

Intercollegiate Spirit

Chapter 5 (Thelin) Alma Mater

America Goes to College 1890 to 1920

The “Collegiate Ideal” in the Age of the University

- “university looks forward and college looks backwards.” Page 155
- Going to college was rising in popularity
- Attending college meant improving your socioeconomic mobility and a bachelor's degree was perceived as a way for a nouveau riche family to gain social standing. Page 155
- Going to college was fashionable and prestigious
- Graduate programs needed a pool of educated students from which to recruit masters and doctoral students Page 156
- Liberal arts provided a symbolic core within the university structure that fostered connection for alumni and donors

Collegiate Celebrations: Photojournalism and Campus Imagery

- Professors made what is now \$21,000 and struggled to make ends meet at times
- professors taught 5 classes, advised students, hosted guests on campus
- Show loyalty to campus through symbols aka colors and mascots
- 1890 to 1910 colleges adopted colors and mascots
- University of Virginia chose red and gray to honor shed confederate blood (colors had meaning)
- Team names showed state pride
- Songs alma maters - (It is interesting to see how highschools adopted this idea as well. For example at my highschool we learned the alma mater in multiple forms <https://youtu.be/Bdvozn0-8HE?feature=shared>)
- Alma maters and college hymns to make people feel included at athletic events and reunions
- Music included campus music groups, marching bands large and small events campus life
- Homecoming brings together current and past students together. Customary to have a funny theme for reunion ex: alice in wonderland, costumes
- Institutional comparison: "I want to go to Princeton," said Amory, "I don't know why, but I think of all Harvard men as sissies, like I used to be, and all Yale men as wearing big blue sweaters and smoking pipes... I think of Princeton as being lazy and good-looking and aristocratic — you know, like a Spring Day. Harvard seems sort of indoors —" page 161

- I'll sing you a song of colleges and tell you where to go; Johns Hopkins for your knowledge, Cornell to learn to row, Amherst for your high-toned fops, Dartmouth for your men, For riches go to Williamstown, or muckers, Brown, amen! Page 162
- Muckers- undergrad slang term referring to brawny lads with bogus academic credentials lured away from foundries then hired by coached to play football for college
- Romanticizes stories of undergrad adventures (For example in the show Gilmore Girls the main character attends Yale and secret societies are romanticized)
- American colleges had broad audience appeal

Undergraduates in the Gothic Age of the American College, 1890 to 1910

- Photojournalism era gave a view of the campus from outside in
- Courses seen as necessary evil, and the price to pay for admission to the “greatest show on earth, campus life” page 163
- Golden age of pranks which served antiacademic norms of the college system

Access and Affordability

- What does college symbolize? Social mobility and obtaining prestige in American life (<https://www.nytimes.com/2023/03/30/learning/what-is-most-important-to-you-when-choosing-a-college.html?searchResultPosition=4>)
- Education was somewhat affordable during this time period
- “Another trend in enrollment patterns by 1900, especially for the most prestigious colleges in the Northeast, was increasing reliance on private boarding schools rather than public high schools for their pool of applicants. This led to the development of "feeder" relations with selected preparatory schools. According to this custom, headmasters and deans of admissions acquired mutual trust in the "fit" of students from the secondary school to a particular college.” Page 172 (<https://www.nytimes.com/2000/05/24/nyregion/college-feeder-schools-feel-pinch-of-competition.html?searchResultPosition=5>)
- At Harvard and other universities in the Northeast, race was a less volatile issue than religion and ethnicity — not so much as a matter of principle but by default. Eliot at Harvard and Nicholas Murray Butler at Columbia were influential among university presidents, and they often stated their concerns that an influx of the children of immigrants from Ireland and Eastern Europe would infringe on the cultural stature and demographic composition of their historic institutions. Token accommodation of diverse groups was the rule of thumb at the established colleges of the Northeast and Middle Atlantic regions, as presidents and boards became increasingly preoccupied with the xenophobia associated with retaining or regaining "racial purity?" Page 173

Intercollegiate Sports

- Games were of public interest
- Varsity football became object of extended coverage
- Formalization of athletic association meant decision making and budget control drifted from students to adults who were paid athletic officers
- College sports linked with commercialism
- <https://www.insidehighered.com/views/2021/08/20/presidents-have-been-largely-silent-about-issues-college-sports-and-commercialism>

