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# Jesuit Educational Quarterly

MARCH 1961

RESEARCH VERSUS TEACHING

HONORS PROGRAM AND VERTICAL COLLABORATION

STATUS OF SPECIAL STUDIES

WANTED: DRASTIC SURGERY FOR ENGLISH

NEWS FROM THE FIELD

Vol. XXIII, No. 4

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# Jesuit Educational Quarterly

March 1961

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JESUIT EDUCATIONAL QUARTERLY

# Research Versus Teaching

PAUL A. FITZGERALD, S.J.

In a recent summary of educational trends and topics, an editor commented: "Of all the functions of American colleges and universities, two received most attention by critics and scholars alike: research, because it was blooming so well it threatened to impoverish all the others, and teaching, because to some observers it seemed to be dying on the vine."<sup>1</sup> The relative position of research versus teaching on the American campus is indeed the current academic controversy as a cursory glance at recent literature will confirm. In order to refine the arguments on both sides, the learned and professional journals have accorded generous hospitality to those who wish to defend a favorite viewpoint. The question is of more than academic interest; its implications, as is clear, reach beyond the ivy walls and ivory towers. For this reason, a further word on the subject will not be superfluous.

Distinguished partisans can be identified on both sides of the question so that the argument from authority loses much of its efficacy. Jacques Barzun, dean of faculty at Columbia, in a recent article attacks the exaggerated importance given to research by college faculties at the expense of the professor's teaching responsibility.<sup>2</sup> In a paper read at the annual meeting of the American Council on Education, held at Chicago, October 6-7, 1960, President Everett Case of Colgate University warned against the creation of "shadow faculties", with higher salaries, but undefined teaching functions as a result of government-sponsored research. *The New York Times* seized upon these remarks as the occasion for an editorial which asks: "Is it not time that methods were devised for providing incentives for good teaching at the university level? Is not the first-rate teacher capable of firing the imagination of the students and really teaching them his field worthy of more respect and advancement than the mediocre teacher whose research output is some piece of unimaginative drudgery that is of the most marginal importance?"<sup>3</sup> Obviously, this is not a complete disjunction.

Approaching the question obliquely, Charles V. Kidd considers whether the different research aims of the Federal Government—sur-

<sup>1</sup> *So They Say About Higher Education*, 8, 3 (April-June, 1960), 3.

<sup>2</sup> "The Cults of Research and Creativity", *Harpers Magazine*, 221, 1325 (October 1960), 69-74.

<sup>3</sup> October 10, 1960.

vival and welfare—and of the universities—the pursuit of knowledge—can be reconciled so that universities can accept Federal grants without fear of academic distortion. Mr. Kidd realizes that academic institutions cannot remain unchanged by accepting large federal funds, but he sees no evidence that their basic processes must thereby be sacrificed.<sup>4</sup> For his part, President David D. Henry of the University of Illinois, insists that in order to arrest the decline in basic investigation there must be more appropriations for university research.<sup>5</sup> As a matter of fact, this is the present recommendation of the President's Science Advisory Committee<sup>6</sup>

On the other hand, John Harold Wilson, Professor of English at Ohio State, admonishes the faculty member of the State University that he must see himself as an educator first and as a chemist, historian or psychologist second.<sup>7</sup> David Boroff of Brooklyn College has a more incisive indictment of those who concentrate on research and publication. In a recent article, Mr. Boroff says that a distinction should be made "between a scholarly cast of mind and actual scholarship. Every college teacher should be scholarly; it is a minimum obligation. But he need not publish to be scholarly. In fact, the publishing process drives him into academic dust bins and deflects him from broader scholarly concerns".<sup>8</sup> Paul Woodring seems to agree and he challenges the assumption that a man cannot be an effective teacher unless he is also a productive scholar. Moreover, he advocates that college teaching be recognized as a profession related to, but distinguishable from, scholarly writing and research.<sup>9</sup>

All scholars, however, do not agree with this analysis. Some would look with alarm upon a conspiracy that would minimize the importance of research, relegating it to a subordinate position on the university campus. In general, these protagonists of research and publication argue that research is good in itself, good for the profession and good for the students. For example, Professor Henry C. Montgomery, of the Department of Classics at Miami University, Oxford, Ohio, is strongly of the opinion that there is not necessarily a complete disjunction; on the contrary, research enhances the effectiveness of the teacher. Professor Montgomery concludes his paper with this remark: "It would be untrue to say that productive teachers are better than their colleagues who are unquestionably excellent teachers and who often contribute invaluable

<sup>4</sup> "New Government-University Relationship in Research", *Higher Education*, 16, 8 (April, 1960) 3-6, 18-19. Mr. Kidd is author of *American Universities and Federal Research*.

<sup>5</sup> "New Priorities in Research", *The Educational Record*, 41, 2 (April, 1960), 148-153.

<sup>6</sup> See *The New York Times*, November 22, 1960.

<sup>7</sup> "The Educational and the State University", *Journal of Higher Education*, 31, 4 (May 1960), 237-243.

<sup>8</sup> "American Colleges: What Their Catalogues Never Tell Us", *Harpers Magazine*, 220, 1319 (April 1960), 33-40.

<sup>9</sup> "A New Teaching Degree", *Journal of Higher Education*, 31, 5 (May 1960), 282-284.

extra services of other kinds to the academic community. Administrators, moreover, do not neglect these other constituents. But it is still the base of this argument that the profession of teaching should include the demonstration, by production in the field, of something more than classroom activity and extracurricular services. It is not a question of publish or perish, but rather publish and teach better, far better, than you otherwise would be capable of doing".<sup>10</sup> The same argument is advanced by Father William J. Schmitt, S.J., who reported on a questionnaire submitted to Departments of Chemistry. According to Father Schmitt, "the questionnaires brought out other interesting benefits of research such as the greater respect accorded the teacher engaged in research, the increased class interest because of illustrations and comments derived from personal research and the additional income available to the professors as a result of summer research projects and consulting positions." "Moreover," added Father Schmitt, "it is interesting to note that in the very productive colleges the teachers felt, for the most part, that research did not take up time needed for class preparation, but only in the less productive colleges (where little or no research is in progress) did they feel that research interfered with class work."<sup>11</sup> Dr. Paul Kirkpatrick does not agree. The professor emeritus of physics from Stanford University, in a very recent article, asserts that in his "own experience the demands of research and of teaching have been in continual conflict for nearly forty years, and I cannot remember that either function ever helped the other. Many a demonstration would have been better prepared, and many a student better served, if the urgency of some situation in the research laboratory (and the fascination of it) had not pulled in that direction. On the other hand, the continuous concentration that a research dilemma can demand was often broken up by the class bell. I would have done better at either of these activities if I had kept out of the other, and I suspect that there are hundreds of scientific men who could give the same testimony. This is not a situation we can take satisfaction in; it is just one of the facts of academic life."<sup>12</sup>

Nevertheless, however one wishes to explain it, our prestige colleges and universities are also the most productive. There would seem to be some connection. Undoubtedly, there is an imbalance at some universities where one could with reason criticize "shadow faculties" and

<sup>10</sup> "Publication and Teaching", *The Educational Record*, 41, 4 (October 1960), 266-299.

<sup>11</sup> "Research, a Necessity for Effective College Teaching", *Jesuit Educational Quarterly*, 23, 4 (October 1960), 108-112. Fr. Schmitt is returning to the Philippine Islands with a doctorate in organic chemistry.

<sup>12</sup> "On Collegues and Clients", *Journal of Higher Education*, 31, 8 (November 1960), 413-421.

"paper faculties" whose members are not found teaching Physics I or Basic English. However, this is not sufficient justification to repudiate one of the most important functions of the university. Here, as elsewhere, one should take care not to "throw out the baby with the bath." There must be no abrogation of responsibility in order to correct abuses. This assertion requires elaboration.

It has been universally conceded in semi-official statements, in catalog announcements (though these are not always to be taken at face value) and at academic convocations that all accredited institutions of higher learning subscribe, with varying emphasis, to three primary and essential aims: (1) the *conservation* of knowledge already acquired; (2) the *extension* of the boundaries of knowledge; (3) the *diffusion* of knowledge through teaching, publication and other scholarly methods of dissemination. An institution may, and usually does, have other subsidiary and subservient objectives which, however, complement, supplement and are compatible with, the primary aims.

Although the conservation and diffusion of knowledge are obviously relevant to the matter at hand, this discussion will be confined to the extension of the boundaries of knowledge which is ordinarily accomplished through research. This is the key word. Although one of the commonest words in the academician's lexicon, research is a word to conjure with; it is, in fact, a magic word. Research can open the vaults of the United States Treasury; it can loosen the purse strings of wealthy Foundations; it is the gateway to progress in industry; and, incidentally, it is said that research can smooth the way to promotion up the academic ladder.

These, of course, are only by-products or concomitants of research. Research itself is something else. Research is absolutely necessary for technical and cultural survival. There are various categories, if you will, of research. The natural scientists speak of *basic* and *uncommitted* research; *classified* and *unclassified* research. The mathematician speaks of research in the *foundations* of his subject. The historian, the literateur and critic speak of *library*, *manuscript* and *archival* research. The economist, the business administrator and the faculties of schools of education speak of *statistical* and *administrative* research. So it goes for the theologian, the philosopher, the legal expert and the medical scientist. The names and methods may differ; the process and the expectant results are essentially the same for all. What then is research: It is, as its name implies, a searching for something; for something new. In its essence, it is working from the known to the unknown. And when the unknown becomes known the boundary of knowledge has been ex-



tended and a new horizon stretches further into the purple distance. For all practical purposes, there is no boundary and the horizon is limitless for those who wish to explore it.

Although we sometimes say that necessity is the mother of invention, scholarly research, in general, is done for one of two motives. It is done either out of a consuming interest and curiosity; or it is done from a sense of obligation and responsibility. Of the two, perhaps more has been accomplished through curiosity which, as we know, stimulates the imagination and quickens the mind. There is the excitement and drama of discovery. One has only to think of Thomas A. Edison and his makeshift laboratory at Menlo Park which yielded the secrets of electricity; the Wright Brothers, Orville and Wilbur, demonstrating the physics of flight at Kitty Hawk; Alexander Graham Bell and the telephone; Marconi and the radio waves; Goddard and the principles of rocketry. These are only a few, and in recent times, but the implications of their discoveries have not yet been exhausted.

Research is also done out of a sense of responsibility. And responsibility, with curiosity as a catalyst, should be a powerful motive. In this connection, and again in modern times, one thinks immediately of Louis Pasteur and his war on infection, the Curies and the discovery of radium, Jonas Salk and the polio vaccine and others whose researches eased the pain and suffering of mankind and made for a happier and longer life. Nor are the names confined to the physical and medical sciences. Professor Ludwig von Pastor felt a responsibility to set the record straight and, after spending a lifetime in archival research, drew an accurate picture of the papacy in his monumental *History of the Popes*. One could go on to mention the great anthropologists and archeologists who have brought to light the hidden civilizations of the past; the dedicated classicists who have uncovered the beauties of ancient Rome and Greece; the linguists whose research has elucidated the texts of Dante, Shakespeare, Milton and the rest; the great theologians and philosophers. The list is a long one; the examples are many and compelling.

In recent years, research (scholarly is always the qualifying word), has become more and more identified with institutions of higher learning, with the universities. Not only has research become identified with universities, but it is now universally acknowledged, intramurally and extramurally, that research has become the responsibility of the university. To put it another way, the university has no choice. It is, by reason of its objectives, committed to research. Moreover, the larger the university, the more diversified, complex and advanced are its programs, the more solemn is its obligation to extend the boundaries of knowledge.

But a university, of course, depends upon its faculty. In the concrete, therefore, it is really the faculty, individually and collectively, that is committed to research.

There was an excellent and apposite editorial published some years ago in *The Graduate Record*: "It has recently come to our attention," wrote the editor, "that a number of faculty members aspiring to enter the Graduate Faculty do not have under way either research or the writing up of earlier research. With few exceptions, these people are full-time faculty members unencumbered by administrative duties or other restrictions. This failure to assume one of the great responsibilities of a university seems to us indefensible. For years it has commonly been accepted that research and the communication of its results to the world is a basic duty of the university to society. Indeed, the scholar's intellectual drive to inquire has been regarded almost as powerful as the physical urge to eat and sleep."<sup>13</sup> This states the case quite clearly. There is a commitment to society and a university must justify all the reasons for its existence. It is not enough, although it is important, that the university professor pass on to succeeding generations of students the accumulated wisdom of the past; he must also add to it. It is this tacit commitment to originality, to newness, to research in every discipline, that explains the subsidization of education by government and private sources. In fact, the amount of funds available is usually in proportion to the vindication of this obligation, to the fulfillment of this responsibility to widen the horizons of knowledge. Moreover, as is understood, this obligation is more incumbent upon faculty members of a university with graduate and professional programs than it is upon the institution of higher learning which confines its endeavors to an undergraduate curriculum. In fact, many influential educators submit that a graduate school exists principally in order that its professors, either individually or in collaboration, may make some addition to the world of knowledge by way of amplification or refinement. But the obligation is not confined to the Graduate School.

In any case, the point seems to be well established and is now taken for granted. A university can rest neither upon its own laurels nor upon the accumulated knowledge of the past. If it does, the university itself will be associated exclusively with the past; it will become a back number. For growth, it must live and feed upon research which looks to the unknown and the undone. Admittedly, this is always easier said than

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<sup>13</sup> Ohio State University, 8, 6 (March 1955), 1.

achieved. Yet, some of the standard reasons alleged for failure to undertake a research project are not uniformly applicable or persuasive.

While it would seem obvious that university research is somewhat governed by resources (including available archival and manuscript material), this does not seem to be the main deterrent; nor is it the essential factor for success. The Association of Graduate Deans (within the AAU) has discussed this very point at successive meetings and is of the opinion that the essential ingredient for success in research is the "research tradition" or "research atmosphere." The deans suggest that to the professor who is deeply concerned with the subtle alchemy of transforming the unknown into the known, the atmosphere in which he works, the colleagues with whom he works and the time he has available to think consecutively, are of paramount importance. These factors, they insist, are more significant than the elusive items of funds and space. The deans reiterate that the most important desiderata of the research man is the intellectual climate, "in which he moves and has his mental being."<sup>14</sup>

The spirit of research is apparently contagious and certain institutions seem to thrive on it. Others, if one can believe current comments, are beginning to talk as though research were an infection which should be isolated before the bug bites every member of the faculty. In this writer's view, such a reaction would be unfortunate in general and, in particular, most unfortunate at Jesuit institutions of higher learning.

It is interesting to note the eagerness with which some faculty members have already cast their votes for the de-emphasizing of research. In view of the reasons sometimes given, one is led to suspect that some may prefer to distinguish themselves in the relative excitement of the classroom rather than in the solitary confinement of the library and laboratory. This is a point that should be well taken at Jesuit institutions. Professor Alfred North Whitehead (we must always quote Whitehead) once said that good teaching was the curse of American education. Making due allowance for the obvious exaggeration, the assertion is especially true of Jesuit institutions where good teaching has been the rule and the norm for many years. The academic world has come to acknowledge that Jesuits and their colleagues are good teachers. So true is this presumption, that Jesuits themselves are now in agreement that the Jesuit teacher (or colleague) has been too active; the student too passive. A reverse movement is now in vogue which urges independent study and more

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<sup>14</sup> See *Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities*, 1954, 1955 and 1956, *passim*.

originality on the part of the student. We have indeed established a tradition of good teaching.

