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DISCOVERY, STRUCTURE AND VOICE:
AN APPROACH TO TEACHING COMPOSITION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

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* * * * *

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CHAPTER I
INTRODUCTION

It hardly seems necessary to support the thesis that students in American high schools and colleges are not being taught to write. However, one can cite numerous instances of complaints about the inadequacy of composition teaching. Typical of these is one by Squire and Applebee in the national study of high school English instruction:

The primary process of writing instruction consists of having students write compositions followed by teacher "correction" and the subsequent return of the compositions — in many cases to be read by students and revised. This is a time honored system that will doubtless continue to carry much of the weight of instruction, but it is a tenuous chain of action and reaction which, like the chain letters of two decades or so ago, can be useful only if all links follow in orderly progression. From the observation of the project visitors the chain is seldom continuous; and the result of these efforts is, at best, a fragmentary approach to the writing process.¹

One might be tempted to think that part of the problem lies in the kind of students we have these days. Secondary and higher education in this century have become available to almost everyone, and it might be expected that less able

students are naturally going to be less able to write effectively. Changes in education, however, are not the root of the problem, as the following statement by B. A. Hinsdale in 1897 indicates. Written in challenge to the assertion of the Harvard Committee on Composition and Rhetoric that the college is compelled to do much educational work that should have been done in preparatory schools, Hinsdale stated,

It is easy for the practiced writers, like the Harvard Committee and Professor Goodwin, far removed as they are in their memory from their own personal struggles to learn to write, and far removed also from the practical teaching of English in the schools, to look for more than can be reasonably accomplished.  

The problem is that present methods of teaching composition cannot possibly be effective. The teacher assigns a topic, often, especially in the case of an inexperienced teacher, without any very clear idea of what he hopes his students will achieve through the composition except "good writing," a concept of which he may have only a vague notion at best. With experience the teacher becomes very much aware of some of the qualities of bad writing and from time to time may warn his students against the pitfalls of poor organization, poor sentence structure, bad spelling, lack of unity, etc. Obviously, such assignments and such

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warnings, however, explicitly illustrated by horrible example, do not teach students to write. To be fair, most teachers do not expect students to learn to write through the assignments themselves. It is from the benefit of the correction that the student is to learn what his errors are and to eliminate them in subsequent compositions.

It sounds reasonable enough, but, as anyone who has ever tried it knows, it just doesn't work. No matter how diligently the teacher points out the errors on students' papers, the students continue making the same old mistakes over and over again. The student who can't write a grammatically correct sentence at the beginning of the year still can't write one at the end of the year. The one who can't clearly communicate the simplest idea in September still can't do so in June.

These failures should not be surprising, for, to look at it from the student's point of view, what has happened is that the teacher has assigned a series of vaguely defined tasks and repeatedly told the student that he has failed to accomplish them. The student with little writing ability takes refuge in the idea that he just isn't very good in English, and so he ceases to try. The teacher, on the other hand, tells himself that such a student cannot be taught to write effectively. Everyone is satisfied, but in the meantime, the student doesn't learn to write.

The picture presented here of the typical process of teaching composition is hardly an overdrawn one. The
situation can be observed in thousands of high schools and
college classrooms across the country. Some classrooms
would present an even less impressive picture. In some
states one may teach English with only twelve semester
hours of college English. There are many people in English
classrooms who lack the training and the interest required
to teach composition. Some do not even try.

There are of course many teachers of English who are
not only dedicated but imaginative in their approach to
teaching composition. It is always refreshing to hear of
someone who is using a different method in an attempt to
teach students to write. One such method, though hardly
new anymore, is that of having some kind of picture which
is supposed to trigger some kind of associations, some
train of thought which students may follow, develop, and
write about. It has the advantage of forcing students to
exercise their imagination a little, of being a little
freer in conception and hence allowing students to be
creative. Many teachers have tried some variation of this
approach in their teaching. Alas, it doesn't work. Like
the most traditional approach, it is often an assignment
vaguely conceived and lacking in any specific purpose other
than that of developing imagination, but it doesn't develop
the imagination. Indeed, the student may be even more per-
plexed by this assignment than he is when he is asked to
write about what he did last summer. At least he can, if
pressed, find something to say about what he did last
summer; but what can he say -- especially if he has an undeveloped imagination -- about what he sees in a picture?

Approaches of this sort, unless they fit into some design, are of no more real value in teaching composition than the assignment about the thrilling experiences of last summer. What is needed is not a bag of tricks, for teaching is not a trade which lends itself to tricks of the trade, short cuts, easy ways to do things. It is a profession and one that is considerably more complicated than many people recognize. There are few short cuts in the profession which are not in fact evasions of responsibility. What is needed is a comprehensive, flexible, and intelligent design, one that analyzes the problems of teaching composition and tries to deal with each problem individually.

It is obvious enough that if one is to teach good writing, he must know what good writing is. As obvious as this is, one cannot be assured that the teacher of English, especially the inexperienced teacher, is prepared by his education to distinguish between writing that is fairly good (but not excellent) and writing that is not very good (but not obviously wretched either). The English teacher's preparation is primarily in literature. He can give good reasons to show why the poetry of William Wordsworth is superior to the verse of James Whitcomb Riley, and he can distinguish the clearly superior student paper or the clearly wretched one, but can he tell the difference be-
between the D+ paper and the B- paper? What does he do about the paper that is well enough organized and relatively free from error but which doesn't really have anything to say? Is this an acceptable if undistinguished paper because the student has shown that he is able to communicate clearly? What does the teacher do about the paper that does seem to have something to say but which is full of mechanical errors? What about the paper that may even have a rather effective but unconventional style, such as one which uses many sentence fragments? In these days what does the English teacher do about the black student whose speech pattern is expressed in his writing? Is the paper bad if it does this? What does the teacher say when his students ask if they can write in the first person, or if they can express their own opinions on research papers? Indeed, should the teacher ask his students to write research papers?

These, however, are not the ultimate questions. Matters of style, of dialect, of mechanics, of self-expression, even questions of evaluation, all depend on what one's concept of good writing is, what the purpose of teaching writing is, and what the purpose of the specific assignment is.

Good writing is obviously more than any sort of "correctness," but what is it? In A Portrait of the Artist as a Young Man James Joyce identifies three characteristics of art: integritas, consonantia and claritas or "oneness,"
harmony and radiance. Can one, however, use artistic standards in grading student compositions? Surely there are very few papers written by high school students or college freshmen that can be considered works of art. And yet, for the teacher of composition, the terms integritas, consonantia, and claritas have a familiar ring. Are they not what the textbooks of rhetoric call unity, coherence and clarity, which along with emphasis are considered the characteristics of good writing?

There is, however, a difference in the way the terms are defined by Joyce and the way they are defined by the writers of rhetoric books. Cleanth Brooks and Robert Penn Warren identify unity as the idea that controls the paper. If the writer is reasonably capable and he keeps his main idea in mind all the time, the paper will have unity. If he breaks this idea into parts and presents these parts in some logical order, the paper will have coherence. If the paper is unified and coherent and each part is clear, the overall paper will be clear.4

Joyce's conception of these terms is different. First of all he starts from a different place, and second, claritas does not mean the same thing to him that clarity

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means to Brooks and Warren. Joyce starts with the perception of the idea, whereas Brooks and Warren start with the assumption that the writer already has an idea which he needs to put into proper form to get down on paper. One must ask if a composition teacher can afford to make this assumption. Does the student start with an idea? Does the assignment itself present the student with an idea that he can work with effectively? Is the student's problem merely one of finding the proper form for the presentation of the idea that he has? The experience of any English teacher shows that the answer to all of these questions is usually in the negative. The teacher must help the student to identify integritas, the wholeness, the oneness of something out of totality. He may find it necessary to help the student keep that one idea in mind as he does his writing, but there is no point in trying to unify a paper through keeping an idea in mind if, in fact there is no real idea to start with.

To Brooks and Warren clarity means merely that the idea that is presented is understandable, that there is a clear communication. Joyce, on the other hand, translates claritas as radiance. By that he means that something is illuminated, some idea is brought out of the darkness and made clear.

Brooks and Warren are concerned with the method of presenting the idea. Joyce is concerned with the conception and presentation of the idea. A method of presentation
without something to present is an empty shell. Can one teach students to write without teaching them to write something? The assumption that students can somehow be equipped with techniques that can be adapted to any particular writing problem seems not only mechanistic but simplistic. Each composition is unique and offers unique problems in conception and presentation. Without some consideration of conception there is no point of presentation, since there is nothing to present.

It would seem then, ironically enough, that the artist's definition of good writing is more appropriate to the student than the rhetorician's. To rephrase the definition of good writing in light of the discussion up to this point, it is writing that starts with a unified conception of something and which presents this conception in such a well-proportioned (harmonious) order that something significant about it is clearly revealed to the reader.

Is there any point in expending the energy, frustration, and anguish that goes into the teaching and learning of writing if one is willing to settle for anything less than good writing? Is there any point in spending thirteen years teaching students to write clearly and correctly if they have nothing to write about, nothing to say?

What, after all, is the purpose of teaching students to write? Courses in composition have been used for all kinds of things. They have been used to make students more aware of the humanities, especially literature. They have
been used to develop social consciousness in students; to teach something about language, anything from traditional grammar to semantics. Composition courses have been thought of as service courses, courses in which students develop the skills that they need to deal effectively with the subject matter of other courses. They have been thought of as a means of weeding out those students who, in someone's opinion, should not be in college anyway. While some of the purposes are worthwhile, they are purposes which can be achieved more effectively in other ways. When the purpose of a course is to teach both literature and composition, for example, the purpose of specific lessons and units becomes muddied. Is the purpose of the paper that analyses a piece of literature to teach something about literature or is it to teach something about writing? One can't have it both ways and pretend that the purpose is to teach students to write well about literature. One is always emphasized to the detriment of the other.

There is in fact no agreement on what the purpose of teaching composition is. Therefore, it is necessary here to make a statement of purpose for the teaching of composition. That purpose, as this writer sees it, is to communicate. However, it is neither to teach something about the mass media, nor is it to teach reading, writing, listening and speaking all in one big course. The communication process is seen, rather, as a complex one that starts with the gathering of data. Data gathering is not seen here as the
formal process that goes on usually in a library (although
this may be part of it). It is seen as the complicated
process of listening, seeing, reading, interpreting expe-
rience that starts at the beginning of life. One's response
to a particular verbal stimulus is not determined by the
stimulus alone but by everything that one has assimilated
throughout his entire life. Thus, if someone shouts an in-
sulting word at another, the response will vary depending
on the relation between the sender and the receiver of the
message, the context of the situation, and the many things
that are part of the receiver of the message. The response
may be anything from a good natured verbal response to vio-

lence. An approach to teaching composition that does not
consider the data that the writer has gathered (formally
and informally) does not consider the entire writing process.
A communications approach seems necessary, furthermore, be-
cause it takes the entire process into consideration. It
is concerned not only with the message but also with the
sender and the receiver. This consideration enables the
writer to create a more effective message.