Women's Colleges

- Students at the women's colleges became immersed in the elaborate internal student culture of organizations and honors known as "The Life." The student groups that set the tone and dominated the activities of the campus were known more for hewing to the tenets of "The Life"
- The elite women's colleges did not imitate the men's colleges. Rather, they developed an institutional structure and culture that were a variation on some of the themes associated with the men's colleges.
- Key players in "The Life" were the "swells" — confident, affluent, poised young women who brought to the women's college all the advantages of wealth, academic preparation, and social graces. They set the tone for conduct and were architects of and major actors in an elaborate series of ceremonies, rituals, festivals, and events that marked the academic calendar. Costumes, ranging from academic regalia to Greek gowns, accentuated the high fashion of daily apparel. Student organizations, ranging from student government to yearbooks and literary magazines, were an object of energy and commitment. Although historians of higher education have often overlooked the fact, athletics were central to the campus culture. The highly competitive activities field days and basketball increased cohesion and affiliation. To the casual outside observer, the dances, dramas, and rituals of the women's colleges suggested an idyllic, leisurely life and lent themselves to caricature. In fact, to the participants the women's college life was demanding in its emphasis on participation, form, conduct, and conformity. Page 181

Women and Coeducation

- Men called women pelicans commenting on their personal appearance
- Women paid activity fee but were excluded from campus organizations
- Women created their own organizations after being excluded
- "In 1880 or 1890 the concern of parents, educators, and psychologists was that collegiate coeducation was harmful to women, linked to such dangers as brain fever, physical fatigue, and the risk of becoming aesthetically "unfeminine," by 1910 the reasons for opposition had changed dramatically. Women seemed to have handled the burdens of serious study and campus life quite well. The new insight was that their presence was harmful— or rather threatening — to college men" Page 186 (Goes back to the idea that men have to be away from women entirely in order to become men during college)

The "Collegiate Ideal" and Black Colleges

- Black college and professional school enrollments in the South were limited otherwise it was an agricultural and industrial education.
- "According to a report by the U.S. Commissioner of Education, black college and professional school enrollments in the Southern states and Washington, D.C., totaled 3,880 in 1900. As a further indication of the of educational opportunity, only 364 African Americans had earned college degrees in the Southern states and the District of Columbia "Page 186
- W.E. B. DuBois concluded in a commencement address at Howard University in 1930, "Our college man today is, on the average, a man untouched by real culture. He

deliberately surrenders to selfish and even silly ideals, swarming into semi-professional athletics and Greek letter societies, and affecting to despise scholarship and the hard grind of study and research. The greatest meetings of the Negro college year like those of the white college year have become vulgar exhibitions of liquor, ex-travagance, and fur coats. We have in our colleges a growing mass of stupidity and indifference." Page 187

From Petty Larceny to Grand Theft: The Excesses of College Life

- The Yale system was on the brink of implosion because its intricate system of rewards and honor societies had failed to accommodate both the growth and the diversity of the Yale student body.
- One rebellious student editor tells a group of critical classmates, "We are a business college purely and simply because we as a nation have only one ideal — the business ideal."
- "Twenty years ago we had the ideal of the lawyer, of the doctor, of the statesman, of the gentleman, of the man of letters, of the soldier... Now everything has conformed to business, everything has been made to pay."
- Even President Eliot of Harvard confided toward the end of his academic career that his commitment to educational ideals had produced disappointing results. Under his watch, he lamented, Harvard had been so overtaken by a preoccupation with "lands, buildings, collections, money and thousands of students, that I have sometimes feared that to the next generation I should appear as nothing but a successful Philistine."
- One failure of the "college system" was its weak record in preparing students for roles in national politics. Page 191

Student Groups and Activities Outside the Dominant Collegiate Culture

- Student union nationwide phenomenon
(https://www.espn.com/mens-college-basketball/story/_/id/39659611/dartmouth-hoops-players-vote-join-local-union)
- The elaborate student unions represented a substantial gain for commuter students and other outsiders; it did not diminish the segregation of the various student factions' living arrangements. The wealthier students merely avoided using the student union facilities
Page 193

