolute determinants) must be put across to the student. 2. The student must be made to understand the conditional nature of social science inquiry. Professor Smith went on to indicate that the course should begin with some statement or series of statements meant to explore the "nature" of the social sciences.

Professor Ishino commented that one severe problem in the course will involve out-of-date data. How do you keep the staff up to date? How do you select the really relevant data in the many disciplines? Professor Smith suggested that the problem might be partially solved by having faculty members assemble new and most relevant data in their particular area of competency and then pass it on to other faculty members in a condensed form. Graduate

Assistants could be used to gather this data. Professor Smith also suggested that regular meetings of the faculty could be held so that new concepts, approaches, and data could be more readily disseminated. Dean Garfinkel indicated that he thought the collection of up-to-date data was not the most important concern. Rather, he said the main thrust of the course should be to teach the process of analyzing policy problems and not bringing the student up to date on current events. Mr. Frost indicated that many students coming through the orientation clinic have the erroneous impression that the curriculum is simply current events. Professor Smith suggested that our real goal is to sensitize people to trends and trend lines in the social sciences. The problem related to this becomes one of keeping the historical insights as well as the current data up to date. Professor McKee reminded the committee that students are beginners and that we must be careful not to alienate them by premature exposure to disputations among schools of social science.

Professor Smith reminded the committee that paperbacks have a disadvantage in that they double the work load of the faculty in the need to fit those books into the framework of the course. Dean Garfinkel indicated that the problem of paperbacks also revolved around the question of using the classical work as well as the "sexy" work. How many classical works (Marx, Freud, Meade) should be used? Professor Smith suggested that the student in the basic policy sequence should be required to read excerpts from the classics with a more thorough grounding being provided in the later years. Professor Garfinkel suggested that a basic reading list for the social sciences needed to be drawn up, and Professor Smith suggested that it would be most valuable if this list were annotated. Professor Smith felt that the normative aspects could best be introduced in the policy course through the use of value conflicts. Professor Zerby suggested that these value conflicts should involve problems like situational ethics, the positivist approach, the existentialist approach, etc. To make this possible, Professor Smith felt that the total number of topics making up the sequence syllabus should be held to a minimum. Professor Ishino thought it most useful to conceive of the introductory sequence as an introduction to the whole James Madison curriculum. The crucial problem before the committee at this point concerns which topic should be considered first. Professor Smith suggested that it should be the one with the most interdisciplinary character. Professor Smith also commented that the war and peace policy problems area was incomplete in that it did not sufficiently include the problems of revolution, development, and international distribution. The discussion ended with a division of opinion as to whether to begin with the topic of urban community policy problems or with ethnic and intergroup relations. The difficulty, some thought, with the former as the first topic was that it would entail the latter. However, this appeared an advantage to some, since the introduction of the ethnic topic would follow readily out of the urban problems topic. No decision was reached as to the desirable order.

The Committee agreed to meet again, on Monday, as the Committee of the Whole at which time the division of responsibility to subcommittees will be considered.

Submitted by John Hudzik

JH/km

Meeting of the Summer Faculty
July 10, 1967

Present: Appel, Buck, Fishel, Garfinkel, Gullahorn, Hudzik, Ishino, McKee, Zerby

Absent: Green, Frost

The James Madison College summer faculty for program development met in Room 22 of the Union at 9:30 a.m. to discuss the introductory policy problems course. Dean Garfinkel asked the committee if they thought it useful at this time to invite other consultants such as Dr. Smith. Professor Zerby suggested that the committee should consult others later when more concrete headway had been made. The committee agreed with Professor Zerby.

The committee concurred with Dean Garfinkel that some form of the "sandwich" approach seemed most useful for the policy problems sequence. He suggested that this approach indicated three immediate tasks for the committee. (1) A determination of the topics the policy sequence will investigate and the order in which they will be examined in the course. (2) Selection of the books to be used in the course in time to meet an already extended August 1 deadline for book orders. (3) A detailed delineation of MC 200 and the general outlining of MC 201 and MC 202. Dean Garfinkel supported Professor Smith's suggestion that the course be highly structured, although he said we need not be the prisoner of any structure. Dean Garfinkel proposed the following work schedule: (1) The completion of work on MC 200 by the last of July. (2) The completion of a general outline for MC 201 and MC 202 by August 15. (3) The number and placement of guest lecturers must also be determined by August 15. Professor Gullahorn proposed that reading assignments should make allowances for special assignments by guest lecturers the committee agreed.

Dean Garfinkel reported that the budget for the first year's operation was very lean, particularly in comparison to cluster colleges launched at other universities.

The committee then discussed the policy problems sequence in detail. Dean Garfinkel opened the discussion with a number of comments: (1) It may be useful to begin with the urban topic because of its generalness and because of its relation to a number of social science disciplines. (2) War and Peace should be the third to the last topic due to its complexity. (3) The normative component of the policy problems analysis should be briefly presented in the course introduction but primarily handled toward the end of the course.

Professor McKee proposed that the three terms be divided as follows: (1) MC 200 would contain a course introduction and two topics. (2) MC 201 would entail the presentation of three topics. (3) MC 202 would contain two topics and a cap-stone.

Dean Garfinkel suggested that the introduction should contain a number of items: (1) a general explanation of the course, (2) enumeration of "Questions" social scientists ask common to most policy problems, and (3) delineation of the capabilities of the social sciences. Professor Zerby commented that the introduction should be reinforced constantly through the topics. He also suggested that various conception of "man in mass society" should be discussed in the introduction. These conceptions might include Freudian, Mechanistic, Marxian, and Existentialist approaches. They would be defined in the introduction and constantly referred to as each topic was discussed. Conceptions of man in society might also include discussion of alienation and anomie. Professor Gullahorn suggested that short lectures and brief readings in the original works would adequately present each conception. Professor Fishel proposed that non-western conceptions should be included.

The committee next considered the identification of policy problems topics. Professor Gullahorn suggested that at least one jazzy topic be considered each term. Professor Appel commented that race relations may be a T.V. induced "jazzy topic" and that other topic names might be made equally attractive by simply sprucing-up their titles. Dean Garfinkel agreed that the other topic titles could be changed but he thought the drama of race relations was more than a Madison Avenue creation; after all , race is the only issue we've fought a civil war over, and we are fighting over it today.

Dr. Buck suggested that premature structuring should be avoided. It would be wise to begin with a topic before launching into a detailed explication of course theory and structure. In doing this, he suggested, we would be meeting the student where he is and not expecting him to come to us too quickly. Start out with something interesting and engaging, show the student the need for social science tools, and then present the social science tools. According to this approach the first term would follow this basic outline:

I. Very brief introduction dealing with what the course is about and what the student needs to know about problems to begin.

II. Discussion of the first problems, implicitly structured in accordance with the analytical framework which will be presented later.

III. Articulation of the structure of the policy problems analysis. Here the structure of the policy problems approach is made explicit; the student learns policy problems analysis through application of a social science framework.

IV. Discussion of a second problems topic, perhaps the Urban problems area.

It was suggested that the second term be composed of three problem areas. They were the Socio-economic area, followed by the Science and Technology area, followed by the War and Peace area. The third term might be composed of the areas of Governing An Urban Democracy and Justice, Morality and the Public Interest. The third term would end with a cap-stone for the whole policy problems sequence.

Note: Dean Garfinkel asks that the committee consider the following items:

1. Should we use the approach that begins with the rather lengthy introduction or would we use the approach proposed by Dr. Buck which begins with a topic. A decision should be made on this as soon as possible.

2. How should the committee proceed in the future? Should we continue to meet as a committee of the whole with individual work assignments being made? Should we meet as smaller individual work groups? Should we combine meetings of the whole with smaller work groups?

3. Please indicate in order of preference three or four of the topic areas which would be of most interest to you for responsibility in preparing material and proposals.

Meeting of the Summer Faculty
July 17, 1967

Present: Appel, Fishel, Garfinkel, Gullahorn, Hudzik, Ishino, McKee, Zerby

Absent: Buck, Frost, Green

The James Madison College summer faculty for program development met in Parlor A of the Union at 1:30 p.m. to discuss the first term introductory policy problems course. The minutes of the previous meeting were read and accepted with the following corrections: (1) Professor Gullahorn should have been listed as present at the July 12, 1967 meeting. (2) The meeting was held in Parlor A of the Union and not Room 22.

Dean Garfinkel opened the meeting with a number of announcements. (1) Assistant Dean Frost has hired a secretary, Mrs. Jacquelyn Reingold, who is located in an office behind the men's reception desk in South Case Hall. She will act primarily as Mr. Frost's secretary and is presently in charge of student files. (2) The College is now renting its own Three-M copier which is also located in South Case Hall. It will duplicate letters, books, and transparencies in multiple copies. If you have need of the copier, please see Mrs. Reingold. (3) Mr. Hudzik will act as a coordinator for the James Madison extra-curricular programs beginning next Fall. If you have suggestions for the program or wish to schedule some event, please contact him as soon as possible. Programs are already being planned for the Fall quarter. Suggestions as to guest speakers, films and the like, in connection with a course or not, will be welcomed. (4) Once books have been selected, desk copies will be provided for all assigned to the course.

The committee next turned its attention to the work group reports on MC 200. The first group to report was that of Professors Gullahorn and Appel on the Ethnic Problems topic (see addendum concerning the details of their report). Professor Gullahorn commented that she would recommend that students be required to purchase The Negro American and Raisin in the Sun as the primary texts for this section. Problems and Prospects of the Negro Movement will be put on reserve. Dean Garfinkel recommended the showing of the film Raisin in the Sun and the committee agreed. Professor Ishino commented that the section dealing with the "Background of American Race Relations, Social Stratification, etc.," should include some information dealing with the new immigrant. Dean Garfinkel suggested that the October 18 lecture period be given over to a panel discussion composed of (for example) Rustin, Moynihan, and Whitney Young. Professor McKee suggested using the Moynihan report to point up what effects discrimination has on the society as a whole. He further suggested that there may be a commentary student guide available on the Moynihan Report. Professor Ishino thought that the race question should be examined not simply as a national issue but rather as a universal problem. Professor Fishel agreed and so did the committee.

Professor Appel suggested that the race relations topic could be given the universal dimension by renaming item A of the Ethnic Group report outline from "Perspectives on the American Dilemma" to something like "Perspectives on a Universal Dilemma." Professor Ishino commented that he thought the Gullahorn-Appel report succeeded in laying out an excellent format. It isolates the problem, delineates the variables, and then discusses solutions to the problem. Professor McKee expressed a concern that there was an awful lot of material to be covered and that there might be a severe problem in choosing those things which appear most important throughout the topic. Professor McKee suggested also that it might be more useful to show the historical development of how social scientists have perceived the race question rather than simply delving into the history of race relations itself. The former, he felt, would have more meaning for the "student" of race relations. Dean Garfinkel expressed a concern that the race relations topic, as layed out by Professors Gullahorn and Appel, might not be making implicit use of the problems approach framework that the student would be presented explicitly in the analytical topic. The outline should be tailored somewhat to provide a preview application of the analytical framework.

Professor Ishino suggested that there were four components to the Ethnic topic as presently devised. Those components were (1) observation, (2) interpretation (listing of feasible explanatory hypotheses), (3) decision, and (4) action. He suggested that the committee consider dealing with the first two components at the beginning and then move to the analytical topic. Decision and action in the ethnic topic would follow at some later point. Professor Fishel commented that this would be an undue strain on the students attention span.

Dean Garfinkel enumerated four components that he thought should be present in every topic discussed. Those analytical components were: (1) The Historical, (2) The Behavioral, (3) The Valuational, and (3) Policy. He felt all four were necessary ingredients to the consideration of every topic. Professor McKee agreed especially in respect of the historical component. At this point the committee thought it best to delay further comment on the Ethnic Topic report until after Professors McKee and Zerby had reported on the analytical topic. Professor McKee then presented the following brief outline for the analytical topic:

I. What is social science and what is policy science?

II. Values and Social Problems

III. Conceptions of Man and Society

IV. The Policy Process--components of a policy process and the pattern of making policy decisions

Professor Zerby commented that he and Professor McKee had considered "social problems" primarily as a value question. Professor Garfinkel thought the title "Values and Social Problems" was too restrictive, that "value" is only one dimension of "social problems." He suggested that the title of II should be changed to "Analysis of Social Problems." Professor Zerby said that the ideological dimension was purposefully left out of II because of time and the complicated nature of any discussion of "ideology." Dean Garfinkel commented that he thought II really did consider the ideological perspective because "value" was being given an "ideological" meaning. In fact, it looked as though values and ideology were being made synonymous. The Dean pointed out that "ideology" had two perspectives: (1) As an ethical system (the value component) and (2) As a conceptual framework (the philosophical system component). He suggested that for this reason the title of II ought to be changed to "The Analysis of Social Problems" and that ideology ought to be considered as an appropriate bridge between II and III. Professor Ishino felt that the title of II left him cold and that more meaningful and less old hat titles should be employed. Dean Garfinkel again reminded the committee that somewhere in the analytical topic the kind of "questions" social scientists ask should be considered. Professor Zerby, in commenting on III, felt that conceptions of man and society ought to include, at least, the mechanistic (Hobbes), the existentialist, and perhaps the Freudian and Marxian positions. Professor Zerby also thought it useful for the College to stick to our own people for lecturing in the analytical topic: We want to have more control over what is taught in this critical topic.