To articulate what has so far only been implied, the
communications approach, by considering the total process,
the gathering and evaluation of information, the restruc-
turing of experience, the construction of the message, and the
adaptation of the message for the particular receiver and a
particular context, helps to develop the student as an en-
tire person, helps him to understand himself and the world
around him. This approach recognizes that communication is a complex process which cannot be reduced to a few simple rules. The purpose of teaching composition as here conceived is to develop the student as a human being, to help him to comprehend and deal effectively with experience, and to help him relate to other human beings. This after all is the ultimate purpose of all education.

If courses in composition are to achieve the purposes which are stated above, then teachers of English must themselves take a lesson from the rhetoricians. They must have a clearly defined purpose in mind which will control everything in the course and thus achieve *integritas*. The course, furthermore, must be presented in some logical order, not a hodge-podge, not sentence diagramming Wednesday, spelling on Friday, and a composition on some interesting subject every Monday, but some intelligent pattern so that *consonantia* is achieved. Finally, there must be some illumination, something that the students realize and not merely an empty shell of superstructure that they can apply to any composition, so that there will be *claritas*.

What is needed, then, is not a series of unrelated assignments in composition, but an entire program that attempts to achieve a specific goal in composition. The program must be so articulated that each part of the program fits into a proper, i.e. logical, place. What follows is a specific design that attempts to achieve these goals.
The first consideration for a successful program in composition is the subject matter about which students are to write. There are certain advantages in having students write on various aspects of one general subject throughout the entire program. As the class deals with various aspects of a particular subject, ideas and interrelationships become clarified for them, so that they can see things in a new light and capture some of this light in their writing.

For obvious reasons it is important that the subject matter be something that will interest students. Good writing takes considerable intellectual effort, and students are not going to put forth this effort unless it is put forth in an area that interests them. For example, students are not generally interested in literary form, so writing about any genre as form will probably not elicit the best efforts from most students.

The two previous paragraphs have contained two implications: that part of the process of writing is reading, and that the reading should be organized thematically. Students must get new ideas and must fit these ideas into the mental structures that they already hold. One way to get these ideas is through reading, and reading not just one essay but a number of pieces on a particular subject. Reading alone, however, is not enough for most students. The reading must be followed by discussion, by the interchange of ideas. What the discussion should do ideally is to reproduce in an expanded form the process that goes on
in the mind of each student as he reads. The ideas are examined, interpreted, weighed in relation to one's own experience, and evaluated.

What the discussion does that the individual cannot do for himself, besides the obvious function of assuring the teacher that everyone has some understanding of the ideas being discussed, is to develop the concepts that each student has of the ideas that he has read. It does this in two ways: by giving the student a chance to test his interpretation of the ideas by comparing it with other interpretations and through interchange to develop a synthesis. The second way that discussion contributes to this development comes from the fact that the entire class has a broader experience than any individual so that there is more data against which to weigh the ideas of the reading.

Although it is not the purpose here to define what is meant by good discussion, a brief note about discussion is in order. Good discussion must be more than an exchange of the obvious. The teacher must be skeptical and inquiring. No one must be allowed to make flat assertions without backing them up with some kind of evidence. While shoddy thinking cannot be allowed to go by unchallenged, it must not be put down brutally or sarcastically. The teacher must be fair and compassionate. He must recognize that everyone, himself included, has blind spots in his vision. He must recognize that the purpose of the discussion is not to give him an opportunity to display his brilliant mind or
his superiority over his students. The purpose is to help everyone, including the teacher, develop his understanding of the ideas being discussed. The teacher cannot start with the idea that he knows all the answers. He must, like the students, consider himself as one of the group that is searching for truth. Obviously, if these conditions are to prevail, there must be considerable freedom in the classroom. If the ideas are to flash forth hot and heavy, everything cannot be under the direct control of the teacher. There must be spontaneity. The reward will be excitement, shouting, even anger, but excited, involved anger.

James Moffett suggests that proper discussion prepares for the writing process:

The main purpose of discussion is to promote the social art of conversing, the intellectual art of qualifying, and the linguistic art of elaborating. The right kind of dialogue will teach so-called exposition and argumentation better than years of premature belaboring on paper.5

Just as discussion in some ways parallels the mental process of reading, so does it parallel the process of writing. Both discussion and composition are forms of discourse, and the speaker or writer chooses from his experience including the vicarious experience of reading, puts things in a certain order, tries to perceive relationships, restructures his thinking, and tries to arrive at some kind of conclusion derived through logic. This is one of the reasons why it is

important to discuss the readings as ideas rather than as form or as models. In order for the discussion to function as a preparation for the writing, the class should have read all the assigned readings before the discussions begin, and the discussions should last for about a week. Thus, if there are five essays, rather than to discuss one each day for five days, the class will discuss the ideas of all the essays and then go beyond these ideas during each of the five days.

Obviously enough, the process of discussion by itself does not teach students how to write. If it did, there would be no need for courses in composition, since many classes in other academic areas follow the process of reading, discussing and writing that is described above. Therefore, interspersed with the discussion periods whose purpose is to develop ideas about a specific content, there must be other classes whose purpose is to teach something more directly about the process of writing.

What should be taught about the process of writing? If the purpose of composition is to develop the student as a human being, to help him to comprehend and deal effectively with experience, and to help to relate to other human beings, then what should be taught should be more than the mechanics of "correct" writing. Such things are not really part of the essential process at all. It is recognized of course that the English teacher in college as well as in high school traditionally spends a great deal of time teaching students how to
avoid such horrors as dangling modifiers, sentence fragments or violations of agreement. All of these are examples of artificial standards that have been used in the past to distinguish the writing and speech of the educated from that of the uneducated. It is no longer appropriate to use these standards for such a distinction. When the prominent public officials commit errors of agreement in public addresses, and when not only advertisements but articles in popular but respectable periodicals like Time magazine seem to strew their copy with sentence fragments, it seems excessively pedantic for English teachers to tell students that everyone is always singular or that a sentence fragment is something close to moral turpitude. As for dangling modifiers, it would be much more reasonable to attack those which fail to communicate on that ground rather than on the grounds that they violate a rule of grammar.

It is recognized that the world is not yet ready to throw out all rules of grammar and usage. These things have a value. The better one is able to operate on different levels of usage, the more versatile he will be in the practice of discourse. However, to achieve consonantia in the teaching of discourse, such rules must be put in their proper proportion and must occupy a much smaller place in the overall structure. The important thing is not for students to know whether to say who or whom or like or as but to be able to conceive and develop an idea and present it so that a reader can understand it.
Although good discussion will help to stimulate thinking, it will not at all guarantee that students will conceive and develop original thoughts. Students must be made strongly aware of clichés, not merely as expressions that are overused and hence for some unclearly understood reason irritating to English teachers, but mental habits that become substitutions for thought. One of the main troubles with much student writing is that it does not represent any thought at all. How many thousands or millions of students have written about how athletics develops good citizenship or how a college education is a key to wealth, security and happiness? All of these papers say the same thing, which is to say, they have nothing to say. The tried and true clichés serve their purpose of getting students painlessly through the composition assignment. How is this to be avoided? Telling students to avoid clichés is a step in the right direction, but it is a small step. The next step is to create a writing situation in which students can't fall into the easy pattern of cliché. This can be achieved by having students write about something about which they have no preconceived notions. Here is an example of this that would be appropriate in this context: Suppose there were a successful revolution in this country this week. How would life be different next week? Another example of a topic that has been used for the same purpose with some success is: What would life be like if the institution of marriage were to be abolished?
One way to get students to think is force them to think the unthinkable. Clichés are comfortable and safe. These thoughts are not. Teaching composition does not have to be routine and dull, and it will not be when students consider topics like these.

It is not enough to avoid the negative; one must foster the positive. If one is to avoid clichés, he must develop the ability to think originally. One ingredient of original thought is the habit of skepticism. This habit is developed in part by all of the college experience, and the English class should contribute to this. However, this is just a starting point. It brings one to the point where he feels a need to do some original thinking, to be creative.

What is creativity? Can students write expository prose that is creative, or must they write poetry or imaginative fiction to be creative? As anyone who has ever assigned the writing of a poem or a story to students knows, student "creative" writing can be just as imitative, cliché ridden and dull as the exposition about "What I Did Last Summer," while the essay about what happened last summer is not ipso facto an impossible subject to write about. Creativity lies neither in genre nor in subject matter but in what one does with the material he has. If one starts with the premise that there is nothing new under the sun, then creativity can be seen as the restructuring of experience. It is a process of extracting elements from seemingly
disparate structures and putting them together in a new structure.

This is what creativity is, but how does one get students to be creative? It is obviously much more difficult than the process of getting them to avoid clichés. If creativity is the creation of a new structure from elements of existing structure, suppose one were to set up a situation in class in which this could be done. For example, suppose the class were to play the role of some kind of revolutionary council whose purpose was to create a new society. Let us suppose further that there are three elements in this council: Marxists, nineteenth century utopian idealists, and a group that wants to keep some form of modified capitalism. This is admittedly a strange combination, but not necessarily an impossible one. It might be wise to assign individual students to each of these groups so that they will be responsible for knowing what each group believes. The task of the class then would be to try to work out an economic and social system that uses elements of these three structures.

It may be appropriate here to identify an assumption that is being made, that all students, or all college students at least, are capable of thinking creatively. It may be difficult for anyone who has graded thousands of freshman compositions to accept this, but the assumption, it must be emphasized, is not that college students do think creatively, but that they are are capable of creative thought. This
is not to say that inside each bright-eyed freshman there lurks a hidden genius waiting to be tapped. It is merely to say that all people of normal intelligence at some times think creatively. Creative thought is necessary for the successful practice of any of the professions; it is required by people beyond a certain level of management in business and industry. The discourse of students outside the classroom often shows more creativity than their discourse in the classroom. What is being suggested here is that English teachers require students to put forth some of the mental effort in their writing that they put forth in their informal discourse.

All ideas must be put into some form if they are to be intelligible. It is necessary then, to teach students something about organization. The most traditional means of teaching organization is through the outline. While some people might find an outline helpful in developing organization, it has some serious deficiencies as a device for teaching organization. In the first place, one may question whether an outline is necessary at all for the short papers that most students write. Another deficiency is that most students do not use the outline anyway. If a teacher is naive enough to tell the class that they must write an outline that is to be used in the development of a paper, most students will write the paper first and then make an outline of the paper they have already written. This reversal is an appropriate response to such an assignment. If
students can do this, they obviously do not need an outline. Besides this, instead of helping to develop the paper, the outline may actually inhibit it. Often an idea doesn't begin to really fall into shape until someone starts to put it down on paper. If an outline has been written ahead of time, the ideas on the paper may not be fully developed.