Although Jesuit institutions have sometimes been accused of "spoon-feeding" the students, they have never been accused of emphasizing research to the detriment of other commitments. On the contrary, it has sometimes been lamented that Jesuit colleges and universities in the United States, with certain notable exceptions, have not assumed and discharged research responsibilities and obligations commensurate with their size and number. The tradition and atmosphere of research are not easily established. Tradition is rooted in long hours in the library and laboratory. But once established, the tradition of research will communicate itself to faculty member and student alike, each in his own ambit.

Although candor would force us to admit that Jesuit colleges and universities have not been conspicuous in the past in their research in the arts, sciences, law and the rest, it is just as true that we have now begun to move in this direction. Much has been done in the immediate past; more is being done at the present time. The record to date is encouraging as an indication of what might be done and can be done in the future.<sup>15</sup> In fact, some Jesuit institutions are on the threshold of greatness; particular schools and departments in other universities are approaching preeminence. We will have to rush a little to catch up with the leaders; but we are far from being the last in line. We have made a good beginning and we have a great potential.

For these reasons precisely, it would be disastrous at this point for Jesuit institutions to downgrade research as something detrimental to or incompatible with good teaching. To put it another way, it would be erroneous to classify research as a minor responsibility of the college or university or to consider it an academic frill. Nor should we be deterred by the time and money involved. Due to the exigencies of the present situation, much of the controversy revolves around research in the physical sciences. There is, however, a vast field for scholarly research in theology, philosophy, the humanities, in classical antiquity, cultural anthropology and the social sciences. These are areas in which Jesuit universities might well make their greatest impact; areas in which they are expected to contribute and in which they are or should be prepared to contribute. Whatever the record of the past, it would seem to be beyond cavil that in our larger and more complex institutions we have now reached that level of academic maturity at which the educational and

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<sup>15</sup> The establishment of the JESUIT RESEARCH COUNCIL of AMERICA is a long step in the right direction and will provide technical assistance and encouragement to departments and faculty members who wish to inaugurate a research program or project.

non-educational world can confidently and rightly expect that we will assume the full responsibility to which universities are irrevocably committed. In the new order, research and publication must be more the rule than the exception.

Perhaps a final word on motivation will not be out of order. In addition to basic academic obligations, there are several ancillary incentives to research—prestige, recognition in a keenly competitive market place, the attraction of good students. But over and above these incentives, there is another motive which should have particular efficacy for Jesuit universities. This is the special obligation and commitment of Catholic institutions of higher learning to protect and to advance the scholastic tradition of the Catholic Church. This is our vocation.

Father General himself, in his well known letter on the principal works of the Society, has expressed his convictions with force and clarity. He is firmly convinced that the Society will render maximum service to the Church through the attainment of preeminence in the field of scholarship, both sacred and profane. Although Father General does not assign an explicit order of primacy to his enumeration of works, he does as a matter of fact list "*labor scientificus et studia superiora*" in the first place. In the eyes of the learned, the Church will shine as a beacon when, over and above its virtue and charity, it is also conspicuous for its learning.<sup>16</sup>

Whatever the merits of the question of Catholic scholarship, it can be taken for granted that the academic prestige of the Catholic Church in the United States will be judged in large measure according to the achievements of Jesuit institutions. The world of scholars, which is not beguiled by numbers and buildings, will judge our universities on their academic record and research activity.

In an age of vast educational enterprises, the eyes of the world, Catholic and non-Catholic, are upon us. The academic world, so it is said, presumes that we are good teachers. The academic world, however, will not presume, without evidence, that we are engaged in serious research. In this case, academicians are from Missouri. They want proof and the burden of proof is upon us.

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<sup>16</sup> Joannes Baptista Janssens, S.J., "De Ministeriis Nostris", *Acta Romana Societatis Jesu*, XI, Fasc. 3 (1947), 299-336.

# Honors Program and Vertical Collaboration

WILLIAM F. LYNCH, S.J.

## I

A real confidence begins to assert itself that the "trials and tribulations," the financial and inner structural crises which *our American Catholic educational system* must further endure, can lead to positive and creative results in certain key national problem areas. I am thinking specifically of the growing awareness of the possibility that by the very weight of our difficulties Catholics may be able to make an enormous contribution toward shortening re-structuring and solidifying the grammar school-high school situation in this country.

To my mind a parallel and very important situation holds *for the Society* in this country in this particular period of our national history. The length of a professional or university education, the over-extension among us of the period of adolescence in education, the balancing relations between liberal and specializing curricula, but especially the need of relating and working out the time-spans of the high school-college and the college-university, are some of the critical issues at stake. One of the more important facts on which I am basing this article is that it would be difficult to name another national educational group which is in such a unique and strong position of advantage as the Society for the tackling of these problems. What other group is in as happy a position (at least potentially!) to tackle them on either the horizontal or vertical levels? By *horizontal* I mean the relation, actual or possible, between Jesuit high school and high school, college and college, university and university. By *vertical* is meant something even more important. The Society is in widespread command of such an integral situation, ranging from high school to university levels, as would set any single institution's teeth on edge with envy at this moment when the need of precisely a vertical re-structuring is so much in the air and so necessary.

But in all honesty and with so much ready opportunity, we have to ask ourselves the question: Which of our high schools is collaborating with which of our colleges, and which of our colleges with its own internal university structure?

## II

In order to avoid a diffuse discussion, I am going to center this article functionally around the college honors program. What is the use of talking about everything at any one time? Many things can be done about the problems cited above.

In the following pages I start with the honors concept on the college level. Though I recognize the many possible variations of honors programs, I present one unified plan, in theory and in the concrete, for such work. And in the process of this description, I keep trying to see it as one of our most invaluable instruments for the solution of the national educational crises I have mentioned. However, in order to indicate that this is more than a casual essay on the subject, it is perhaps only just to add that the writer has spent four years in the planning of honors programs and has interviewed honors planners at Loyola (Chicago), Boston College, Fordham, Princeton, Chicago University, Yale, Harvard, Ohio State, Newton, Loyola (Los Angeles), and of course his own home university of Georgetown. This is not by way of citing his own experience, but rather to indicate that he has constantly drawn on the experience of others. Indeed, one purpose of this present paper is to submit his present personal conclusions to the further judicious analysis of experienced people. The only type of comment that might be questionable is that we must not go forward, or that any changes or risks are to be ruled out under the too hasty judgment of impracticality. Whatever is troublesome is often handled in this way.

Let me begin by proposing one solid and feasible set of principles and working propositions for a college honors program. Anyone who has followed the three volumes of *The Superior Student*, the newsletter publication of the inter-university committee on the superior student,<sup>1</sup> will be acquainted with the wide variety of such programs. Common sense will also dictate that format honors decisions be considerably determined by local campus textures and resources. It is with these two facts in mind, and not at all in the spirit of criticism of other formats, that I make my own selection of principles and concretions. And I hope it is necessary to apologize only once here for the style of the language used. There should be no difficulty if it is remembered that proposals for analysis and not assertions are being offered.

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<sup>1</sup> Publication address: McKenna, University of Colorado, Boulder, Colorado.

## III

I would also make two suggestions as part of the atmosphere in which the following numeration of principles might be read. (a) It is taken for granted that their implementation would be in terms of a small, central, talented group. The novelties involved would, therefore, not include wearisome experimentation with a whole college curriculum. But there should always be the hope that this special program, as it might succeed, would become increasingly general. (b) The implementation of the special program should proceed step by step, year by year. It should be implemented in terms of the movement through the college of some one year and of the years behind it. Such a procedure will prevent all minor panics and unrooted advances.

*Principles for an Honors Program*

1. The Freshman college year should be used as a period of limited beginnings and exploration of talent.<sup>2</sup>

2. For the remaining three years let there be a completely separate curriculum for the talented student. Let the top limit of numbers be thirty-five. The situation will be, curriculum-wise, that of a college within a college.<sup>3</sup>

3. The central principle of construction should be (a) a core course on an honors level for all involved, and (b) an area of specialization on an honors level.<sup>4</sup>

4. The central principle, curriculum-wise, should be based on two interlocking motifs: reduction and intensification (*non multa sed multum*): (a) A severe reduction in the number of courses, and here I think particularly of the "core" courses; (b) an intensification of the work done in each, increasingly up to the point of a graduate level of seriousness and maturity.

5. The core course should be severely limited to literature, philosophy, and to a third category to be summarized under the word "methodology" or dialectical training. Under methodology I include such things as the logic of the human mind, the method of scholarship and research, and the particular logic or method of particular fields. To the degree that the department and area of specialization supplies this training, it can be omitted from the core course, leaving that essential basis of literature

<sup>2</sup> Cf. Supplement I.

<sup>3</sup> Cf. Supplement II.

<sup>4</sup> Cf. Supplement III.



and philosophy which has always been the staple humanistic food of the West.

6. A central re-arrangement of studies that will make such a curriculum *reduction* possible will be the goal of unity, within the same classroom, between "subject courses" (literature, philosophy, etc.) on the one hand and their tools and methods on the other.<sup>5</sup> (a) For the talented student there should be no further separate college courses in modern languages, unless this be his area of specialization. Modern language work for others should be tool work for the other subjects and the area of specialization. There should always be French and/or German elements in the bibliographies of these subjects and regular semi-annual reading examinations through the college course. I also feel that for those not specializing in history the intensive reading situations in literature and philosophy can include the basic historical training of an educated man. What is involved here is not the disappearance of relations but the creation of new relations between language and history departments on the one hand and the honors program on the other in an interdepartmental act of collaboration. For one thing it certainly would be a great boon to the moral of language studies that they step more quickly into a mature relation with reality subjects and vocations.

7. The reduction in class should be but one instrument for the development of an atmosphere of *more independent* and *more active* work by the talented honors student. In addition there should, through all four years, be a steady writing program of a 1500-word essayette every two weeks, and of a kind that is always associated with reading and evidential materials. Let us transfer the notion of the *praelectio* to this superior situation. If the teacher lectures on a particular phase of the imagination of Eliot, let the student be expected to stand on his own two intellectual feet with a writing transfer to the problem as it exists in another poet. We must turn out people who can tackle problems on their own, who are not altogether helped, who can think independently and creatively. I think that this intellectual spirituality can be solidly based on the methodology of the *Spiritual Exercises*.<sup>6</sup>

8. The balance between the core course and the area of specialization will be very difficult but essential to create and maintain.<sup>7</sup> Let us recog-

<sup>5</sup> Cf. Supplement IV.

<sup>6</sup> There the director is bid to leave the exercitant as independent as possible. If we should follow the same pedagogical tactic in and out of the classroom, creating exercitants out of students, we would be assisting the nation toward being less vulnerable to the charge that in this country we maintain the period of adolescence three or four years beyond the habitual human time. Independence threatens to become a dirty word for us. It was not so for St. Ignatius. Those whom he made free loved him, and obeyed him, not as children but as men.

<sup>7</sup> Cf. Supplement V.

nize not only that we want a strong humanistic center, but that we must have an equally strong area of specialization from here on in for the college degree.<sup>8</sup> Within the description of the humanities program plotted in these pages there is both reduction and intensity and no abandonment of a tradition; but the times cry for an earlier point of decision and maturation for specializations.

#### IV

##### *Horizontal Planning*

At this point, I would like to present the possibility of a long term function for that central feature of honors programs which we have been calling the core course. This long-term function would bear on a plan looking to the final reunification some day of all the degrees we now give on the college level. These would include the A.B.; the B.S.; the various new numerations of the B.S.; the degrees conferred by such institutions as engineering schools, business schools, nursing schools, and any other four year formula of education which occurs between the secondary school and the higher stages of university or professional education. The question I raise is: is it possible, through the use of some such fundamental and disciplined core course in literature and philosophy, to reunite all these degrees under the form of the original A.B. degree?

For fruitful discussion's sake let us project the hypothesis that just as there has been an unnecessary proliferation of courses in the curriculum, so too there has been an unnecessary proliferation of degrees on the college level.

As a general and only roughly accurate picture let us recall the various moments when some "special need" began to assert itself within the original bachelor's degree: let us say the need of a business class or an extra science course (in more extreme cases, and outside of our own purview, a course in agriculture or in home cooking). We know that by very understandable processes the needs led to special schools and special degrees. There is no need at all to be cynical about the process. What happened undoubtedly led to many lopsided vocational excesses; but it should teach us, on the positive side, that there is a strong bent in the American character for early specializations and that the humanists will continue to ignore this bent at their peril.

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<sup>8</sup> Cf. Supplement VI.

Why ignore it? Every such ignoring leads to these excessive developments, if isolated from the original tradition and the original degree. But granted the present facts, granted the now extreme development of vocational situations on our campuses, can we not conceive of a *central college situation* that would have as its principal purpose the creation of an intensive and qualitative core course in literature and philosophy. With this arrangement, every campus area would share in this central situation (engineering, business, nursing, pre-medical training, etc.) and would, within its own bounds and on its own terms, maintain an area of specialization. The present multiplication of schools, involving much duplication, is getting out of hand, and there are those who think it never was quite necessary.<sup>9</sup>

## V

*The Vertical Level: College and High School*

If each and all of us must move out of our special situation, always asking ourselves how we are related to all that surrounds us, let us begin to ask ourselves how a college honors program might relate itself to that which lies below and above it, to the high school and university. Let us begin with the high school. The problem surely is that we should bridge the natural gap between the two worlds of the high school and the college. The resolute co-existence of the two is somewhat appalling. But that such a co-existence without collaboration should prevail within such two existences of the Society is more appalling. Yet each holds on.

What are the possibilities of collaboration? Among many possibilities let us think of a few concrete relationships. The most obvious one, on the level of that which we now seek, is that there be a united effort to handle the superior student. What the details of cooperation might be can be left to the judicious decisions of the common offices, granted that they co-habit existence together. But that we might stick to our agreed focus, surely there might be a collaborative handling of honors programs. And surely a minimum result might be, certainly can be, that the freshman college year might easily be transcended by the competent high

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<sup>9</sup> But again I suggest: let us not consider this history at a loss. The whole history of these special degrees should teach us the lesson of the need of specialization at the earliest possible moment within the A.B. degree. The core course will prevent imbalance. Catholic and non-Catholic, we have tended to delay maturity and decision. The important thing is not further to allow the development of overly vocational institutions that will have substantially lost contact with the basic human and humanistic center of our campus life. And this of course is larger than a campus problem. It involves the intellectual and spiritual structure of our nation. It involves a new criticism and appraisal of where we are all going in our general tolerance of the concept of separate and independent dynamism having nothing to do with full humanity: politics is politics, business is business, technology is technology.

school student. There is no violation of proper autonomies if it is the college-university that presents the proper terms of a prep school situation to the latter. The college can also very easily present advance placement tests and aids to the lower situation and thus subtract one year from the present American perspective. Let the secondary man move quietly into the sophomore college level.