Professor Zerby suggested that II might best be entitled "Puzzles, Situations, and Problems." Professor Ishino expressed a liking for this title as it would drive across the multi-dimensionality of "problems." Professor Gullahorn suggested that Margaret Meade's work would be most useful with a topic title such as this. Professor McKee suggested that II might best be called "Policy Problems" because this is what the course is about.

Professor Gullahorn suggested that the order of the topics in the analytical section might better be changed. She proposed that topic three should be considered first. I, II, IV would follow, in that order, and they would be concerned with showing how conceptions of social science arise out of conceptions of man. Dean Garfinkel commented that pershaps a better way of ordering the topics would be to place I first as a partial answer to the analytical topic and plug the rest of the topics into I in an attempt to fill in the holes left. The order Dean Garfinkel proposed was that I would be followed by III, then II, and then IV.

Professor Ishino briefly presented the subcommittee report on the Urban Topic. (Refer to Addendum) Their report will be discussed at the next meeting. He suggested that we consider the use of a 21st Century film on the future of the cities.

Grab bag of random suggestions:

— Martin Luther King's Speech to March on Washington 1963, "I Have a Drean."

Submitted by John Hudzik

Meeting of the Summer Faculty
August 9, 1967

Present: Appel, Banks, Curtis, Fishel, Frost, Garfinkel, Gullahorn, Heidgerd, Ishino, McKee, Tompkins, Zerby

Absent: Buck, Green, Hudzik

Guest: David Booth, New College, Oakland University

The James Madison College Summer Faculty met in the Union at 1:30 P.M. The minutes of the previous meeting were read and approved with the following changes:

(1) Prof. McKee noted that he did not finalize the MC 200 course. Rather, through the diligent efforts of the summer faculty, the syllabus and readings for the MC 200 course had been completed.

(2) Prof. Fishel reminded the committee that final agreement was reached to use the Hong Kong Booklet in the Urban topic area.

Dean Garfinkel announced that Ralph Bunche had regretfully declined the invitation to speak at our Convocation in September. However, Prof. Martin Diamond of Claremont Men's College has accepted and will be the guest speaker. The date for the Convocation is September 22, 3 P.M., in the Wilson Auditorium. Secondly, Prof. Green is trying to arrange for a visit by Dr. Martin Luther King this Fall. October 4 is the likely date.

Prof. Fishel reported that progress on the building facilities was behind schedule. The bids will not be opened until August 15, with work beginning the next day. September 12 is still the target date for completion of our facilities.

The meeting was turned over to Prof. Appel as Chairman of the ATL Planning Committee. Prof. Appel provided the group with an historical background to the ATL course. He noted that ATL was an American addition to the college curriculum. It was to insure the basic literacy of the College population. The ATL course attempts to draw meaningful and exciting content from the American experience. It attempts to teach a combination of skills and to develop analytical thinking. The course is not merely to provide the student with a forum to write on what he pleases. Prof. Appel hoped that a reduction of course topics would allow each faculty member to deal in depth with individual papers. He expressed the concern that there is difficulty in working with these papers since there is no set standard. The three terms of ATL are similar in that they stress content and structure of the paper, but expectations rise from the first term to the third term. There would be elimination of the objective test and more time to work with individual students.

Prof. Appel read a memo to him from Dean Garfinkel. It noted some concern over the topic for the first lecture scheduled in the ATL course, "How Not to Write Like a Social Scientist." Dean Garfinkel noted that social science writing has special objectives. The social scientist's report is to persuade by evidence, not through literary style or passionate rhetoric. The jargon often used by social scientists is an attempt to copy the natural scientist. The Dean suggested that a possible topic for a lecture would be documentation in the social sciences. Prof. Appel thought that this might more appropriately be placed in the second term.

Prof. Ishino asked what in ATL emphasizes the art of conversation. His concern was that students free associate too often with little concern for structure in their thoughts. prof. Appel replied that the key here was organization and in-class talks participated in by everyone. The student normally has little opportunity in large sections to express himself but, within the James Madison College courses, we would be able to provide the opportunity needed for self expression. The extracurricular activities were felt to be an excellent channel for self expression.

Prof. Tompkins noted that student often gains a great deal by thinking on his feet and responding to peer pressure. She felt this was a sobering experience for many students and forced many to make relevant comments on the subject being discussed. Prof. Curtis thought good writing was related to good speaking. However, Prof. Appel noted that some excellent speakers are very poor writers and that many needed detailed direction, for they lacked reference skills and critical thinking ability.

Prof. McKee raised the point that each member of the James Madison College faculty should require well written papers and that this was not only the job of the ATL faculty.

Prof. Curtis explained that he often uses panel discussions prepared by students. The group felt that in many instances this was a beneficial experience for the student and the class.

Dean Garfinkel raised the question, what is the purpose of the ATL course? Prof. Tompkins responded that she believed it was an introduction to the history of ideas, that content was secondary; the course attempted to have the student reach essential ideas about content; also to teach them to read between the lines. She also felt there was a lessening of rejection to abstract ideas as the year progressed. By the time the ATL 113 course is being taught, real debate and spirited discussion, which did not take place at the 111 level, was in full progress. The course also attempts to emphasize the ability to write well. The student gains a sense of history by watching patterns repeating themselves, e.g., civil disobedience. The Dean asked how this course differed from other courses. Prof. Appel replied that it was often the first time the student was required to sit down and analyze his ideas on paper.

The question next raised by the Dean was why should we require this course of all students? And, does this course supply something different from other courses? Prof. Tompkins believed that one distinction was a closer editorial supervision of the students' writing. The question was raised by Prof. Banks about the waiver examination in the ATL course. If the course has as its purposes the ability to analyze and write well, how then do you set up criteria to waive the course. Dean Garfinkel continued that if the uniqueness of the course is not the content matter but rather the creation of an environment conducive to learning to analyze and write, the waiver exam should reflect this concern. He suggested that in the future we might have a testing of that competency: (1) from scores on SCAT tests, and (2) on some examination we design and administer to test the ability of students to comprehend a desired level of writing and the ability to write , plus possibly an oral exam.

Therefore, there would be two elements tested by this examination: (1) the ability to compare and contrast ideas, and (2) to organize thoughts in writing. By this method we would be in a better position to judge the student's competency as a basis for waiving ATL.

The Dean noted that the present waiver examination emphasizes the content of the ATL course. Prof. Appel responded to Prof. McKee's concern about Honors ATL by noting that there would be more work done with these students to reward their interest, possibly through extra luncheon meetings with members of the ATL faculty.

The Dean brought this part of the meeting to a close by stating that these points were being raised in an attempt to look forward to next year and a broad, general evaluation of the freshman year. He asked that the chairman of each of the courses prepare proposals for year-end evaluations of his course. He felt we must concern ourselves with the question of whether or not we want to remove requirements or to offer multiple tracks, recognizing high-ability students and working with these students at a more advanced level. The course chairmen were also asked for recommendations as to how to obtain student evaluations of the courses. Prof. Ishino commented that content evaluation in this area was extremely important.

The group was informed by Dean Garfinkel that Paul Dressel's Evaluation Services office has expressed a willingness to work with us in this area.

The faculty meeting then turned to the MC 200 course. Race Relations, the first topic, was presented to the group by Prof. Gullahorn. Lecture dates are still open because of the tentative arrangements of securing Martin Luther King and Roy Wilkins for definite commitments. Dean Garfinkel urged that an explicit notation be made at the outset of the syllabus about assignments being subject to change. This would allow us to have guest speakers in at the last moment and not be bound wholly by the syllabus. He also suggested we write to St. Clair Drake at Roosevelt University, inviting him to a visiting professorship in the College. Prof. Appel informed the group that John Howard Griffin had been interviewed by MSU faculty members and that the tape is available for our use in this section of the course.

Dean Garfinkel asked the group to include annotation and dates whenever possible when preparing the syllabus.

The second topic, the Study of Policy Problems, was presented by Prof. McKee. A question was raised about the wording of the October 18 lecture. A decision was made to change the title to "Scientific Approach vs. Non-Scientific Approach to the Study of Man and Society." Prof. Zerby asked if the book stores had been notified of the changes in some of the required reading in this portion of the course. Prof. McKee said he would take care of this detail.

On the November 3 lecture, "The Policy Process: What Does it Mean to Make Policy in a Reasonable Manner?" the suggested readings for that topic will be Weber's Politics as a Vocation," and Lenin's State and Revolution.

Prof. McKee expressed concern about the October 25 lecture,"The Socialization Process: The Individual in Culture." He was concerned about the relevance of the assigned reading in this subtopic. He felt that the Dennis Wrong article was the only appropriate reading in this section, and he asked the group for possible suggestions for assigned reading. Kenniston's The Uncommitted was a possibility as was Heath's The Reasonable Adventure.

Prof. Zerby suggested that Riesman's The Lonely Crowd might fit very well into Lecture 4. Dean Garfinkel reminded the group of the problem orientation in Lecture 4, and simply to ask what will best illustrate that problem rather than systematically present a concept. Hoffer's The True Believer was moved to Lecture 5. Additional suggestions for Lecture 4 were James Coleman's The Adolescent Society (from Prof. Ishino), and Jules Henry, Culture Against Man, suggested by Prof. McKee. S. N. Eisenstadt's From Generation to Generation was also suggested for the October 25 lecture.

Prof. Ishino noted that the November 3 lecture, "What Does It Mean to Make Policy in a Reasonable Manner?" should emphasize the kinds of information you need before you arrive at a policy decision. He suggested that some thought be given to the information gathering process before the policy decisions are made.

Dean Garfinkel expressed concern about the title of Lecture 7. He had thought of it as a recapitulation lecture which would pull together and analyze the preceding topics. He pointed out that it is important to indicate and inform students how policy makers operate, but that the lecture's main task was the development of an instrument for the systematic analysis of policy problems throughout the course. Prof. Ishino urged that we discuss the realties of the policy making process: how to label it and discuss it. Prof. Zerby noted that Wooten and Lundberg's article was directed at the problem of why people are so silly in that they don't know what reality is all about. This was included in the very first lecture of this topic. The Dean's suggestion for a title change was accepted and the new title reads as follows, "Recapitulation: The Analysis of Policy Problems."

Attention was now turned to Prof. Ishino and the topic of the City. He urged that continuity throughout the course be given by the chairman of the MC 200 course, Prof. McKee, and that he give the final lecture on December 1, in an attempt to draw together the term's work.

Dean Garfinkel expressed concern that the November 15 lecture, "Human Values and the City," a city planner or an ecologist, rather than a philosopher, present this topic, Prof. Ishino suggested that a panel discussion might be set up, which would include a philosopher, ecologist and statistician. Dean Garfinkel suggested that single session lecture session in the MC 200 course be given to a panel discussion prepared by students. This suggestion did not gain support from the group. The thought was that this was a possibility for winter or spring term. The suggestion was made by Dean Frost that an extracurricular panel be set up during fall term to discuss student movements and student activists, i.e., SDS, ADA, and some of the more militant civil rights groups.

Prof. Ishino was bothered by the fact that nothing in the Cities' topic reflected specifically on the recent events in Detroit. Dean Garfinkel thought this was adequately covered in the November 8 topic, "The Troubled Cities," and again in the last topic, "Urban Renewal." The Chairman, Prof. McKee, asked that some decisions be reached about the form that the MC200 syllabus will take. There was agreement that the syllabus should be as detailed and annotated as possible, and that the topical outline provide articulation of each area.

Prof. Appel suggested the possibility of having different colored paper for the topical outline and the reading list. This was approved by the group. The Chairman will have authority for final editing of the syllabus after consulting with the chairman of each section.

The neet meeting was set for Friday at 1:30 P.M. in the Union. The two topics under consideration will be (1) a free flow session about the next two terms, MC 201 and MC 202, and (2) specific assignments for MC 201.