If a writer really comprehends an idea, he comprehends all the parts and is capable of presenting it in logical order. The structure is organic to the idea and will evolve naturally and will vary depending on the purpose of presenting the idea. For example, if the writer is presenting a particular argument, and the parts are the reasons supporting the argument, then they would be arranged in order of importance so that each reason would be more compelling than the reason before it. Any two writers using the same reasons to support the same argument could well find a different but in both cases logical order depending on their conception of the relative importance of the reasons.

Student writers are usually very little aware of the need for such order, though, and they need some guidance in developing organization. One method of developing organization that is somewhat mechanical but considerably more flexible than the outline is described by Sidney P. Moss in Composition by Logic. Moss suggests the use of an organizational thesis statement consisting of a proposition
followed by a series of statements in support of the proposition. The supporting statements are arranged in some logical order, and the entire statement becomes a skeletal outline for the entire composition.  

Although many students will find the organizational thesis statement helpful in writing, some of them will have trouble in using this (or any) method of developing organization. This is one of the points where models may be used to help the class. Instead of professional models, however, the models can be successful student papers, either some written by their classmates or some from previous years. Student models are obviously much less formidable than professional models as a standard.

It may well happen sometimes that there are no student papers that are good enough to serve as a model, and in such an instance there will be a great need for a model since the students will be wondering just what it is that the teacher wants that no one has been completely successful in achieving. It will be appropriate in such a situation for the teacher to write a model of the assignment. This should be salutary for several reasons. First of all, the teacher should be able to write a better model than any of the students can. Also, the teacher will be able to see the assignment from the point of view of students, will

have to struggle with the materials as the students do, although it should be less of a struggle for him than it is for the students. Finally, the teacher will be able to discuss with the students the process he has gone through in composing the particular assignment.

For each step in any composition program the students should be supplied with models that have come from the class or from the teacher, but these models should not be given out before the students have worked with the assignment themselves. Otherwise, too many students will submit servile imitations rather than involve themselves in the material deeply. The purpose of the models is to help those students who have had trouble with the assignment, not to provide a model that some students will feel they must follow slavishly.

The organizational thesis statement, it must be recognized, is regarded merely as a device that will lead students toward the ability to organize. To write effectively, the student must ultimately recognize the organic structure of an idea. An approach toward the recognition of this organic structure is sometimes made in the traditional classroom through the analysis of models by professional writers. There is no objection being made here to such an analysis so long as the process does not stop here, for students must ultimately become involved in their own ideas if they are to work with ideas effectively.
One way to develop the concept of organic structure is to have the whole class collaborate in writing a composition. If possible the class should meet for a double period for this activity. The class will decide ahead of time what the topic of the composition will be. They will narrow it, decide on a focus, the intended purpose, the main points, and the order in which these main points are to be presented according to the intended purpose. By deciding on these things ahead of time, the members of the class will be able to think about what should go into the composition rather than try to throw some superficial ideas together. Even if students do not expend much conscious thought between the time the topic is adopted and the class composition takes place, the subconscious mind will have done some of the work for them. The teacher of course must put his conscious mind to work to prepare for the class activity.

For the actual writing of the class composition the teacher will stand at the overhead projector, guiding the development of the composition, soliciting and using as many ideas as possible from the class members. It is not essential that the class complete the composition during the class period as long as it has progressed enough for the class to have a clear idea of the organization. One possible assignment at this point would be for the teacher to ditto and distribute to the class the composition in
progress and have the individual members of the class complete it.

If students can learn to write meaningful and well-organized compositions, a great deal will have been accomplished, but there is still more to good writing. To write effectively, students must conceptualize the composition as something more than an object that exists in a vacuum. Except when one writes for some kind of assignment he writes because he wants to capture the essence of an idea which he thinks is important enough to communicate to some other person or group of persons. He communicates not only the idea but his relation to the idea. That is, he adopts a writer's stance. He adopts an objective stance and states in effect that he is not judging but merely presenting the idea, or through irony he ridicules the idea, or by revealing his emotions he shows that the idea is one that should cause anger, sorrow, or fear. If the reason for writing is lost, if there is no consideration given to the writer's stance, the writer's relation to the idea, then the composition will probably not only be flat and dull in its presentation, but it will very likely fail to communicate the idea itself.

Just as the composition which fails to consider who the writer is and what his purpose is can communicate only partially, so does the composition that fails to consider the audience fail to communicate completely. College students are aware of the need to adjust their oral language.
to suit their audience. In telling the same event to their parents, a professor, or a friend, they might use very different language. Not only might the language vary, but the details chosen in presenting the story might in some cases vary considerably, with some details being emphasized, some minimized, and some suppressed. It is only when students are writing for teachers, particularly English teachers, that they assume that the message exists in a vacuum, written by nobody and addressed to nobody. This is fostered by the formal style of writing that is required on research papers and frequently on all papers written for an English class. One of the ironies is that this formal style is required practically no place else in life. Even scholarly journals (for which few students will ever write anyway) are moving away from this formal style. Another irony is that the formal style, particularly when it is advocated as the only possible style, has obvious limitations in communicating ideas from one human being to another because it in effect pretends that there is no writer with a unique personality and there is no particular audience, that the reader is as faceless as the writer.

What has been discussed in the last two paragraphs of course is tone. What is being argued here is not that it is necessary to teach tone in composition classes. Few would dispute such an assertion. The point is rather that tone is the "organizing intelligence of a work — the
'spirit' of a work." As such it deserves greater emphasis than it frequently receives, and it is necessary to do more than merely point out to students what tone is. There must be a method that will help students achieve tone in their writing.

Tone is achieved in part through such elements of style as sentence structure, vocabulary, metaphor, and rhythm. It is a mistake to assume that by teaching students to recognize these elements one teaches them to incorporate them successfully into their writing. On the contrary, this is a fragmented approach that lends itself to the notion that students frequently hold that style is some kind of ornament that decorates writing but does not carry any of the burden of meaning. Like any deficiency of language, deficiencies of style and tone must be attacked not as violations of rule or good form but as failures because they detract from rather than contribute to the purpose of composition. To state it differently, all deficiencies in composition stem from a failure to keep a central purpose clearly in mind.

To help students conceptualize tone in writing, the teacher can employ a technique that calls for narration rather than exposition. The teacher will tell a brief story, using no more than four or five sentences. The story will be presented in as objective a way as possible,

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7Brooks and Warren, p. 375.
avoiding all connotative language. An example of the kind of story to be used follows: Harry Jones, a student at Northern University, was watching an anti-war demonstration. A group of construction workers attacked some of the student demonstrators. In the scuffle that followed, the police were called and arrested a number of construction workers and students including Harry.

After telling the story to the class, the teacher will discuss it with them. First of all, there are a lot of gaps in the story: Why is Harry watching the demonstration? Where do his sympathies lie? Why was he arrested? Was the arrest a miscarriage of justice, or did Harry violate the rights of someone else? Obviously, there are no correct answers to these questions. The answers to some questions depend on the answers that are given to others. It is necessary, at any rate, to reconstruct the event a little more fully.

When the event is reconstructed, or even given several possible structures (Harry could be a sympathizer with the demonstrators, a sympathizer with the construction workers or someone who has managed to remain uncommitted), the class must then consider who might be a teller of the story: a demonstrator, a construction worker, a policeman, Harry, and if it is Harry, is it Harry the leftwing student, Harry the rightwing student, or Harry the uncommitted? The teller might also be someone further removed from the action itself: Harry's parents, a friend of Harry's, even
someone who doesn't know Harry but who has seen the demonstration and the melee that followed and to whom Harry is merely one of a group of students.

At this point the class considers how the teller of the story will affect the story itself. What details, what mind sets would the construction workers know or have that no one else would? Which details would the demonstrators be likely to emphasize, minimize, or suppress in their telling of the story?

The next thing to be considered is the possible audience. Is Harry telling the story to his parents, to a friend, to the police, the judge? Is the construction worker telling it to his wife, a newspaper reporter, a friend?

Finally, the class can take several sets of tellers and audiences and consider the possible attitudes of the teller toward the event. Is the attitude one of outrage, detached amusement, shame, sorrow?

The assignment that comes out of this class activity is for each student to reconstruct the story in detail and tell it through the eyes of a specific narrator who has a specific audience. The second part of the assignment is to tell the same story with a different speaker, a different attitude, and a different audience.

This assignment is not regarded as a regular composition but as an exercise to develop a sense of the writer's persona, the attitude toward the material, and an awareness
of audience. Most students are fairly successful with this exercise. The awareness may be reinforced and heightened for students who have trouble by having some versions of the story dittoed and distributed to the class. In this way the class may become more aware of the diverse possibilities that are inherent in one basic message. Further, if necessary, the class can discuss some of the problems such as internal inconsistencies that might be found on some papers.

From this kind of writing exercise students can move into expository writing that reveals persona, attitude and awareness of audience. No easy method has yet been found for making the bridge from the narrative to the expository mode. All that can be offered here are student and teacher made models and patient work with individual students until all can conceive and develop a meaningful idea, put it into a logical organization, and express it so that that writer's mind and personality reach out and touch the mind and personality of a specific reader. One device that might be helpful here would be to have the class group themselves into pairs that know each other fairly well and have each student write a paper for his partner.

DESIGN OF THE STUDY

A design was created that would test the principles of teaching composition that have been discussed here. The purpose was to help students achieve integritas (a well conceived and developed idea), consonantia (a successful
organization), and claritas (illumination through the writer's voice). There were two approaches to the first of these principles, one which emphasized conceiving and developing original ideas, and the other emphasizing creative thinking. There were also two approaches to consonantia, one using the rather conventional organizational thesis statement, and the other attempting to lead students into an awareness of organic structure. There was only one approach to claritas (writer's voice).

The design, then, centered around five writing projects. Each student wrote one paper for each project. However, each paper had to be satisfactory. There were no failing grades given for individual assignments. There is no point assigning students a task and then telling them that they have failed and assuming that they will overcome their weaknesses on the next assignment when the next assignment has a different purpose. After the papers were evaluated the teacher set up a conference with those students who had not written acceptable papers and with those who had written acceptable but seriously flawed papers. In the conference the teacher helped the student work out the problems on the paper, sometimes writing a paragraph for him to use as a model in rewriting the rest of the paper. Other times the teacher helped the student move from cliché to original thought. The conference was seen as a joint effort of student and teacher working together to solve a problem.
Although students wrote only five papers during the semester, about half as many as are traditionally assigned in Freshman English, most students in fact wrote two or three drafts of most papers, so there was no less writing than there is in the traditional class.