The Curriculum

- Most publicity focused on the "big men on campus" the starts of the athletic teams and social clubs moving away from the core of what college life really is
- the very success of the "college system" set in motion counterrevolution — a series of thoughtful, spirited reform movements initiated in the 1920s and 1930 Page 196

Exclusion and Selective Admissions: The Irony of Administrative Reform

- Colleges used various criteria in deciding which applicants to admit.
- The main task was to document that an applicant could do college-level work.
- College Entrance Examination, as well as "certificate" arrangements with approved high schools..
- Brown University advised applicants to check with their headmaster or principal to see if Brown had certified their secondary school.
- Each college continued to offer its own entrance examinations,

- Some colleges ultimately had the luxury of using selective admissions to determine the size and social composition of the student body.
- social exclusion was shifted to the admissions office

World War I and the Colleges

- Frankel, 540 colleges and universities across the United States "turned themselves into training campuses, and roughly 125,000 men were inducted into the Students Army Training Corps... Participating institutions received much-needed funds to house, feed and instruct student trainees; in return the government would receive a mentally and physically trained body of fighting men." The significance of the SATC was that it smoothly connected the campus to the larger national war effort. Page 200
- World War I did provide a dramatic opportunity for an extension of the "collegiate hero" role: students were serving as ambulance drivers or "ace" fighter pilots for expeditionary forces even before the United States entered the war. Hobey Baker of Princeton, the most famous college figure of the immediate pre-World War I era, personified the gentleman athlete Page 201

Chapter 6 (Thelin) Success and Excess

Expansion and Reforms in Higher Education 1920 to 1945

Building the American Campus: The commitment to Mass Higher Education

- Impulses to build large football stadiums at colleges and universities after world war
- American public more interested in higher ed and its extracurricular activities
- moving toward a commitment of higher education by expanding public secondary schools resulting in large new pool of college applicants
- Between world war 1 and 2 enrollment went from 250,000 to 1.3 million
- "Presently the colleges will turn out their annual product —150,000 members of the Class of 1937. These boys and girls— and the others like them who will make up the Classes of 1938, 1939, and 1940 — will in 20 years occupy the seats of authority. Only then will the historian be able to tell how far mass higher education has advanced the American Dream" Page 206 (What is the American Dream? Who can achieve it?)
- New technical institutes municipal colleges women's colleges labor colleges catholic colleges and regional state colleges flourished
- Booster colleges - Development of indigenous American institutions, junior colleges two year in west and midwest
- Founding of UCLA marked an important structural innovation in the governance of higher education: campus statewide university system
- colleges and universities were featured as prominent points of interest for tourists and locals .
- Universities spared no expense in the design of new facilities, whether astronomy observatories and physics laboratories, dormitories and student centers, or sports arenas. Page 208

College Sports

- Athletics are a large part of campus public relations
- Traditional rivalries: harvard v yale (<https://alumni.harvard.edu/harvard-yale>) sell out crowds 5,000-6000 people
- “A host of high-school athletes, graduating in the elaborate sports arenas of the State universities, have rudely trampled the belief of an older generation that Harvard, Yale, Princeton, Cornell and Pennsylvania symbolized greatness at football, crew and track. Today Minnesota dominates the \$30,000,000 [in 2000 dollars, \$360 million] football business that draws 20,000,000 people into stadiums each autumn. Today, Washington rules the rivers and its graduates coach the Eastern crew. For the past decade a handful of Stanford and University of Southern California track men have monotonously beaten the East whenever their teams chanced to meet. In specialized sports, the University of California is tops in tennis; and Michigan, having wrested swimming supremacy from Yale, now vies with Yale at golf” Page 209
- The downside to the nationwide popularity of intercollegiate sports was that athletics directors and ambitious coaches continually stretched the limits of acceptable practice. Abuses became so rampant that the Carnegie Foundation for the Advancement of Teaching (CFAT) undertook a detailed, systematic three-year study of the condition of college sports.
- Local business called the downtown group pushed for commercial potential of intercollegiate football
- The Don Spencer Agency of New York City energized college sports promotions nationwide with high-quality programs and posters.
- “The advertising agencies increasingly viewed intercollegiate athletics and its spectators as a media market to be exploited. Newspaper publishers also cashed in on this lucrative market in a variety of ways, ranging from daily coverage to more elaborate campaigns to promote trophy winners and ticket sales. Athletics directors, coaches, presidents, trustees, and alumni association officials were informed, willing participants in the various efforts mounted in press rooms, radio network offices, movie” Page 210
- Academic leaders did not show much commitment to establishing a natural organization to regulate the business of college sports (Name image likeness <https://www.usnews.com/education/best-colleges/articles/name-image-likeness-what-college-athletes-should-know-about-ncaa-rules>)

