

students in in-College increasing numbers these days, clamor to be given a greater role in designing the curriculum of their in stitution. For example, the Black Student Union calls for the recognition of the contribution of the black man to our American culture: Students for a Demo cratic Society demband new approaches to and liberaliz ation of academic proced

Assistant to the President California State College, Dominguez H

I recall an irate undergraduate leader asserting in a conversation we were having recently that colleges and universities today weren't as interested in student likes and dislikes as were institutions a hundred years or more ago. In short, he was alluding to the "good old days" of American higher education. Like most "good old days," sen-timents the intervening years obscure our view of the way things really were. This enthusiastic student could use some historical enlightenment. The Old American Liter-ary College that existed he-

ary College that existed be-fore 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.

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FEW undergraduates be-haved like angels, but the faculty did its best to indoctrinate them by requir-ing 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 after-noon and four times on Sunday. Faculty members also

were expected to attend. When Cornell opened in 1868 without compulsory attendance at chapel, the clergy denounced President White so roundly and per-sistently that he defended himself on this and related counts by counter-attacking with a two-volume work, "The History of the War-fare of Science with The-

ology." Today, except in some of the institutions controlled by churches, American col-leges and universities do not attempt to educate stu-dent attitudes. Nor do they give as much direct atten-tion as did the Old Ameri-can Literary College to training in the skills of writing and speaking. Chief-ly they gave their students ly 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.

We hear a great deal a bout how extensively knowledge has expanded since the founding of the nation and how curiculums have had to be periodically reconstructed. To break the monopoly of the classical languages and to admit the sciences, the modern lang uage, including English Lit erature, the social sciences, and latterly the fine arts and music, educational reand music, educational re-formers campaigned after the Civil War under the banner of "The New Edu-cation" and employed the unprecedented mechanism of the elective principle, whereby students "elect" to take certain offened course take certain offered cours-

. . . SINCE Thomas Jefferson initiated the elective prin-

changed so much during this present century in par-ticular that one can find COLLEGE instruction in almost any subject. REPORT IN ANY event, American colleges and universities to-By ROBERT M. BERSI

day teach a range of sub-ject matter which would stagger the cedulity of the faculty members of a cen-tury ago. If some of what is taught today in American tion of themselves. They thought their function to be the training of what Wood-row Wilson later called "the managing minds" of the nacolleges and universities would seem to them to be inconsequential to be call-

students the literary educa-tion that they ardently be-lieved appropriate for such leaders. The situation has

College, Dominguez Hills, we welcome our students to the plannng tables to help us design a better institution with an ever improving aca-demic plan. We welcome

them also to bring to that pianning table a well-found-ed knowledge of the history of that enterprise—Ameri-can higher education — which they wish to modify.

Thus equipped, today's interested college student can make a major contribution to the growth and develop-ment of his college or uni-

## **Chace Asks for Review Of County Health Fees**

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Chace has called for a study es. of recent increases in fees for public health license in-

spections

"THE complaints seem to indicate the fee structure re-quires such establishments to pay as much as much "My office has received a tremencous amount of com-plaints regarding the in-creases and the fee struclarger places," Chace said. "On the surface, this would not seem to be equitable." ture," Chace said. "For that reason, I have asked for a review of the structure." The public health inspec-

tions are performed by the County Health Department Chace expressed particular concern with the fees for to make certain that estabsmall restaurants, especial-ly those which dispense ice lishments dealing in con-sumer goods maintain a

THE INCREASES were necessary to assure that about 98 per cent of the in-spection costs were paid for by shop or restaurant own-ers. Previously only about 67 per cent was underwritten

the balance was paid for by taxpayers. "The Grand Jury urged urged scupervisors to make the inspections as self-sus-taining as possible, and this

Supervisor Burton W. cream, candy, and sandwich-hace has called for a study es. clean shop and healthy prac-tices. said. said.

DRESSING by the establishments, and Taste

aste better when serve with a casserole of MAA CLOO **ALL PURPOSE DRESSING** (recipe on the package)

BARBECUED

Meats...

Poultry ...



ciple at the University of Virginia, it has been un-der constant attack, but few things about American higher educatiton seem more certain than that in one form or another the elective system is here to stay. Perhaps the chief change

in course offerings over the past century has been the admission of occupationaltraining subjects designed to teach "how" to do a spe-cific job. These got their real start in the land-grant institutions. From there they moved into the univer there sities and even into many liberal arts colleges. Con-trary to the common belief that the old American Literary Colleges directly trained clergymen and were hence vocational colleges they had no such concep-,

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