Students were graded only on successful revisions, since the purpose of the program was to teach students to write effectively rather than to prove to them that they couldn't write well. They were given as many opportunities as they needed to revise their papers until they were satisfactory. Another reason for this revision policy was that success at each step of the program was necessary for success at the next step. There is no point in trying to organize an idea that is ill conceived or shallow or in trying to establish a writer's voice in a disorganized idea. Since there were only five compositions required and students were permitted to make as many revisions as necessary, students were able, within limits, to work at their own rate because there were two weeks or more between composition assignments. With very few exceptions each student was able to complete each step before the class as a whole moved on to the next step. In the few instances where individuals did get slightly behind, they were able to catch up within a few days.

The study took place at The Defiance College, Defiance, Ohio, during the fall semester of 1970. Two sections of Freshman English, with a total enrollment of thirty-five,
participated in the study.

The problem in evaluating a study in teaching composition is a major one. Standardized tests can evaluate such linguistic skills as ability to use sentences, grammar and mechanics effectively; but they cannot evaluate the quality of ideas in student writing. Timed essay examinations have their limitations also. On any given topic some people have something to say and others do not. No one can write effectively on a topic about which he has little information or interest. Furthermore, while some people are better at this than others, probably no one can do his best writing under the pressure of a timed examination. In short, if someone can write effectively on a timed essay examination, it can be said that he is an effective writer; but the reverse is not true. If someone does not write well on a timed essay examination, it could be merely that the topic is not one that he can deal with effectively or that he simply cannot write under the conditions of the examination something that he might be able to do easily if he were able to relax and think and organize his thought.

For these reasons, the study was evaluated through the analysis of a number of sets of student papers. Seven students were selected at the end of the semester as representative of a range of writing ability. One of the seven got an A in the course; one failed. The others represent various points in between. Each draft of each paper
that each of the seven students wrote is included in Appendix B. There will be an analysis of growth in writing ability of each student during the course of the semester.

The experiment sought to test six hypotheses:

1. Through an awareness of what conventional thought is, a thorough discussion of unconventional ideas, and through participation in intellectually creative class activities, students can learn to write compositions that show evidence of creative and original thought.

2. Through an understanding of the use of a thesis statement for organization and through class activities in discovering the organic structure of ideas, students can learn how to organize their compositions effectively.

3. Through an awareness of writer's voice and practice in developing writer's voice, students can add not only interest but more effective communication to their writing.

4. If students are given opportunities to revise their compositions and are required to revise unsatisfactory compositions, there will be noticeable growth in writing ability.

5. The program as a whole will help students to improve in writing skill.

6. Students can be taught to write mechanically acceptable papers without being taught mechanics per se.
CHAPTER II
WHAT IS KNOWN ABOUT TEACHING COMPOSITION

The more one reads about the teaching of composition, the more appalled one becomes. The fact is, very little is known, and there is much disagreement about that little which is known. There is little agreement, for example, on just what good writing is, and consequently, it is difficult to evaluate writing with any degree of objectivity. The place where writers about the teaching of composition come closest to agreement is in the general consensus that conventional methods of teaching writing are ineffective. Yet, these are the methods still most widely used. (See Above, p. 1.) Those who feel that composition teaching is ineffective either call for the abolition of required courses in composition, at least on the college level, or suggest alternatives to conventional methods. The wide variety of suggested alternatives, some of them impressive, some merely plausible sounding, and some patently ridiculous, reveals the chaos in thinking about this important subject. Furthermore, explanations of what is wrong, why English teachers can't teach Johnny to write, often seem facile, fragmentary, and completely unsatisfying. P. G. Aldrich, for
example, states that high school students do not learn to write because English teachers do not require enough writing, and they do not require enough writing because they cannot write well either. ¹ His solution is to have English majors write more frequently and write in a greater variety of modes in their college classes. Aldrich begs several questions. First of all, he assumes that high school English teachers do not require enough writing. However, Squire and Applebee (whom Aldrich cites in his own article) state that English teachers are generally conscientious in assigning and grading many sets of papers.² Second, he asserts that English teachers do not write well, but he offers no evidence for this astounding statement. Third, he assumes that writing more frequently and in a greater variety of modes will improve writing ability. ³ If all it takes is practice, why can't every high school graduate write a superb essay on "What I Did Last Summer"? Finally, Aldrich assumes, erroneously, that writing ability gives one the ability to teach writing; but this is not so, because the process of writing remains a mystery, even to those who write well. It is a great problem, a problem, as Aldrich points out, which began at Harvard in 1869. In that


year, in his inaugural address as President of Harvard; Charles W. Eliot complained about the lack of a systematic study of the English language and quoted Locke to the effect that those people who have facility in the use of language gain it from chance rather than from education.\(^3\)

Shortly after that Harvard began to require sophomores to take a course in rhetoric.\(^4\) It was not until 1885, however, that a new course, called "English A," was adopted as the required English course for Harvard freshmen.\(^5\) (Although it is not significant here, it might be pointed out that according to Greenbaum and Schmerl, "English A" was not adopted at Harvard until 1896.)\(^6\)

In the fifth chapter of their book ("Voices in the Closet, Skeletons in the Wilderness"), Greenbaum and Schmerl catalogue the protests against Freshman English from the beginning. In 1911 the NCTE was formed. In its first meeting the Council decided, "Under the average of existing conditions it is a physical impossibility by any 'method' whatsoever for any English composition teacher to bring his

\(^3\)Aldrich, p. 181.


\(^5\)Ibid.

work to a proper standard of efficiency."\(^7\)

In 1912 the *English Journal* was first published. The first issue contained an article "Can Good Composition Teaching Be Done Under Present Conditions?" The first paragraph answered this question with one work, "No."\(^8\)

In 1929 Warner Taylor, Chairman of Freshman English at the University of Wisconsin, published a mammoth study of Freshman English. He was surprised that there was less criticism than he had expected. The most violent critic of things as they were wrote: "Do you know what I think of the traditional course in Freshman English? I think the students are wasting their time, and the instructors ought to be put in jail so they won't be a party to the crime." Professor Taylor commented on this: "There speaks a man! It may be that I, as Chairman of such a course, am a party of the first part. Well, perhaps many of us should crook the knee of humility before our acquiescence to an ordered monarchy."\(^9\)

In 1934 an NCTE committee chaired by Oscar James Campbell published a report, *The Teaching of College English*. The committee referred to a professor who had once administered the course in Freshman English at a large midwestern university and who believed that students seldom

\(^7\)Ibid., p. 92.
\(^8\)Ibid., p. 92.
\(^9\)Ibid., pp. 93 - 94.
wrote appreciably better at the end of such a course than at the beginning. In 1939 Campbell published "The Failure of Freshman English" in the English Journal. In it he called for the abolition of Freshman English. 11

In 1959 Warner Grenville Rice, Chairman of the Department of English at the University of Michigan, addressed the NCTE convention and called for an abolition of Freshman English. Rice suggested that instead of taking courses in composition in college, all students should learn to write in high school. 12 Looked at from one point of view Rice's suggestions have a certain plausibility. Of course students should learn how to write in high school, but unless one can say how, the suggestions seem nothing less than an evasion of responsibility.

These last few pages have merely picked up some of the high points of Greenbaum and Schmerl's review of the first hundred years of Freshman English in America. It is probably unnecessary to point out that they add their voices to those of Campbell and Rice in calling for an abolition of Freshman English.

In 1963 two major works on the teaching of composition appeared. The first of these is Research in Written Composition by Braddock, Lloyd-Jones and Schoer. This book,

10 Ibid., pp. 94 - 95.
11 Ibid., pp. 97 - 98.
12 Ibid., pp. 100 - 101.
which offers some suggestions for research in written composition and gives a summary of five particularly well done studies in composition, reviews the state of knowledge about composition as it was in 1963. The writers begin the chapter on the state of knowledge about composition with a comment on how little is really known and how inconclusive most of the research has been. There have been some studies on the environmental factors influencing composition. It should be pointed out that in almost every instance the writers of Research in Written Composition are less than completely satisfied with the research methods used in the studies they cite.

Two parallel studies, one with college freshmen and the other with seventh graders, considered short stories written by the students. In both studies the investigators discovered which stories were based on direct experience and which were based on derived experiences such as television shows and movies. The older students seemed to write better.


14Edward L. Anderson, "A Study of Short Stories Written by Students in College Composition Classes to Determine the Relationships Between the Prior Experiences of the Students and Their Treatment of Setting and Character" (Unpublished Ph. D. dissertation, New York University, 1950).

narration when they based it on direct experience, while the younger students wrote better when they drew their ideas from derived experience.

Another study considered writing done by students in three different schools. The schools represented the upper, middle and lower economic classes. The investigation revealed that with almost every factor studied, there was a direct correlation between the socioeconomic level and the quality of writing, with the students from the upper level doing the best work. Braddock and his colleagues do not indicate, however, what factors were considered.

One kind of investigation which the authors see as promising is the longitudinal study, the study which follows the same individuals over a long period of time. They cite the Walter Loban study as an example of this. This is not a study of composition as such, however, but a study of the development of language ability.

A second general area reported on in Research in Written Composition is on instructional factors influencing composition. The first study listed is one by Ray C. Maize. In this study, an experimental group of seventy-five

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18 Ray C. Maize, "A Study of Two Methods of Teaching English Composition to Retarded College Freshmen" (Unpublished Ph. D. Dissertation, Purdue University, 1952).
remedial college freshmen wrote twenty-six 250 word themes in addition to a long autobiography, a research paper and several letters. The papers were read and corrected in class by the students under the guidance of the instructor. The control group wrote fourteen themes which were graded by the instructor outside of class. They were taught language usage using traditional workbook-drill methods. The study indicated that the experimental group was significantly superior to the control group.

Maize's findings were supported by Buxton whose study had a control group that received no regular instruction and practice in theme writing. These and other studies have indicated that college freshmen who do more writing improve in composition ability more than those who do less writing.

At this point the authors point out what these studies have not indicated, stating,

One might well ask what kinds of writing, following what kinds of instruction for what kinds of students. It does not seem reasonable that doubling the number of aimless writing assignments which are then marked in a perfunctory manner would necessarily stimulate students to improve their writing more than developing a somewhat less numerous but carefully planned sequence of assignments which are marked in an instructive manner related to the sequential pattern of the assignments.20


20Braddock, Lloyd-Jones and Schoer, pp. 34 - 35.
Buxton's study is cited again along with two others, one by Fellows²¹ and the other by Lyman,²² on the effects of revision on improvement in writing ability. Although none of these studies is seen as conclusive, they all suggest that revision has a salutary effect on improvement in writing ability. Braddock and his colleagues say, "Remembering that it has just to be shown what effect revision has on such elements as organization and supporting details, it does seem clear that what little research has been done in this area points out the efficacy of revision."²³

Several studies of grading methods are cited, but the authors feel that none of these is conclusive. Next to be considered is the influence of formal grammar as an aid in composition instruction. The findings here are stated unequivocally: "The teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing."²⁴

From instructional factors influencing composition, the chapter moves on to rhetorical considerations, of which the authors say, "If little has been proved about the instructional factors influencing composition, it is fair to

²²²³Braddock, Lloyd-Jones and Schoer, pp. 35 - 36.
²⁴Ibid., pp. 37 - 38.
say that almost nothing has been proved in scientific sense about the rhetorical aspects of written composition."

