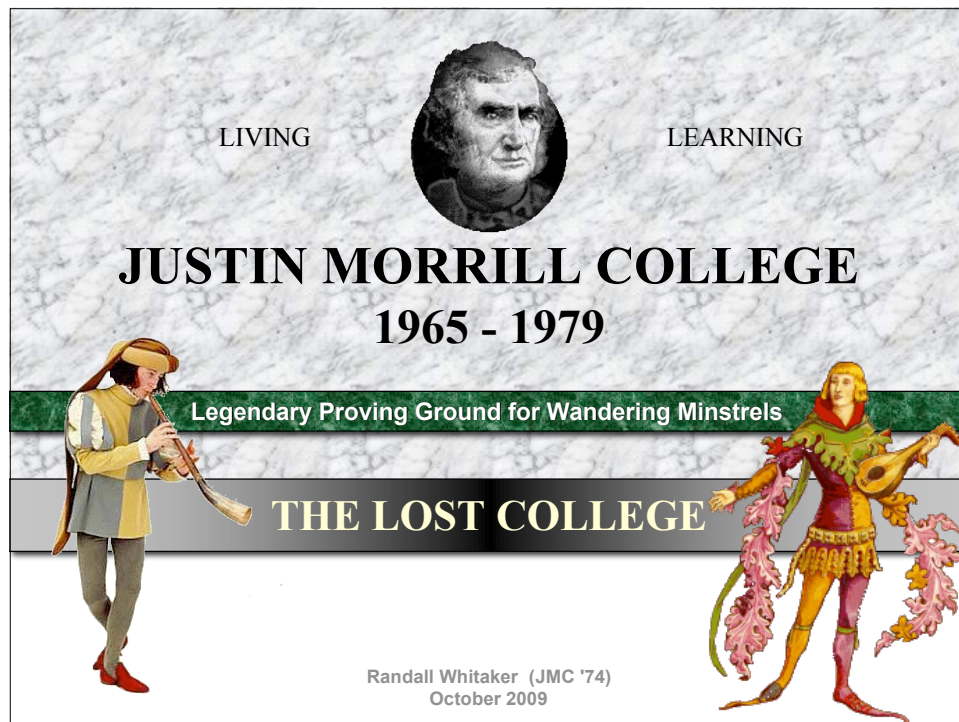
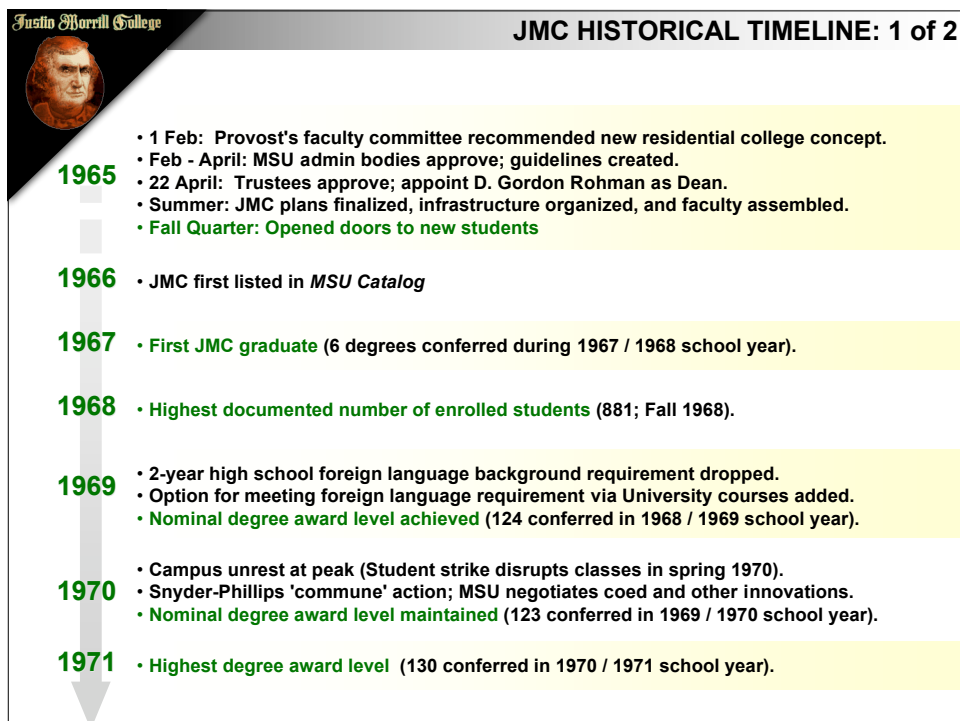
