



COLLEGE REPORT

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More and more today, college students urge that they be given a greater role in designating the curriculum of their institutions. This morning, for example, an irate undergraduate asserted in a conversation we were having that colleges and universities today weren't as interested in student likes and dislikes as were institutions 100 years or more ago. In short, I was alluding to the "good old days" of American higher education.

Like most of us when we talk on subjects we know little about, this enthusiastic student could use some historical enlightenment.

The Old American Literary College that existed before the Civil War had much more interest in teaching its students the attitudes of "the Christian scholar and gentleman" than it did in catering to his personal desires for certain knowledge and skills.

FEW undergraduates behaved as such, but the faculty did its best to indoctrinate them by requiring their attendance at 16 chapel exercises a week—daily at 5 a.m. in the spring and fall (6 a.m. in the winter), 5 p.m. in the afternoon, and four times on Sunday. Faculty members were also expected to attend.

When Cornell opened in 1868 without compulsory attendance at chapel, the clergy denounced President White so roundly and persistently that he defended himself on this and related counts with his redoubtable two-volume work "The History of the Welfare of Science with Theology."

Today, except in some of the institutions controlled by churches, American colleges and universities do not attempt to educate student attitudes. Nor do they give as much direct attention as did the old American Literary College of training in the skills of writing and speaking. Chiefly they gave their students what William James has called knowledge-of-ac-

quaintance but which might now graphically be called know-about as distinguished from know-how.

EVERYONE is informed of how extensively knowledge has expanded since the found-

ing of the nation and how curriculums have had to be periodically reconstructed. To break the monopoly of the classical languages and to admit the sciences, the modern languages including English Literature, the social sciences, and latterly the fine arts and music, educational reformers campaigned after the Civil War under the banner "The New Education" and employed the mechanism of the elective principal whereby students "elect" to take certain offered courses.

The elective principal has been under attack since its initiation by Jefferson at the University of Virginia, but few things about American

higher education seem more certain than that in one form or another it will continue to operate permanently.

Perhaps the chief change in course offerings over the past century has been the admission of occupational-training subjects designed to teach "how" to do a specific job. These got their real start in the land-grant institutions. From there they moved into the universities and even into many liberal arts colleges.

CONTRARY to the common belief that the Old American Literary Colleges directly trained clergymen and were hence vocational colleges, they had no such concep-

tion of themselves. They thought their function to be the training of what Woodrow Wilson later called "the managing mind" of the nation, and they gave all their students the literary education that they ardently believed appropriate for such leaders. The situation has changed so much during this present century in particular that one can find instruction in almost any subject.

In any event, American colleges and universities today teach a range of subject matter which would stagger the credulity of the faculty members of a century ago. If some of it would seem to them to be too inconsequen-

tial to be called higher education, much of it would pass if not surpass their standards of significance and rigor.

At the California State College, Dominguez Hills, we welcome our students to the planning tables to help us design a better institution with an ever improving academic plan. We welcome them also to bring to that planning table a well-founded knowledge of the history of that enterprise—American higher education—which they wish to modify.

Thus equipped, today's interested college student can make a major contribution to the growth and development of his college or university.

Hahn Asks Controls

A working commission of top officials from the United States and Mexico is essential if the narcotics problem in this country is to be solved, Supervisor Kenneth Hahn said today.

In a motion before the Board of Supervisors, Hahn again urged President Lyndon B. Johnson to meet with the President of Mexico and establish a joint commission on narcotics between the two nations.

It is a known fact that most of the illegal narcotics come across the border from Mexico.

"I am sure the responsible officials of Mexico deplore this situation as we do in the United States," Hahn said.

Hahn called attention to the increasing use of drugs of all sorts, particularly among the youth of the nation and also to the increase in crimes of violence which are attributable to drug dependency.

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