The authors next move to a consideration of objective tests versus actual writing as measures of writing. They cite the work of Paul Diederich and two colleagues who analyzed the way ten English teachers rated 300 compositions in comparison with forty-three other raters: social scientists, natural scientists, writers, editors, lawyers, and business executives. The raters were asked to sort the papers in nine piles in order of general merit. Ninety-four percent of the papers received seven, eight or nine of the nine possible grades.

So-called "objective" tests are no better. Braddock and his colleagues summarize the case against them thus:

The most serious charge against multiple-choice tests of writing is their lack of validity. Not only do they not require the examinee to perform the actual behavior being measured -- he does no actual writing; but these tests also make little or no attempt to measure the "larger elements" of composition, even indirectly.

The chapter ends with a number of miscellaneous studies. One study indicates that:

Teaching composition to superior ninth graders may be generally as effective in large classes as in small classes if the teacher has the requisite

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25Ibid., p. 38

ability and is given adequate time to prepare and adequate assistance in handling the routine aspects of class management.28

With all the qualifications that are listed, it would seem that the study has limited value.

One area of study that seems to Braddock and his colleagues to call for investigation is the use of lay readers. No convincing study of the effectiveness of the lay reader program had appeared in 1963. Teaching by television is another area where the authors thought that no convincing research had been published. There have, however, been several studies of writing vocabulary which include a frequency count of words that appear in various kinds of writing. The authors do not give much consideration to spelling, handwriting or typewriting, for the obvious reason that these are not closely involved with the essential factors of good composition. Finally, one study is cited which considers the relation between oral and written composition.29 However, there are not any conclusive findings.

The other major work published in 1963 has already been cited here. It is Kitzhaber's Themes, Theories, and Therapy. The thrust of this book is different from that of

28Dora V. Smith, Class Size in High School English: Methods and Results (Minneapolis: University of Minnesota Press, 1931).

Research in Written Composition. Kitzhaber's book focuses on Freshman English in college. The first chapter contains a long section entitled "The Present State of Freshman Composition." The section grows out of a study of Freshman English programs at ninety-four representative four year colleges. Kitzhaber notes three main weaknesses in the programs:

(1) There is great confusion over the aims of the course, a bewildering variety of content, and a lack of progression within the course.

(2) The precaution of those who administer to the course indicates little confidence in the expertness of those who teach it.

(3) Textbooks for the course are less rigorous and scholarly than those for other courses for college freshmen.

The principal aim of the course, as evidently seen by those who designed it, seems to be improvement in reading and writing, the assumption being that the two skills necessarily go hand in hand.

There is much confusion over how the course should be taught. This is revealed in the great variety of content. The course may be based, among other things, on language (traditional grammar or structural linguistics), literature, rhetoric, logic, semantics, communication and the mass media or a watered down social science survey.
There is little evidence of progression in the course. Often there is little difference between the kind of content and writing assignments found in Freshman English courses in college and content and writing assignments found in high school English courses.

The second major problem is that those who administer the course lack confidence in those who teach it. This lack of confidence is well founded. In most colleges and universities Freshman English is taught either by graduate students or junior instructors. While a few of the graduate teaching assistants are experienced in teaching, most of them are bored, resentful and inexperienced. Another part of the problem is that Freshman English as a course has long suffered from lack of status. First-rate scholars seldom write texts for Freshman English.

The root of this problem is that no one is professionally prepared to teach Freshman English. English teachers in both high school and college have had an academic background almost entirely in literature, which has not prepared them to teach writing.

Most Freshman English courses use a handbook. Kitzhaber found most of those used in the ninety-four colleges surveyed to be still largely prescriptive in their view of language. Few attempted to impart very much about new insights into language. The handbooks did little, in Kitzhaber's opinion, to help students with rhetoric. Freshman.
readers, for the most part, seemed to him to be inferior "cut-and-paste affairs."

Kitzhaber found that the standard course in Freshman English emphasized expository reading and writing. Four out of five of the colleges studied had this emphasis. Almost all of the remaining one fifth emphasized the study of literature.

A frequent feature of the course is a "review of fundamentals," a review of grammar, usage and mechanics, which Kitzhaber pointed out, "the student has suffered through annually from the seventh grade on." Studies of logic and language were also frequent features of Freshman English.

At the time of the study most colleges required two semesters of English. Over two-thirds of the colleges studied emphasized literature in the second semester of the course, with most of the writing being analysis and criticism of literature. A few of the colleges had second semester courses which emphasized logic or advanced rhetoric.

Freshman students were required to write an average of 6,000 words for the first semester and 8,000 words for the second semester. Most colleges required some of the compositions to be impromptu papers written in class. A few colleges required all papers to be written in class.

Kitzhaber ended his discussion of the present state of freshman composition with the following comment:
Most of the people who plan and run freshman English courses are still doing business in the same old way at the same old stand. Freshman English in the nation's colleges and universities is now so confused, so clearly in need of radical and sweeping reforms, that college English departments can continue to ignore the situation only at their own peril.  

A statement that grew out of the deliberations of the 1966 and 1967 Conferences on College Composition and Communication indicates that no progress was made in the three or four years after Kitzhaber's book was published. The statement began by saying that little is known about the process of composing. There is as yet no comprehensive modern theory of rhetoric. The conferees agreed that reviews of grammar or marking errors in grammar, usage and mechanics usually do not help college students improve their writing. Courses in writing about literature are composition courses only if the literature is a springboard for writing. If students merely write literary analyses and criticism, the course is essentially a course in literature.  

The conference recommended that composition instructors should have experience in writing at a level beyond freshman composition. They should understand how vocabulary, grammar and style have changed and vary from place to place and from situation to situation. People who teach

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composition must understand various theories of rhetoric. They should have read a variety of writing, a variety, that is, of modes and subjects. Finally, composition instructors should have had preparation for the practical problems of classroom teaching.

The recommendations reveal that composition teachers have the same lack of preparation that Kitzhaber noted in 1963. The proposals are rather modest. These things should be taken for granted. The third recommendation, that composition instructors should understand various theories of rhetoric, can only perpetuate the confusion over how the composition course is to be taught, unless out of this a modern theory of rhetoric is developed.

In 1972 Thomas W. Wilcox reported on a survey of undergraduate English programs. He found the "enormous variety" in Freshman English programs that Kitzhaber had noted a decade earlier. There are two things, however, that most Freshman English programs have in common in 1972. Most classes are small, and the students write frequent papers. There does seem to be agreement that the Freshman English course should provide opportunities for discussion and direct communication between the student and his teacher. The common size of the class is about twenty-five students. 63.8 percent of the colleges surveyed required

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freshmen to write between nine and fifteen papers a term.

There is less agreement about the aims of the course. Some people see the course as a service class whose purpose is to teach verbal skills that students will need in other college courses. Others see it as an "English" course, whose purpose is to prepare students for more advanced courses in literature. Wilcox points out that this distinction is similar to the one Kitzhaber made between Freshman English as a "practical" course designed to help students who needed to be taught how to write effectively so they could get through their other college courses, and Freshman English as a "liberal" course designed to help students to learn to think clearly and express their thoughts effectively.

Wilcox makes reference to the summary by Braddock and his colleagues, "The State of Knowledge about Composition," focusing specifically on the question, "Of what does skill in writing really consist?" The response made to this question by most teachers, according to Wilcox, is that they are unable to define the skill they want to teach. Therefore, "teachers of composition fashion courses which they hope, more or less blindly, will encourage the writing habits they prefer. In doing so they commit themselves, wittingly or otherwise, to certain unprovable assumptions about the nature of the writing process."\(^{33}\)

\(^{33}\)Ibid., p. 689.
Wilcox next quotes Louis Milic who has defined the three real theories of style. Of these,

the most familiar is the theory of ornate form, or rhetorical dualism. From the classical rhetoricians who originated it to the rhetoricians of the moment who are still using it, this dualism view has always implied that ideas exist wordlessly and can be dressed in a variety of outfits. . . . A second theory, the individualist or psychological monism, which finds its most common expression in the aphorism that the style is the man . . . means that a writer cannot help writing the way he does, for that is the dynamic expression of his personality . . . . The most modern theory of style, Crocean aesthetic monism, is an organic view which denies the possibility of any separation between content and form . . . for the work of art (the composition) is a unified whole, with no seam between meaning and style. 34

Freshman English programs based on the first of these assumptions about style tend to consist of non-literary expository prose and discussions of rhetorical strategies. Programs based on either the second or third theories of style (Wilcox sees the third theory as an extension of the second) assume that to improve a student's writing, one must improve his mind and give him something to say. In these classes writing is often about literature. Wilcox points out that although these two main approaches are theoretically incompatible, many English instructors and departments do in fact use an eclectic approach that draws from both of these theories. In attempting to find subject matter that will help make students more aware of both language and

34Louis Milic, "Theories of Style and Their Implications for the Teaching of Composition," College Composition and Communication, XVI (1965), p. 142, quoted in Wilcox, p. 689.
form, many English teachers in recent years have turned to two areas: linguistics and rhetoric.

Linguistics as a subject appealed to those who had adopted, even if unconsciously, the third view of style, that style is part of content. Linguistics as a subject matter for Freshman English appealed because "the proponents of the linguistic readers have in a way solved the Crocean paradox. Subject cannot be separated from form, but if the substance is the form we can have the best of both world's."\(^{35}\)

The problems with this approach are that freshman students found the subject matter much less interesting than their teachers did, and the teachers, although interested, were for the most part not really competent in linguistics. By the time of Wilcox's survey only 4.8 percent of the colleges studied were still devoting an entire term of their freshman course to the study of linguistics.

Rhetoric as a subject matter for Freshman English has not been much more successful than linguistics. No one has as yet developed a unified theory of the new rhetoric. In those courses where rhetoric is taught as subject matter, students often find that so many rhetorical options are available to them that they are virtually unable to choose. They cannot, in other words, translate theory into practical application.

\(^{35}\)Milic, p. 144, quoted in Wilcox, p. 691.
Wilcox notes a new development in textbooks for Freshman English. Nearly half the English departments surveyed bought at least some of their literature in separate editions rather than in anthologies. Wilcox takes this as an encouraging sign that many teachers are devoting more effort and imagination toward designing their own courses, which might indicate a new trend toward diversification and experimentation in Freshman English.

Wilcox ends his article with descriptions of a half dozen innovative courses in Freshman English that have appeared in recent years. The first of these is Earlham's Freshman Humanities course. In this course students read a book a week and write a paper about it. Students meet three times a week to discuss the book, and once a week they meet in groups of four to six to criticize each other's papers.