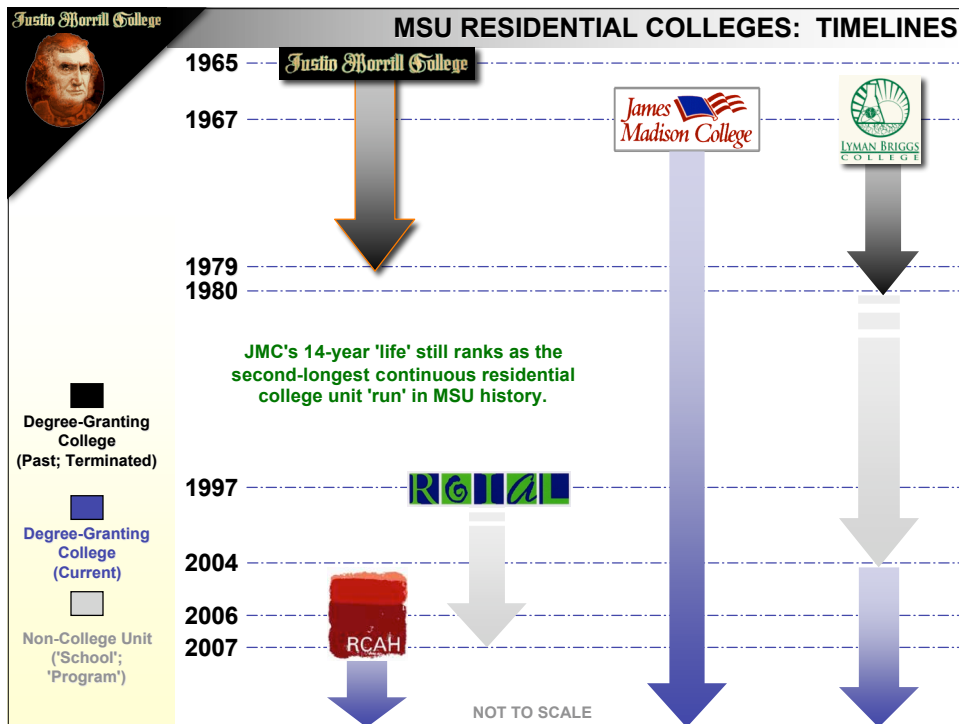