The meeting was adjourned at 5:30 P.M.

Respectfully submitted,

Gary J. Frost

Minutes of the January 17, 1967 Meeting of the New College

Introduction - Dr. Garfinkel

Seymour Parker, Anthropology and Social Science, John Hudzik, Graduate Student in Political Science, John Powell, Counseling Center, Herb Kisch, Economics, Jacqueline Brophy, School of Labor and Industrial Relations, Doris Lorenz, who is with me, the only full time members of the establishment as of this point, Iwao Ishino, Anthropology, Jim McKee, Sociology, Wes Fishel, Political Science, Hideya Kumata, Communication, Roger Trindell, Department of Geography, Harold Walsh, Department of Philosophy, Lewis Zerby, Department of Philosophy.

The purpose of the meeting was a free-flow of ideas that could be implemented in the new program. First, Dean Garfinkel reported what had been decided to that point: there would be a few full-time faculty appointments in the college, more half-time appointments with departments, and ad-hoc appointments as occasions arose. There was a review of faculty appointments to that time, which included a representative from the Counseling Center. There was no decision as yet on the location for the College. The anticipated size of the first class was up to 400 students, hopefully half men and half women.

Dean Garfinkel saw the curriculum focusing on major policy problems, with an approach including the behavioral, normative, historical and decision-making components of each problem. A term of field experience for each student would provide practical experience in policy making. Dean Garfinkel saw the program emphasizing a liberal education, using the social science literature, instead of being aimed at educating students in a particular subject matter as a discipline. He suggested the following sub-fields within the curriculum: international relations (problems of war and peace), socio and economic problems (problems of poverty and abundance), urban studies, inter-group relations (problems of ethnic and religious pluralism and integration), and law and society (problems of justice and public policy). Dean Garfinkel suggested the following types of instruction in the fields: up to 50% of the courses would be taught by faculty in the College, assignment of courses already being taught by various departments in the university: bringing in an instructor with a course already being taught (especially the required University College courses, like American Thought and Language), having students and/or faculty design courses of their own and independent study, including the field experience, and possibly an arrangement of readings from a given list.

Dean Garfinkel saw the students in various roles after graduation, including business positions, teaching, graduate school, law school, government work, and programs like VISTA and the Peace Corps. He felt the students would probably be an above average cut, but not a strictly honors program, and not generally graduate school bound. There was some concern about preparing interested students for graduate programs. The need for early advising and planning of programs in this regard was emphasized. Dean Garfinkel noted the openness of the faculty's general assignment - they were free to design a new curriculum and implement it. There was as yet not answer to the problem of over-burdening many of the faculty with advisees, because of their appointments in two colleges.

A methodology requirement was discussed. There seemed to be a general agreement on the need for students of policy to be able to understand social science research, and its limitations. Further courses in statistics, or actually planning research could be optional.

Respectfully Submitted,

LeeAnn Matthews

Meeting of the Faculty
November 13, 1967

The first evening meeting of the faculty was held on November 13 at 8:00 in 328 Case Hall. Minutes from the previous meeting were dispensed with; suggestions for corrections should be made to Lee Ann Matthews.

Professor McKee reported on plans for MC 201. Two rather than three units will be included in the course in order to allow greater depth and to give the instructors more flexibility in making their own assignments. The committees on these units--"Technology, Science and Society" and "Socio-Economic and Welfare Problems"--are currently expanding the outlines which have to be completed and submitted to the office by December 11 in order to have them ready for Winter Term.

Dean Garfinkel urged that all field of concentration committees immediately begin developing their programs since the programs must be submitted to the University Educational Policies Committee and the University Curriculum Committee during Winter Term if they are to be in effect in the Fall of 1968. These programs are the key to the James Madison curriculum and must be completed before the rest of the curriculum including the coordinate majors can be formulated. Furthermore, the handbook for James Madison students cannot be prepared until the fields of concentration are spelled out. The type of information needed by the University Curriculum Committee consists of course numbers, titles, descriptions and prerequisites.

In response to requests that guidelines be drawn up and a deadline established the faculty decided to hold another evening meeting--on November 29--which will be devoted to consideration of the fields of concentration.

The Justice, Morality and the Public Interest committee was the only one prepared to report to the faculty. Professor Zerby briefly outlined the core program and sought advice on the relevance of certain courses offered in other departments in the University.

Professor Banks inquired whether other faculty were encountering student conceptions of these fields as pre-professional. He wondered if the core programs should reflect these conceptions. The Dean responded that professionally motivated individuals should not seek professional preparation in a field of concentration but a liberal arts foundation. Coordinate majors are provided for pre-professional and/or pre-graduate training. Courses related to some professions could, he suggested, be included in the core program of a field. For instance, sociology courses pertinent to social work could be included in the Socio-Economic track if many future social workers do indeed opt for that field.

In light of student confusion over the types of careers for which James Madison prepares its students, John Hudzik suggested we give the students more definite information. Professor Miller had the idea of placing literature on job openings on a bulletin board where students could see for themselves the types of career opportunities available. Professor Ishino thought that perhaps we were not stressing the liberal arts aspect of James Madison sufficiently for students and parents to realize that we are not in the business of vocational education.

Dean Frost reported on the results of the Winter pre-enrollment. All sections were kept small varying in size between 20 and 26. All special courses filled up. He explained that many students (56) had dropped language courses during the Fall Term in order to handle better the extensive reading required in MC 200. He stressed that he felt their reasons for dropping languages were justified. To date only seven students have decided to transfer from James Madison College or to drop out of MSU. On the other hand, four new students will be admitted Winter Term.

There is a Co-curricular Committee of Students in Case Hall which is currently making proposals for speakers and programs within the complex. Faculty were urged by Dean Frost to submit their suggestions to Fred Dilley, chairman of the committee. One idea the students have is to present a mock presidential convention in the Fall of 1968. Co-curricular events should be cleared for scheduling with the calendar in Dean Frost's office.

Some students have expressed interest in summer employment in activities related to the James Madison curriculum. Dean Frost is currently trying to arrange for this, i.e. jobs with polltical parties.

Mrs. Matthews announced that Case Hall library is now open from 9 a.m. until 12 p.m. Management of the library has been turned over to the residents of Case Hall. A committee of James Madison and non-James Madison students has formulated guidelines for its use and is responsible for running the library. Faculty were urged to join students for coffee and informal discussion mid-afternoon every weekday.

Recruitment to the college has already begun, the Dean announced. An agreement has been reached with Dr. Sabine's office that James Madison will admit no more than 300 students in the fall of 1968. That many new students will necessitate the hiring of 15 full time teaching equivalents--or 30 half time. Nominations for candidates were called for from the faculty. The ratio of graduate students to faculty will decrease next year when these extra faculty are added.

Dean Garfinkel urged the faculty to let him know if they were unable to use their graduate assistants for the number of assigned hours. There are plenty of jobs around to which they could be reassigned.

Faculty Meeting
November 29, 1967

PRESENT: Appel, Baker, Banks, Fishel, Franke, Frost, Garfinkel, Gullahorn, Heidgerd, Hudzik, Ishnio, Matthews, McKeer Miller, Will, Zerby

ABSENT: Buck, Curtis, Green, Kasperson, McAuley, Tomkins

The second evening meeting of the James Madison College faculty took place on November 29 in Room 328 South Case.

Reading of the minutes from the previous meeting was dispensed with, as copies had already been distributed to all faculty. Suggestions for corrections should be made to Lee Ann Matthews.

The Dean then moved to the practical considerations involved in formulating the fields of concentration. (They are enumerated on the attached list.) Initially there was discussion on the feasibility of retaining all 7 fields. Because of the difficulty of staffing the Science and Technology committee it was suggested that the college might want to consider postponing offering that field until competent staff could be hired. A decision on this was left to the James Madison College Curriculum Committee. Professor Will suggested that tracks 6 and 7 be combined. As there was disagreement on this idea, the Dean suggested that the chairmen of the two tracks discuss the feasibility of a merger and submit their plan to him and to the Curriculum Committee.

In expanding on the second consideration, what proportion of MC and MSU coursed should comprise each field, the Dean explained that the charter for the college required that students take half of their courses in units of the university, other than MC. He suggested that that ratio might be used as a guide in drawing up the fields of concentration. However, he stressed that the proper mix should be left to the individual committees to decide on the basis of the need of their fields.

Professor Miller suggested several formats for the fields: 1) to have a 2-3 quarter introductory course for each field; 2) to sprinkle field of concentration courses throughout the four years; 3) to have a capstone course in the senior year. Dean Garfinkel responded that all three were definite possibilities and there was really no need to set a uniform pattern for all fields.

Whether there should be college-wide minimum and maximum credits for the fields of concentration should be decided by the Curriculum Committee, said Dean Garfinkel. If the Committee approves adopting uniform upper and lower limits, they should then decide on the specific limits. The distribution of credits in upper and lower division courses should be considered by each sub-committee and then presented to the Curriculum Committee.

Dean Garfinkel explained that the responsibility for designing the fields of concentration lay with the sub-committees. To provide coherence in designing the curriculum the Dean proposed having the field of concentration sub-committee chairmen serve as the college Curriculum Committee. This idea seemed to meet the approval of the faculty. Any changes in membership or chairmen should be communicated to the Dean in the next few days so that the final composition of each sub-committee can be made before the Christmas vacation.

After briefly reviewing the typical profile of the sophomore year (attached), the Dean asked for suggestions for special topics courses. A course of the 1968 Presidential election was proposed for the fall of 1968. In answer to a query about independent study, the Dean explained his view that a student must show some competency in a field before undertaking independent study. Each professor is, however, free to set whatever requirements he wishes for students wanting to take independent study.

In closing the Dean called for a dialogue on the issues raised in consideration of the fields of concentration. He reminded the faculty that dictaphones are available for use in drafting memoranda.

Gary Frost reminded the staff that there will be an end-of-term coffee hour in the Case Hall library-lounge on Friday at 3:00 and all faculty are urged to attend.

Professor McKee announced that the James Madison Co-Curricular Committee is sponsoring a review of MC 200 on Wednesday evening and would very much like for some faculty members to come.

The meeting was adjourned at 10:15 p.m.

Submitted by
Lee Ann G. Matthews

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WORKING OUTLINE FOR DISCUSSION OF
POLICY FIELDS OF CONCENTRATION

For Faculty Meeting November 29, 1967

I. TIME TABLE

A. Fall 1968 -- Sophomore level program begins, including syllabi for fall term new courses.

B. Spring and summer 1968 -- design of new courses.

C. Early spring 1968 -- student handbook

D. Negotiations and contracts with Departments for "lease-lend" courses.

E. Last part of winter term 1968 -- approval by MSU Curriculum and EPC Committees

F. February 16, 1968 - Mid winter term -- final approval by MC Curriculum Committee.

G. February 9, 1968 -- MC Field sub-committee report to MC Curriculum Committee.

II. PRACTICAL CONSIDERATIONS

A. Seven policy fields of concentration announced -- do we offer all seven fields?

B. What proportion of MC and MSU courses?

1. One-half of all student courses MC, but not necessarily one-half of field of concentration -- what mix?

C. Majors in College of Social Science run 30-40 minimum credits to maximum of about 70 credits.

1. Suggestion for each MC field of concentration -- approximately 10 courses plus field experience programs.

2. Upper limit -- same, less or more than majors in College of Social Science? (Normal - 70 credits)

3. Distribution between lower and upper division courses.

a. How many introductory courses -- one or two?

b. Capstone course or courses.

D. Responsibility for MC Curriculum

1. Subcommittees design fields of concentration.

2. MC Curriculum Committee to be comprised of chairmen of subcommittees plus Dean.

3. Membership and chairmen -- what changes?

TYPICAL PROFILE OF SOPHOMORE YEAR

FALL	WINTER	SPRING
Humanities	Humanities	Humanities
Field of Concentration	Field of Concentration	Field of Concentration
Coordinate Major	Coordinate Major	Coordinate Major
Language Requirement	Language Requirment	Language Requirment

OTHER: MC 205 Methodology
MC 215 Utopia
MC 218 Ideologies
MC 290 Special Topics (make suggestions)
MC 295 Independent Study
MSU Electives

NOTES FROM
CURRICULAR PLANNING COMMITTEE
MEETING

January 19, 1968

First item on the agenda was consideration of the proposal submitted by Prof. Banks for the Socio-Economic Regulatory and Welfare Policy Problems field of concentration. After Prof. Banks presented the general outline, several questions were raised. Would the Economics Department in fact be willing to allow James Madison students into 250H and 251H even if they weren't honors students? The consensus was they would not. Alternatives suggested include: 1) the Economics Department develop a course similar to 250H and 251H which would be open to all Madison College students; 2) that Madison College would develop its own basic economics course parallel to ECO 250H and ECO 251H; 3) that Madison College would plug into Prof. Mandelstamm's television course of ECO 200-201.