He is already beginning to do this. And it will occur more frequently as honors programs of all kinds develop on the secondary level. But the Society is strategically placed to create collaborative action between its own high schools and colleges. The present tragedy is that being so strategically placed there is so little actual collaboration and mutuality in planning. This is not a fight for autonomy, which is or can be a noble thing. It is a fight for parochialism, which is not and cannot be that. But there is great joy in reversing processes.<sup>10</sup>

## VI

### *The Vertical Level: College-University*

Here again every manner of opportunity asserts itself for the Society in the gradual restructuring of our national educational life.

Again basing our speculations on a quality honors program that projects itself into the very beginnings of college life, one central possibility to be envisioned is the following. We must suppose, and I think rightly, that the equivalent of work on a graduate level of intensity will have begun years earlier than is usual.<sup>11</sup> What we should think seriously of, therefore, is the rebirth of an intensive master's degree that will no longer be a relatively brief appendage to a college degree but that will be a highly unified five year system reaching right back into the heart and beginning of college life. The increasing professionalism and maturity of college work that is right around the corner will make this more than possible. What we are projecting is the most serious kind of five year plan for an intensive M.A. that will place its holders a full two years ahead of the present masters' situation.

The Society will probably discover that it has an extraordinary talent

<sup>10</sup> In closing this section of our discussion I would like to cite (as a warning to our high schools) the following prediction made at a recent College Entrance Examination Conference: "Quality colleges will soon accept only those students who have completed in high school the equivalent of what is now the college freshman year. If high schools want to get their qualified students into colleges of this type they will have to revamp curricula to make room for that extra year's work." But the reverse is also true. These students will go increasingly to quality colleges and no other.

<sup>11</sup> A good number of professors at Georgetown testify that this is already certainly the case. There is no clear reason to question their testimony.

and is magnificently placed for the kind of work required of such a degree. And it will probably find increasingly, as will practically all Catholic universities, that it will be more and more poorly placed, in finances, equipment, and special faculties, for the specialized work of the doctoral degree.

But it is doubtful that all the money and special facilities in the world in the hands of others could move the Society out of its potential talent for the smaller job, the completely human and professional master's degree that will pour splendidly trained students into institutes for doctoral work and research. It is not necessary to do everything. The M.A. has fallen into disrepute, but some of the best minds in the country are trying to push us toward its reconstruction. The instrument of the honors program is the strongest instrument at hand for this goal.

One price we would have to pay to reach it would be that the graduate school give up much of its present autonomy. The college and graduate school must deeply relate themselves in their planning. In fact it is important to remember that the M.A. was originally an undergraduate degree, in no pejorative sense of that word. If we remember that fact there will be less need to think in terms of a *separate* graduate school for this level of work. On the other hand, for those who will inevitably find this concept repulsive, or at least controversial, there is no difficulty involved in their restoring their sense of humor by putting the shoe on the other foot and seeing to it that the college give up *its* autonomy. All's well that ends well—that is to say, that ends in a collaborating act of unity and planning.

I hope the above pages have come off in a way that will cause discussion and offend no one. Some of the paragraphs are deliberately speculative but most of them represent concrete and serious proposals. They are, I feel, a mixture of liberalism and conservatism. The rhythm of things does involve a good deal of irony. For surely it is ironic that the liberality and the boldness most needed among us is in order to return to original traditional situations and to fight against things that have got out of control. For look at the nature of our pleas: that we adopt a vigorous policy of reduction and intensification of courses in our curriculum; that we return to the original unity of the A.B. degree; that we turn out active and independent exercitants in the spirit of the *Exercises*; that there be a vertical collaboration in the Society from the high school to the university level.

History is making it impossible to ignore the issues at stake. The survival of private education is one issue. We have to be very successful or not at all.

## SUPPLEMENTS

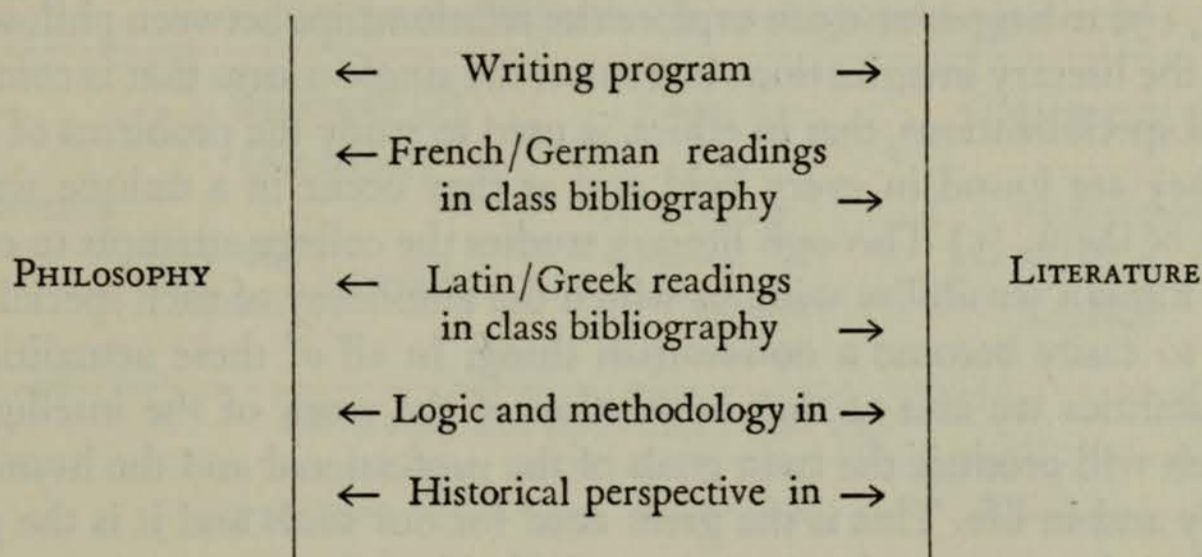
I. *Selection and Preparation*: The freshman year is used for the selection and the preparation of honors students. A preliminary and broad selection of potential candidates for the program, as it will be fully entered upon in sophomore year, is made on entrance into the college. This initial choice is based on all the evidence available from high school and college board records. For the time being those thus selected are placed in but a single *separate* class, an intensive reading and writing course in the western literary imagination. By the time the course and the year is finished the administration and faculty have a good index to judge those who have the hardihood and the wish to continue. There has also been a full year to discover other candidates who may easily have been undiscovered because of the shifting national quality of the evidence available at the beginning of the college course.

II. *Separate Grouping*: The honors student should be placed in a total series of separate class groupings at the beginning of sophomore year, when a whole corporate plan of intensive honors work comes into existence for him. But as this was not totally true in freshman, neither will it be totally true as his college years move on. He will slowly find that his groupings are being joined by some competent upper classmen and by graduate students. Thus he will be moving into increasingly mature environments at a pace much quicker than has been ordinary for college students. And here we may say again that our goal is a special program that may become increasingly general. But it is only by first setting up a program of eminent achievement by a more limited group that we can protect its movement toward a more general inclusion in numbers.

III. *Core Course and Specialization*: It is customary in very many American colleges to restrict the idea of an honors program to the single area or field of study to which the student finally dedicates himself. I do not accept this limitation because of the many serious weaknesses involved in it. Let us, therefore, examine the plan of a core course and an area of specialization, *both of which operate on an honors level*. The core course is taken in common by all honors students, no matter what their area of special work. The area of specialization will come progressively to include any legitimate field of university work. The core course is so central to the program and so much an interdepartmental creation that its structure and governance can be kept under the constant supervision of the dean of the college and whatever consultants and committees he elects for the purpose. In the area of specialization on an honors level, it is clear that each must be much more of a departmental

creation. Nevertheless, unity of action and balance of work with relation to the common course require that, in collaboration with the whole program under the dean, the same structural principles be followed, as far as the facts allow, in each department.

IV. We might thus picture our ideal of unity between subject, methodology and tools if we take examples from literary and philosophical studies.



It goes without saying that this objective, this creation of a relationship between method and instruments on the one hand and the subject on the other, is a long-term objective requiring all the years of the program to effect. One cannot go at all these things at one time or in one hour. To give examples, methodology in a field requires slow maturation and time, that the student may become habituated to ways of thinking and organizing materials in a field; in language work our process is that of a slow campaign which has as its four year objective the establishing of an elementary confidence in handling the linguistic tools of a subject. In all of this we hold in mind the primary principle of the *praelectio* of Jesuit educational tradition, as it may be applied to college and university life on a transposed scale: the teacher is more than a "lecturer": he teaches in such a way as to set the student actively and creatively on his own two feet within a field of study. This basic methodology of education is only a transplanting to educational life of a prime methodological principle of the *Spiritual Exercises* of Saint Ignatius, according to which the director is to set the soul in independent action before the truth. If such a system would not turn out active writers and thinkers who know how to tackle new problems with courage and method, and on their own, it would be defeating its own most basic tenets.

V. Continued exploration on the part of the different specialized departments should also be encouraged into the question, how much must the area of the liberal arts and the area of specialization stand outside of each other? (1) The departments could be invited to continue univer-

sity research into the problem of how far the separated training in logic and methodology can be transferred to the interior of their own work. (2) They can cooperate substantially in the language training of their special students, insuring the relationship of that work to the field in question. (3) In his theological studies the student can be encouraged to find a focus which helps and illuminates his professional work. (4) The same can be progressively true for philosophical studies. In Junior year, a year-long course can explore the relationships between philosophy and the literary imagination; in Senior, the single course that is common to all specializations, that in ethics, is used to study the problems of Man as they are found in every field and as they occur in a unique way in each of them. (5) Through literary studies the college attempts to create that human sensibility without which the autonomy of each special area can so easily become a non-human thing. In all of these actualities or possibilities we aim at that unification of the work of the intelligence which will produce the twin goals of the professional and the human in study and in life. This is the great need for our souls and it is the great need at the moment for American civilization.

VI. *The Area of Specialization*: The continuing problem of this program will always be: what should be the balance of work and what the relationship between the core course, which preserves the great tradition of a liberal education, and the area of specialization, which is increasingly demanded for competent work in American university and professional life? This problem will always demand adjustment and exploration. But it must always be faced and never solved by an either/or dichotomy. It is the problem of life itself, on a personal and national level. If we neglect it we are in educational danger of contributing to the growth of completely "autonomous" thinking in the various departments of American life. Business wishes to be pure business, apart from fully human theory. The mass media move toward the ideal of pure entertainment. Pre-medical training begins to be alarmed at its own non-human separation from the arts of school and life. Yet a highly professional training in a given direction is completely necessary. Here, then, we must deal with a double question: (A) What should be the physical proportion of work hours given to each, the core course and the area of specialization? (B) What deep, internal relationships can be created between the two, so that they are not always considered as two different things? Every successful move toward answering this second question will reduce the impact of the first question.

VII. The following is a possible scheme for a core course toward which we might move.



	LITERATURE	DIALECTIC	PHILOSOPHY
LITERATURE (3)			
Freshman	General studies in literature } Hebraic Greek medieval modern	Note (b)	Note (b)
THEOLOGY: Studies in Ecclesiology and Scripture (2)			
LITERATURE (2)                      LOGIC (2)                      PHILOSOPHY (3)			
(American)			
Sophomore	political } literary } writers	Aristotelian symbolic mathematical linguistic	Metaphysics Natural theology
THEOLOGY: The Byzantine mind (2)			
LITERATURE (2)                      LOGIC (2)                      PHILOSOPHY (2)			
(English)			
Junior	Sixteenth and Seventeenth Centuries	methodology and philosophy of modern science	Studies in Psychology Studies in Ethics
THEOLOGY: Historical dogmatic studies in the West (2)			
Senior	(c)	(c)	(c)
THEOLOGY: Relationship to university studies?			

(a) Numbers indicate weekly class hours.

(b) I have not tried to tamper with further present formulas for our freshman year. Latin/Greek courses are there for classics students. After freshman year classics are solidly continued for those who wish to specialize therein. About classics a further important point would be this: There would be a strengthening rather than a weakening of the classical tradition if it was expected of all students with Latin/Greek background that they continue their work on these languages for all four years as linguistic tools within their areas of specialization, with periodic reading examinations. This will further rather than reduce the total classical atmosphere on a campus, which ordinarily shuts down at the close of Sophomore year. Every effort can be made in freshman to initiate the different areas of specialization that early. For example, and for those involved, one common basic course can be created for future students in history, economics, political science, government. In the construction of freshman year it seems critically important to hold in mind that the totality of it be able to be eliminated for many students.

(c) This plan is so constructed that the whole of senior year can be devoted to the area of specialization. My own hope would be that the question of the status of this year, whether it is collegiate or graduate, would some day become purely nominal and unimportant. Such a year could be either terminal (for the A.B.) or continuing (for the M.A.). But the fifth year ought not to be an appendage. It ought to be part of a five-year plan and should, I think, be "undergraduate," in the sense described.

## VIII. A rough picture of a balance between core course and area of specialization

	CORE COURSE			SPECIALIZATION
	<i>Literature</i>	<i>Dialectic</i>	<i>Philosophy</i>	
Sophomore	Literature	Logic	Philosophy	Specialization
Junior	Literature	Logic	Philosophy	Specialization
Senior		Specialization		Specialization A year-long research paper under tutorial direction
THEOLOGY: Relational studies of theology to special fields.				

(a) This substantial slot for dialectical training should be omitted as often as possible and as soon as it is clear that the student is receiving a severe training in methodology from some other source, e.g. from his work in mathematics or the sciences as specialization. My outline of a detailed two-year training in logic is for those specializing in literature or philosophy. Where this is omitted, the usual short course in logic can remain. Thus, ideally, the core course reduces itself to literature and philosophy.

# Status of Special Studies

1960-1961

EDWARD B. ROONEY, S.J.

My report on the Status of Special Studies for the year 1960-1961 shows that the eleven American Provinces have a total of 293 priests and scholastics in special studies. As a glance at the Comparative Statistics in Table I below will indicate, this year's figures show an increase of one over last year's total of 292 special students. The priest special students have the increase of one; the number of scholastic special students remains the same. That the increase this year is so slight when compared with previous years is not surprising when we recall that last year's total of 292 was an all-time high.

## I. COMPARATIVE STATISTICS, 1956-1961

	56-57	57-58	58-59	59-60	60-61
Full-time Graduate Students . . . . .	227	247	260	292	293
Priest Graduate Students . . . . .	162	158	169	177	178
Scholastic Graduate Students . . . . .	65	89	91	115	115
Candidates for Ph.D. . . . .	131	133	164	174	183
Candidates for Other Doctors . . . . .	28	22	22	29	27
Candidates for M.A. . . . .	22	44	34	34	43
Candidates for M.S. . . . .	26	30	20	33	20
Candidates for Other Masters . . . . .	1	3	9	5	7
Candidates for Other Degrees . . . . .	5	4	6	6	6
Special Studies but No Degrees . . . . .	14	11	5	11	7

A breakdown of the comparative statistics indicates that there are 210 Jesuits studying for a doctorate this year as contrasted with 203 doctorate students last year. This year there are 70 masters' candidates; last year there were 72. The number of special students seeking degrees other than the Ph.D., S.T.D., M.A. or M.S. is 18; last year there were 22 such students. This year 7 special students are in studies but seeking no degree; last year this total was 11.