Justin Morrill College	BASIC FACTS
	<i>Justin Morrill College</i>
• STATUS:	Degree-granting college within MSU
• ESTABLISHED:	Summer 1965; First term = Fall 1965
• NAMED FOR:	Justin S. Morrill ('Father of the Land Grant College')
• MISSION:	Liberal education in a living / learning environment
• MAX ENROLLMENT:	881 (Fall 1968)
• TOTAL # STUDENTS:	Unknown (estimated range = 2000 - 3000)
• DEGREES AWARDED:	1124 (BA's with 'JMC' listed as major)
• TERMINATED:	Summer 1979



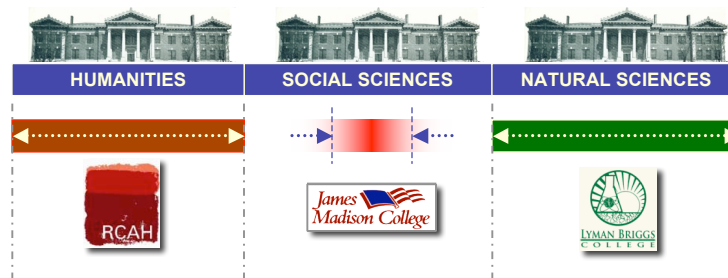


- 1972** • Highest annual level of JMC credit hours (24,062; 1971 / 1972 school year).
- 1973** • MSU study project evaluated JMC experiment to date.
• Decline in annual JMC credit hours level begins (1972 / 1973 school year).
• Continuous decline in JMC enrollment begins (Fall 1973).
- 1975** • Significant changes to JMC curricular structure.
• Foreign language requirement dropped.
• JMC's foreign language resources removed to College of Arts & Letters.
• JMC initiates non-traditional / continuing education project funded by Ford Foundation.
• JMC enrollment drops below 600 (594 in Spring 1975).
• 10th Anniversary event is held.
- 1976 to 1979** • Ongoing shrinkage in JMC's internal curricular offerings.
• Continuous decline in enrollment.
• Continuous decline in annual JMC credit hours level.
• Continuous decline in number of degrees awarded.
- 1979** • Justin Morrill College dissolved effective 1 July 1979.



MSU RESIDENTIAL COLLEGES: DISCIPLINARY SCOPE

MSU's 3 current residential colleges were designed to address, and / or portrayed in terms of, distinct disciplinary or topical areas.



In contrast, JMC wasn't defined or promoted with respect to a particular disciplinary or topical context.

Justin Morrill College

... As illustrated by MSU Catalog descriptions of JMC during its lifespan ...

- "...most suitable for students who seek a broad liberal arts education." (1967)
- "... leading to careers in government, the arts, business, industry, law, social service, medicine, or education." (1975)
- "... a rigorous, liberal education [for] students interested in pursuing an interdisciplinary major." (1978)



JMC's SELF-DEFINITION: THEMES

Themes and associated keywords / phrases
commonly used by JMC to describe itself ...

Strong Residential Community	• "Living / Learning" • "Residential learning"
The Best of Both Worlds	• "Small college within the large university" • "Bigness versus smallness"
Interdisciplinary Context	• Multidisciplinary • Topically-oriented
Global Outlook	• "International theme" • "Cross-cultural"
Heuristic Learning	• Immersion at an advanced level • Learning by doing
Independent Study	• Self-directed studies • Student-defined studies
Personally-Tailored Fields of Concentration	• Interdisciplinary or cross-disciplinary majors • Topically-circumscribed majors
Lifelong Learning	• "Life of Inquiry" • "Continuous Learning"



JMC's DEFINITION: INSTITUTIONAL PERSPECTIVE

[An] "... experimental academic unit to investigate innovative approaches to teaching / learning and specifically the interrelationships between the college and the residential community.

"... encouraged to experiment with curriculum and other programs as an ongoing dimension of its total design."

"... also concerned with developing new forms of interrelationship between the academic and the living communities located together in Snyder-Phillips."

(MSU Provost's Commission on Snyder-Phillips, John Dietrich - Chair, *Report of the Provost's Commission on Snyder-Phillips*, May 1970, p. 11.

- In the 1950's, MSU began experimenting with 'living / learning' arrangements.
- The initial version: Basic / common University courses offered in the newer, far-flung dormitory complexes.
- The results proved successful (on administrators' terms) and popular (with students).
- The next experiment was to devise a dedicated living / learning environment with its own unique academic vision and curriculum.
- Precedents: The Experimental College (U. Wisconsin, 1920's); college system at Oxford and Cambridge.