Requirements for a major in the Economics Department are so numerous and rigorous that there seems to be some question whether Madison College students will actually have sufficient elective hours to pursue a coordinate major in that department. It was suggested that we design our own coordinate major in such cases and then attempt to get certification for the major from the relevant department. Another possibility would be to have the students take the GRE in order to be certified as a major in a particular area.

Several committee members made the suggestion that there might be two or three courses which should be required of all Madison College students, for example a course in the public interest. Members were asked to be alert to other possibilities.

Professor Banks explained that in the Socio-Economic field there were actually to be two tracks--one for those interested in economics and one for those interested in sociology. He and his committee tried to keep the requirements outside Madison College to a minimum, and to rely on the student's advisor to point him in the appropriate direction. A drawback to this approach was pointed out, namely that new professors in particular would be unfamiliar with the course offerings in other departments at MSU and should therefore have some guide to advising the students. It was suggested that all committees make a list of recommended related courses for their area.

Faculty Meeting
January 30, 1968

PRESENT: Appel, Baker, Banks, Buck, Curtis, Fishel, Franke, Frost, Garfinkel, Gullahorn, Heidgerd, Hudzik, Ishino, Matthews, McAuley, McKee, Miller, Tomkins, Will, Zerby

ABSENT: Green, Kasperson

The James Madison College faculty meeting took place on January 30, 1968, at 8:00 p.m. in Room 328 S. Case. The first order of business was the reading of the minutes from the previous meeting. They were approved as read.

As Professor McKee was not present at this time to make the report on MC 202, committee members for each unit brought the faculty up to date on plans for the course. Prof. Will explained that all of Unit II was complete and already in to Miss Thayer for typing. Mr Hudzik reported that Unit I was still incomplete. On the suggestion of Prof. Zerby the Dean agreed to call a meeting of the committee responsible for planning Unit I.

The mid-term exam for MC 201 is to be held Tuesday evening, February 6. In order to have it ready for that evening it must be submitted to Miss Thayer by noon Monday, the 5th. It was agreed that assignments for questions for the exam would be distributed tomorrow and would be due Friday. The calendar for the final exam will be examined jointly by the Dean and the MC 201 committee.

Dean Garfinkel announced that all faculty will be expected to submit evaluations on the courses offered this year. These evaluations will be due sometime during the spring quarter.

The Dean next reported that the committees responsible for planning the fields of concentration are at various stages. Three out of five have submitted definite plans; they are the Committees for Field #3 Socio-Economic Regulatory and Welfare Policy Problems, Field #4 Urban Community Policy Problems, and Field #5, Justice, Morality and Constitutional Democracy. The Dean strongly urged the other two committees to have their plans in by the February 9 deadline; if they are not in on time those fields will not be offered next fall and that will put James Madison College in the undesirable position of being able to offer only 3 of the 7 fields originally promised the students. The Science and Technology track has been postponed until faculty trained in that area can be hired to plan and direct it. The Dean expressed the hope that it would be ready for the fall of 1969. Two of the original 7 fields have been merged into the Justice Morality and Constitutional Democracy track.

Professor Banks announced that his revised curriculum is being prepared and will be ready to submit to the Curriculum Committee shortly. In the absence of Prof. Kasperson, Prof. Baker reported that Field 4 is in good shape and will be ready by the deadline. Prof. Grafton Trout has proposed a new statistics course which the committee hopes to include in its curriculum. Prof. Zerby informed the faculty that he will have a revised draft of Field 6 ready for the meeting to be held Thursday, Feb. 1. As Prof. Green was not at the meeting and the rest of his committee was unaware of what he is planning, there could be no report on Field 2. The subcommittee for that field is to meet Wednesday evening and hopes to have a plan to submit to the Curriculum Committee Thursday. Prof. Fishel reported that he was meeting with his committee Wednesday morning, Jan. 31, but he had no curriculum to report so far.

The Dean informed the faculty that the Provost was meeting with a committee to consider whether students could take courses in other departments without having the prerequisites for the courses. This question had arisen in several committees planning to require courses in other departments.

Assistant Dean Frost explained to the faculty that he had been sounding out students on participating in curricular planning, but so far he had received a very limited response. That raised the problem, he pointed out, whether to wait for the students to decide how they wanted to help out and thereby give them only a window dressing function, or arbitrarily select some students to begin working immediately. Suggestions from faculty on the general problem and on specific students interested in and capable of participating in curricular planning were called for by Mr. Frost. Dean Garfinkel suggested placing the James Madison students on the Curricular Planning Committee rather than the field subcommittees. Furthermore, he pointed out, they would be particularly useful when the time for evaluating freshmen courses came around.

Several of the graduate students have expressed an interest in this type of participation. Prof. Zerby is already using two of them in developing Field 6 and Prof. Gullahorn is using her assistant in developing the Methodology course. Mr. Frost asked that other faculty not using their graduate students please pass on the names to him so that these students might be put to use on curricular planning.

Mr. Hudzik then reported on the activities of the Co-Curricular Committee and explained again the composition of that committee. He feels it is a very useful communication link between students and faculty in the absence of any other forms of student participation, structured or otherwise. The Dean invited other suggestions for involving students without creating or superimposing participation.

The lack of participation in the coffee hour on Friday was raised by Prof. Zerby. The consensus was that Friday was a bad day for both faculty and students and that neither group wanted to attend formal lectures at that time. Professor Buck suggested that another day and another

form be selected by the students. Several faculty expressed a preference for meeting prospective faculty members on a more informal basis and the Dean finally agreed to do away with the formal presentations.

A brief profile of Madison College students was presented to the faculty by Mr. Frost and is available in his office upon request.

The Dean next reported that he had raised the question of revising the freshman writing requirement for this year with the Advisory Committee who had agreed with him that the requirement should be halved for this year. Instead of being a minimal requirement met in the normal sequence of courses taken in one year, the paper had become an additional burden to students already taking a full load. So for this year the requirement will be reduced to 10-20 pages. A form will be placed in Mr. Frost's office for students to register their topics and advisor. Students will immediately be informed of the changed requirement.

Assistant Dean Frost reported that a Residential College Evaluation Committee has been established of which he is our representative. The committee is currently meeting once a week to draw up plans for the evaluation. Each faculty member will receive requests for comment and students from each college will participate in the evaluation. Suggestions for the committee would be appreciated, he commented.

As the bewitching hour of 10:00 had arrived, the Dean announced that anyone wishing to place items on the agenda for the next meeting should notify him.

The meeting was adjourned.

Respectfully submitted,
Lee Ann G. Matthews

Minutes, Curriculum Committee Meeting

October 28, 1969

The Curriculum Committee of James Madison College met on October 28, 1969 in Room 331 Case Hall at 2:00 p.m. Members present: Banks, Cohen, Frost, Garfinkel, Holt, Levine, Spitz, Thompson, and Zerby. Chairman Banks presided. Members absent: Smith and McKee.

The Chairman opened the meeting by introducing the two new student members to the Curriculum Committee. They are Ann Holt and Dave Thompson. Former student representative Terry Sullivan was also present.

The first item on the agenda was the consideration of the minutes from the last meeting. Dean Frost moved they be approved. The motion was seconded by Professor Spitz and approved by the Committee. The Chairman then presented the second item on the agenda, which was the language requirement for Madison College. He explained that the College of Social Science had drafted a proposal to change their language requirement, which would be ultimately considered for approval by the Academic Council. In view of this, as well as of general concern about the language requirement, it seemed appropriate for Madison College to re-examine its own policy. The ingredients of this proposal served as a basis for discussion. The following options are available to the student working for a B.A. Degree from the College of Social Science:

1. Attainment of second year competency in a foreign language. This requirement may be met by successful completion of the appropriate language courses or by satisfactory performance on a placement examination. (Chairman Banks commented that this was the classical position . . . language training both as a tool and as a competency needed to broaden students' academic perspectives.

2. Completion of a minimum of 18 credits in courses dealing with one foreign area and a minimum of six additional credits within the humanities. (This was seen as an attempt to require a group of courses as part of a liberal education without the need for them to be in a foreign language.)

3. Completion of 24 credits in courses as a cognate group tailored by the department or school relevant to the unique needs of its students. (This option was seen as an attempt to give the student a chance to take more credits in areas relevant to the Social Science. In particular, its main thrust was an emphasis on methodology and quantitative methods.)

The floor was opened for discussion by the Chairman. The Committee was reminded that this was still a matter for discussion, and that no formal proposal was being considered at this time. Dean Garfinkel commented that this issue raised the question of what part a foreign language plays in the education of a person. One "school of thought" believes language competency

was necessary for a person to be "well rounded." They would see two years requirements of a language as a necessary component of a good education. This is the attitude exemplified by Phi Beta Kappa. The other argument was that education should be tailored to the needs of the individual. This might be accomplished by letting the student determine his own needs, or by some unique requirement for persons pursuing a particular course of study. He saw the present system subscribed to by Madison College and the College of Social Science as being a compromise of these two approaches.

Professor Levine expressed some concern over the amount of flexibility a Field of Concentration would have if our requirement were changed. The Dean commented that if we were to favor the College of Social Science's third proposed alternative we could have as much flexibility as we needed. The students present were asked what they thought. Miss Sullivan felt it might be wise to reconsider Madison College requirements and simply let each Field set its own requirement. Dean Garfinkel suggested that this approach might be dangerous for if a Field had a less stringent requirement students might be encouraged to enroll in it, with the reverse being true for a Field with more stringent requirements. Miss Holt stated that she felt as things now stood the International Relations Field lost people because of its two year requirement. Miss Sullivan, with the complete agreement of the other student members, felt that languages were very poorly taught at Michigan State University. The students felt that the first year was wasteful, since only grammar is stressed. Moreover, in the second year language courses were not planned to give any insight into the culture of the country represented. This, it was agreed, should be a concern for the Madison student regardless of his Field of Concentration.

Dean Garfinkel said there seemed two basic questions to consider. The first was "What makes good educational sense for this College?" and "Is it possible to get it from existing departments?" The students felt that the emphasis placed on grades and the inflexibility of the language departments was sufficient to warrant a change in our requirements. They were then asked by Professor Zerby what their view would be, given an "ideal" language requirement in which all the problems previously alluded were solved. The students seemed to feel under those circumstances that language should be required. Miss Holt said, however, under the present system she would favor a cognate approach. Mr. Thompson said that while he felt his own experience with a language had been less than successful, he felt that it was still probably wise to have some required. Miss Sullivan would rather see a Linguistics approach, arguing that it would be more helpful for a Madison student to know how to study a language than it would be for him to actually be in command of one. Professor Spitz revealed his grave doubts as to the desirability of language as a tool. He felt that language study in College was rarely effective.

Before the meeting was adjourned Mrs. Platt was asked to undertake a search for studies or articles which might throw some light on the underlying questions raised by the discussion. She was also asked to see if she could find out the rationale behind the second option offered by the College of Social Science. Professor Zerby asked if he should bring up this question in the JMCD Field meetings. He was encouraged to do so.

Minutes
Faculty Meeting
May 29, 1970

PRESENT: Banks, Bremer, Cochrane, Forman, Frost, Garfinkel, Girotti, Holt, Hoyer, Levine, Marshall, Matthews, Miller, Paynter, Platt, Smith, Spence, Spitz, Wicks, Zinman, Zerby

ABSENT: Baar, Baker, Blum, Cousens, Curtis, Donakowski, Holland, Hubbard, Lueck, Lyman, Trout

Dean Garfinkel called the meeting to order and on the advice of the faculty tabled the approval of minutes from the previous meeting.

As the first item of business, Dean Banks submitted a report from the Curriculum Committee, concerning the adoption of a substitute for the foreign language requirement. He noted in passing that changes in the requirement resulted from dissatisfaction with the old requirement and from a desire to bring our requirements in line with those in the College of Social Science. He then moved acceptance of the new Liberal Arts Cognate which reads as follows:

Students will be required to complete one of the following options:

a. Attainment of second year competency in a foreign language. This may be met by satisfactory completion of University courses or satisfactory performance on a placement exam. No credit toward graduation will be granted for completion via the placement exam.

b. Satisfactory completion of six courses in foreign area study as follows:

   (1) Six courses in one foreign area, or
   (2) Three courses in each of two foreign areas
   (3) Only courses listed at 3 credits or above are acceptable
   (4) Courses should be selected by students in consultation with their academic advisor to provide an integrated, systematic program of study. In addition, it is strongly recommended that students consult with their advisors to select academic programs which maintain a proper balance between lower level and upper division courses.

c. Satisfactory completion of six courses in humanities as follows:

   (1) Courses should be selected by students in consultation with their academic advisor to provide an integrated, systematic program of study. In addition, it is strongly recommended that students consult with their advisors to select academic programs which maintain a proper balance between lower level and upper division courses.