English 11 at Amherst uses no texts. Classes meet three times a week, and students write a paper for each class meeting. "They write in response to a carefully planned series of fresh and ingenious assignments which ask them to examine the way they act in language."36

At the University of Massachusetts a course directed by Walker Gibson asks students three questions, "Who are you as you make this assertion (and is this the person you want to be)? To whom are you talking (how does this awareness

36 Wilcox, p. 696.
of audience affect your expression? What is your evidence as you present your position or argument?"37

Since 1966 Stanford has been experimenting with the "Voice Project." Where Walker Gibson asks students to "watch themselves," the Voice Project asks them to listen. The course grew out of a statement of Father Ong of St. Louis University: "As he composes his thoughts in words, a speaker or writer hears these words echoing in himself and thereby follows his own thought, as though he were another person."38 Students in the project listened to recordings of their own voices as well as those of professional writers and others and matched what they heard with what they saw on the page, moving back and forth from aural to printed language.

Lawrence University has had no Freshman English course since 1945. In its place is an interdisciplinary program called "Freshman Studies." The program is staffed by most departments of the university. Classes study books in any number of fields: American literature, sociology, genetics, for example. Students write about five papers during the term. The papers are graded by their teachers, whether the teachers are biologists, sociologists or English teachers.


Mills and Dartmouth both have freshman seminars taught by the English department. At both places the freshman seminars are small. The English department agrees on how much writing should be done in the course. Other decisions are left to individual instructors. This allows instructors to teach what they know best and find most interesting. The advantage of the freshman seminar is that beginning college students have an immediate opportunity to become involved in serious scholarship.

A study of very recent developments in the teaching of composition reveals the same diversity and confusion noted by Kitzhaber and others. At one extreme are those like Greembaum and Schmerl calling for the elimination of Freshman English. Most of these people see the course merely as a waste of time. Louis Kampf sees it as a positive evil whose real purpose is to perpetuate the class system. Instead of trying to improve composition courses, Kampf believes we should be trying to change the social context in which they are taught. The real "responsibility of the Freshman English Teacher [is] toward a Socialist Revolution."39

Franklin and Marshall College is one place where the English Department did stop trying to improve the Freshman English course and merely dropped it. After giving students

39Louis Kampf, "Must We Have a Cultural Revolution?" College Composition and Communication, XXI (October, 1970), pp. 245 - 249.
an impromptu essay at the beginning and again at the end of the semester, the English Department compared the results and found that there had been no improvement. The solution seemed obvious. Teachers in other departments were asked to take a greater responsibility in requiring good writing, and Freshman English was dropped.40

Richard Williamson is another who sees Freshman English as one of the great evils of the modern world.41 It is in his view one of the causes of campus unrest of the late 1960's and early 1970's. However, he would not eliminate the course. Rather, he would offer a course in film making as an alternative for the traditional composition course. His argument is based on the premise that students do not need to express themselves in the symbol system of the written language. They may profit just as well from becoming articulate in any symbol system, such as film. There are parallels between writing and film making: outlining, specifying, narrowing, editing and revising. These come so naturally in film making that students who can make films will automatically be able to express themselves in other symbol systems.


Others wish to keep Freshman English and improve it through new techniques. Some of these techniques are based on a clearly articulated theoretical foundation; others are not. These latter are often fragmentary in that they deal with only part of the composition process, although sometimes they do that rather effectively. One such article is written by David V. Harrington, who criticizes conventional handbooks, rhetorics and guides to composition because they emphasize organizing, correcting and polishing a theme which has already been thought of or discovered. Although these books do deal with discovery, they tend to do so in a superficial way. Harrington suggests that papers written early in the semester should not be carefully proofread by the teacher. They are incomplete, the series of generalities that a more experienced writer starts with. Teachers should be willing to show students the efforts they have put into their own professional writing, share the process with them, let the students criticize their writing. They should also struggle with the writing assignments they give to students so that teacher and student can compare the process they have gone through.

Like Harrington, Michael Faull and Jack Kligerman feel that it is necessary to teach invention as a prerequi-

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42 David V. Harrington, "Teaching Students the Art of Discovery," College Composition and Communication, XIX (February, 1968), pp. 7 - 14.
site of teaching composition. They used happenings, meditations (on specific objects), non-representational drawings (done by students), photographs (of class members), observations of urban scenes, and experiences structured by artists. These experiences were used as springboards for invention. Students also kept journals which the teachers read every three weeks, after which they had conferences with the students.

David Karrfalt describes a technique which uses writing teams. He divided his composition class into three man writing teams. Students in the team took turns writing a complete draft of an assignment. The writer then brought the paper with two carbon copies to class so his teammates could make suggestions for revision. After the second revision the composition was turned in for a grade, everyone on the team getting the same grade. Karrfalt felt that students were more interested in the class. Writing became social as opposed to individual, and there was a greater awareness of audience.

A teacher at Brooks School in North Andover, Massachusetts, uses the syllogism as a model for organizing in

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43 Michael Paull and Jack Kligerman, "Invention, Composition and the Urban College," College English, XXXIII (March, 1972), pp. 651 - 659.

writing. In using the syllogism the writer can be sure (if the syllogism is valid) that his paper will have a logical organization. Each statement of the syllogism then is expanded into a major part of the paper.

An approach that has some similarities to Waterson's is that of Richard Larson who suggests the problem-solving model as a means of both invention and organization. He uses Swift's "Modest Proposal" to show that it follows this pattern. One may start with any problem. The steps are to recognize the problem, determine what brings the problem into being, invent instruments that might alter the condition that creates a problem, test the instruments by predicting what would happen if they were employed, and choose from among the available instruments the one (or ones) that have the greatest likelihood of eliminating the disagreeable condition.

Ann Berthoff, however, believes that to see composition as a problem to be solved is to oversimplify it. She sees this mode of analysis as deriving from behaviorist


psychology and communication theory, whose mechanistic metaphors (man as super-pigeon or encoding-decoding machine) reveal their essential shallowness. It would be more adequate and useful to recognize language as the organ through which the mind orders the universe and grows. Language is symbolic, and man is a symbolic animal. Rhetoric reminds us that language not only names but formulates and transforms. English teachers should learn how the other arts create form.

Marilyn Moats Kennedy describes still another approach, one which emphasizes the communication of perceptions. To communicate there must be an idea to communicate, a vehicle and an audience. Near the beginning of the semester Professor Kennedy gives each student a roll of Life Savers which he is then to try to give away to the first person he meets. The class members then meet in small groups to discuss the experience of trying to give away the Life Savers. After that the students write about the experience. Similar experiences are used to develop the various senses. Students learn to perceive and communicate their perceptions. Students criticize each other's papers, not as "good" or "bad": but according to how well they communicate their perceptions through descriptive details.

Jeffrey Neil has an unusual explanation for the problems of teaching composition. He believes that the problem arises because approaches to teaching composition are based on premises about language that were formulated in the pre-television era. Today's students, however, have grown up with television, where language supplies only the generalities, the specifics being supplied by the video screen.

To overcome this problem students must use their own experience in supplying concrete details for their writing, and they must write often. Neil has his students write a composition for every class meeting. In reading the papers, he is more concerned with content than with rhetorical or grammatical form, and he does not put grades on papers. To write effectively students must become aware of the process of writing and of the difference between the real "him" and the "self/persona/voice" he is using. Neil leads his students toward the discoveries of process and self by having them write about their own experiences and by asking them to rewrite some of their papers from a different perspective. Neil believes that through this approach students can use language to help discover themselves and discover how one uses language to order what happens around him and give meaning and form to the chaos of shapeless experience.

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An entire issue of *College English* was devoted to controversial article by Robert Zoellner. This article gave still another explanation to what is wrong with the teaching of composition. Zoellner pointed out that composition teaching is predicated on an instrumental metaphor that equates thinking with writing. Although English teachers are usually not conscious of the metaphor, they believe that if they can get students to think clearly, they can get them to write clearly. Zoellner believes this to be a myth because it does not explain the student who can express his ideas orally well enough but cannot write effectively. He believes that composition could be taught more effectively if instead of trying to teach students clear thinking as a means of achieving good writing, teachers should seek to change writing behavior through Skinner-box methods.

In Skinner box learning there are seven underlying principles: One must (1) concentrate on the individual organism, (2) build from the naive behavioral repertory, (3) work with freely emitted behavior, (4) insure a high frequency of response, (5) insure a low durability of response, (6) reinforce desired responses immediately, and (7) shape behavior through intermediate specification of response. In English teaching, Zoellner points out, we do
just about the opposite of each of these.

English teachers have an unreasonable prejudice against behavioral psychology because their attitudes toward teaching composition is shaped by unconscious psychological concepts they have acquired, specifically Freudian, Jungian and mentalistic rather than behavioristic ideas. Because of this they see bad writing as a symptom of unclear thinking. It may, however, be the other way around; better writing may be a requisite to better thought.

Where most English teachers conceive ideas as existing in the mind and capable of being expressed in either spoken or written words, Zoellner suggests that there is a split in the scribal and vocal modes. Somewhere along the line the act of writing has become dissociated with reality itself, so that students write only in banalities and generalities. English teachers are so concerned with "correctness," "propriety" and neatness that they have destroyed the weld between the written word and action.

To overcome the existing problems, then, one must structure a pedagogy directed toward action rather than thought and create an experimental model based on reinforcement, approximation and specification of response. Such a behavioral pedagogy would have to (1) concentrate on the act of writing rather than the artifactual written word, (2) exploit the verbal repertory, both vocal and scribal, which the student possesses, (3) have a classroom environment so structured as to permit innumerable scribal
responses rather than just a few, (4) have a pedagogical situation that permits more or less immediate reinforcement, and (5) have a classroom technique for developing chained, sub-specifications of acceptable scribal activity.

Zoellner would have a classroom in which the teacher can work with individual students. The teacher would ask the student to say what he is unable to write clearly. The teacher would then write down what the student had said and work with him polishing and clarifying (reinforcing). The class would become a writing lab where students would get reinforcement from the teacher and from other students.

Zoellner's arguments are impressive in some ways. Most English teachers, although they would deny that they are behaviorists, do use a basically behaviorist technique in their teaching, rewarding (reinforcing) students for acceptable behavior (writing good papers). Zoellner would eliminate negative reinforcement and emphasize positive reinforcement. He makes a rather forceful response to the criticism that behavioral approaches take away freedom and dignity of the individual. If a behavioral approach works, if it helps students to write and think more clearly, how has freedom or dignity been diminished? One of the strong points of Zoellner's presentation is that it does offer an explanation of the student who can speak well but not write well. This phenomenon is one that always perplexes the English teacher.

Nevertheless, this writer believes as Berthoff does
that behavioral approaches to any human problem, although they might "work" on a certain mechanical level, oversimplify the condition of being human. When the teacher says, "This is the response I want my students to have," he has put a limit on the human potential of his students.