JMC's DEFINITION: EXPERIENTIAL PERSPECTIVE

"Perhaps the greatest potential for the kind of understanding necessary to a world community lies within the fraternal experience of living and studying within the small college community itself." (1967 MSU Catalog)

MSU



- "... students were being turned off by the impersonal environments of the emerging multiversity ..." [3]

- ".... faced the facts of its size and the consequent physical, psychological and intellectual gaps ..." [1]

... So ...

JMC



- [made] "... a fresh start on an old problem: how best to use the four years of an undergraduate's time to serve the ends of a liberal education." [1]

- [acknowledged] "... the facts of a student's growth -- intellectual and emotional -- as well as humanistic, ... as a good and necessary part of a liberal education." [1]

- [pursued] "... its first objective -- to create a more humane and stimulating learning community." [3]

[1] D. Gordon Rohman, JMC: *The Liberating Journey*, 1967

[2] 1967 MSU Catalog

[3] D. Gordon Rohman, JMC Today, 1975



JMC's DEFINITION: PROGRAMMATIC PERSPECTIVE

"Our total program, then, starts with an open-ended vision of what each student can become, and measures his progress

- not only in terms of his accumulated knowledge,
- but also in his developing ability to comprehend himself and the world with wisdom, discipline, and some wonder." [1]

JMC



- [combines] "... the traditional with the innovative." [2]

- "... challenges each student to discover himself and who he wants to be, and to learn something of the interdependence of the modern world." [2]

- [weaves] "... study in the humanities, social sciences, and natural sciences around the integrating theme of international understanding and service." [1]

[1] D. Gordon Rohman, JMC: *The Liberating Journey*, 1967

[2] 1967 MSU Catalog

Justin Morrill College  JMC: ORIGINAL CURRICULAR STRUCTURE	
• JMC's essential curricular structure mutated during its history. • Here is the original structure, in effect from 1965 to circa 1974. • Except for slight variations in credit allocations and the capstone seminar requirement, this structure was stable for 2/3 of the college's lifespan.	
Quarter (not semester) hours	ELECTIVES: (As req'd to fill out 180 credits overall)
SYNTHESIS	SENIOR / 'CAPSTONE' SEMINAR: 5
EXPERIENCE	FOREIGN / FIELD / INDEPENDENT STUDY: 12
FOCUS / DEPTH	FIELD OF CONCENTRATION: 40 - 45 (a) Customized in-depth array of studies / courses (b) Conventional major within University department
BREADTH	JMC NATURAL SCIENCES: 20
	JMC SOCIAL SCIENCES: 20
	JMC ARTS & HUMANITIES: 20
BASIC SKILLS	FOREIGN LANGUAGE: 15 - 24
	INQUIRY & EXPRESSION: 12

Justin Morrill College  INQUIRY AND EXPRESSION	
INQUIRY & EXPRESSION: 12	
• A year-long sequence focusing on learning skills in analysis and communication. • First term concentrated on writing skills - most often applied in relation to weekly themes, lectures, books and films. • Subsequent terms continued this emphasis on writing competence, along with rhetoric and media (audio / video) skills.	
The Original Format for 'I&E' ... • "All freshmen take a course called Inquiry and Expression. • Once a week the entire class gathers for a lecture on a theme of international significance. • Students meet twice more each week in seven-man writing labs with a writing coach for intensive review of topics and writing. • Within each group each member receives a copy of everyone's essays for common critique. • Coaches do most of their criticism in class..."	
- D. Gordon Rohman, JMC: <i>The Liberating Journey</i> , 1967	



JMC INTENSIVE FOREIGN LANGUAGE OFFERINGS

FOREIGN LANGUAGE: 15 - 24

- Minimum two-year university competency level achieved in one year's intensive course and practicum work.
- JMC's intensive foreign language capabilities were nationally cited as innovative and best-in-class; they were studied as the model for improved DOD language instruction.
- The foreign language program was a significant 'attractor' for many students.

AT JMC, LANGUAGE STUDIES WERE INTERWOVEN WITH 'LIVING / LEARNING'

Everyday Immersion



'Russian table' - Sny-Phi Cafeteria, ca. 1967

Foreign Study Trips



JMC students returning from Leningrad - 1967(?)