Trouble in Paradise: Popular Images of Campus Life

- Notorious for hedonistic(engaged in the pursuit of pleasure) behavior of students and alumni
- Homecoming reunions proms and fraternity gatherings were associated with alcohol and also associated with distinctive clothing and accessories
- “1936, Macy's Department Store of New York City jumped on the college bandwagon, marketing styles for the "Champion of the Ivy League" with the following prospect for autumn fashions: goes to show it's a marker of status” Page 211
- Profiles of campus life, ranging from the elitism of Yale to the rough-and-tumble culture of medical students at the University of Minnesota, surfaced in the novels of Sinclair

Lewis. Fiction was only one medium for the distribution of collegiate imagery. It was also projected weekly in the nationally syndicated cartoons” Page 211

- The college woman as a socialite was a phenomenon that spread to all regions of the country. By the 1930s, magazine coverage of Midwestern state universities, such as the University of Missouri in Columbia, included photographs of women enjoying the leisurely life of debutantes and sorority members.
- Levine, "going to college" had become sufficiently entrenched in the American "culture of aspiration" between the world wars that youthful indiscretions were tolerated and even encouraged as part of the process of upward social mobility that the college facilitated. Page 213

The Media and Higher Education: Popular Images of the American Campus

- Radio broadcasts enabled listeners to be involved in the game
- Movies were attractive for viewing & audiences
- 1941 Notre Dame football top voiced effort/ Top box office movie

Reconstructing Campus Life: Student Memoirs

- Media depictions of undergraduate life were understandably slanted toward extracurricular activities and flamboyant behavior. In 1923 a famed Harvard historian lectured at Brown University on the difficulty of reconstructing the character of student life at medieval universities. "The studious lad of today never breaks into the headlines as such, and no one has seen fit to produce a play or film 'featuring the good student? Yet everyone familiar with contemporary universities knows that the serious student exists in large numbers." Page 217
- This period was considered the golden age of student journalism and writing
- "In the 1920s and 1930s there was a tendency for students at all the campuses to be split into haves and have-nots — usually along the lines of the Greek-letter system of fraternities and sororities. Power and prestige went disproportionately to the self-perpetuating social organizations” Page 219
- "To be an honors student and departmental undergraduate assistant in physics, for example, hardly brought a junior or senior the adulation associated with being elected president of the interfraternity council. But it did provide opportunities for specialized scholarship, and prospects for graduate study and a career path that would have been unheard of a decade earlier. Similar scenarios existed for the fine arts, performing arts, and other new fields. Whether or not one gained membership in a Greek-letter fraternity or sorority, the typical campus provided ample clubs, libraries, museums, and special collections that allowed serious students to immerse themselves in the academic life” Page 225

The new Women's Colleges

- Women 40% In undergrad enrollment in 1940
- Number of women increased from 300,000 to 600,000 on the eve of world war 2
- Sarah Lawrence College relied on strict quotas and could only admit a certain amount of Jewish women
- By the 1930s the historic women's colleges known as the Seven Sisters —Wellesley, Radcliffe, Smith, Mount Holyoke, Vassar, Barnard, and Bryn Mawr — had acquired a

collective reputation as the alma maters of a talented, privileged elite of American women. It was an identity that gave little attention to social justice in matters of race or economic class. Page 227