Zoellner's explanation of the student who speaks well but who doesn't write well seems impressive because it seems to clear up a mystery that has perplexed most English teachers. Zoellner sees this as a split in the scribal and vocal modes, the scribal mode having become divorced from reality because of English teachers' obsession with "correctness." There are other explanations, however, that are at least as plausible. If one made a literal transcription of what seemed to be a good oral discourse, the discourse might seem rambling, random, disorganized. In conversation the listener may pick up nonverbal signals and do some mental editing. A clear oral discourse is one in which the listener has to rely on such devices to a minimum. Another explanation of the student who speaks well but does not write well may be merely that he has some of the verbal skills necessary for good discourse (invention, thinking ability), but not others (ability to organize).

Some scholars have offered well conceived and systematic approaches to the teaching of composition. One of the most impressive of these is Moffett's Teaching the Universe
This book contains a comprehensive theory of teaching language, composition and literature from kindergarten through the freshman year of college. Moffett analyses kinds of discourse, going from the most private (interior dialogue) to the most public (public generalization and inference). He suggests two modes, drama and narrative, that would be primarily used in teaching writing. With each of these there would be a progression from the most private to the most public (soliloquy and interior monologue to drama performed in the classroom and various kinds of written fiction).

Another systematic approach to teaching composition is offered by Jenkinson and Seybold. Their book suggests a series of composition assignments for use in grades five through twelve. The assignments are intelligently conceived so that students learn a specific skill through each assignment. Students learn to observe people, places and events; how to write objectively and subjectively; how to give directions; reveal their feelings; and how to control tone. The authors point out the need to help students write well rather than prove to them that they can't write. Themes in this program are written in class. The teacher


helps by making suggestions (in the form of questions) while the students are doing the actual writing. Students are then given opportunities to revise their papers before they turn them in for a grade.

The last work to be considered here is a book by Donald M. Murray. The book discusses seven writing skills: discovery of subject, sense of audience, search for specifics, creation of design, writing, critical eye, and rewriting. There are many practical and effective methods suggested for teaching each of these skills. Murray has his students write often, does not grade every paper, and has students evaluate their own and each other's papers. He does not assign a grade to each paper but looks over the entire set of each student's compositions for each grading period. At the beginning of the semester he diagnoses each student's problems in writing and then sets up a priority for dealing with each problem one at a time. Thus, he can take a quick glance at each paper to see if the student is working out the particular problem he is focusing on at that time.

Unfortunately, despite the good work of a few people like Moffett, Jenkinson, Seybold and Murray, the teaching of composition remains pretty much in the chaotic state that it has been ever since "English A" was adopted at Harvard. There is still no agreement on what good writing is or how

writing should be taught. Although there has been some movement in recent years toward preparing high school English teachers to teach writing, the measures taken seem inadequate, and college teachers of English continue to lack professional preparation to teach composition. Many people in the profession believe that composition is so poorly taught that colleges would do better to just eliminate it. Although there have been some innovative approaches to teaching composition developed in recent years, the profession as a whole continues to use conventional methods, methods which the 1966 and 1967 Conferences on College Composition and Communication, among others, agreed are ineffective.
CHAPTER III

INTEGRITAS: THE CONCEPTION AND DEVELOPMENT OF ONE IDEA

The task at this point was to create and implement a program through which students could achieve integritas, consonantia, and claritas in their writing. The first phase of the program was designed to help student conceive and develop unified ideas for their writing. At the beginning of the semester the course was explained to the students in the two sections that were to take part in the study. They were told that there would be a new approach to composition, that there would be considerable preparation put into each step in the program, and that each student would have to succeed at each step in the program before going on to the next. They were told that no failures would be permitted, no failing grades given on individual assignments; each student would have to work out his problems at each step with the help of the instructor. The classes were told the major steps in the program; skill in conceiving and developing original ideas, skill in shaping that thought into a logical organization, and skill in seeing the role of the writer in relation to his message and his audience. The classes were
also told that they would be writing on the theme of revolution during the semester, social, political and intellectual revolution.

The class was then assigned the section on political revolution in the reader.¹ This contained works by John Milton, Sir James Frazer, Samuel Adams and Thomas Paine as well as Gamel Nasser, Ho Chi Minh and Che Guevara. The section ended with an eloquent plea for an end to violence made by Arthur Schlesinger, Jr. after the assassination of Senator Robert Kennedy. The class was expected to complete the reading over the week-end so that they would have some basis upon which to carry on a discussion. Everyone of course knows something about revolution in the past or in the present, but such ideas are often not only superficial but disconnected. The reading supplied an historical perspective, an insight into the tactics of revolution, the reasons why people start revolutions, and the danger of violent revolution. During the discussion period other readings were assigned. For example, the local newspaper, the Defiance Crescent-News, happened to carry a series of six articles on Diana Coughton, the upper middle class drop-out who moved through several stages to become a member of the violent Weathermen until she died in a bomb blast.

This and other news items such as those concerning the bomb blast at the University of Wisconsin were brought into the discussion.

Before the discussion actually began, there was a lesson on conventional thought. The lesson started with a series of statements including the following:

- Men are more interested in sex than women are.
- Participation in athletics helps promote good citizenship.
- The American way of life is superior to any other style of living yet devised.
- City people are less moral than country people.

The class was asked to respond to each statement and then to the group of statements. After the comments the instructor pointed out that the statements were examples of conventional wisdom. While any or all of the statements might be valid, they would not be appropriate subjects for composition unless the writer was willing to examine the idea in a way that he never had before.

The instructor then took one of the statements, that the American way of life is superior to all others, and used this as an example of the pitfalls into which a writer might fall if he chose this as a topic for composition. First of all, like most of the other statements, it is too broad to be dealt with meaningfully in four or five hundred words, and partly because of this the support that a writer must offer for this statement tends to be just as general
as the statement itself. One is apt to try to support it by saying such things as the American way is the way of freedom; America is the land of opportunity; America is the greatest country in the world. Obviously, none of these statements offers any real support to the original assertion.

If one is to write meaningfully on this topic, he must ask himself what kind of freedom exists in America, and he must ask himself if American freedom is not a myth. He must examine the restrictions placed on the individual by society, the conformity that is fostered by parents, schools and peers. He must ask himself if the socio-economic system traps people at almost all levels of the system so that they have little real freedom.

If one asks only these questions, however, he has not examined the whole issue. He must also see that pressure for conformity is not peculiar to American society but is part of all societies. He must recognize that it is possible to be a non-conformist in America; it is not so in every country. One who writes on this subject must see that the higher standard of living as well as the higher level of education provide at least an opportunity for greater freedom for those who are able to take advantage of them.

When the writer examines both sides of such an issue, when he recognizes not only that America has not achieved its own ideal of freedom but that the ideal is never possible in the real world, and that the failures to achieve the ideal is not hypocrisy but part of life, then this idea is
no longer conventional thought for him, but it is a fresh idea; it is a revelation about which he can write intelli-
gently.

The first objective of the program was to avoid clichés of thought. Any teacher's experience reveals that it is not enough merely to tell students what to do or not to do, what to strive for and what to avoid. Students must be led into the desired objectives. The purpose of the lesson on conventional thought, then, was merely to let students know that there was such a thing, that much of their own thinking was conventional, and that without at least reexamining conventional wisdom, one cannot write about it.

It was partly to avoid conventional thought in compo-
sitions that the theme of revolution was chosen for the course. What was desired was something that had not been fed to students since early childhood and which they had never taken time to digest. It is recognized that some college students have given some thought to revolution, but most have not given any serious thought to it.

The purpose of the class discussions was to take this undeveloped thought, examine it deeply, and give it some shape. The discussions were not specifically related to the text. Rather the readings supplied a general background and a source of examples to illustrate points in the dis-
cussion. The discussions were informal and were continued for six class meetings. The central question around which
the discussions were based were: Is there a revolution coming, and if so, what form is it likely to take? Except to set broad outlines, that is, to establish a focus for each day's discussion to center on, the instructor made little attempt to structure the discussions. The first two days were spent in examining evidence in present society of the possibility of a coming revolution. Revolution was defined as any profound and rapid change in society, which could be violent or non-violent. This would include a change in social attitude that took place within a period of ten years. The third day was spent discussing the possibility of a profound change coming in the form of a political repression from the right. The next day the class considered the possibility of significant change coming about in a non-violent and non-repressive way. On the fifth day the class discussed the possible outcomes of the current social unrest. As the class saw these, the possibilities included a full-scale violent revolution from the left, an evolution toward social justice and equality which would eliminate the possibility of revolution, a repressive movement toward the right which would create a period something like the McCarthy era of the 1950's except more repressive, and a political coup by a right wing military group. As these points were developed in class they were more complex than they appear here. As each possibility was suggested, the class tried to determine why and how such an outcome could develop. For example, both classes agreed that although a
violent revolution from the left was a possibility, the chance of success of such an attempt was very slight, and that such an attempt would lead to repression not only of radicals but also of liberals and moderates.

On the last day of the discussions the class tried to determine which of the possibilities that had been suggested would be most likely to come about. Both classes quickly rejected the likelihood of either a right wing coup or a non-violent evolution toward social justice. They thought that either a violent revolution from the left or repression from the right or both were in the future.

Once the discussions were under way, the classes were given the first writing assignment, which was simply to write about revolution. Except to point out that "revolution" was a broad topic that each student would have to narrow for himself, the instructor refused to give any more specific instructions. When students asked how long the compositions should be, they were told that they should be long enough to say in some specific detail what the writer wanted to say. They were also told that the main purpose of the particular assignment was to show some originality of thought and that papers lacking this quality would not be accepted. The students were given the assignment about a week before it was due so they could start putting their ideas together.

The role of the instructor in the discussions was to see that the class didn't wander off the point, to ask
students to support general statements, to raise new issues when they did not come automatically from the class, and from time to time to summarize the discussion. Students challenged each other's ideas, and the discussions were often spirited. The classes were small, with nineteen students in one class and sixteen in the other, so that every student could and did participate. Interest was high because students were working with an issue that they all recognized as significant.

The first compositions bore out the instructor's impression that the discussions had been worthwhile. By this time other Freshman English classes at Defiance College had written two or three compositions. The instructor of the sections that were participating in the study had often been guilty in the past of asking students to write at the very beginning of the semester on such topics as "Why I Came to College" and had suffered the appropriate punishment of having to read these papers in which students revealed that they didn't really know and evidently had never even thought seriously about why they had come to college. The students taking part in the study were put into a situation where they had to think hard about a topic and were not asked to write until they had given considerable thought to the subject.

Although many of the students had problems of various kinds on the first composition, and a few of them had not been able to put together meaningful thought about revolution,
the vast majority, in the instructor's opinion did a much better job on their first composition than college freshmen usually do. While it is recognized that the subjective opinion of an enthusiastic instructor can hardly be taken as conclusive evidence, it is evidence of a sort, and it will be supported with more substantial evidence.