'BREADTH': JMC COURSE OFFERINGS

JMC HUM / SOC SCI / NAT SCI: 20 CREDITS EACH

- "[A] different approach ... to the design of a general education curriculum."
- "We relinquished common subjects ... to recruit the interests of our students ..."
- "We encourage teachers ... to present topic-centered courses in areas of their special interest."

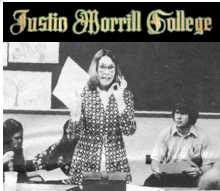
'HEURISTIC LEARNING'

- Immediate immersion in advanced topics or applications rather than 'intro' or 'basics'
- *The Theory:* Students would absorb the 'basics' along the way

JMC courses accorded upper-division / graduate credit to non-JMC students taking them.

Examples:

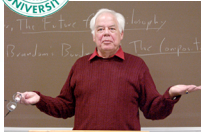
- | | |
|--|---|
| •The Anthropology of Music | •Freud Meets Darwin on a Golden Bough |
| •Human Sexuality | •Psychology and Literary Criticism |
| •Evangelism in America | •The Nature of Tragedy |
| •Concepts of Abnormality in Personality Theory | •Histoire de la Civilisation Francaise |
| •The Anatomy of Nationalism | •Styles of Documentary Film |
| •Existentialism versus Marxism | •Theatre Practicum I - III |
| •Conversations on Modern Physics | •Introduction to Community Economics |
| •Studies in Science, Ethics and Society | •Race, Class and Power in Southern Africa |
| •The Waking of Myth | •Genetic Engineering |
| •... and many, many more ... | •... and many, many more ... |

JMC's Own Faculty

JMC COURSES: INTERPLAY OF JMC / MSU STAFF

JMC NATURAL SCIENCES
JMC SOCIAL SCIENCES
JMC ARTS & HUMANITIES

MSU Faculty

- "We responded with a different approach to the use of teachers ..."
- "We encourage teachers ... to present topic-centered courses in areas of their special interest."
- "By this, we hope to make teaching in a general education program attractive for professional university scholar-teachers."
- "Out of their enthusiasm and commitment to special areas of their disciplines ... we hope to bring about an unusually high degree of involvement in their college teaching ..."
- "We want, above all, to make the presence of teachers *felt* in our classrooms."

- D. Gordon Rohman, JMC: *The Liberating Journey*, 1967



INDEPENDENT / INDIVIDUAL STUDY OPPORTUNITIES

- "[W]e also built individualized study into our program in several places.
- Each ... [JMC] ... course requires that one of its four credits be earned in independent study
- ... to prepare everybody for special programs to follow apart from courses, in the field or overseas."

- D. Gordon Rohman, JMC: *The Liberating Journey*, 1967

FOREIGN / FIELD / INDEPENDENT STUDY: 12

- Every JMC student was required to spend one entire term dedicated to an individual experience or project:
 - Independent Study (in the JMC / MSU community)
 - Field Study (elsewhere in the USA)
 - Foreign Study (elsewhere in the world)

- Students could define, propose, and conduct independent studies at any time, with the approval and supervision of a JMC faculty advisor.
- Such independent studies could be used to fulfill credit requirements relating to 'breadth' courses and / or the Field of Concentration.



Justin Morrill College

FIELD OF CONCENTRATION

FIELD OF CONCENTRATION: 40 - 45
 (a) Customized in-depth array of studies / courses
 (b) Conventional major within University department

Customized FoC's:	EXAMPLES:	University Majors:
•The Use of Media •The Psychology of Literature •Early French Poetry •The Study of Peace •The Politics of Pollution •Studies in Dance •Computer Art •Sexuality •Nature and Evolution of Human Intelligence •Chinese History •Comparative Cultures •Philosophy, Technology, and Social Change •Mathematical and Philosophical Method •... and more ...		•English / Literature Studies •Foreign Languages •Education •Psychology •Economics •Political Science •Art •History •Anthropology •Sociology •Social Work •Philosophy •Physics •... and more ...