- In many cases the admission of a black woman to the elite colleges was the result of an oversight, evidently due to her having a light complexion Page 227 (https://projects.iq.harvard.edu/files/deib-explorer/files/the_persistent_problem_of_colorism.pdf)
- Coeducation, the fastest-growing model, provided both access and exclusion to women. In the typical comprehensive campus. Women enjoyed numerous, diverse opportunities within campus life; they were unlikely to attain positions of leadership such as editor of the student newspaper or president of the student body. Page 228
- “parents had been worried that college posed two threats to their daughters, both of which rendered them unfit for marriage. First was the fear that highly educated women were unappealing as potential spouses. Second was that tightly knit communities of women undergraduates promoted lesbian relations. By 1940, the “good news” for cultural conservatives from both the coeducational and all-women's campuses was that the American college woman appeared not to have forfeited her prospects for marriage and motherhood. Whether or not the price for this accomplishment was worth the decrease in professional options available to a generation of educated” Page 231(<https://www.cnbc.com/amp/2018/12/17/women-who-attend-elite-colleges-earn-more-and-marry-less.html>)

African Americans and Higher Education

- “Enrollment prospects for black students remained limited, not only in the segregated states but nationwide. Even though such vocal black leaders as Marcus Garvey praised universities in the North for admitting black students, the statistics suggest that the impact of such gestures was marginal. Estimates of total black undergraduate enrollment at colleges and universities apart from the segregated black campuses ranged from about fifteen hundred to two thousand per year in the mid-1930s. Enrollment in black colleges increased after World War I from slightly more than two thousand to about fourteen thousand in 1930. Despite this percentage growth, access to higher education for black students lagged far behind that for whites. Just prior to World War II a white between the ages of eighteen and twenty was four times more likely than a black of the same age group to enroll in college” page 232
- Racial exclusion in higher ed was national rather than regional
- “From time to time newspapers featured profiles of outstanding black collegians such as Paul Robeson of Rutgers University in New Jersey or Jackie Robinson of the University of California at Los Angeles. Robeson, later to become a world-famous baritone and actor, was an honors student at Rutgers and a star football player on the same team as future television star, bandleader, and producer Ozzie Nelson (of “Ozzie and Harriet” fame). Even though he was a presence in the undergraduate life at Rutgers, Robeson faced social exclusion within the campus. College sports, often hailed for its egalitarian character, seldom achieved this ideal. Coaches from Northern schools would agree to keep their black student athletes out of games played against teams from Southern states that forbade racial integration” Page 233

- Black students created their own organizations Alpha Phi Alpha and Kappa alpha psi resulting in inclusion without integration

Recusing the Collegiate Curriculum

- College is an association of scholars made for the development of traits and powers page 235
- “ Aydelotte introduced an "honors program" that simultaneously rewarded and demanded much of serious students. It included intensive seminars, special courses, and a senior thesis to be evaluated by an outside examiner” page 236
- The result was an "Oxford plan" tailored to mass education in modern America — a honeycomb of residential colleges that shared some facilities such as a main library and that were chartered as a corporate federation while allowing each college to enjoy autonomy and its own special mission. * This blueprint for an academic commonwealth made possible the founding of Scripps College, an autonomous yet cooperating women's college literally up the street from Pomona. It also allowed for the creation of Claremont Graduate School for advanced-degree programs in selected fields. The net contribution of the Claremont plan was to provide for an increasingly populous and education-minded region a trustworthy structure for extending liberal education in a small-campus residential setting to an expanding pool of qualified college applicants. 237

Philanthropy and Structural Reform

- Proponents of the corporate ethos as a model for American higher education seldom seemed to be bothered by such inconsistencies. Efficiency was their watchword, but the penny-pinching evidently did not extend to corporate largesse used to build an expensive campus that glorified a family name — even though the buildings were not especially useful. For example, when the magnificent new Gothic campus for Duke University was opened, the administrators discovered that preoccupation with the chapel had distracted the architects from other elements page 242
- overlooked professors shared an office space in a closet 242
- The recommendations of the Carnegie Foundation and General education board had a strong influence on university presidents and board members

Institutional Profile: Stanford and the Roots of the Entrepreneurial University

- in large part to the education and later support provided by Stanford, Hewlett and Packard helped pioneer the development of Northern California's "Silicon Valley" of electronics and information technology. The Stanford model of research focus combined with the university as landlord and commercial catalyst grew and eventually blossomed as the model of an enterprising university. 245

