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COLLEGE ceived it, they organized and lum would continue to be the administered their own edu- cynosure of most undergrad-REPORT By ROBERT M. BERSI Assistant to the President California State College, Dominguez Hills

These days, I imagine, the general public wonders whether colleges and univergeneral sities still hold classes. Many of the activities and event taking place on today's col-lege campuses seem to overshadow the actual teaching function which is still faith fully being carried on.

This used to be called extra curricula. I wonder if that word is strong enough any longer to describe the hap-penings one sees today oc-curring on campuses through-out the retire out the nation.

Before the Civil War in this country, very little went on that could be called extra-curricular other than occasional hell-raising by students bored with their lot. By the turn of the century, athletics had established itself as the primary form of extracurricular activity on the American college campus.

A CREW race between Harvard and Yale in 1852 started intercollegiate athletics, and in 1858, four New England colleges organized the first athletic conference. After the Civil War, baseball captured the imagination of the country and of college students and soon thereafter football took the center of the collegiate stage. By the end of the nineteenth century intercollegiate teams in a dozen sports had been organized. Meanwhile, however, the

administrators and professors who had welcomed sports perceived that they had cast out the devils of riot and re-bellion only to have the new devils of commercialism and hyprocisy replace them. Undergraduate interest in intel lectual activities, they also observed, had improved not a whit

FRATERNITIES boomed along with athletics and be-came no less troublesome. They had begun as literary societies, and some of them possessed libraries that shamed those owned by the col-leges. Long before the ad-vent of Dale Carnegie, the changing pattern of American life transmogrified them into clubs chiefly interested in training their members in the arts of winning friends and influencing people. Here the educational re

formers — especially those associated with state universities — also misfired. They idolized German universities; and since German students lived around town in rented rooms, they concluded that their American counterparts should too. American under-graduates responded, however, by inventing the fraternity

ity house. FRATERNITIES had much to do with the increasing em phasis upon athletics, and they also promoted extracur-ricular enterprises in general -student newspapers, maga-zines, and yearbooks; glee clubs, mandolin clubs, and dramatics; proms, house par-ties, and informal dances. By the 1920s, the extracurricu-lum, in the liberal arts colleges at least, had decisively triumphed over the curriculum

That the college was an educational institution students agreed unreservedly, but they defined education quite differently from the professors of both the school and the new. old Few time to tudent Emerson; but if they had read him, they would have agreed that "a great soul will ABOVE ALL else, they they wanted to live strenu-ously. They were willing to pay the custom fees and tariffs demanded by the faculty in the form of admission credits, course examinations grades, and graduation quirements because these admitted them to the joys college life; but they had lit the interest in what profes-sors taught. Indeed, most of them judged faculty scholar-ship to be pendantry and the professors themselves spirit less book-readers or mildewed laboratory grubbers who had chosen the academic life be-cause of the fore-knowledge that they could not succeed in business or in the profes sions.



Headlights Irritating To Drivers

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Scorning the intellectual diet proffered them by their teachers and yet highly valuing education as they



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