"I built my field of concentration ... from courses as varied as 'Conversations on Modern Physics', ... 'Social Development Theory', ... economic history, 'Diffusion of Innovation' from the communications department, and a range of eccentric independent studies."

Dr. Wendy L. Schultz, *How I Discovered the Future: A Personal Essay*. Foresight 2005 Conference, September 2005, London.



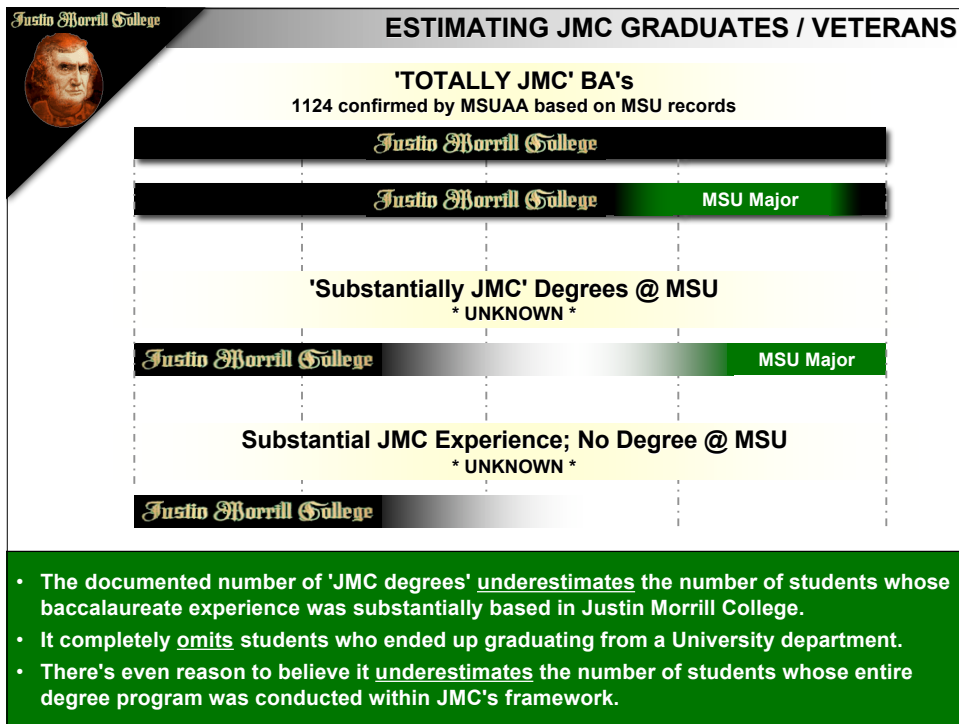
Justin Morrill College

JMC: LATE PHASE CURRICULAR MUTATIONS

- The 'crown jewel' foreign language components were lost circa 1975.
- By the final year ('78 - '79), there were 'pre-planned' fields of concentration and heavy reliance on University course offerings.

	1965 - 1974	1975	1978
Quarter (not semester) hours	ELECTIVES: As needed	ELECTIVES: 47 - 52 MIN?	??? NO MENTION
SYNTHESIS	'CAPSTONE' SEMINAR: 5	'INTEGRATION': 3 - 5	SENIOR PROJECT: 5
EXPERIENCE	DIRECTED STUDY: 12	INDEPENDENT STUDIES + FIELD EXPERIENCE 21 - 24	??? NO ANALOGOUS REQ'T LISTED
DEPTH	FIELD OF CONCENTRATION: 40 - 45	FIELD OF CONCENTRATION: 45	FIELD OF CONCENTRATION: 50 or more ...
BREADTH	JMC NATURAL SCIENCES: 20 JMC SOCIAL SCIENCES: 20 JMC ARTS & HUMANITIES: 20	JMC NAT SCI: 8 - 12 JMC SOC SCI: 8 - 12 JMC HUMANITIES: 8 - 12	??? NO BREADTH COURSES MENTIONED.
BASIC SKILLS	FOREIGN LANGUAGE: 15 - 24	X	FOREIGN LANG REQ'T DELETED
	INQUIRY & EXPRESSION: 12	COMM SKILLS: 24	??? NO BASIC REQ'T LISTED