(2) Only courses listed at three credits or above are acceptable.

The motion was seconded.

Several concerns dominated the discussion which followed. One of these was the omission of methodology as an option. Dean Banks explained that it had been omitted because it would be a more difficult option to inaugurate immediately and because our program had a strong social science basis and students should be given the opportunity to expand their interests in the humanities or liberal arts. Mr. Bremer felt that the omission put students wanting to take considerable methodology at a distinct disadvantage. Several persons supported his point. Mr. Wicks pointed out that adopting a methodology option would not create any greater hodge podge than already existed in the humanities option. Professor Cochrane couldn't see how the new requirement differed from having no requirement at all. There was support for his point of view, particularly as concerned the humanities option.

The looseness of the humanities option was another concern emphasized by the faculty. Mrs. Smith explained that it had been proposed, as worded, on the hope that it would necessitate some planning by the students' advisors. Professor Miller agreed that the present grabbag effect in the humanities option was unsatisfactory and suggested drawing up examples of sensible programs. Mr. Wicks suggested an alternative: requiring the faculty advisor's signature. He was supported by Dean Frost.

Taking account of the criticisms offered, Mr. Bremer moved that we amend Sec. 2(C)1 to read "students must consult with their advisors" and add a Sec. D requiring completion of six courses in methods to be worded the same as Sec. C. His motion was seconded.

There followed a brief discussion on the amendment and on the role of the University Curriculum Committee. Dean Banks explained that since the altered language requirement applied to all Madison College students it had to be reviewed by the University Curriculum Committee. A change in the college-wide methods requirement would also have to be reviewed. In response to Mr. Paynter's suggestion that we propose eliminating the language proposal, Dean Banks said that he would argue for whatever proposal the faculty adopted but he doubted that Mr. Paynter's suggestion would stand a change of passing.

Mr. Wicks proposed amending the amendment to read "students must have the written approval of their advisors." Mr. Bremer accepted this alteration.

There was a brief discussion on eliminating Option C but there seemed to be little support on such a move. Finally, the amendment was voted on and passed.

Mr. Forman then asked for opinions from the International Relations staff on the advisability of adopting a two year language requirement for IR students. Professor Holt responded that two years of formal language classes would be largely a waste of time.

At that point Mr. Paynter offered another amendment to Dean Banks' motion. The amendment was that Sec. 2(B)2 calling for three courses in each of two foreign areas be eliminated, that Option C be eliminated, and that the area be renamed Tool Cognate. His amendment was seconded.

Inspite of some weaknesses in Option C, Professors Miller and Wicks supported retaining it as a necessary ingredient for some of our students. Mr. Bremer pointed out that there was really no problem with Sec. 2(B)2 which Mr. Paynter wanted to change, for political science departments were moving away from area studies. Although Mr. Paynter disagreed on the wisdom of this, and the other criticisms, his amendment did not pass.

Mr. Levine then proposed an amendment to add a Section E requiring IR students to take a comparative methods course in addition to their MC methods course. Dean Garfinkel suggested the way to deal with this was to refer the idea to the IR core committee for deliberation. Mr. Levine agreed and withdrew his motion.

The question was called for on the original motion to adopt the new requirement. The motion as amended passed.

It was agreed to table the remainder of the Curriculum Committee report until the June 5 faculty meeting when it will be considered first. Then Democratic Republic matters will be discussed.

Mr. Zinman then inquired if it were true that Honors College students who were not in Madison College could take MC courses. Not at the present, replied Dean Garfinkel; the faculty will have to decide that matter. It was agreed this would be placed on the Gull Lake agenda along with the general question of opening MC courses.

The meeting was adjourned.

Respectfully submitted,

LeeAnn Matthews

APPENDIX E

MINUTES OF THE MICHIGAN STATE UNIVERSITY ADMINISTRATIVE GROUP

MICHIGAN STATE UNIVERSITY
ADMINISTRATIVE GROUP

Tuesday, 9:00 a.m.
February 7, 1967

Present: President Hannah, Armistead, Byerrum, Carlin, Combs, Cowden, Denison, Fuzak, Hunt, Jamrich (for Ivey), Lee, May, McQuitty, Neville, Rohman, Sabine, Seelye, Siebert, Smuckler (for Taggart), VonTersch.

Absent: Breslin, Ivey, Muelder, Taggart, Varg.

Munites of the Meeting:

President Hannah called the meeting to order. The minutes of the meeting of December 6, 1966 were approved as distributed.

Mr. Denison introduced Mr. Duncan Norton-Taylor, one of the Editors of Fortune Magazine, and a former trustee of Brown University, and Miss Lucie Adam, who are guests of the University for the purpose of studying its organization, problems and its operational procedures as a part of a study on higher education in the United States.

Commencement Dates: The President reported that he had had a letter from Dr. Herman King of the Commencement Committee stating that the Senior Council had requested that the dates of the Fall and Winter Commencements be changed (after this academic year) so that the commencement exercises would come after final examinations in each term. No action was taken.

Speaker for Spring Term: The President asked that members of the Group to send him, within the next few days, nominees for a speaker for the Spring Term Commencement.

Change of Name of Short Courses: Dean Cowden moved that the name of the Department of Short Courses in the College of Agriculture and Natural Resources be changed to the Institute of Agricultural Technology. The motion was seconded and approved. (Item for Board Action.)

Administrative Group, February 7, 1967

Announcements and Recommendations from the Provost: Provost Neville made the following announcements and recommendations:

Faculty Awards:

1. Winners of the distinguished faculty awards are M. B. Dickerson, College of Business; J. S. Frame, College of Natural Science; Charles C. Hughes, College of Social Science and Director of African Studies Center; Charles P. Loomis, College of Social Science; H. Kumata, College of Communication Arts; and Lawrence E. Malvern, College of Engineering. The awards will be made at the Convocation February 8, 1967.

Undergraduate Education:

2. The Committee on Undergraduate Education will be appointed by the President on February 8, 1967. A draft of the charge to the committee was distributed.

New Colleges:

3. The planning for the semi-autonomous College #2 is well under way. Dr. Frederic B. Dutton, Chairman of the Planning Committee, will become its dean.

The Provost moved that the new college be named the Lyman J. Briggs College in honor of a distinguished alumnus who for many years was head of the U.S. Bureau of Standards and who had a close connection with the Manhattan Project.

The motion was seconded by Dean Byerrum and approved. (Item for Board Action.)

Semi-autonomous College #2 will have a somewhat different orientation in that it will be set up under the college of Social Science, with Associate Dean Herbert Garfinkel in charge.

The Provost moved that the new College #3 be named Madison College in honor of James Madison.

The motion was seconded by Dean McQuitty and carried. (Item for Board Action.)

Appointment of Ombudsman:

4. If the Report, Academic Freedom for Students, is adopted by the Senate later this month, it will be necessary to appoint an Ombudsman. The Provost asked that members of the Group send him nominations for appointment to this office.

Administrative Group, February 7, 1967

State Board of Education Procedure:
5. The State Board of Education is in the process of revamping its procedures with respect to the consideration and approval of new programs in higher education which will require its approval.

Council Elections: Dean Combs distributed a set of materials having to do with the reapportionment of the elected members to the Academic Council, together with a list of the number of vacancies to be filled and the persons eligible for reelection. Elections are to be conducted during the Spring term.

Apporpriation Matters: The President commented on a session which the Council of State College Presidents had with the Governor relative to his budget request for higher education, the four year colleges. He had reduced drastically his earlier request for additional funds for these institutions. After a discussion of the serious situation in state finances, the eleven college presidents joined in a statement in support of the Governor's position, not his program, on the need for tax reform, because such reform is inevitable if the services of government are to be continued at the required level.

In our case, if the recommended level of state support prevails, we will be faced with financial problems of a tremendous magnitude. Some way will have to be found to support our present required level of operation. Tax reform may result in supplying the needed funds; if not, an increase in fees will have to be considered.

An increase in fees will raise the question of establishing some correlation between the fees charged and the ability to pay. The President may appoint a faculty committee to give serious consideration to this problem. Our previous limited experience indicates that an effort to correlate fees or charges with ability to pay brings many problems.

Mr. May commented that at present, there is no provision for money for capital outlay, except to continue those buildings under construction and except for planning money for the Life Science Building, that is, no new building starts would be permitted.

The President asked the deans to give him suggestions on the matter of meeting with members of their staffs.

Administrative Group, February 7, 1967

Farmers' Week: Dean Cowden reported that Farmers' Week had turned out better than had been expected. Adverse weather conditions had diminished the total attendance, but many meetings were well attended.

The President suggested that consideration should be given to the possibility of changing the time of meeting of Farmers' Week to the period of the Christmas vacation. Dean Cowden said that his group would be glad to consider this suggestion.

Dean Siebert reported that his office and one department of the College of Communication Arts had moved into the South Kedzie Building.

Alumni Distinguished Scholarship Competition: Vice President Sabine announced that the first group of some 900 high school seniors will be on campus this weekend to compete for the Alumni Distinguished Scholarships. Another group will compete on February 17. About half of the seniors will come from Michigan and the remainder from all other states and some foreign countries.

Mr. Denison informed the Group that there was a project under way to provide information and direction at the airport for visitors coming to the University.

Student Participation: Dean Fuzak stated that his office had learned that students in some areas in the University had been involved in administrative roles, perhaps of a minor character. He cautioned the Group about the use of students in such activities. He thought it was good to have students involved in an advisory capacity in the formation of policy, but was skeptical of their use in an administrative role.

The meeting was adjourned.

APPENDIX F

PROPOSAL FOR THE DEMOCRATIC REPUBLIC

PROPOSAL FOR THE DEMOCRATIC REPUBLIC

We are a group of students and faculty who met informally last night and agree on the following:

A. It is still possible to communicate.
B. Legitimate issues have been obscured by personal feuds.
C. We are tired of living in an asylum-like atmosphere in which paranoia has replaced rational thought and common decency.

We feel it is necessary and possible to begin some process which will bring us out of this situation. We have drafted the following proposal, knowing that it's not perfect. But we feel it's a beginning.

We propose that students and faculty join together to form a group in which we can talk to each other, not scream, in which reason will replace paranoia.

The mandate of this group is twofold. First, to provide a forum, open to all members of the community, to exchange proposals for a legitimate structure for governing James Madison College. Second, to synthesize these ideas and formulate a proposal for a structure to be presented to the faculty and students, respectively, for ratification.

In order that all elements of the community will be represented legitimately, we propose the following constituencies:

A. Students will be elected by and represent districts which will center around form houses and will be composed of 20-45 students per district. There will be three off-campus representatives, which will bring the total number of student representatives to 18.
B. Faculty will be represented by five members, chosen by a method of their choice.

C. To fulfill their first mandate, the group will establish its own method of operation.
D. To fulfill their second mandate, a proposal will be decided upon by an agreement of a majority of students and a majority of faculty, voting separately.
E. Ratification of the proposed government will be by a vote of students and faculty, respectively.

We are providing a petition to be signed by students to indicate their approval. The faculty will be presented with the proposal at their Friday meeting for their approval. If this proposal is mutually acceptable, we will hold elections to form the group next week.

The "Democratic Republic,"

Peggy Bailey
Margaret Browning
Gary Frost
Mary Gendernalik
Peter Lyman
John McCarthy
Michael Pennock
Dan Satinsky

APPENDIX G

PROSPECTUS TO COLLEGE FRESHMEN AND BROCHURE

TO PROSPECTIVE COLLEGE FRESHMEN

YOU ARE CORDIALLY INVITED

This is an invitation to live and learn as a resident student in the new James Madison College of Michigan State University.