Table II, designated *Degree Sought*, reveals some very interesting information. The various provinces have the following numbers of special students: Buffalo, 8 priests, 3 scholastics; California, 27 and 7; Chicago, 22 and 8; Detroit, 12 and 12; Maryland, 14 and 9; Missouri, 14 and 18; New England, 22 and 23; New Orleans, 7 and 4; New York, 21 and 10; Oregon, 7 and 4; Wisconsin, 24 and 17. The provinces with the

highest numbers studying for the doctorate are: Wisconsin, 29; New York, 27; California, 25. Other provinces with over 20 doctoral candidates are: New England, 23; Chicago and Detroit, 21 each.

## II. DEGREE SOUGHT

School	Buffalo	California	Chicago	Detroit	Maryland	Missouri	New England	New Orleans	New York	Oregon	Wisconsin	Total
Ph.D., new . . . . .		3	6	7	4	3	5	3	7	5	9	52
Ph.D., continued . . . . .	7	17	9	13	14	14	13	7	18	4	15	131
S.T.D., new . . . . .		1	3	1	1		1				2	9
S.T.D., continued . . . . .	1	1	2				3		1	1	3	12
Other Doctor, new . . . . .		1 <sup>a</sup>							1 <sup>b</sup>			2
Other Doctor, continued . . . . .		2 <sup>c,d</sup>	1 <sup>e</sup>				1 <sup>f</sup>			1 <sup>g</sup>		4
M.A., new . . . . .	1	3	3	1	1	8	11				1 <sup>o</sup>	38
M.A., continued . . . . .	1	2	1				1					5
M.S., new . . . . .	1	1	1	2	1	3	2		3			14
M.S., continued . . . . .			1			3	1	1				6
Other Masters, new . . . . .		2 <sup>h,i</sup>	1 <sup>j</sup>				3 <sup>k,l,m</sup>					6
Other Masters, continued . . . . .												
Other Degrees, new . . . . .		1 <sup>n</sup>	2 <sup>o,p</sup>		1 <sup>q</sup>							4
Other Degrees, continued . . . . .					1 <sup>r</sup>		1 <sup>s</sup>					2
No Degree, new . . . . .						1	2		1		2	6
No Degree, continued . . . . .							1					1
TOTAL . . . . .	11	34	30	24	23	32	45	11	31	11	41	293

<sup>a</sup> J.C.D.

<sup>b</sup> J.S.D.

<sup>c</sup> Eng.D.

<sup>d</sup> M.D.

<sup>e</sup> D.B.A.

<sup>f</sup> D.O.L.

<sup>g</sup> LL.D.

<sup>h</sup> M.Ed.

<sup>i</sup> M.B.A.

<sup>j</sup> M.L.L.

<sup>k</sup> M.S.W.

<sup>l</sup> M.B.A.

<sup>m</sup> M.B.A.

<sup>n</sup> LL.B.

<sup>o</sup> B.M.

<sup>p</sup> L.S.S.

<sup>q</sup> S.T.L.

<sup>r</sup> Residency

<sup>s</sup> L.S.S.

As I remarked in my report last year, no conclusion can be drawn from comparative percentages without first ascertaining more about the man-power of the province concerned. Readers may be interested in the following figures showing the percentage in each province of the total man-power of the American Assistancy\* and the percentage each province has of the total number of special students: Buffalo, 3.7% of Assistancy man-power, 3.7% of special students; California, 10.0%, 11.6% of students; Chicago, 8.1%, 10.2% of students; Detroit, 6.4%, 8.1% of stu-

*Continued on page 225*

\* Figures taken from 1961 province catalogs.



### III. MASTER FIELDS (continued)

Subject	Buffalo	Calif.	Chicago	Detroit	Maryland	Missouri	N. Eng.	N. Orleans	N. York	Oregon	Wisconsin	Total
Literature												
English	.....	2 Ph.D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	2 Ph.D., 2 M.A.
French	.....	2 M.A.	.....	.....	.....	.....	.....	.....	.....	.....	.....	2 Ph.D.
Medieval	.....	2 Ph.D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 Ph.D.
Linguistics	.....	.....	.....	.....	1 Ph.D.	.....	.....	.....	.....	.....	.....	1 Ph.D.
Mathematics	.....	1 Ph.D.	2 Ph.D.	1 Ph.D.	1 Ph.D.	1 Ph.D.	.....	2 Ph.D.	2 Ph.D.	1 Ph.D.	4 Ph.D.	13 Ph.D.,
Medicine	.....	.....	1 M.S.	1 M.S.	1 M.S.	3 M.S.	2 M.A.	1 M.S.	1 M.S.	.....	1 M.A.	7 M.S., 3 M.A.
Middle East Studies	.....	1 M.D.	.....	.....	.....	.....	1 M.A.	.....	.....	.....	.....	1 M.D.
Music	.....	1 Ph.D.	1 B.M.	.....	.....	.....	1 Ph.D.	.....	.....	.....	.....	1 M.A.
Philosophy	1 Ph.D.	1 Ph.D.	2 Ph.D.	4 Ph.D.	1 Ph.D.	.....	4 Ph.D.	2 Ph.D.	7 Ph.D.	2 Ph.D.	.....	2 Ph.D., 1 B.M.
Physics	.....	2 Ph.D.	.....	2 Ph.D.	.....	.....	3 Ph.D.	1 Ph.D.	1 P.D.	.....	.....	24 Ph.D.,
Physiology	1 Ph.D.	2 M.S.	.....	.....	.....	.....	2 M.S.	.....	2 Ph.D.	.....	.....	1 P.D.
Political Science	.....	1 Ph.D.	1 Ph.D.	2 Ph.D.	.....	1 M.A.	.....	.....	.....	.....	.....	18 Ph.D.,
Psychiatry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6 M.S.
Psychology	1 M.A.	2 Ph.D.	1 Ph.D.	2 Ph.D.	1 Res.	.....	.....	.....	.....	.....	.....	2 Ph.D.
Scripture	.....	.....	1 L.S.S.	.....	.....	1 Ph.D.	1 Ph.D.	.....	.....	.....	.....	2 Ph.D., 1 M.A.
Social Work	.....	.....	.....	.....	.....	.....	1 M.S.W.	.....	.....	.....	.....	1 Res.
Sociology	1 Ph.D.	.....	.....	1 Ph.D.	1 Ph.D.	1 M.A.	2 Ph.D.	1 Ph.D.	1 Ph.D.	.....	1 Ph.D.	11 Ph.D.,
Speech	.....	2 M.A.	.....	1 Ph.D.	.....	2 M.A.	.....	.....	.....	.....	.....	4 M.A., 1 M.S.
Theology	1 S.T.D.	2 S.T.D.	2 S.T.D.	1 S.T.D.	1 S.T.D.	.....	.....	1 S.T.D.	.....	1 S.T.D.	4 S.T.D.	2 Ph.D., 2 L.S.S.,
Theology, Ascetical	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 S.T.D.
Theology, Dogmatic	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 Ph.D., 1 M.S.W.
Theology, Liturgical	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 Ph.D., 1 M.A.
Theology, Moral	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 Ph.D., 4 M.A.
TOTALS	11	34	30	24	23	32	45	11	31	11	41	293

IV. SCHOOLS

<i>School</i>	<i>Buffalo</i>	<i>California</i>	<i>Chicago</i>	<i>Detroit</i>	<i>Maryland</i>	<i>Missouri</i>	<i>New England</i>	<i>New Orleans</i>	<i>New York</i>	<i>Oregon</i>	<i>Wisconsin</i>	<i>Total</i>
Al-Hikma . . . . .	.	.	.	.	.	.	3	.	.	.	.	3
Biblical . . . . .	.	.	1	.	.	1	1	.	.	.	.	3
Boston College . . . . .	.	.	2	.	.	.	3	.	1	.	.	6
Bonn . . . . .	.	.	.	.	.	.	.	.	.	.	1	1
Brandeis . . . . .	.	.	.	.	.	1	1	.	.	.	.	2
California . . . . .	.	.	.	1	.	2	.	.	.	.	.	3
California (Berkley) . . . . .	.	3	.	.	.	.	.	.	.	.	.	3
Case . . . . .	.	.	1	1	.	.	.	.	.	.	.	2
Cal. Tech. . . . .	.	1	.	.	.	.	.	.	.	.	.	1
Cambridge . . . . .	.	.	.	.	.	.	.	.	1	.	.	1
Catholic U. . . . .	.	.	2	1	1	5	.	.	1	.	2	12
Chicago . . . . .	.	.	3	4	.	.	.	.	2	.	.	9
Chicago Conservatory . . . . .	.	.	1	.	.	.	.	.	.	.	.	1
Columbia . . . . .	2	.	.	.	1	.	2	.	1	1	1	8
Cornell . . . . .	.	.	.	.	.	.	.	.	1	.	1	2
Detroit . . . . .	.	.	.	1	.	.	.	.	.	.	.	1
Duquesne . . . . .	.	.	.	.	1	.	.	.	.	.	.	1
Fordham . . . . .	2	5	1	1	1	2	7	3	8	1	.	31
Fairfield . . . . .	.	.	.	.	.	.	1	.	.	.	.	1
Frankfurt . . . . .	.	.	.	.	1	.	.	.	.	.	.	1
Georgetown . . . . .	1	2	3	1	3	.	2	1	4	1	2	20
Gregorian . . . . .	.	3	5	.	1	1	4	1	.	1	3	19
Harvard . . . . .	.	1	2	.	3	2	5	1	1	.	.	15
Illinois . . . . .	.	.	1	.	.	1	.	.	.	.	.	2
Institut Catholique . . . . .	1	.	.	.	1	.	.	.	1	.	.	3
Institut de Liturgie . . . . .	.	.	1	.	.	.	.	.	.	.	.	1
Innsbruck . . . . .	.	.	.	.	.	.	.	.	.	.	1	1
Iowa . . . . .	.	.	.	.	.	.	.	1	.	.	.	1
Javeriana . . . . .	.	.	.	.	.	.	.	.	.	.	1	1
John Carroll . . . . .	.	.	1	.	.	.	.	.	.	.	.	1
Johns Hopkins . . . . .	1	.	.	1	1	.	4	2	.	.	4	13
Kansas . . . . .	.	.	.	.	.	.	.	.	.	.	1	1
London . . . . .	.	2	.	.	1	.	.	.	.	.	.	3
Louvain . . . . .	.	.	.	.	.	.	.	.	2	.	.	2
Louisiana . . . . .	.	.	.	.	.	.	.	.	.	2	.	2
Loyola, Chicago . . . . .	1	.	1	2	.	2	1	1	.	.	2	10
Loyola, Los Angeles . . . . .	.	1	.	.	.	.	.	.	.	.	.	1
McGill . . . . .	.	.	1	.	.	.	.	.	.	.	.	1
Mainz . . . . .	.	.	.	.	1	.	.	.	.	.	.	1
Marquette . . . . .	1	1	.	.	.	.	1	.	.	.	3	6
Maryland . . . . .	.	.	.	.	.	.	1	.	.	.	.	1
M.I.T. . . . .	.	1	.	.	.	.	1	.	1	.	.	3
Michigan . . . . .	.	.	.	1	.	.	.	.	.	.	.	1
Minnesota . . . . .	.	.	.	.	.	1	1	.	.	.	1	3
Munich . . . . .	1	1	.	1	.	.	.	.	1	.	.	4
New England Conserv. . . . .	.	1	.	.	.	.	.	.	.	.	.	1
New York U. . . . .	.	.	.	.	1	.	1	.	.	.	.	2

## IV. SCHOOLS (continued)

School	Buffalo	California	Chicago	Detroit	Maryland	Missouri	New England	New Orleans	New York	Oregon	Wisconsin	Total
North Carolina . . . . .		1			1	1		1			2	6
Northwestern . . . . .		2		1		1	1					5
Oriental Institute . . . . .							1		1			2
Ottawa . . . . .			1									1
Oxford . . . . .		2	1	1								4
Paris . . . . .		1									3	4
Pennsylvania . . . . .					2	1	1					4
Rochester . . . . .				1								1
Sorbonne . . . . .									1			1
Southern California . . . . .				1								1
Stanford . . . . .		2										2
Strasbourg . . . . .						1						1
Syracuse . . . . .											1	1
Saint Louis . . . . .		4	2	3	3	10	2		2	2	10	38
Texas . . . . .				1								1
Toronto . . . . .							1					1
Vienna . . . . .											1	1
Washington . . . . .										2		2
Wisconsin . . . . .	1										1	2
Woodstock . . . . .				1						1		2
Yeshiva . . . . .									2			2

*Accounting* (1) at Northwestern U.; *Anthropology* (1) at Columbia; *Astronomy* (1) at Georgetown; *Biology* (16) at Boston College (1), California (1), Catholic U. (2), Columbia (1), Fordham (2), Johns Hopkins (3), M.I.T. (1), Munich (1), Pennsylvania (1), Rochester (1), St. Louis (2); *Business Administration* (3) at Harvard (2), St. Louis (1); *Chemistry* (19) at Boston College (1), California (1), Case (1), Chicago (1), Fordham (3), Georgetown (1), Iowa (1), John Carroll (1), Johns Hopkins (2), Loyola, Chicago (4), McGill (1), Pennsylvania (1), St. Louis (1); *Classics* (11) at Bonn (1), Fordham (3), Frankfurt (1), Harvard (3), Oxford (2), Pennsylvania (1); *Communication Arts* (1) at Southern California (1); *Drama* (1) at Catholic U. (1); *Economics* (13) at Boston College (1), Columbia (1), Georgetown (5), Johns Hopkins (1), Marquette (1), N.Y.U. (1), North Carolina (1), St. Louis (1), Wisconsin (1); *Education* (9) at Chicago (1), Fairfield (1), Fordham (3), Illinois (1), Minnesota (1), St. Louis (1), Wisconsin (1); *Engineering* (4) at C.I.T. (1), Case (1), Catholic U. (1), Stanford (1); *Fine Arts* (1) at New York U. (1); *History* (15) at Catholic U. (1), Chicago (1), Columbia (1), Georgetown (4), Harvard (1), London (1), Marquette (1), St. Louis (5), Washington (1); *History, Church* (4) at Catholic U. (1), Gregorian (2), Oriental Institute (1); *English* (19) at Boston College (1), Duquesne (1), Fordham (4), Harvard (2), Louisiana (1), Marquette (1), Minnesota (3), North Carolina (5), Oxford (1), St. Louis (1); *French* (1) at Fordham (1); *German* (2) at Marquette (2); *Modern Languages* (1) at Georgetown (1); *Semitic Languages* (9) at Al-Hikma (3), Brandeis (1), Catholic U. (1), Chicago (2), Oriental Institute (1), Paris (1); *Spanish* (2) at Javeriana (1), St. Louis (1); *Canon Law* (1) at Gregorian (1); *Civil Law* (4) at Georgetown (3), Harvard (1); *Library Science* (1) at California (Berk.) (1); *Literature, English* (4) at California (Berk.) (1), London (1), Loyola, L.A. (1), Oxford (1); *Literature, French* (2) at Paris (1), Stanford (1); *Literature, Medieval*



IV. SCHOOLS (*continued*)

(1) at Strasbourg (1); *Linguistics* (1) at London (1); *Mathematics* (23) at Boston College (2), Catholic U. (3), Chicago (2), Detroit (1), Fordham (2), Johns Hopkins (1), Harvard (2), Kansas (1), Pennsylvania (1), St. Louis (4), Syracuse (1), Washington (1), Yeshiva (2); *Medicine* (1) at Marquette (1); *Middle East Studies* (1) at Harvard (1); *Music* (3) at Chicago Conservatory (1), Harvard (1), New England Conservatory (1); *Philosophy* (24) at California (Berk.) (1), Cambridge (1), Fordham (6), Georgetown (1), Gregorian (1), Louvain (2), Mainz (1), Munich (3), St. Louis (7), Sorbonne (1), Toronto (1); *Physics* (24) at Columbia (1), Fordham (2), Georgetown (2), Harvard (1), Johns Hopkins (6), Louisiana State (1), Maryland (1), M.I.T. (2), St. Louis (7), Texas (1); *Physiology* (2) at Chicago (2); *Political Science* (3) at Georgetown (1), St. Louis (2); *Psychiatry* (1) at Georgetown (1); *Psychology* (16) at California (1), Catholic U. (1), Fordham (4), Illinois (1), Loyola, Chicago (5), Ottawa (1), St. Louis (3); *Scripture* (5) at Biblical (3), Paris (1), Vienna (1); *Social Work* (2) at Brandeis (1), Loyola, Chicago (1); *Sociology* (9) at Columbia (3), Cornell (2), Fordham (1), Harvard (1), Michigan (1), St. Louis (1); *Speech* (5) at Northwestern (4), St. Louis (1); *Theology* (15) at Gregorian (7), Innsbruck (1), Institut Catholique (3), Paris (1), St. Louis (1), Woodstock (2); *Theology, Ascetical* (4) at Catholic U. (1), Gregorian (3); *Theology, Dogmatic* (3) at Gregorian (3); *Theology, Liturgical* (1) at Institut de Liturgie (1); *Theology, Moral* (2) at Gregorian (2).

dents; Maryland, 10.2%, 7.8% of students; Missouri, 9.3%, 10.9% of students; New England, 13.6%, 15.3% of students; New Orleans, 7.4%, 3.7% of students; New York, 13.8%, 10.5% of students; Oregon, 8.4%, 3.7% of students; Wisconsin, 8.8%, 13.9% of students. It will be seen at once that with a few striking exceptions there is a relationship between the percentage of man-power of each province and its percentage of special students.