“Booster Colleges” and the New State University President

- The ascending state universities enjoyed growing support from generations of alumni and state legislators —but only so long as the campus avoided controversy in politics or losing teams in football. For most, their imperial structure surpassed the substance of their actual course and program offerings. The typical state university remained underfunded and overextended. 249

Localism and Growth of the American Junior College

- By 1940 there were 456 junior colleges, with a total enrollment of 149,584 students. Many of their graduates who received the "associate" degree transferred to four-year colleges to complete the bachelor's degree. The appeal of this new institutional model was exemplified in California, which had forty-nine junior colleges offering instruction in the 1930s. In most cases these were funded through local property taxes, comparable to arrangements for public support of elementary and secondary education. Private junior colleges were almost completely dependent on student tuition payments.
- By the 1930s, the popularity of the junior colleges had made them problematic to state university presidents and to representatives of the major national foundations. This was because these local initiatives were outside the system — and control— of the established institutions. The ultimate aim of the system reformers was to shift junior colleges away from the liberal arts (and hence away from their role of providing the first two years of college instruction), and toward terminal vocational programs. Page 250

Access and Affordability: Changes in the Price of Going to College

- Residents in Louisiana were not charged for tuition but did pay a general university fee... (makes you think about how we can implement that today)
- Increase in tutoring charge at private schools when income was declining effects of unemployment and bank closures.. much of the financial issues they had then we have now
- Great Depression- enrolled college students
- Women's colleges led financially 252
- The result was that enrollments in colleges, universities, and other higher-education institutions increased during a period of extended problems in the national economy. This resilience indicated that undergraduate education had consolidated a secure place for itself as a cultural institution, a vague object of faith in prospects for upward mobility in American society.
- Even though some boosters emphasized the economic benefits of investment in higher education, a college degree was more a pedigree than a meal ticket. The reality was that completing a college degree in the 1930s provided little assurance that a graduate could get a job. Investment in higher education provided little immediate relief from a depressed job market. 253
- Higher ed had lots of participation but most Americans saw it as a privilege rather than a right

End Point: The Conservative Campus

- Going to college was a rite of passage into the prestige of American Upper middle class
- Fraternity initiations, weekend parties, homecoming extravaganzas, and football bowl games reinforced established norms of getting ahead in American society. They posed no threat to dominant political or economic values. The campus provided a convenient, "Betty Co-ed" was the observation that she was a candidate for the "M.R.S." degree as well as for the B.A. Traditionally underserved groups (e.g., the working class) could now aspire to a college education, at least for their children if not themselves.
- The social function of college coexisted with an increasingly potent albeit vague economic function. Job applicants took pride in listing

- "some college" as part of their educational record, even if this had not included completing a four-year course of study. For those students who did persist to commencement, a college degree, particularly in such fields as engineering and business, increased access to entry-level white-collar jobs. Most occupations in the United States, however, did not have a tight connection with academic credentials. In some cases the technical skills acquired through having studied civil engineering, pharmacy, or accounting gave a student an edge in hiring decisions. In other cases the mere social prestige of being a college alumnus conferred leverage in the job market. Page 254

Taking Stock of Academic Freedom

- The conspicuous glamor of undergraduates and campus extracurricular life tended to obscure the serious business of teaching and learning.
- Ironically, this tendency to ignore the world of scholarship, among both professors and students, may have been an unexpected blessing. The lack of a spotlight on their activities actually meant that professors and their relatively small number of devoted advanced students were free to explore esoteric fields that would have made little sense to board members or to parents and the general public. Page 256
- Perhaps the major gain for faculty in terms of campus power was the emergence of the "departmental chair" as a seigniorial role — an enduring source of local patronage and power, determined more by immediate campus politics than by national scholarly reputation. Scholarly expertise, however, would become an unexpectedly important source of power and prestige during World War II. 257

World War II and the Utilitarian Campus 1941 to 1945

- American higher ed proved to be resilient and useful in national world war 2 effort
- College spirit → win the war spirit
- Academy took advantage by obtaining national congressional appointments for a number of athletes whose national service was fulfilled
- The universities' effectiveness during the crises of World War II had an enduring legacy — namely, the success of academic cooperation in large-scale applied research projects provided the rationale for future partnerships between the federal government and universities. This accomplishment would transform the missions and funding of American higher education in the period following the end of World War II in 1945. Page 259