IF the major social, economic and political problems confronting our society excite your interest, and you would like to focus your college studies on them -

IF you are willing to work hard, whether an average or an honors student, with teachers devoted to helping you learn to think, listen, speak, and write intelligently and responsibly about the great problems of public policy -

IF you would enjoy living within a residential college combining the advantages of a small college with full access to all the great facilities of a large university -

THEN, you should consider the programs leading to the Bachelor of Arts degree in the social sciences offered

BY THE JAMES MADISON COLLEGE

OF MICHIGAN STATE UNIVERSITY

One of three semi-autonomous residential colleges at Michigan State University, James Madison College was recently established to serve better the needs of undergraduates interested in the social sciences. A major objective is to create the closer relations among scholars and students which small liberal arts colleges traditionally afford their participants. Case Hall, one of the most popular residence halls on campus, will be the home of James Madison students. Lecture and seminar rooms as well as faculty and administrative offices of the College are also provided in Case Hall. Considerable emphasis is placed on periodic counseling of students to aid in planning individual programs. This is a two-way street, as students are regularly consulted for their views and proposals concerning the governing and development of the College. An older sense of a college as a collegium is intended; in modern

adaptation, James Madison College is a community of mutually assisting scholars at various stages of individual development.

At the same time, James Madison students are full members of the Michigan State University student body. They share the benefits of all common facilities; the Library of nearly two million volumes, the Student Union, intramural activities, intercollegiate athletics, the lecture-concert programs, all-University student government, clubs, social life--and any course taught in the University is open to James Madison students who can meet the prerequisites required of students in general. Which brings us -

TO CONSIDER THE CURRICULUM

Members of James Madison College study public policy problems within the framework of the social sciences and other related subjects. The major problems of public policy are those concerning war and peace, economic poverty and opportunity, racial and religious intolerance and discrimination, urban problems of blight and delinquency, and the policy problems entailed in governing a constitutional democracy in the public interest. A distinguished faculty has been brought together from a number of related subject-matter fields: anthropology, economics, geography, history, philosophy, political science, psychology, sociology, statistics and methodology. These have often been called the policy sciences when applied to the systematic study of public policy problems. The following list provides examples of study programs now being developed as possible fields of concentration for Madison College students:

1. International Relations Policy Problems
2. Ethnic and Religious Intergroup Relations Policy Problems
3. Economic Regulatory and Welfare Policy Problems
4. Urban Community Policy Problems
5. Impact of Science and Technology on Society
6. Constitutional Democracy and the Public Interest
7. Justice, Morality and the Public Interest

Prior to more advanced study in these fields of concentration, all James Madison students will take a one-year Introduction to Policy Sciences sequence. This course will provide an introduction to the social sciences with a focus on public policy problems. It replaces the University College general Social Science sequence, usually required of MSU freshmen, for James Madison students. Special sections of general education courses in American Thought and Language, Natural Science, and Humanities will be provided during the freshman and sophomore years.

An undergraduate student of public policy problems requires a minimum knowledge of quantitative methods to understand modern social science data. James Madison College will provide its own introductory methods course to be taken in the freshman or sophomore years. Alternative statistics and methodology courses appropriate to particular needs will also be available to James Madison students.

The foreign language requirement will be the same as for majors in the MSU College of Social Science--second-year proficiency in one language, or first-year proficiency in a language plus at least nine credits in courses dealing with one foreign area. Language studied in high school will be useful--two years of high school language study frequently permits a student to qualify for second year MSU-level study. More advanced study may be needed for some programs.

Fewer than half of all courses taken over the normal four-year program are provided within the College as such. Of these, some are designed especially for fields of concentration in the policy science major, and are taught by the James Madison College faculty in the form of lecture-discussion section classes, seminars, independent study, tutorials, or supervised field work. Other classes, taught within the College, are provided by cooperating departments and other units of the University where substantial and regular enrollment warrants bringing the professor to the College classrooms, rather than vice versa. Some required courses, and a substantial number of electives are taken outside the College to round out major fields of study or

to satisfy individual predilections. This is particularly useful where instruction requires special laboratory or other equipment as for foreign language or natural science subjects.

Supervised field work is planned for all students, preferably during the last term of the junior year. By coupling this with the summer of that year, each student can be provided with a practical off-campus experience for six calendar months, with one full term of equivalent academic credits. Field work will be arranged with appropriate public or private organizations to enable students to observe the policy making process at work. Proximity of the campus to the Michigan Capital provides many such opportunities. But some students will be able to spend their field work period in Washington, D. C., at the United Nations in New York, or in the offices of a trade union, chamber of commerce, agricultural organization, political party or other voluntary association. Others will wish to spend this period abroad, funds permitting. The field work period can be used as a trial internship in an agency relevant to a prospective career, say the Peace Corps, or for practice teaching. Supervision of the field work program will involve approval of project proposals to insure a suitable connection between the student's academic studies and the practical field experience.

Though designed for liberal rather than specifically vocational education, the curriculum of James Madison College will provide excellent preparation for numerous career opportunities in journalism, business, law (i.e. pre-law, followed by law school), teaching, voluntary associations as well as public service. Students who desire to prepare for graduate school in a related, primarily social science, discipline, will wish to weigh the benefits of enrolling wholly in that department or school elsewhere in the University. However, guidance in selection of electives will be provided for those who prefer a broader undergraduate experience in policy science to enable them to enter a related graduate program at this or another university. Coordinate majors will be available jointly with a number of social science departments and schools to assure adequate pre-graduate

and pre-professional school preparation for interested students.

Students planning graduate programs in the humanities (except possibly history or philosophy) or undergraduate or graduate programs in the natural science disciplines should not enroll in James Madison College.

It is recognized that many students develop their academic interests only slowly. Thus, the James Madison curriculum is not designed to require a total commitment until the later College years. Freshmen and sophomores share the requirements for broad general education in the University at large. A one or two-year sampling of the special James Madison program will enable you to decide whether to go on with the policy science curriculum or to transfer to another unit of the University. The credits earned in James Madison College will be accepted for most majors in the social sciences and in the humanities. Counselors will work closely with students to maintain adequate flexibility in the early period of their College work.

IN CONCLUSION

It is fitting to say a word about the name for our new College. James Madison is popularly and rightly known as "father of the American Constitution." As co-author of the Federalist Papers, he applied a sophisticated understanding of human behavior to an analysis of the means by which a democratic republic could be established and endure. As originator of the Virginia declaration of religious freedom and introducer of the Bill of Rights into the first Congress, he helped lay the groundwork of American civil liberties. Madison devoted his final years of public service to higher education as Rector of the University of Virginia. James Madison College of Michigan State University is dedicated to carrying forward the Madisonian tradition of scholarship devoted to public service.

FOR FURTHER INFORMATION or application, address the Office of the Dean, James Madison College, Michigan State University, East Lansing, Michigan, 48823.

The following faculty members and students of Michigan State University have responsibility for organizing the James Madison College. Those indicated as appointed jointly in James Madison College and other units of the University will be teaching in the program during 1967-68.

Appel, John (Ph. D., University of Pennsylvania), Associate Professor, James Madison College and Department of American Thought and Language. Interested in American immigrant historical societies. His publications include: "American Negro and Immigrant Experience; Similarities and Differences," American Quarterly (Spring, 1966); "American Thought and Language at Michigan State University," in M. Fishwick (ed.), American Studies: Methods, Models, Prospects (Philadelphia: University of Pennsylvania Press, 1964); "Historiography and the Study of the American Image," Mississippi Quarterly (Winter, 1962-63).

Banks, Robert (Ph. D., University of London), Assistant Professor, James Madison College and School of Labor and Industrial Relations. Research and teaching interests include labor organization and industrial relations in Great Britain and the United States and labor problems in the developing countries. Author of "Long Term Agreements and Productivity Package Deals," Industrial Welfare (October, 1965); "Labour Education's New Role in Britain," Industrial Relations (February, 1966). Lecturer, London School of Economics, 1963-67.

Brophy, Jacqueline (M. A., Michigan State University; Ph. D. candidate, Columbia University), Assistant Professor, School of Labor and Industrial Relations. Specializes in study of union organizations. Author of "Merger of the AFL and the CIO in Michigan," Michigan History (June, 1966); "Annotated Bibliography of British Labour and Radical Journals 1880-1914," Labor History (Winter, 1962). Awarded Fulbright Grant to London, 1954-55. Former assistant editor on several trade union magazines, 1947-54, 1957-58, and cryptographer for U. S. Foreign Service at Lisbon, Portugal, 1945-46.

Cohen, Warren I. (Ph. D., University of Washington), Associate Professor, Department of History. Specialist in American diplomatic history and modern Chinese history. Visiting Professor, National Taiwan University, 1964-66. Author of The American Revisionists (Chicago, 1967); "America and the May Fourth Movement...," Pacific Historical Review (February, 1966) and other articles. Editor of Intervention, 1917 (Boston, 1966).

Fishel, Wesley R. (Ph. D., University of Chicago), Professor, James Madison College and the Department of Political Science. Far Eastern specialist. Has performed advisory work for the U. S. Government in Japan, Korea and Vietnam. Director of the MSU Advisory Group in Vietnam, 1956-58. Author of The End of Extraterritoriality in China (California, 1952); Language Problems of the U. S. Army during the Korean Hostilities (ORO, 1958); Problems of Freedom; South Vietnam since Independence (Free Press, 1962); Vietnam: Is Victory Possible? (Headline Series, 1964) and numerous articles in professional journals.

Frost, Gary (M. A., Kent State University, Ph. D. candidate, Michigan State University), Assistant Dean and Director of Student Relations, James Madison College. Served as Head Advisor, South Case Hall, MSU, 1965-67. At Kent State served as Assistant to Director of Honors Programs, 1963-64; Administrative Assistant to Dean of Arts and Sciences, 1964-65.

Galvin, Raymond (M. A., Washington State College; Ph. D. candidate, University of Southern California), Assistant Professor, Department of Police Administration and Public Safety. Interested in law enforcement needs in expanding urban centers and civil defense emergencies. Author of Jurisdictional Problems of Law Enforcement Administration in Cook County, Illinois (Pullman, Washington: Washington State University, 1956); co-author of Law and Order Training for Civil Defense Emergency (Washington, D. C.: Office of Civil Defense, Department of Defense, 1965). Ph. D. dissertation in progress: "Comparative Civil Police Organization: A Critical Analysis of the Relationships between the Centralization of the Police Function and the Development and Maintenance of Totalitarianism."

Garfinkel, Herbert (Ph. D., University of Chicago), Dean, James Madison College; Associate Dean of College of Social Science, Professor of Political Science. Specializes in study of political groups and movements, civil rights politics, modern political theory; author of When Negroes March (Glencoe: Free Press, 1959); The Constitution and the Legislature (Lansing: Michigan Constitutional Convention Preparatory Commission, 1961); co-author of Fair Representation: A Citizen's Guide to Legislative Apportionment in Michigan (East Lansing: Bureau of Social and Political Research, 1960); The Democratic Republic: An Introduction to American National Government (Chicago: Rand McNally, 1966); "Social Science Evidence and the School Segregation Cases," Journal of Politics (February, 1959) and other articles. Research Fellow, Committee on Political Behavior, Social Science Research Council, 1960-61. Fellow, Center for Advanced Study in the Behavioral Sciences, 1958-59. NATO Professor, Institute of Social Studies, The Hague, Netherlands, 1965-66.

Green, Robert (Ph. D., Michigan State University), Associate Professor, James Madison College; Department of Counseling, Personnel Services and Educational Psychology. Interested in educational experiences and opportunities of Negro children. Served as Educational Director of the Southern Christian Leadership Conference in Atlanta, 1965-66. Author of "After School Integration--What Problems in Social Learning," Personnel and Guidance Journal (March, 1966); co-author of "A Case Study of the Effects of Educational Deprivation on Southern Rural Negro Children," Journal of Negro Education (August, 1965); "Negro Academic Motivation and Scholastic Achievement," Journal of Educational Psychology (October, 1965).

Gullahorn, Jeanne (Ph. D., Michigan State University), Assistant Professor, James Madison College and Department of Psychology. Specializes in study of social and psychological effects of cross-cultural education; role conflict and computer simulations of social behavior. Co-author of "Some Computer Applications in Social Science," American Sociological Review (1965); "The Computer as a Tool for Theory Development," in Dell Hymes (ed.), The Use of Computers in Anthropology (The Hague: Mouton and Company, 1965); A Cross-Cultural Study of Social Distance Attitudes (St. Louis: Washington University Monographs on Cross-Cultural Studies, 1966) and other articles. Visiting Scientist, System Development Corporation, Santa Monica, California, 1965-66.

Hudzik, John (B. A., Michigan State University, M. A. candidate, Michigan State University), Student Assistant, Department of Political Science and James Madison College.