As usual, Table III with its listing of the *Master Fields* followed by Jesuit special students is a reflection of Jesuit ideals and the American educational scene. The subjects claiming the largest number of special students, 213 of the 293, are the following: Theology 25, Philosophy 24, Physics 24, Mathematics 23, Chemistry 19, English 19, History 19, Biology 16, Psychology 16, Languages 15, Economics 13. If those studying the various branches of English are combined, the total for English comes to 23; Classics claim 9 special students while 19 are studying other languages. This makes a total of 51 special students in languages.

If we include within a general category of physical and life sciences the fields of Astronomy, Biology, Chemistry, Engineering, Medicine, Psychiatry, Psychology, Physics, and Physiology, we count 83 special students devoted to this area. Grouping under another general category of the Social Sciences the fields of Anthropology, Communication Arts, Economics, History, Law, Middle East Studies, Social Work, and Sociology, we see 46 Jesuits devoting their full time to a study of the Social Sciences. There will be those who will not like such a grouping, but

whatever grouping one makes the resulting totals are a source of interest and perhaps also of some penetrating questions.

Table IV, *Schools*, shows that American Jesuits are studying at 68 different institutions, 45 in the United States and 23 outside the United States. There are 145 students at 22 Catholic institutions, 148 at non-Catholic institutions. The largest enrollments are at: St. Louis, 38; Fordham, 31; Georgetown, 20; Gregorian, 19; and Loyola of Chicago, 10. Non-Catholic schools showing largest enrollments are: Harvard, 15; Johns Hopkins, 13; and Chicago, 12.

Province officials, and perhaps province procurators most of all, realize what an investment the special studies program of the American Assistancy represents. But surely none appreciate the value of such a program better than the administrators of our high schools, colleges, and universities, and our houses of study, who each year welcome to their staffs a small group of Jesuits who have completed special studies. There is no more striking example of the Society's devotion to the cause of education than the large percentage of Jesuit man-power devoted to education and the ever-increasing number of those who come to this ministry having had the advantage of special studies.

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- "There is a critical need of an expansion of higher education that gives wisdom as well as knowledge. If our spiritual heritage in education is to be perpetuated, Christian higher education must be emphatically re-emphasized, and all persons concerned with our country's welfare must give it high priority." . . . *From joint statement of Catholic and Protestant educators under auspices of Commission on Christian Higher Education, Associations of American Colleges.*

# Wanted: Drastic Surgery for English

WILLIAM J. O'MALLEY, S.J.

High school English teachers should develop a devotion to St. Alexis. He was the little boy who lived unnoticed in his father's house for some twenty-eight years and finally pined away on an island in the Seine. Like Cinderella, he and the high school English course sit quietly in the chimney corner while their elders clamor for primacy in the post-Sputnik streamlining. Admittedly the elder sisters have grown somewhat flaccid and old-fashioned and deserve all the attention they can get: the religion texts must be rewritten; and Latin—shall we go Sweet? Or Most? Or functional?; and the “New Math”—can we catch up? can we revamp?

But all the while, the most important subject in the curriculum is left till “later.” The phrase “most important subject in the curriculum” is not meant to be the merely facile oversimplification of the devotee nor the battle-cry of a revolutionary cadre, grown discontent with the chimney corner. It is the premise of this paper and, I believe, a sound one.

Writing, reading, and understanding the huances of English are skills so fundamental to all learning today that the mere mention of the fact seems trite. Today English is the very vehicle by which the teacher and student of any subject propose and solve their difficulties—as Latin was many years ago. Today English is the *sine qua non* of progress in the professions, in research, in business—as Latin was many years ago. But, beyond the sheerly pragmatic uses of English as a tool, there is the most important function of the language as a bridge by which men allow us to enter into their lives—as Latin was many years ago. This is not a condemnation of Latin by any means. But let us say that, in the present day, Latin should take the place of *prima ancilla*. Its value has certainly not gone, but its right to primacy has.

In high school, a boy is in a No Man's Land between childhood and manhood where he encounters more problems than merely physical puberty. He must for the first time adjust his mind to accommodate objectivity into his hitherto very self-centered world. He must make the distinction between what he wants life to be and what it actually is. He must gain control of the chaos of new-born emotions. He must learn principles. The alternative is inarticulateness, complacency, and mediocrity—in short, childishness in a man's world. We have taken it upon ourselves to show him what life is and what life demands through a probing of other men's experiences and an evaluation of his own. This

cannot be done through a memorized catechism of do's and don'ts or by shielding him during school time from experiences he can't avoid in the hours out of school. It must be a gradual, organic growth in perception and production. Literature and writing are an answer to this problem, and I believe all must admit that, at least in the first three years, Latin cannot do the major part of this job. An honest look at our graduates will show that, to the majority, Latin literature is nothing more than thirty or forty "lines" a night. Seen in this context, English is not merely another course; it is a necessity.<sup>1</sup>

But the problem which this paper attempts to face is the fact that the present form of high school English cannot claim to be doing much better than the Latin. Theoretically, the English course offers the opportunity of giving high school boys what Latin used to give them: the orderly "masculine" mind through writing, and a *Weltanschauung* through literature. But, alas, another look at our graduates shows a large gap between theory and result. The overwhelming evidences and testimony agree that our English course is sick and needs careful diagnosis and radical surgery. Here lies the problem of this paper. The first half of the paper will attempt to outline the diagnosis in more detail; the second half will offer some suggestions for the surgery.

## I. THE DIAGNOSIS

### A) *What we claim: Aims of the High School English Course*

The *ultimate aim* of the English program is identical with the ultimate aim of all education: that the student achieve the fullest possible development of his human potentialities and of his own unique talents. By broadening and deepening his experience and his reflective powers through literature and writing, we hope that the course will prepare the student for a richly effective life, not for mere adjustment to it, but for an active role in appreciating and improving it.

The *immediate aim* of the English program is the development of the habit of "close" or "full" or "intensive" reading and the development of a high degree of skill in self-expression.

The *literature* segment of the course hopes that, by the study of relatively few works, the student will be trained to read "deeply." Although the syllabi are not clear on what the distinction between intensive and

<sup>1</sup> For an excellent treatment of this topic, see J. B. Priestley, "Literature, Life and the Classroom," an address given to the NCTE convention, November 1960. Distributed free by Harcourt, Brace.

extensive reading means in the concrete, it seems obvious that the student should be able to recapture as much as possible of the total experience communicated in a work of literature, not merely the story, which can be grasped in a Classic Comic, but the overtones and undertones infused into the work by the craftsmanship of the writer. This is done by an intensive study of the means of literary concentration (of which the syllabi say little), inductively, from literary works capable of supporting such study.

The immediate end of the literature course is not to thrash out the "huge" ideas of love and beauty and the human condition. This is the task of college philosophy. It is our job to supply the experience which gives rise to wonder at man's life, which, in turn, causes philosophy. Of course, we hope that the student's understanding and realization that these problems exist will grow through the course, and the teacher should find time to focus attention on them occasionally. But it stands to reason that the student must fully understand the first or story level before he starts scooping down to the third and fourth levels of meaning. To do this he must be brought to a sensitivity and respect for detail and the purpose of detail.

The *writing* segment of the course hopes to develop the student's ability to express himself in clear and ordered fashion (because his thinking is clear and ordered) and in an interesting fashion (because the means of literary concentration which he has found in his reading have been made second-nature to him by constant practice both in class and at home). This is approached through a somewhat strict order of procedure in planning, writing, and revising.

#### B) *What do we do? Implementation of the Aims*

It would be utopian to hope that every boy in every class achieved the aims set forth above. However, consider your graduating class of last year in the light of these aims. How many could spell "terse," or knew what it meant, or put it into practice? How many ever *met* Dido or the Wife of Bath? How many will ever sit down to write in order to clarify their ideas or to publish? How many will ever re-read a story because they want to experience it again more fully?

In justice, we must admit there are many whom literature and writing have "hooked." Many more have conceived a real desire to read, although they may stay on the Book-of-the-Month level forever. But, while there has been a veritable tornado of print about the gifted boy—where we have failed him, where we are now trying to recoup our losses—why is it

that, in a good many cases, we seem to have failed to capture the minds of the "rather good" and the mediocre? An Irishman always answers a question by asking another. I will ask three: (1) What kind of people are we working with? (2) Given the type of teacher and boy, what are we giving them to work on? (3) What do our syllabi and exams tell these people we want out of the syllabus?

### 1. *The People: Teacher and Student*

More than likely the *teacher* is faced with from twenty to twenty-five periods a week. If he's good at English, he'll have three or even four classes with literally a bushel of compositions every week. He must teach both literature and writing, and all genres of each, which requires shifting mental gears not only between classes but in trying for some kind of imaginative preparation. There is no time for careful correction or for going over compositions with the individual student. Also, he is probably teaching another subject, Latin, or worse, Math, which calls for more gear-shifting and superhuman imagination. It cuts down his time for planning one class well. He is often untrained in English style, in literary conventions, except for his own college course—which gets farther behind every year. But he tries to do his best with what he has and what he can scare up from short manuals and discussions in the teachers' room. The tacit assumption when making up schedules is that "anybody can teach English."

It is hard to capsule one *student*, therefore harder to characterize a generation of them. And yet discovering the unique character of "the younger generation" should be the first problem any teacher, novice or veteran, should face. Our boys are not the same as we were in high school. As sophomores, our own teachers read Tom Swift; we read Dave Dawson; many of our charges now read Mickey Spillane. Their pseudo-maturity would stagger the men who taught us and who thought we were bad enough. The Dragon Lady was sexy, but what to do about Brigitte Bardot?

Freshmen are fresher and sophomores are more sophomoric because they have been allowed to be freer in action and more outspoken in voicing opinions. This knowledgeable attitude has its good and bad sides, but it is something we have not only to cope with but to take advantage of. These boys are vitally interested in three things: sports, sex, and "belonging." Many of us acknowledge only the first. If we are going to offer ice cream sodas to beer-drinking sophomores, we should at least make sure they are rum-flavored.

In a speech, the *sine qua non* is hooking the audience in the beginning. If they become intrigued, they will be willing to follow you after the initial novelty has worn thin. We must capitalize at the outset on *their* interests. Yet, at the very beginning of freshman year, we alienate our students by smothering them with details of grammar and picayune questions on stories "to see if they've read them." So few of us seem to remember the *Angst* we suffered when we began courses that started in the abstract and seemed to lead farther and farther into the fog. For we take this freshman, timid on the outside, idealistic and romantic inside, and face him immediately with a course in proof-reading before he's written anything.

## 2. *What are we giving them to work on? The English Syllabus*

In any year the *literature* syllabus entails "doing" three short stories, nine or ten short poems, three essays, and one play per semester.

First, the variety of genre in such a short period is too much for any teacher or class to cover adequately. How is a boy to grasp what a short story should be by reading only three a semester? Each genre has its own way of recreating experience; yet how can he really achieve anything but the vaguest idea of the special ways of bringing out meaning in each genre when they follow one another like bubbles in a boiling pot? The answer is that he cannot. So, because inductive learning is impossible, we give him an *a priori* definition and start from there, as all the manuals tell us to do. I don't mean to carp at teachers who do this. Under the present dispensation, they must. Yet, as fuzzy as it may sound, our job is to give these boys a "feel" for the short story or poem, not an abstract definition to clamp on each one he finds.

Second, the quality of selections is prohibitive. Most of us have wrestled with the Thomas More Series and many have found it lacking. Many questions for discussion sound like thought questions from the religion text. Moreover, we ourselves find many of the selections dull. The best story or poem is the one we can read over and over again, each time finding more pleasure and more meaning, and much of the success of a work depends on the teacher's own enthusiasm for it. But how many of us go back each year with relish to "Mr. Higgenbotham's Catastrophe"?

At the other extreme we have Shakespeare. We "do" the "Merchant of Venice," that is to say, we either explain every line or we give them the *Gestalt* and say, "There. That's great literature." And it is. And they believe us. But if that's great literature, it's too painful. They don't want any more.

All this seems to be an indication that our appreciation of the ordinary psychology of persuasion and of the teenage boy of 1961 is somewhat notional. The Thomas More Series proves this further in the titles of its first two books: *Prose and Poetry for Enjoyment* and *Prose and Poetry for Appreciation*. These express perfectly the psychological demands of the boy in freshman and sophomore years. But despite their theoretical correctness, the More books very often fail to fulfill the theory with their selections.<sup>2</sup>

The *writing* syllabus poses still another problem. Most of us know from experience that half-suppressed groan which is almost automatic when we say, "Take out the writing books." At least in its early stages, the Kammer Series seems to be the reverse of the psychology of the high school boy. It proceeds from intensive grammar and the correct sentence in first year, through the paragraph in second, to the theme in third, and the term paper in fourth. Thus we have the logical order of studying first the smallest part and then moving on to the whole.