AVAILABLE:
 •Society & Law
 •Public Policy
 •Dance



Justin Morrill College

CHARACTERIZATIONS OF A JMC GRADUATE

"WANDERING MINSTREL"

In other words - a creative and independent individual capable of making his / her own way in the world, relying on talent and ability.



OTHER CHARACTERIZATIONS ...

- A **GENERALIST** capable of approaching and engaging a variety of issues
- An **"ECOLOGIST OF THE IMAGINATION"** whose perspective was not limited to specific ideas per se, but rather to how ideas co-existed and interacted generally
- A **"COMMANDO"**, in the sense of being able to "parachute" into the middle of an issue or problem equipped to assess the relevant factors and take effective action.

... All of which emphasize ability and action rather than topical knowledge or expertise.

- "The JMC approach to liberal education was aimed at fostering 'grounded' results rather than esoteric studies.
- We were explicitly told the goal was to learn how to learn and act rather than simply accumulate knowledge in a particular field."

- JMC Alumnus

"JMC students have an intellectual commitment to anti-intellectualism"
(attributed to JMC faculty member Glenn Wright)



TESTIMONIALS FROM JMC GRADUATES

- JMC's student-centered and experiential emphases translated into outcomes described in personal terms.
- It took years for some graduates to fully recognize what they'd obtained from their JMC experience.

Representative Comments from JMC Veterans (2000 - now):

"JMC taught me how to learn and taught me that if I persevered, I could learn anything: math, writing, psychology, art, and computers."

"It taught me that I could teach others and myself."

"Justin Morrill made me more rounded, balanced, and brought out aspects in me I never knew I had."

"Justin Morrill proved everything it had promised"

"Going to JMC was one of the smartest things I ever did."

"For me, at least, it was the most valuable educational experience of my life."

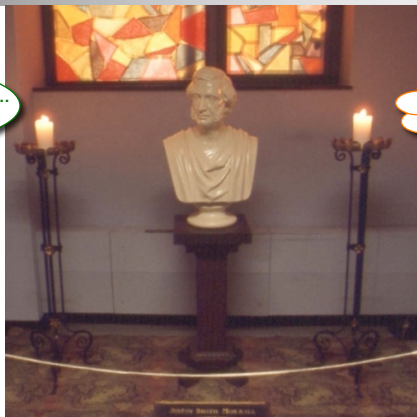


JMC: FROM LIVING EXPERIMENT TO 'LOST COLLEGE'

They drove me crazy ...
... 'til I killed 'em.



The cynical view



Funny ...
I don't *feel* dead



The optimistic view

Reasons for JMC's Dissolution

- MSU enrollments were in general decline as of 1979.
- JMC enrollments plummeted during the final years of the 1970's.
- Students progressively prioritized career preparation over liberal education.
- Economic woes nationwide; fiscal crisis in MSU.

Why 'Lost College'?

- JMC is the only MSU college unit to become totally extinct.
- For all intents and purposes, JMC was effectively expunged from MSU's corporate memory.
- The surviving documentary record is scarce, fragmentary, and difficult to access.
- JMC veterans are an 'orphan' population.

Justin Morrill College



Even though the minstrels have wandered
outward and onward as they will ...



The ghost of the Lost College still occasionally
haunts this place.



JUSTIN MORRILL COLLEGE
1965 - 1979

THANK YOU
for your interest and your time!