Ishino, Iwao (Ph. D., Harvard University), Professor, Department of Anthropology. Specializes in study of community organization and change, and of social relations among the Japanese. Co-author of Paternalism in the Japanese Economy (Minneapolis, 1963); Social Problems: Dissensus and Deviation in an Industrial Society (New York, 1964); Kokoku no Shakai-gaku (The Sociology of Advertising) (Tokyo, 1952) and author of several journal articles. Fulbright Lecturer at University of Tokyo, 1958-59; Sociological Consultant to the University of the Ryukyus, Okinawa, 1963-65.

Kasperson, Roger E. (Ph. D., University of Chicago), Assistant Professor, James Madison College and Department of Geography. Specializes in study of political geography. Currently doing research in political problems of water resources. Author of Study Guide for Economic Geography (Chicago: American School, 1963); "Toward a Geography of Urban Politics: Chicago, A Case Study," Economic Geography (April, 1965); co-author of "The Development of Agriculture on the Island of Rhodes during the Italian Occupation, 1921-1943," Balkan Studies, (in press).

Kisch, Herbert (Ph. D., University of Washington), Associate Professor, Department of Economics. Specializes in study of European industrialization. Author of "The Textile Industries in Silesia and the Rhineland: A Comparative Study in Industrialization," Journal of Economic History (December, 1959); "The Impact of the French Revolution on the Lower Rhine Textile Districts--Some Comments on Economic Development and Social Change," Economic History Review (December, 1962); "Growth Deterrents of a Medieval Heritage: The Aachen Area Wool Trades Before 1790," Journal of Economic History (December, 1964). Fulbright Professor, University of Berlin, 1967-68.

Kumata, Hideya (Ph. D., University of Illinois), Professor, Department of Communications; research interests include the study of theories of propaganda and cross-national communications. Co-author of Four Theories of Propaganda and author of Inventory of Instructional Television Research (Ann Arbor, 1956) and numerous articles. Recipient of 1967 Michigan State University Distinguished Faculty Award.

Matthews, LeeAnn G. (M. A., Michigan State University), Assistant Instructor, James Madison College, research and administrative assistant.

McKee, James B. (Ph. D., University of Wisconsin), Professor, James Madison College and Department of Sociology. Research interests include community power structures, race relations and housing problems. Co-director of Toledo Housing Survey Project, 1955-56. Author of "Power to Decide," in Weinbert and Shabat, Society and Man (Englewood Cliffs: Prentice Hall, 1956); "Power and Status in the Industrial Community: A Comment on Drucker's Thesis," American Journal of Sociology (January, 1953); "Changing Patterns in Race and Housing," Social Forces (March, 1963); "Urbanism and the Problem of Social Order," Centennial Review (Summer, 1966).

Morsberger, Robert E. (Ph. D., State University of Iowa), Associate Professor, James Madison College and American Thought and Language Department. Research interests include Elizabethan drama and James Thurber; currently writing a book of 19th century historical narratives of adventures of American seamen. Author of How to Improve Your Verbal Skills (New York, 1963); James Thurber (New York, 1964); Commonsense Grammar and Style (New York: 1965); "Shakespeare and Science Fiction," Shakespeare Quarterly (Spring, 1961) and other articles. Member of Michigan State University advisory team to the University of Nigeria, 1964-66.

Parker, Seymour (Ph. D., Cornell University), Professor, Department of Social Science and Department of Anthropology. Interested in study of mental disorders, social mobility and ethnic problems among Negroes, and social problems among non-literate societies. Author of Alaska Native Secondary School Dropouts (University of Alaska, 1962). Co-Author of Social Status and Aspirations in Philadelphia's Negro Population (Commission on Human Relations, 1962) and Mental Illness in the Urban Negro Community (New York, 1962) in addition to several articles.

Powell, John R. (Ph. D., University of Missouri), Assistant Professor, James Madison College and Michigan State University Counseling Center. Specialist in psychology of counseling, particularly group counseling. Co-author of "Decentralized Counseling Services in Residence Halls," The Orient (East Lansing: MSU, 1966); "A Manual of Tested Examination Items to Accompany Coleman's Personality Dynamics and Effective Behavior," (Chicago: Scott-Foresman and Company, 1964).

TOCH, Hans H. (Ph. D., Princeton University), Professor, Department of Psychology. Interested in the social psychological study of crime and law enforcement, religion, ethnicity, and other social issues. Co-Director of the Institute for the Study of Crime and Delinquency, Sacramento, California. Author of The Social Psychology of Social Movements (Indianapolis: Bobbs-Merrill Company, 1965); editor and contributor of Legal and Criminal Psychology (New York: Holt, Rinehart and Winston, 1961); co-author of Social Perception: The Development of Interpersonal Impressions (Princeton: Van Nostrand, in press), and numerous articles. Fulbright Exchange Fellow in Oslo, Norway, 1963-64.

Tomkins, Mary E. (Ph. D., University of Utah), Assistant Professor, James Madison College and Department of American Thought and Language. Currently engaged in research for a biography of Ida M. Tarbell. Author of "Randolph Bourne: Majority of One," (unpublished Ph. D. dissertation) and "Singers of Arms and Men: The Civil War Poetry of Walt Whitman and Stephen Vincent Benet," An American Literature Number, Osmania Journal of English Studies, 1966 (Hyderabad, India: Osmania University).

Trout, Grafton D., Jr. (M. A., Indiana University; Ph. D. candidate, Indiana University), Assistant Professor, Department of Sociology. Specializes in urban and community sociology, the study of inter-group relations, social change in underdeveloped areas and population. Ph. D. dissertation in progress: "Some Aspects of Fertility among the Yoruba of Nigeria." Co-author of "A Research Design for a Comparative Study of Urbanism and Fertility: A Progress Report," Journal of the Nigerian Economic Society (June, 1965).

Walsh, Harold (Ph. D., University of Michigan), Associate Professor, Department of Philosophy. Interested in philosophy of science and scientific methodology, philosophy of law and classical philosophy. Author of "Whewell on Necessity," Philosophy of Science (April, 1962); "Whewell and Mill on Induction," Philosophy of Science (July, 1962).

Will, George (M. A., Magdalen College, Oxford; Ph. D. candidate, Princeton University), Assistant Professor, James Madison College and Department of Political Science. Specializes in political theory, public law, and comparative government.

Zerby, Lewis K. (Ph. D., State University of Iowa), Professor, James Madison College and Department of Philosophy. Specializes in value theory, philosophy of law and politics. Recent publications include: "The Meaning of the Unity of Science," Centennial Review (Spring, 1957); "Creativity and the Individual," University College Quarterly (May, 1962), and "Values in the Solution of Credit Problems," (With Glenn L. Johnson) in Capital and Credit Needs in a Changing Agriculture (Iowa City: Iowa State University Press, 1964). Served as Senior Advisor, Social Science and Head, Division of General Studies, Michigan State University Advisory Group, University of Nigeria, 1962-66.

APPENDIX H

STATISTICAL DATA

Table H-1

Degree Attained, Rank, and Number of Full- and Half-Time Appointments of Faculty Members in James Madison College 1967-68

Degree	Number	Rank	Number
Ph.D.	15	Prof.	5
Ed.D.	1	Assoc. Prof.	3
M.A.	5	Assist. Prof.	11
		Instructor	2
		Assist. Instr.	1
Full	11		
Half	10		
	21		

Table H-2

Degree Attained, Rank, and Number of Full- and Half-Time Appointments of Faculty Members in James Madison College 1968-69

Degree	Number	Rank	Number
Ph.D.	15	Prof.	8
M.A.	12	Assoc. Prof.	2
		Assist. Prof.	8
		Instructor	7
		Assist. Instr.	2
Full	15		
Half	12		
	27		

Table H-3

Degree Attained, Rank, and Number of Full- and Half-Time Appointments of Faculty Members in James Madison College 1969-70

Degree		Number	Rank	Number
Ph.D.		11	Prof.	7
M.A.		19	Assoc. Prof.	-
B.A.		2	Assist. Prof.	8
			Instructor	13
			Assist. Instr.	4
	Full	22		
	Half	10		
		32		

Table H-4

Graduate School and Discipline of James Madison College Faculty, 1967-1970

Name	Graduate School	Discipline
Appel	U. of Penn.	History
Baar	U. of Chicago	Pol. Sci.
Baker	U. of Oregon	History
Banks	U. of London	Labor and Ind. Rels.
Buck	U. of Missouri	Psychology
Blum	Columbia Univ.	History
Bremer	M.S.U.	Pol. Sci.
Cochrane	U. of Wales	Psychology
Cousens	Wayne State	Sociology
Curtis	U. of Iowa	History
Fishel	U. of Chicago	Pol. Sci.
Franke	U. of Texas	Natural Sci.
Forman	U. of Penn.	History
Frost	M.S.U.	Sociology
Garfinkel	U. of Chicago	Pol. Sci.
Gullahorn	M.S.U.	Psychology
Green	M.S.U.	Ed. Psych.
Heidgerd	U. of Ill.	Natural Sci.
Holland	M.S.U.	Pol. Sci.
Holt	Heidelberg	Sociology
Hoyer	M.S.U.	Theater
Ishino	Harvard	Anthro.
Kasperson	U. of Chicago	Geo.
Levine	U. of Ind.	Pol. Sci.
Lyman	U. of Calif.	Pol. Sci.
Lueck	U. of Minn.	Geo.
Marshall	U. of Calif. Berk.	Psychology
Matthews	M.S.U.	Pol. Sci.
McAuley	U. of Calif.	Natural Sci.
McKee	U. of Wis.	Sociology
Miller	Case Western	Phil.
Paynter	U. of Chicago	Pol. Sci.
Smith	Oxford	History
Spitz	M.S.U.	Pol. Sci.
Tomkins	U. of Utah	English
Trout	U. of Ind.	Sociology
Will	Princeton	Pol. Sci.
Zerby	U. of Iowa	Phil.
Zinman	Claremont	Pol. Sci.
Wicks	Northwestern	Economics
Bacon	Berkeley	Anthro.
Hathaway	Harvard	Ag. Econ.
Donakowski	Columbia	Hum.
Harrow	N.Y. Univ.	Hum.
Hubbard	U. of Chicago	English

Table H-5

Rank Order of Colleges Based on Median Score for Each Orientation Test, by Freshmen (F) and Transfers (T), 1967

	English		Reading		CQT-V		CQT-I		CQT-N		CQT-Total	
	F	T	F	T	F	T	F	T	F	T	F	T
No Preference	8.5	*	8.5	7	9	5	8	7	5	6	7	8.5
Agriculture	14	*	14	8.5	14	11	7	3	6	4	12	4
Arts and Letters	5	*	8.5	5	5	1	11	6	12.5	9	10	6
Business	12	*	13	10	13	10	12	8	7	5	11	8.5
Communication Arts	2	*	3	4	2	2	10	9	8	11	8	7
Education	11	*	12	8.5	12	9	14	10	14	8	14	10
Engineering	13	*	10	6	11	7.5	3	4	2	1	4	2
Home Economics	10	*	11	11	10	7.5	13	11	12.5	10	13	11
James Madison College	7	*	4	*	3	*	4	*	11	*	6	*
Justin Morrill College	3	*	2	*	1	*	6	*	9	*	5	*
Lyman Briggs College	1	*	1	*	4	*	1	*	1	*	1	*
Natural Science	6	*	5	2	6	3	2	1	3	2	2	1
Social Science	8.5	*	7	3	7	4	9	5	10	7	9	5
Veterinary Medicine	4	*	6	1	8	6	5	2	4	3	3	3

Table H-6

Rank Order of Colleges Based on Median Score for Each Orientation Test, by Freshmen (F) and Transfers (T), 1968

	English		Reading		CQT-V		CQT-I		CQT-N		CQT-Total		I-SS		I-Sci	
	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T
No Preference	11	*	10	7	10	6	11	10	8	6	10	7	12	8.5	8	8
Agriculture	14	*	13	10	14	11	6	4	6	4	9	9.5	8	10	5	4
Arts and Letters	6	*	8.5	2	5	1	10	8.5	12	8.5	11	4	10	2.5	11	9
Business	13	*	12	9	13	9	12	8.5	7	5	12	8	11	6	12	6
Communication Arts	2	*	7	4	3	4	9	7	13	8.5	8	9.5	7	5	10	10
Education	12	*	14	11	12	8	14	11	14	10	14	11	14	11	14	11
Engineering	10	*	5	8	9	10	2.5	3	2	1	4	3	5	8.5	2	3
Home Economics	9	*	11	6	11	2	13	5	11	11	13	5	13	7	13	5
James Madison College	5	*	3	*	4	*	4	*	5	*	5	*	1	*	7	*
Justin Morrill College	1	*	2	*	1	*	5	*	9	*	3	*	3	*	6	*
Lyman Briggs College	3	*	1	*	2	*	1	*	1	*	1	*	2	*	1	*
Natural Science	4	*	4	3	7	5	2.5	2	3	2	2	2	4	2.5	3	2
Social Science	8	*	6	5	6	7	8	6	10	7	7	6	6	4	9	7
Veterinary Medicine	7	*	8.5	1	8	3	7	1	4	3	6	1	9	1	4	1