Except for writers of ad jingles and telegraph operators, who ever sits down to write a solitary perfect sentence? Reflect for a moment on the time you yourself first began to care about misplaced modifiers. It was probably after you had begun to care about being understood in print. These boys want to be understood. All we have to do is make them think it out and get it onto paper, then to realize that what they have to say is coming through only partially because of mechanical flaws in transmis-

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<sup>2</sup> A major footnote on general anthologies: Pity the poor editor who tries to do the impossible. Under restrictions of copyrights it is a superhuman task to assemble an anthology of short stories, much less of every genre from lyric to essay. The result is usually a Noah's Ark of poor and great and a great deal of middling. Moreover, anthologies age quickly as the temper and taste of the younger generation evolves. This demands new, costly editions, new searches for copyrights. Our present generation does not demand Mickey Spillane on the syllabus. But it does demand stories that are not immediately perceived as "corny," and about which the teacher nonetheless tries to get them enthusiastic. Once again, the beginning is crucial.

Therefore, it would seem that an ideal solution to our textbook problem has been offered by the upsurge of the inexpensive paperback. It is cheap enough not to have to be resold next year and can be marked up to one's heart's content, thus not demanding continuance of a three-dollar book out of charity to the student's investment—even after the book has outlived its ability to provoke interest.

One-genre anthologies also offer the advantage of quantity. The present syllabi are minimal but offer nothing to fill in. Paperbacks provide a treasury of stories or poems merely for enjoyment or for an inductive realization of what a good story or poem should be. Such fifty-centers as *The Golden Argosy* in second year and *Great American Short Stories* in third would offer many stories, uneven in quality, but in such number that there is greater selection than in the *P&P*, and, most important, not written "down" to the student as our present text-anthologies are.

Granted, these books give the student credit at times for a certain amount of maturity which he may have only on the surface. Some of the stories are frank, although all are in good taste, and they provide the teacher with an opportunity to discuss moral principles in stories. We must remember that we are not merely to arouse a hunger for reading in these boys. Once we have made them like to read, no matter what the syllabus, it is inevitable that they are going to browse at the local candy store rack. Without a frank facing of the problem in class even as early as sophomore year, with only antiseptic stories on the syllabus for discussion, with no chance to realize the problems and principles of reading frank stories, our lads are going to swell the royalties of Frank Yerby and the estate of D. H. Lawrence.



sion.<sup>3</sup> But before clarity comes desire. Any writer will tell you that the fire comes first, in the rough draft, or it never comes. A writer proof-reads *after* he has written. At the outset it has to be full speed ahead and damn the non-restrictive appositives. But we give the proof-reading and sentence-polishing course at the beginning and therefore *in vacuo*. Consequently, the student thinks this is writing, and, as we all know, a boy's initial impression is difficult to change.

### 3. *What should we get out of the syllabus? "Doing" the Syllabus*

The descriptive parts of some syllabi make the distinction between extensive and intensive reading but, as far as I can see, fail to show what this distinction means in the concrete approach to the stories. Most teachers seem to feel that "intensive" means they are responsible for every detail; "extensive" means they have to have only the general idea.

Actually, final exams, mid-terms, office tests, the tests of the other teachers, the questions provided in the More Series teachers' manuals are usually the real determinant of a teacher's approach. As far as I can see, far too many of these fall into three rather broad categories: the "who cares?" item; the "same old thing" item; and the "guess what I've got in my mind" item.

The "who cares?" item usually shows up in the manual and thence onto the teacher's weekly test or daily quiz "to see if they've read it." It asks the color of the guard's eyes in "Occurrence at Owl Creek Bridge." It deals the death blow to enjoyment in first year and gives a twisted idea of appreciation (i.e., enjoying and knowing the reason why) in second year. But we do it. The teachers' manual was all that was given to us and there is simply not enough time to excogitate more worthwhile questions.

The "same old thing" item reappears yearly on exams, for instance: "The main idea of 'To a Waterfowl' is God's: A) Providence; B) glory; C) Omnipotence; D) none of these." Each year they are dressed in slightly different words, but still the same old chestnuts. This indicates rather clearly the core ideas to be stressed. The teacher, therefore, can study the old exam keys, multiply old tests, and be reasonably sure the laddies will pass. And they will. And the aims we spoke of have in large part evanesced.

The "guess what" item often seems to be trying to find out whether

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<sup>3</sup> A good exercise to prove the difficulty of writing clearly is to have each student describe as clearly as possible on paper how he ties his shoes. Then, have one come to the front of the room and follow someone else's directions. The result is not only entertaining, but instructive.

the student has read the selection and how many details he can recall. They are reductively reading comprehension questions without the usual opportunity of reading immediately prior to answering. "In 'The Romance of Orthodoxy' Chesterton says that, without the Church's balancing power, several effects would have occurred. He does this by giving concrete examples. What are two of these examples?" The selection is highly involved; there are only three such examples in three pages. Most of the correctors did not know the answer themselves; one boy in seventy-five got the answer right. This type of question asks for significant details but with no connection with the rest of the forest.

Multiple-choice questions are forms of stylized judgments. This produces two bad effects. First, the judgment is formulated by someone else and merely selected by the student. Secondly, such stylizing creates a black-and-white mentality, as if the answer were the solution to a mathematical problem. In either case, the judgment is both harmful and useless.

There is a single root to the problems of such testing in English literature: the mentality, which used to be characteristic of the scholastic philosophy and theology courses, that there is one canonized, oversimplified interpretation for everything, including a poem. Thus, Yeats' beast, slouching toward Bethlehem to be born, can only be animal man searching for Christ. This is very handy for making up exam keys. The difficulty is that Yeats may very well have meant something diametrically opposite.

Therefore, the teacher "does" the selections with an eye always to such exam questions so that the boys will pass and so that he will keep his job.

Becoming aware of details is highly important in the full reading and recapturing of a writer's experience, but there must be some reason behind the study of them, some reason other than the fact that "He'll ask this on the quiz tomorrow." Furthermore, there is more than one way to ask for details: by the detail test, or by discussion, oral or written, in which the student is shown how much of the feel of the story he lost by reading only once and quickly. But this takes patience, imagination, a deep knowledge of the story and of the means of concentration, and time in preparation. It seems true that, if the problem has been accurately stated, the teacher needs more material to help him in his work.

Most boys read a story to find out how it ends. Therefore we must slow them down, but it must be the slowness of deepening appreciation for the quality of detail. As things stand now, teachers must use the manuals provided or spend a great deal of time searching for substitutes. There should be a set of handbooks distributed by the administration, books such as the Brooks and Warren series or the Perrine series which will

supply the teacher with an orderly procedure in drawing out the value and meaning of plot, character, atmosphere, metaphor, etc.; which will supply him with copious examples for use in class; which will show him just what the difference between "intensive" and "extensive" is in the concrete. Such a set of books could also suggest several possible interpretations for each work which would provoke more directive rather than directed discussion.

Literary techniques are equally mishandled by texts and exams, and consequently by many teachers. Merely telling a student that a metaphor is a comparison without the use of "like" or "as" does not make him appreciate what a metaphor adds to a work. It does not deepen his recreation of overtones. It is merely letting the bloodhound sniff at the dead man's coat and telling him to fetch an example. All the magic of the metaphor dies in mechanical teaching and mechanical testing.

Reflect once again on your graduating class of last year. How many, after four years of our training in English, could say anything more about a short story or novel than "I liked it. It was exciting." Or "That stunk! It didn't have no action." (The words are blunt, but we must admit their vocabularies are formed by the virile, savory Anglo-Saxonisms of the private eyes and neurotic cowboys on "the big eye." It wouldn't be as painful, perhaps, if they realized how juicy their patois was.) If this is true, there has been very little progress in appreciation for these boys. So we send quite a few of them to college, complacent, inarticulate, mediocre.

What is needed, then, is something we don't have now: an orderly, progressively deepening penetration into literature and self-expression. This cannot be done merely by "doing" three years of short stories and then plunging into *The Canterbury Tales*. An attempt to sketch out some ideas for such a method and syllabus will follow in the second part of this paper. But before the jeremiad section is finished, we should sum up the diagnosis.

### C) *Summary*

A teacher is most successful when he renders himself unnecessary—or perhaps less paradoxically, when he ceases to be an overseer and is accepted as a guide and taken for granted as a wise companion. This means that he must constantly adapt his matter and manner of treatment to the psychological receptivity of his students, so that their growth is organic. Those who hire and place English teachers should take this into consideration: an English teacher must be a master of provocation, especially in freshman year. Also, the material he is given to work with must not be merely a test of his genius for coating a poor-quality pill. Finally, a stu-

dent will no more learn to experience from a teacher who demands detail without reason than he will learn to be a gentleman from a Prefect who inspires discipline only from fear.

## II. SUGGESTIONS FOR SURGERY

### A) *Freshman Year*

Preliminary to the first forays into the syllabus, it would be wise to have two or three days of placement tests before dividing into classes. If we will admit the core place of English in all studies, it would seem logical to make a division of students on the basis of their aptitudes and achievements in the *sine qua non* skills which are basic to all learning, not merely to English: reading comprehension, spelling, and basic grammar. What have the grammar schools given them? Entrance exams hardly seem a valuable criterion since grammar school teachers spend a major part of the eighth-grade year preparing boys for such specific entrance tests. It would also help to know what books they have read, how many, and what they have garnered from them. Why lump voracious readers with "illiterates"? Late segregation of the freshman class will demand a most patient registrar, but what is educationally desirable is very often administratively feasible.

Once the division of classes has been made on the basis of fundamental educational skills, syllabus and approach can be adapted to the particular group. Some will know half of the present syllabus already; why hold them back? Some will not be able to read; give them remedial reading courses. The schools without a remedial reading course today are "closing their eyes to a situation they do not wish to acknowledge."

### I. *Freshman Writing*

Some readers will be familiar with a 71-page booklet by William Strunk and E. B. White called *The Elements of Style*. Such a book, either as it is or trimmed down to suit the high school situation, plus a teacher who has read a few good manuals of rhetoric, bolstered by Donnelly and Kammer, plus a list of provocative composition titles, seems to add up to a more formidable challenge to writers than the present texts alone.

The first nine pages of Strunk-White seem to be enough fundamental grammar for freshmen. For those heads which seem more than normally opaque to information, there are examples and exercises galore in the Kammer text. These, however, should be used with caution, especially

with the slower boys, since they are most likely to become discouraged with the whole endeavor and throw up their hands. More than anyone else, they must be intrigued by the process of getting their ideas on paper, and the class division by skill will enable the teacher to give them material which will intrigue them.

The grammar course should be brief and the boys should be plunged immediately into provocative writing assignments in class. Length is no objective as long as the work is alluring. Examples could be elicited *ad infinitum*, but the busy teacher scarcely has time for cudgeling his imagination. It would not be useless for us to pool the good ideas each of us has discovered in another handbook for all teachers; for example, handing out pictures or leaves or paper clips and asking, "What does it make you think of?"

Grading such papers is a problem, with two aspects: what mark to give and how to get through them.

Marking compositions is subjective. Why not accept the fact and start from there? Letter marks give far more leeway to human error and therefore are probably more useful. Tell the boys at the beginning what the marks will mean: *A* makes me sit up and take notice; *B* is good, somewhat original; *C* is undistinguished; *D* is painful. Also make it clear, after the process has begun to take hold, that three violations of a basic ten grammar and mechanics rules in one paragraph means that you simply stop reading and hand the paper back to be revised, with *B* the highest mark available for the revision.

How to get through them presents a greater difficulty, but unless the teacher does get through them he might just as well not assign them. After the first couple of times, the spot-check becomes another game.

First, the assignment should be brief, only a single paragraph per assignment for the first two years. But this one paragraph twice each week should be checked by the teacher primarily for enthusiasm, then for content, then for expression, and finally, later in first year, for complete clarity and grammatical correctness.

Secondly, it would help if the writing and literature teachers were different in first year. There are both advantages and disadvantages to such a set-up, but the advantages are often neglected. Obviously some men are more capable at teaching writing. An irregular off-again-on-again schedule proves conclusively to the boys that this writing business is something his teacher is not particularly interested in and that it is merely one more thing to be endured till he gets to the college beer parties. There will be concentration on writing, which is the only way it can be done. The teacher will be forced to "get up a course" and not merely sandwich the

writing in wherever he can. There should again be a separate mark for writing, since marks and dignity of subject are almost synonymous in high school. And even if the two segments of the English course are not taught by separate men, the writing periods should at least be legislated for specific periods of the week. Furthermore, if there were five Latin periods in first year, four literature and three writing periods could be had easily.

The third, possibly utopian, answer which has already been put into effect in some schools is "lay" readers. The local Jesuit college must have a group of men preparing to be high school English teachers. Why not a program of concrete training in what they will have to face? Such apprentice teachers could correct half of the teacher's paragraph-compositions each week. A part-time stipend to three or four correctors would be money well spent, if communication in English is as important as I have made it out to be here.<sup>4</sup>

In first year, writing marks should be given primarily for that intangible "fire" we spoke of before. We all know what it means in the concrete. In general, perhaps it means that a boy has felt a situation or thing strongly and has found the right words to make you re-experience that strong feeling. One "illiterate" sophomore wrote: "the allie behind my house is filled with wash lines and garbage. It look like the scribling in a childs colring book." Concentrate in the beginning on this imagination. Assign one-paragraph plots on some adventurous topic. Write with them in class. Begin to evolve a yarn and have each one take it up in succession and add to it. Do anything that will make them want to get their ideas down on paper. This idea is perhaps too obvious for many of us to have given it much thought, but it is the first-year writing teacher's job to make them *want* to write. Until he realizes this, he fails. Without initial enthusiasm, there will rarely be enough steam to drive the young mind all the way up the long hill to senior year and beyond.

## 2. *Freshman Literature*

Again, the idea is "making them like to."

a) *Fiction*: Begin with *Bullfinch* (Dell, 75¢). Here is not only pure romance but also a treasury of background for allusions to be encountered later in both poetry and prose: the Greek, Roman, and Norse gods; Arthur; and Charlemagne. Stay with the myths as long as interest is high. Then, introduce a few of the so-called children's books of C. S.

<sup>4</sup> For fuller treatment of this subject see "Images of the Future," published by the National Association of Secondary School Principals.

Lewis and Thurber's *The Thirteen Clocks*. Then Poe, O. Henry, Conan Doyle—any story, as long as it is a good rip-snorting yarn, is fair game. Read to them in class! Assign a story every night at home, recommend other collections, slyly suggesting that “they may be a little too advanced for you, but try them if you like.” But a flexible list should be given the teacher beforehand, a list beginning with sheer action and gradually adding more and more character.

There should be no “fact tests” at all in the first-year literature class. Time enough to concentrate on precision and detail in sophomore year or later. They must be willing readers by the end of first year. Otherwise, the search for connotative details will be useless busywork in second year. And nothing kills enjoyment more quickly, *teste experientia*, than the certainty of a *scrutatio* on details the next day.

b) *Drama*: Again, confine first year to enjoyment of plays. No Shakespeare (unless we can come up with a good method of approach), no matter how many footnotes or how few, and no essays. Not only the language and content but also the form is too sophisticated for fourteen-year-olds.

Movies are another source untapped by most literature teachers. Good television programs should also be assigned regularly. The students, we must admit, have become TV-lazy and, since movies and TV are the most widespread forms of communication today, we are obliged not only to wean them from addiction to them but prepare them as critical receptors. Here, too, is another opportunity to bring literature in their door. There are several books which make the bridge between the visual arts and reading: Hitchcock (the indisputable hero of the high school viewer), Chayevsky, Serling. There will be more of this discussed in the second-year drama course.

There are movies on everything from the Greek myths to *Mutiny on the Bounty*. They can be used with profit in every year. This requires, however, a further sacrifice on the part of the individual teacher: writing letters, learning how to run the machine, returning films, etc. But its values are high. It connects reading with something they already enjoy, and encourages them to visualize the characters they encounter in books. A great deal of the burden would be removed from the individual teacher if the syllabus demanded certain movies and kinescopes to be studied and the school or province placed the orders. Every province should be building up a lending library of films, videotapes, and recordings. Many third-year teachers “mean to” get Hal Holbrook's “Mark Twain Tonight!” or Whittaker Chambers reading *Witness* or Churchill orating, but there is just too much bother involved.

c) *Poetry*: The third section of freshman year can be poetry, provided the selections are made with an eye solely to enjoyment. This means, in the first place, ballads: "Mountain Whipporwill," "Davy Crockett," "Siege of the Alamo," "Goin' Down to New Orleans," Burl Ives' pocket-book of ballads and folk tunes, the records of Harry Belafonte and Odetta. These should be done by a teacher capable of getting them to sing, using texts or mimeographed sheets with the music. Such longer narratives as "The Rime of the Ancient Mariner," "Sohrab and Rustum," "The Ballad of the White Horse," and "Lepanto" should be read aloud to them merely for their enjoyment. If these poems will serve as material for later courses in principles and craftsmanship, so much the better. The later analysis will be colored by the earlier enjoyment without the first reading being deadened by metaphor hunting.

After this initial "hook" must come an appreciation of the "things" which poetry tries to grasp hold of in words. (See Hugh McCarron, S.J., *Realization*.) The student must see that there is life and delight and wonder calling to him in the shape of an automobile tire and the fact that the grass is green when it could be purple, in A. A. Milne and in Red Smith. He must feel at least vaguely what God saw when He said "It is good": God Himself. This can be done in the freshman classroom with the right teacher and the proper concrete approach, as has been proved in several schools in the New York Province. A great deal of thanks for this is due to some regents' summer-school discussions led by Paul S. Naumann, S.J.

Let them start by looking around. "Pick out something smaller than an armchair which you can see from your window tonight. The object should affect you in some way. You should see a story behind it and try to make me see, in one paragraph, the story and feeling imbedded in the thing." One lad came up with: "I see a tattered kite caught on the telephone pole. It tells me I'm getting older and that the things that make me happy or sad are changing." This "feeling" at this stage seems more important to me than the boy's ability to spot a misplaced modifier.

Another method is this: "Describe the color red (or blue or green) to a blind man by showing comparisons to effects on the other senses. In other words, what does red make you think of?" Another bright lad came up with: "Red is the taste of cinnamon candy on a hot, dry tongue." Experience proves they need not know the definition of metaphor to write: "The lawnmower is a hungry vegetarian."

Boys must see that things are more than they appear at first glance. It is amazing how many of them go through high school on a kind of subway train. All life is a blur going past, and they never stop at any of the sta-



tions to get out and look around. How many of them have ever studied the face of someone in the street? How many of them know what color eyes their mothers have? This is the reason we want them to become aware of details in literature. It seems to me that, until they begin caring about such things and looking around them, they will never know either how to read with appreciation or write with any depth.

Here the writing and reading courses could be joined most intimately. For at least two weeks before the student begins a more detailed study of poetry, he should observe; hear good, appealing poetry read to him; and *write*. Write verses yourself with him in class. Make him realise that compressing feelings into words is an occupation which demands respect.

### 3. *Freshman Exams*

In all years, but especially here, there should be no "fact" questions on stories read during the year. Let's presume they've read the stories. Let's eliminate the necessity, even the possibility, of cramming. The tests should be an attempt to discover whether these boys can apply mastered skills and knowledge to new data.

In a given freshman test, there could be several question areas without reverting to the "none of these" questions. (1) "All men have certain characteristics in common and yet each man is completely himself. Pick two characters you have met this year and show: A) Five elements of character they have in common; B) Five elements in which they are very different." Or, "No character is true-to-life if he is all bad or all good. Real people aren't like that. From your reading this year, pick out one character who is true-to-life and one who is not. By quoting events of their stories and details of their personalities, show why the first statement is true." (2) "You have been given a two-page short story by William Marsh called "A Sum in Addition" which you have not seen before. Read it carefully and answer the following questions: A) Whose story is it? Explain. B) What three types of people are shown here? C) How do their reactions to the note show their differences? D) What was your own honest reaction to the scribbled note? Why?" (3) "You have been given a picture of a man striking a boy. There are various details in the background. Briefly give three or four possible causes for the scene. Select the best and write a very short story explaining the picture." The same type questions could be asked of a very cryptic situation in prose, a want-ad, for instance, or the opening sentence of Charles Williams' *War in Heaven*: "The telephone bell was ringing wildly, but without result, since there was no one in the room but the corpse."

Such questions require the boys' own suggestions of possibilities, their own choice of one as best, and their own substantiation.

Writing should be corrected in first year on imagination; in the other years on gradually deepening appreciation of detail. Every three violations of the basic ten grammar rules lowers the mark. Each essay of the three or four on the exam should be marked on a letter basis or on a five-maximum basis. A detailed key should be given to the corrector along with several sample, marked compositions on each question, which are to be used only as general guides.

To all the objections to the "over-subjectivity" of such procedures, one can only answer with another question: what is the aim of first year? To make them enjoy reading and getting their ideas down on paper with a certain amount of "fire." If we must sacrifice standardization for depth of perception, understanding, and interest, the sacrifice should be made.

## B) *Sophomore Year*

### I. *Sophomore Literature*

Taking a cue again from the titles of the More series, the student should begin to appreciate literature in second year; i.e., he should not only enjoy a story but be able to know why he enjoys; what is good and what is poor—not because he has been *told* such and such is good or poor, but because he is beginning to develop a critical faculty. This means he must know, by comparison, what are the "gimmicks" (the means of concentration of thought into language) which are used to communicate experience more fully; what are the phoney tricks (the "surprise ending"); etc.

a) *What is Literature?* To appreciate literature, once interest in it has been aroused, the student must realize what literature is. One approach is the analogy to a human person. The soul of literature is a human experience: some sorrow or joy or idea which the writer wants to have other people share with him. But we can't just take ideas out of one head and jam them into another. (The student has now seen that in his own attempts to make you understand his ideas.) We must use words. These make the body of literature. But the words are used in a way different from the way the telephone book uses words. The experience is concentrated into them the way coffee is concentrated into instant coffee. The only way to distil the author's experience is to pour the boiling water of our faculties onto the teaspoonfuls of black print on the page. If we approach it half-heartedly, the print stays floating undissolved and undrinkable on the surface of our minds.

b) *Poetry*: From this general idea of the writer as craftsman able to concentrate experience into words, we can move directly into poetry again, the most highly concentrated experience, and study the techniques of concentration, both in reading and in writing. Here we must take care that the imagery and metaphors latent in their own speech be brought out so that they see that creativity is something natural to them. Techniques must be taught first through use, then capped off with generalization and definition.

After a preliminary review of exercises on noticing people and things, which make up poetry, the teacher has a ready-made guide to procedure for a three-month course in Laurence Perrine's *Sound and Sense*. Many of the intricacies may be omitted, and perhaps this book could be used as a basis for a new teachers' manual.<sup>5</sup>

If the teacher has a good manual like Perrine and a collection of gimmicks which our pooled experience could provide, the student needs no more than a pocketbook anthology, which are manifold: *The Golden Treasury*, *Immortal Poems*, *Six Centuries of Great Poetry*. Unlike either the *P&P* or *The Pageant of Literature* series, it should not be "the textbook" with questions and explanations. In fact, since we are training them, ostensibly, to be able to criticize new poems when they come on them, the anthology and selection could even be left up to the teacher. The exam would be on sight poems.

Memory is a practice which many of us let slide. Hearing the inflection of the student's recitation is a good clue to the extent of his understanding of the poem. Moreover, poems memorized are a long-lasting source of food for the imagination and a storing-up of intellectual pleasure and contemplation. We all remember the crochety old man who never taught us a feel for poetry but who made us memorize "On His Blindness."

c) *Fiction*: A similar course may be laid out along the lines of Perrine's *Story and Structure* and Brooks and Warren's *Understanding Fiction*, with *The Golden Argosy* as the students' book.<sup>6</sup>

Along with the techniques set forth in these manuals, the teacher should offer the student what Donald C. Matthews, S.J., has called "tinkertoy ideas": the individual vs. conformity; the potentialities and

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<sup>5</sup> This manual contains explanations and copious examples of each of the methods of concentration: connotations, imagery, figurative language, allusion, rhythm, musical devices, and concludes with a chapter differentiating between good poetry and non-poetry, great poetry and good. The main advantage of the book is that it is both graduated and inductive. See also Robert Boyle, S.J., "A Method of Teaching Literature" and "A Method of Teaching Literature Reconsidered," *JEQ*, Vols. 15 and 18.)

<sup>6</sup> These manuals offer several stories first to show the difference between fiction and non-fiction, and what precisely the elements of fiction are. Then they take several groups of stories and, from them, draw out inductively many of the techniques used to develop plot, character, atmosphere, theme. Even without a change in syllabus, these books are invaluable aids to the teacher and should at least be mentioned as such by the province syllabi.

desires of man vs. his actual situation. After several "problem" stories, a couple of class discussions, and a few introspective essays, students see that these ideas can be applied to all stories, to every human situation, especially their own, and can be developed on and on into more and more complex analyses. Again, unless the matter and manner of the literature course are adapted to the matter and manner of the high school boy's thoughts he will reach college before he has had his first literary experience.

d) *Drama*: The field of drama has not been explored so well by the manualists. Perrine, writing for college freshmen, is closer to our purposes in poetry and fiction than the Brooks and Warren texts. However, at least to my knowledge, Perrine has not published a book on drama, and the Brooks-Heilman *Understanding Drama* is far more difficult to adapt to high school use than the rest of the series. Still, it gives a basic outline and would simplify the task of a man writing a text specifically for high school teachers.<sup>7</sup>

Play anthologies for progressively deepening study are also difficult to obtain. One must take single plays, a book of plays by one playwright, or a varied selection which usually includes "Desire Under the Elms" or "I Am a Camera." There are, however, a few collections of "best" TV plays of Hitchcock, Serling, and Chayevsky. Once the student has become used to the regular conventions, Thornton Wilder's "Skin of Our Teeth" and "Our Town" are enthusiastically received, cause below-the-surface discussion, and impress the regular conventions by contrast.

At the NCTE convention in Chicago this last November, I suggested an idea for a drama collection to several publisher's representatives and they seemed more than willing to cooperate in putting out a paperback series of them, provided the copyrights could be secured. I suggested for freshman year a paperback volume of some ten plays beginning with Hitchcock, Lucille Fletcher's "Hitchhiker" and "Sorry, Wrong Number," and working through "Green Pastures" to Serling's "Requiem for a Heavyweight." For second year, begin with the Serling-Chayevsky

<sup>7</sup> At least in my opinion, the newly published *Pageant of Literature* series drama book is too simplified for a teachers' manual. At the same time it is disadvantageous as a students' text; first, because of the selections (only six plays, wandering from Chayevsky to Shakespeare and back to Lady Gregory); second, because it is a text. The more we can approximate a real reading situation the better. The student should not consider his literature books as his "readers."

A few words regarding this series in general. Harold Martin, Chairman of the Commission on English of the CEEB, has said: "There is a radical disease in the English classroom which only deep surgery can cure." The *Pageant* series, though far better than the *P&P* in taking each genre separately, somewhat inductively, and with a greater amount of material, is not deep surgery. It is more like an exploratory operation. Its teachers' manual retains the "did-they-read-it" type of objective question, easy to correct, of course, but scarcely worth asking. The series also tells the student in introductions of some thirty pages what poetry, for example, is, rather than showing him and providing concrete ways of attempting to make him produce it himself. No amount of lecturing about a genre will convince the high school boy. He is a creature of feelings. We must capture him there.

level and rising through "Skin of Our Teeth," Calderon, "An Inspector Calls," to Shakespeare: "Merchant of Venice" and "Midsummer Night's Dream" to tie off poetry, story, and drama. Leave "Julius Caesar" for the third-year course in oratory and non-fiction.

The publishers seemed willing to consider a whole four-year course of collections and teachers' manuals in all genres for the high schools if some group were willing to work one out for them. They are waiting for people to give them ideas. I am sure we have the ideas but need inter-school and inter-level organization of English.

## 2. *Sophomore Writing*

During the poetry course, the obvious matter for the writing course is imaginative description; brief, vivid recordings of impressions. The sections on interest in the present Kammer third-year text fit in naturally here. Exercises in the techniques of concentration are given as the Per-rine series progresses: connotation (Which word best fits this situation and why?); metaphor (Which is the more moving selection and why?); etc. A few questions will show the teacher that boys, even in senior year, do not know the difference between a concrete and an abstract word. Telling him does not solve the problem. He must be smothered with examples and made to use them.

During the short story course and drama course, the writing teacher may assign paragraphs of character description and analysis, paragraphs of atmosphere, brief plot outlines. Toward the end of the course, it has proved worthwhile to begin from an idea and, in each successive weekly paragraph, build toward a short story term paper.

Another interesting exercise for the students is to be given a simple declarative sentence (theme); e.g., Men often want things but are afraid to try to secure them. This is concretized to an individual case and turned into a metaphor: Fear and Desire battled in John's mind. This in turn is made into a brief allegory: John is a knight; his lady, Desiree, is guarded by a giant named Fear. John fights the giant and is at first defeated, but his squire, Hope, etc.<sup>8</sup> This technique is also valuable as a means of finding a theme in a work already written. One merely reverses the process.

## 3. *Sophomore Exams*

What has been said of exams in freshman year need not be repeated here. The only further note to add is that, since appreciation is the aim of

<sup>8</sup> See Dorothy Sayers' introduction to the Penguin Edition of Dante's *Inferno*.

second-year study, appreciation should be tested at the end of the year. The best way to accomplish this is to give pairs of sight poems, short plays or short stories, and ask which is better and why. The teaching and testing throughout the year should have prepared the boy to substantiate his conclusions from the text. They will obviously be imperfect in second year, but it certainly seems that we must begin to train them this way sometime.

The writing test could embrace the exercises in character study, etc., mentioned above. If mechanics are tested directly it should not be done in six disparate sentences, although they are certainly easier to correct. Many of us have found that a given boy can detect and correct the one mistake in each sentence, and, in the same test, will reduplicate those mistakes in his own paragraphs.

First, there should be a penalty on a stipulated number of errors per paragraph, whether the essays are analytical or creative. This is indirect and admits subjective elements, but it is a more realistic approach. However, if direct testing must be done, the method used in the National Merit Scholarship Test seems better than single sentences.<sup>9</sup>

### C) *Junior Year*

Traditionally, third-year literature has been devoted to a year-long survey of American Literature. Since there is, *saltem mihi*, very little in the first hundred years of our native literature which fulfills the two-edged requirement of interest and solid value, perhaps it would be better to leave the survey for the second semester.