Table H-7

Rank Order of Colleges Based on Median Score for Each Orientation Test, by Freshmen and Transfers, 1969

	Freshmen							Transfers				
	Reading	SAT-V	SAT-M	SAT-Tot	Arith	Math	Total-Math	Reading	CQT-V	CQT-I	CQT-N	CQT-Total
No Preference	9	8	7	7	9	7	6.5	6	7	6	6	6
Agriculture	13	12	4	9	6.5	6	5	10	11	4	4	4
Arts and Letters	7.5	7	11	11	12	11	12	2	2	8.5	7	8
Business	12	13	9	12	9	10	8	11	8.5	10	5	9
Communication Arts	5	3	12	8	11	12	11	7.5	1	5	9	5
Education	14	14	14	14	14	13	13	9	10	11	11	11
Engineering	10	9	2	4	2	2	2	3	8.5	2	2	2
Home Economics	11	11	13	13	13	14	14	7.5	5	8.5	10	10
James Madison College	3	4	6	5	6.5	8	6.5	*	*	*	*	*
Justin Morrill College	1	1	8	3	9	9	10	*	*	*	*	*
Lyman Briggs College	2	2	1	1	1	1	1	*	*	*	*	*
Natural Science	4	5	3	2	3	3	3	5	6	3	3	3
Social Science	6	10	10	10	4	4	9	4	4	7	8	7
Veterinary Medicine	7.5	6	5	6	5	5	4	1	3	1	1	1

Table H-8

Rank Order of Colleges Based on Median Score for Each Orientation Test by Freshmen and Transfers, 1970

	Freshmen							Transfers				
	Reading	SAT-V	SAT-M	SAT-Tot	Arith	Math	Tot-Math	Arith	Math	Tot-Math	Reading	English
No Preference	9	10	7	11	7	7.5	7.5	6	6	6	8	5
Agriculture	11	9	4	7	4.5	5	5	5	4	5	7	11
Arts and Letters	4	5	12	8	10	10	11	7	9	8	2	1
Business	14	14	8	12	8	6	6	4	5	4	10	10
Communication Arts	6	4	10.5	9	12	13	13	9	11	10	5	3
Education	13	13	14	14	14	14	14	11	10	11	6	7
Engineering	10	11	2	4	2	2.5	3	1	1	1	4	8
Human Ecology	12	12	13	13	13	12	12	10	8	9	9	2
James Madison College	2.5	2	5	3	6	7.5	7.5	*	*	*	*	*
Justin Morrill College	2.5	3	9	5	9	9	9	*	*	*	*	*
Lyman Briggs	1	1	1	1	1	1	1	*	*	*	*	*'
Natural Science	5	6	3	2	3	2.5	2	3	2	2	3	6
Social Science	8	8	10.5	10	11.1	11.1	10	8	7	7	11	9
Veterinary Medicine	7	7	6	6	4.5	4	4	2	3	3	1	4

Table H-9

Median Scores by Sex for Freshmen and Transfers, 1970

	Sex F	Ratio T	Read	Arith	Math	Total Math	SAT-V	SAT-M	SAT-T
All Males	47.7	63.4	33.0	36.2	20.0	56.1	517	590	1097
All Females	52.3	36.6	33.1	34.3	16.1	50.3	514	525	1036
No Preference (0)									
Male	44.4	53.9	32.1	35.5	18.0	53.2	505	572	1064
Female	55.6	46.1	32.1	33.9	15.4	49.2	503	520	1020
Agriculture (1)									
Male	79.7	100	31.0	35.7	18.0	53.7	495	558	1072
Female	20.3	*	35.5	36.1	19.2	55.0	557	582	1157
Arts and Letters (E)									
Male	22.9	34.7	36.4	36.0	18.7	54.4	545	500	1120
Female	77.1	65.3	34.0	33.8	13.9	46.7	534	510	1049
Business (2)									
Male	77.5	92.4	30.4	35.3	18.0	53.0	481	557	1035
Female	22.5	7.6	26.7	31.5	13.5	45.5	425	467	923
Communication Arts (9)									
Male	43.6	70.3	33.9	35.6	15.7	49.7	550	545	1080
Female	56.4	29.7	33.7	32.9	12.4	45.8	532	510	1043
Education (7)									
Male	8.3	15.0	22.2	30.0	9.4	40.7	392	445	830
Female	91.7	85.0	31.3	33.1	13.4	46.5	483	494	972
Engineering (3)									
Male	93.6	100	31.8	36.9	22.7	59.0	499	617	1110
Female	6.4	*	36.0	36.9	24.2	61.5	525	625	1125
Human Ecology (4)									
Male	*	*	*	*	*	*	*	*	*
Female	100	100	31.2	33.8	14.2	48.1	495	508	1010
James Madison (J)									
Male	61	*	36.1	35.6	17.4	51.9	566	567	1132
Female	39	*	35.2	34.3	13.7	48.5	560	545	1200
Justin Morrill (M)									
Male	29.3	*	36.0	35.1	17.6	54.0	575	565	1162
Female	70.7	*	35.7	34.2	15.4	48.6	545	513	1060
Lyman Briggs (L)									
Male	66.7	*	38.2	37.7	25.7	63.6	593	681	1267
Female	33.3	*	37.9	37.2	25.1	62.6	597	620	1212
Natural Science (5)									
Male	53.4	76.5	34.5	37.1	23.6	60.4	533	623	1142
Female	46.6	23.5	34.0	36.1	21.9	57.7	528	571	1090
Social Science (N)									
Male	50.5	75.7	32.7	34.8	15.1	49.5	511	556	1067
Female	49.5	24.3	33.7	33.0	14.1	47.2	514	500	1017
Medical Tech. (R)									
Male	*	*	*	*	*	*	*	*	*
Female	100	*	33.2	35.4	19.2	55.0	515	560	1060
Veterinary Med. (6)									
Male	46.3	100	31.2	36.0	19.4	56.0	505	560	1170
Female	53.7	*	36.6	35.6	19.5	54.1	541	546	1200

Undergraduate Grade-Point Averages, Spring 1970

Undergraduate Summary

Mean	Men	Women	Total
Spring 1970	2.90	3.02	2.95
1969	2.62	2.76	2.68
1968	2.46	2.60	2.52
1967	2.44	2.55	2.49
1966	2.42	2.54	2.47
1965	2.43	2.52	2.47
1964	2.43	2.55	2.48
1963	2.43	2.51	2.46
1962	2.39	2.50	2.44
1961	NA		
1960	2.36	2.45	2.39
Winter 1970	2.70	2.86	2.77
Fall 1969	2.64	2.77	2.70
Summer 1969	2.62	2.79	2.71

	This Year			Last Year
	Men	Women	Total	Total
Agr. & Nat. Resources	2.73	2.93	2.74	2.54
Arts & Letters	3.01	3.07	3.05	2.80
Lyman Briggs	3.07	3.16	3.10	2.77
Business	2.83	3.05	2.86	2.59
Communication Arts	2.83	2.16	2.89	2.70
Education	2.82	3.00	2.97	2.72
Engineering	2.85	3.03	2.85	2.62
Home Economics	2.79	2.98	2.97	2.71
Human Medicine	2.66	2.87	2.84	--
James Madison	3.12	3.30	3.08	2.89
Justin Morrill	3.15	3.33	3.27	2.90
Natural Science	2.97	3.04	3.00	2.76
Social Science	2.99	3.05	3.01	2.68
Veterinary Medicine	2.80	2.98	2.84	2.72
No Preference	2.81	2.88	2.84	2.47

	Freshmen				Sophomores				Juniors				Seniors			
	This Year			Last Year	This Year			Last Year	This Year			Last Year	This Year			Last Year
	Men	Women	Total	Total	Men	Women	Total	Total	Men	Women	Total	Total	Men	Women	Total	Total
Agr. & Nat. Res.	2.56	2.67	2.57	2.33	2.67	2.88	2.70	2.40	2.64	2.91	2.65	2.50	2.89	3.17	2.90	2.73
Arts & Letters	2.97	2.99	2.99	2.71	2.99	2.94	2.96	2.71	2.97	3.06	3.03	2.77	3.10	3.28	3.21	2.99
Lyman Briggs	2.99	3.13	3.03	2.69	3.02	3.10	3.06	2.78	3.17	3.26	3.19	3.37	3.46	3.24	3.40	--
Business	2.89	2.81	2.87	2.53	2.85	3.06	2.88	2.48	2.73	3.09	2.77	2.61	2.88	3.20	2.91	2.68
Communication Arts	3.00	2.93	2.96	2.58	2.74	2.90	2.81	2.70	2.76	2.99	2.85	2.66	2.89	3.02	2.94	2.82
Education	2.70	2.88	2.86	2.59	2.63	2.90	2.87	2.59	2.80	2.98	2.95	2.76	2.96	3.20	3.15	2.89
Engineering	2.78	3.09	2.80	2.51	2.72	2.79	2.72	2.39	2.81	3.06	2.81	2.70	3.06	3.07	3.06	2.91
Home Economics		2.84	2.84	2.59	3.05	2.91	2.91	2.59	2.64	2.93	2.93	2.73	2.79	3.15	3.14	2.88
Human Medicine	2.93	2.94	2.94	--	2.73	2.92	2.89	--	2.69	2.71	2.71	--	2.51	2.88	2.83	--
James Madison	3.07	2.93	3.01	2.84	3.18	3.11	3.16	2.93	3.11	3.07	3.09	3.10	2.99	3.25	3.16	--
Justin Morrill	3.14	3.29	3.23	2.89	3.09	3.38	3.30	2.87	3.19	3.31	3.27	2.88	3.21	3.34	3.30	2.99
Natural Science	2.82	2.91	2.86	2.56	2.97	3.00	2.98	2.75	3.01	3.10	3.04	2.78	3.09	3.25	3.15	2.98
Social Science	2.93	2.89	2.91	2.58	2.96	2.98	2.97	2.74	2.94	3.08	2.98	2.59	3.06	3.16	3.09	2.76
Veterinary Medicine	2.86	3.04	2.94	2.67	2.66	2.93	2.76	2.60				2.97				--
No Preference	2.86	2.92	2.89	2.48	2.74	2.81	2.77	2.45				--				--
Class Averages	2.86	2.93	2.90	2.58	2.85	2.94	2.89	2.62	2.86	3.03	2.93	2.68	3.00	3.19	3.07	2.84

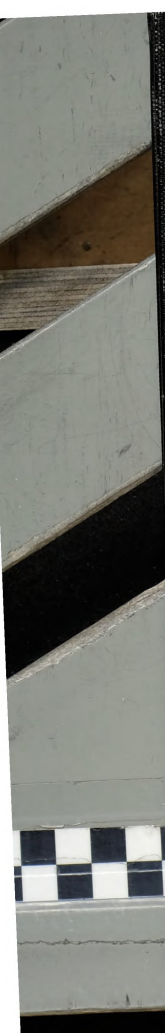
Table H-11

Withdrawals from James Madison College,
1967-70 Academic Years

1967-68	
Total enrollment at beginning of year	223
5 students withdrew from MSU	2.24%
50 transferred to other departments of MSU	22.42%
1968-69	
Total enrollment at beginning of year	425
20 students withdrew from MSU	4.7%
83 transferred to other departments at MSU (10 students chose other social science programs)	19.5%
Total number of Freshmen at beginning of year	268
Number that left	82 (30.6%)
Total number of Sophomores at beginning of year	157
Number that left	18 (11.5%)
1969-70	
Total enrollment at beginning of year	542
24 students withdrew from MSU	4.4%
104 students transferred to other departments at MSU (26 students chose other social science programs including 12 who selected the multidisciplinary program)	19.2%
Total number of Freshmen at beginning of year	242
Number that left	57 (23.5%)
Total number of Sophomores at beginning of year	177
Number that left	35 (19.8%)
Total number of Juniors at beginning of year	123
Number that left	13 (10.6%)

Percentage of Withdrawal by Class and Adacemic Year

Year	Freshmen	Sophomores	Juniors
1967-68	22.42%		
1968-69	30.6%	11.5%	
1969-70	23.5%	19.8%	10.6%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