Provided the first two years of this projected course have worked to a moderate degree, the teacher could concentrate on non-fiction and oratory for the first semester of junior year. There are not many sources to draw from in the paperback lines, but there are several books of essays in the ever-useful *Paperbound Books in Print*. Oratory, although it fits in well with the present Latin program and would provide connections with the speech classes, suffers from an even greater dearth of paperback material. However, "Julius Caesar" and "Coriolanus" are available, and the college rhetoric books mentioned earlier are bulging with all kinds of speeches from Demosthenes to Churchill. The 33-line speech on Gaelic in *Ulysses*, pp. 140-1, is a perfect model of brevity, progression, and climax.

<sup>9</sup> In this test a paragraph is given in which possible grammatical, syntactical, spelling, and (ah!) style mistakes are underlined. Each one is numbered and on the right side of the page, running concurrent with the text, are groups of four possible corrections, one of which is NO CHANGE. This, of course, runs the risks of the multiple-choice game again, but, first of all, the possibilities are not black-and-white, but require a certain sensitivity to style, and, secondly, it puts the student in the more realistic context of correcting a whole paragraph.

Even without the paperbacks, we can read them to the students, although here again the publishers are waiting for someone to outline such paperbacks for them.

This course would be a difficult one to teach, but would be made somewhat easier by a close integration with the writing course. Here, the Kammer seems closer to the high school boy's development when emphasizing the expository theme.

The Brooks-Warren text, *Modern Rhetoric*, and Francis Connolly's *A Rhetoric Casebook*, although written for a higher level, are still fine pedagogical aids to understanding both the reading and composition of essays.

The initial weeks of the course should move slowly and progressively: (1) Assign general subjects (the perfect athlete, "personality," the most important qualities of a girl, "Me," etc.) for analysis. Hash out the ideas in class and have the students simply list all the subsidiary ideas they can drag out of the general idea. (2) The teacher should then show how to sift this chaos for the most important components according to the writer's chosen point of view. (3) The teacher should show how to hierarchize these ideas into an outline, showing that overall unity, coherence, and emphasis are automatically assured by a good outline. (4) The rough copy is extremely important. As we have said, the fire is breathed in now or never. (5) Revision is perhaps the most important and neglected step of all. Several weeks could be spent revising one composition until both student and teacher are satisfied. Some may finish earlier than others. Let them go on to new ideas. Let them draw on their own interests and opinions, provided they substantiate them fully with factual detail and examples. Revision should not neglect the techniques of concentration either. The final revision should be the introductory proof-reading course in grammar and mechanics.

A good deal of time and patience may have to be expended at each stage. Consequently, the students should always be bombarded with the best essays available to illustrate each particular stage. Also, remember their three main interests mentioned in the beginning of this paper. "Dissertation on Roast Pig" may be a fine essay, but hardly up the cool cat's alley.

The second semester of third year could be spent on the American survey, but it seems wasteful to do more than read such things as "God Gave Them Plentie." Much of this reading could also be done in connection with the history course. For recently-written illustrations of the spirit of the historical periods, Kenneth Roberts, Bruce Catton, and Gene Fowler offer many books which are appealing to the junior reader and

perhaps more redolent of the eras about which they write than too much actual period writing. Besides the historical development, a selection of modern American writing in all genres could be used as a survey of the present output and as a review of the principles of the genres.

The principal aim of teaching and testing in third year should be training in analysis and organization. The loudest and most justified complaint of college English teachers is that "they can't follow a line of thought or construct a line of thought in simple English prose."

#### D) *Senior Year*

If the foregoing suggestions have been moderately successful, fourth year could remain more or less as it stands. The text-anthology method, of course, offers difficulties, but there are many paperback editions to supplement it. There are such medieval legends as *Tristan and Iseult* in the Bedier-Belloc version and Lancelyn Green's *King Arthur and His Knights of the Round Table* and that great book, *The Once and Future King*, by T. H. White in paperback.

Here is the time to give an abundance of Shakespeare, according to the receptivity of the particular class. Here, too, the writing course could concentrate on at least the bare essentials of research method, with an essay of some length on some subject in which there is individual interest, with the possibility of a double grade if it is done on a subject outside English. If done in English literature, the mark could go to the separate literature mark.

#### E) *General Conclusions*

The problems and attempts at their solution which have been mentioned here are those encountered by myself and by many with whom I have spoken and corresponded. I have been fortunate enough to have had the opportunity of speaking with several English department heads from our Jesuit colleges and have seen their objections to "these souped-up high school programs" as well as their willingness to get together to discuss problems and solutions if someone were to summon such a meeting.

Meanwhile, we go on, patching here and grafting there, while the patient gets sicker and surgery does not seem forthcoming. Poor teachers or unequipped teachers are floundering around for some course better than just reading and fact-testing. Good students are being held back by heterogeneous groupings and by waiting for province exams. Poor students grow bored early, and heroic attempts to stir interest later on are met by a longstanding habit of disinterest in things intellectual.

A new syllabus is needed. Teachers could be divided by skills—a poetry



teacher rarely teaches grammar well. The best people we have should be set aside for a year to write teachers' manuals on the order of the Perrine Series so that good teacher and poor teacher alike will have plenty of ready-tailored material from which to choose. There should be some sort of clearing house and a quarterly through which we can share our ideas, gimmicks, and pleas for help. Perhaps each province prefect, men already overburdened with work, should have a "cabinet" or committee to supervise each of the individual subject areas of the curriculum: its exams, syllabi, etc.

But the most important need of all, echoed throughout the paper, is that we gather a group of knowledgeable English teachers, department heads, and particularly principals (on whose cooperation much of the success of a new program depends) from our two levels of Jesuit education for a meeting during the summer in order to thrash out an integrated set of aims and syllabi for each of the eight years of our course.

Here would be an opportunity for the colleges to state explicitly what they want from the high schools. If they are dissatisfied with the calibre of their freshmen, they can warn us that they will refuse any boy who is not capable of listening, taking directions, recognizing the structure of a work and making a simple outline, reading creatively, and commenting objectively. This could be done by using entrance tests which, unlike the CEEB's, are geared for testing these abilities. The recently appointed Commission on English of the CEEB is faced with just such a problem. It is to our dismay that the Jesuit educational system with its ideals and centralization could not come up with a solution fitted for its own needs and a model to be followed by other systems.

The high schools also have concrete requests to make of the colleges. (1) Send us teachers who are prepared to teach boys to read, write, speak, and listen as adults. In the concrete, this would mean that the colleges and philosophates would give courses which would give the Master of Arts in Teaching a real meaning. The present methods courses are geared to the present syllabus and approach: one meaning for every word, one insight for every poem, one correction for every error, one textbook. The present college and philosophate courses are geared to research in highly specialized areas which would not be useful even in the revised syllabus. The man who has assimilated the Thomas More teachers' manual and the man who has done two or three year's research on Alexander Pope are equally unprepared by their training, as such, to teach the present-day high school boy to appreciate literature and writing. In either case, he must inevitably fall back not on his training in English but on his own native talent, which may or may not be sufficient. To

remedy this, the high schools must formulate a more realistic syllabus and teachers' manuals, and the colleges and philosophates must formulate a more realistic training for teachers of high school English.

(2) What do the colleges expect from incoming freshmen? Only 5% of all colleges in the country have declared themselves explicitly in print. Of these, however, few test the newcomers on the very aims they projected. Why don't the colleges, with cavalier disregard for the postage bill, write a letter to each senior or junior in our Jesuit high schools and declare their expectations? All of us know how the CEEBs engender a sudden interest in vocabulary study! Let us have a few examples of what an *A* and an *F* mean in college writing. Duke University sends high school teachers packs of freshly marked freshman themes on request—they are destined for the incinerator anyway.

(3) Let us work together. The colleges could offer inservice training for high school teachers at our Jesuit colleges in such up-and-coming but arcane subjects as linguistics. They could follow Columbia's lead and offer Saturday college-level classes for the best senior English students in the city. The college and high school teachers could trade classes for a day and see one another's problems in the actual situation.

Many people, on all levels, will read these words and say, "Good idea!" but who will do anything? Our English course needs an organized effort. Who will summon it, if not we? When, if not now? We have the habit of letting our patients get too close to death and then giving only a shot of adrenaline like the *Pageant* series.

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*In the swiftly changing world of the Twentieth Century no one can foresee what future problems will have to be resolved. But this we know: that whatever they may be, they will call for qualities of intelligence, resourcefulness and judgment. These, too, are never outdated. Our best hope lies in the well-trained mind and the well-rounded personality, and these, it seems to me, should be the goals of our education. It is not enough to be capable of defending our civilization against the new barbarians. We must maintain a civilization worthy of defense—one to live for and, if necessary, die for.*

Gen. David Sarnoff

# News from the Field

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SANTA CLARA has inaugurated a new honors program based on a six semester series. The group will consist of six juniors and seven sophomore students. Subject matter will include both Greek and Latin classical literature and civilization.

SEATTLE UNIVERSITY has been given a \$15,000 grant by the Ford Foundation for the advancement of education to help finance a new freshman honors program.

The grant was given to encourage the challenge of exceptional students through a highly integrated course of study and to permit independence in student learning.

The program will emphasize an integrated historical approach to the broad areas of thought, literature, history and finance.

CANISIUS of Buffalo is developing an honors program to be restricted to its best sophomores. They will take an intensive course in philosophy and will participate in a seminar on "The Ideas of Man" as it is reflected in various world civilizations. Faculty members of the various departments will conduct sessions in their fields of specialization.

CREIGHTON UNIVERSITY is taking the initiative in supporting scholarship that cannot be underwritten by outside sources. This program will be run by faculty members for the faculty. No administrators will be connected with the awarding of the grants.

Priority will be given to two classes of activity: (1) Programs of research for which extra-mural support is either totally unavailable or extremely difficult to obtain; (2) research conducted by faculty members who find extra-mural support difficult to obtain because of lack of experience in research.

The new Creighton plan will provide all routine supplies and services essential for approved research, permanent equipment necessary for the project, and salaries for research assistants, typists and associate personnel. However, the principal investigators will not participate in the salary aspect of the program.

REV. JOSEPH A. SELLINGER, S.J., Dean of the College of Arts and Sciences at Georgetown has received a Carnegie Corporation grant which

will take him to twenty-two colleges and universities throughout the country. During his trip Father Sellinger plans to study four aspects of higher education in the United States: (1) quality of classroom presentation by teachers and criteria used by institutions to evaluate their facilities; (2) the methods and goals of collegiate honors programs; (3) the ways of conducting freshman orientation program; (4) the courses offered and courses required in various curricula.

At the conclusion of his trip, Father Sellinger will present a report to the Carnegie Foundation and will also outline his conclusions at the meeting of the Jesuit Deans to be held this summer in Spokane, Washington.

XAVIER UNIVERSITY received a grant of \$50,000 from the McDonald Foundation for the setting up of a graduate Assistantship in Chemistry.

BOSTON COLLEGE is installing a new atom smasher in the Devlin Hall Laboratories. A study of the bouncing neutrons will be undertaken by Professor Robert I. Becker, physics professor at the college, in cooperation with the Atomic Energy Commission, as a means of gaining further knowledge of the nuclear makeup of various elements. The atom-smasher, a 400-kilovolt Van de Graaff accelerator, was built and installed at a total cost of \$30,000.

ST. LOUIS UNIVERSITY has been given a total of \$13,083,350 in gifts, representing 72 per cent of the \$18,000,000 goal set for the first phase of a development program. The first phase, begun in 1959 and due to end in 1963, is to finance "priority needs." The second phase, beginning in 1963 and ending in 1968, the university's 150th anniversary year, will seek to raise another \$28,000,000.

LOYOLA UNIVERSITY, NEW ORLEANS: A federal loan of \$3,392,000 for Loyola University of the South has been granted by the Housing and Home Finance Agency. The loan, combined with funds from the Jesuit University, will permit construction of a dormitory for 400 men students, a university center with a cafeteria for 800 persons, and an addition to the faculty residence.

CREIGHTON UNIVERSITY SCHOOL OF MEDICINE has received a six-year grant totaling \$173,328 for undergraduate training in psychiatry, it was announced by Dr. Richard L. Egan, Dean.

The grant, which comes from the United States Public Health Service, will be administered by Dr. James D. Mahoney, Director of the Department of Psychiatry. The funds will be used for teaching equipment and supplies and for students' extracurricular clinical training in psychiatry.

**ST. LOUIS UNIVERSITY:** Father Trafford E. Maher will receive a \$25 thousand grant from the Ford Foundation to study the economic relations aspects of urban renewal projects. The basic purpose of this study is to offer suggestions for future projects rather than evaluating past projects.

**UNIVERSITY OF DETROIT** announces a new graduate program leading to a degree of Master of Science in Engineering. The program will emphasize advanced physical, mathematical, and engineering sciences.

Instead of offering a degree in a specialized branch of subject areas, this new program is unified and comprehends all the special branches of engineering.

**MARQUETTE UNIVERSITY** began construction in January on the \$1,583,000 life sciences building for the biology department. The five-story structure will be constructed near the Medical School. Anticipated date of completion is late fall of next year. The building will contain two floors of offices, lecture halls, seminar rooms and student laboratories for teaching purposes and three floors of special greenhouses, temperature control laboratories, animal quarters and faculty laboratories.

**SANTA CLARA:** Construction is scheduled to begin this Spring on a new five-story residence hall and a student center. The buildings will be valued in excess of three million dollars.

The Student Center will house student activity offices, a student dining room with a 600-seating capacity, faculty dining room, faculty and student lounges, snack bar and fountain, student post office, book store, billiard and game rooms, lockers for day students, and six bowling alleys. Offices for the alumni association and the athletic department also will be located in the center. The proposed residence hall will be the largest dormitory on campus, housing 314 men and five counselors.

**ST. JOSEPH'S** of Philadelphia opened their new half million dollar Student Union Building in January. The building, to be named *Campion Hall*, will contain cafeteria space for 560 students, a student lounge, book-store, and a new presidential lounge.

LE MOYNE will break ground in March for an \$800,000 athletic and recreation center. The field house will be divided by a movable partition, providing for two facilities for simultaneous use by men and women. The seating capacity of the full field house will be approximately 3,000. There will be double facilities for both men and women. Space has also been provided for the installation of eight bowling alleys with automatic pin-setting equipment.

ROCKHURST HIGH SCHOOL is taking bids for a new high school, with the hope that actual construction will begin in April of 1961. The cost of the new high school plant will be approximately \$1,375,000. Sedgwick Hall, the present high school building, will be remodeled for the use of the college.

INSTITUTES IN GUIDANCE AND COUNSELLING: Three Jesuit schools will hold NDEA institutes in guidance and counselling this summer. The schools involved are Loyola University of Chicago; Boston College and Fordham University. All institutes are six weeks in length. Boston College institute will deal specifically with the guidance of the gifted student.

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### PURSUIT OF TRUTH

“The Catholic University, as all universities, is devoted to the pursuit of truth, has an obligation to further and deepen the intellectual life of its students, to raise the cultural standards in the community and region wherein it is situated. For the Catholic university above all, the thing of ultimate importance is not here but hereafter. This world has genuine value only insofar as it leads to the next.” (from “*The Philosophy of Catholic Education*”) by WILLIAM J. MCGUCKEN, S.J.

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