To be more specific about the quality that was observed in the papers, the students with very few exceptions submitted papers that revealed that considerable thought had gone into the compositions. The students had something to say; they had organized it with some success and stated it clearly. Most gratifying, however, was the fact that all of the papers, even those that were completely unsatisfactory in most respects, revealed at least a glimmer (sometimes only that) of original thought. There are as many clichés about revolution as there are about anything, but none of the students in either of the classes wrote about "meaningful dialogue between people under thirty," "radicalizing moderates through participatory democracy," "occupying and liberating university buildings," or any other such empty terms.

To say that the instructor was gratified by the first compositions is not to say that everyone wrote a brilliant or even acceptable paper. This was merely the first step, but it was a promising one.

A twenty-minute conference was scheduled with each student. It was only for the first composition that there would be a conference with each student. Later conferences
would be scheduled only with the students who had problems with their papers. Part of the purpose of the first conference was for the instructor to become better acquainted with the individual students and to talk with each one about the ideas in his paper.

Students in Freshman English at Defiance College are given grades of A, B, C or U. If the paper does not show at least average competence, it is given a grade of U or unsatisfactory. In the classes taking part in the study, however, no U grades were given for individual compositions. If the paper was not satisfactory, the student was told what was wrong with the paper and asked to write it over again. Nearly half of the students were asked to rework their first composition. A few of these were papers with mechanical problems. In such cases the errors were pointed out to the students, who were asked to make revisions and pass the paper in later. With more serious problems, those that came about because the student hadn't had a good idea or a fully developed idea to start with or had not been able to organize his idea or present it as a unified idea, the instructor attempted to help the student develop his thoughts. Then the student was asked to revise the paper, and another conference was set up for the next week. Since there would not be another composition assignment for two weeks, the students who did have problems could work on them without feeling that they were getting behind.

During the next week, while the classes were proceeding
on the next phase of the program, the instructor had con-
f erences with twelve students who had had conceptual prob-
lems in their first compositions. About half of these had
 been able as a result of the first conference to resolve
 the problems that they had had, but there were still five
 who had not yet written satisfactory papers. The approach
 used in these conferences was for the instructor to ask the
 student to state what he thought was the main idea in the
 paper and then to identify the supporting ideas. Sometimes
 the problem was that the student had failed to state the
 main idea clearly because it had not been clearly enough
 conceived in his own mind. When the instructor restated the
 student's idea in clearer terms, the pattern began to fall
 into shape, and the student could then see what subordinate
 ideas would support his main idea.

In other instances the problem was that the student's
 thinking was so muddy that he didn't really have an idea at
 all. His composition was nothing more than a collection of
 miscellaneous thoughts. The problem here was not to help
 the student say what he had intended to say all along, but
to help him to find something to say. Obviously, these
 papers were more difficult to work with. What the instructor
 and the student did with such papers was to make one of the
 miscellaneous ideas on the paper the main idea and then find
 subordinate ideas either from the paper or from the student's
 intellectual resources or, as a last resort, from the in-
 structor's intellectual resources.
During those conferences concerning papers with which the student had had conceptual difficulties, the instructor jotted down the thought that the student and instructor agreed was to be the main idea and the supporting ideas. The result was a rough and probably disorganized outline, which was given to the student to use as he worked with the next draft of the paper.

Without exception the students were able to write a satisfactory paper on the third attempt. In Appendix B are several examples of papers that went through three stages in their development. The probably unprovable assumption is being made here that with a more traditional handling of these problem papers, the students involved would not have made any significant improvement. First of all, if the conference did not result in a satisfactory second draft, it is hardly likely that anything a teacher could write on the paper with red ink would have been very effective. Secondly, if the failing grade is recorded and the student is told in effect that this kind of work will result in failing grades, the best that can be hoped for is that he will somehow be able when the next composition falls due to avoid the pitfalls that resulted in the first failure. But it is unrealistic to expect this to happen. If the student failed because he was unable to conceive a coherent idea, what reason is there to expect that he will be able to do this when the next assignment is given?

Although the first step in the program seemed to be
successful in that even the most confused students were able with considerable help from the instructor to write an acceptable paper, there was, nevertheless, a large question that remained: would the students who had had trouble be able to succeed at least partially on their own?
CHAPTER IV:

INTEGRITAS:
CREATING A UTOPIA

Although students had shown some indications of being able to think for themselves, it seemed necessary not only to reinforce but to expand this ability. If the lesson of the first phase could be boiled down to one sentence, it would be: Don't be imitative in your thinking. If one is to avoid imitation in his thought and stay clear of clichés, he must be original; he must learn to think creatively. The purpose of the second phase, then, was to teach students to be creative in their thinking. It is important to make a distinction here between creativity in conception and creativity in execution. The first is an attribute of genius; the second is an attribute of talent. There is no illusion here that it is possible to create either genius or talent. The assumption is rather that all people, at least all people of normal intelligence, have innate ability to conceive creative ideas, and this ability can be developed. The genius is one who has in an unusual degree the creative power that resides in all of us.

All of the professions, all businesses, all activities
that involve the interaction of human beings require creativity. Most human activities are conducted according to certain patterns. The teacher follows a certain classroom routine. The businessman follows a certain procedure in marketing his goods. The physician follows a certain pattern in diagnosing an illness. The statesman follows a certain protocol in dealing with distinguished foreign visitors. The housewife follows certain routines to keep her home operating smoothly, and so every profession and activity follows patterns; but all of these patterns sometimes break down, sometimes become obsolete, sometimes were never completely adequate to begin with. When these patterns fail, when the symptoms do not fit any diagnosis, when the customers cease to buy the businessman's products, a creative approach is necessary.

Creativity comes about when elements that exist in different structures are put together in a new way to form a new structure. The businessman is performing a creative act when he modifies his product so that it will have more appeal to the customer. Creativity is a mixture of reason and intuition. Intuition suggests a solution or an element that will fit into the structure that is being created. Reason or judgment determines whether or not the element will in fact be appropriate.

Some people are of course not very creative in their lives. They rely to a large extent upon the patterns that society and their particular professions have created for
them. Such people may lead lives that are not only happy but useful. They may even make major contributions to society. All progress comes, nevertheless, not from these people, but from people who try to create new patterns. Creative thinking is valuable for its own sake; it is also necessary for all but the most routine writing.

For the second phase of the project the class was asked to read the section entitled "Revolution and the Social Order" in *The Rhetoric of Revolution*. This included Plato's "The Apology of Socrates," Thoreau's "Civil Disobedience," Shaw's "Maxims for Revolutionists," as well as pieces by Martin Luther, Roger Williams, Peter Kropotkin, and Herbert Marcuse. Finally there were three essays which presented a more moderate view of social revolution: Irving Howe's "The New 'Confrontation Politics' is a Dangerous Game," Robert L. Scott and Donald K. Smith's "The Rhetoric of Confrontation," and Charles B. Ketcham's "Toward the New Morality."

The first class activity of the second phase was a lesson on what creativity is. Through the means of lecture and by drawing on ideas from students, the instructor presented the class with the ideas about creativity that have been noted above. This took one class period, after which the class was ready to enter the main activity of this phase. This time the main activity in preparation for writing the composition was not to discuss an idea, but to create a theoretical society.
There were no restrictions on the kind of society that each class could attempt to create except the hard restrictions of reality. These were not to be fantastic never lands where everything would be "good" and everyone would be "happy" because that's the way things are in utopia. Rather, it would be necessary to recognize that things would be good only if the plan was intelligent enough to make things good and if the creators of the new society recognized that there are limitations on human beings. In order to be successful the creators of the new society would have to recognize and provide for the limitations of humanity rather than to pretend that they did not exist.

The only other restriction that the instructor imposed was a request that one of the classes create a system for an advanced industrial society and that the other create a system for a communal society of about one thousand people. The only reasons for these requests were that the instructor wished to create some variety for himself, and he wanted to avoid confusing what the two classes did. Each class spent six class periods creating its new society and one period critically examining its creation. Although everyone did not agree on every element in the new society, the classes were able to arrive at a consensus through discussion.

The class that was creating a utopia for an industrial society decided that in their society the government should control both industry and advertising. The economic system would not be a free enterprise system, but rather a system
that would attempt to meet the material needs of the people as well as possible. The purpose of advertising would be to inform people about new products, not to create a new market by making people want things they didn't really need. There would, therefore, be fewer people employed in industry and marketing. The excess labor would be taken up by a shorter work day and by employing people in various needed services such as environmental control, medicine, education, urban renewal, etc.

As much as possible people would share the wealth equally; thus there would be no status attached to high-powered cars or fashions or luxurious houses. Individual success would be measured according to contribution to society rather than in the wealth one was able to amass. There would still be economic competition between manufacturers, but advertising would be such that people would buy automobiles, for example, that would give the best performance for the least amount of money rather than the one that would be most attractive to members of the opposite sex or that would bestow the highest status on its owner.

One issue that was difficult for the class to resolve was whether or not to maintain the traditional family structure. Some people argued that such social ills as racial prejudice would be perpetuated if children were brought up by their parents as they are in present society. Therefore, those people said, children should be taken away from their parents at birth and be placed under the care of "profes-
sional parents" who would have all the personal and psychological characteristics that would enable them to help children grow into free adults.

Others argued that such a system would not work because it would violate the instinct of parents to rear their own children and would ignore the need of children to have close, personal parental relationships which would not be possible under the proposed system. Further, they said, even if such a system did function, it would not be worth living under.

The group finally reached a compromise which would maintain the traditional family structure but which would supply social workers to help the parents with their children. Further, the formal educational system would play a larger part in the lives of children. Children would start formal education at a much earlier age, something like a head start program for everyone. Furthermore, school would take more of the child's time because it would include not only conventional classroom activities but also informal educational activities such as trips to various places, sports, the arts, and even entertainment.

The class decided that there should be freedom of religion, but that the society should strive to diminish the lines between religious denominations because denominations cause social divisions. Obviously, these two ideas are inconsistent. This is an area that the class didn't consider carefully enough. This was partly because by the time the
class came to this there was little time left for discussion.

The class decided that the society should believe in the development of humanity and individuality and that it should develop myths and culture heroes who would foster belief in these qualities. It would practice a Swiss type of neutralism, but there would be universal military training to provide a militia for self-defense.

The last thing that the class discussed was the political system. They decided that the ideal system was the American political system. Only two modifications were proposed, one concerning the Electoral College and the other concerning the Supreme Court. The class decided that instead of an Electoral College, there should be some kind of direct voting for the Presidency. After discussion the class decided that the Supreme Court should remain as it is. Some people in the class had not been aware that there were any limitations, such as the possibility of impeachment, on members of the Supreme Court.

The other class was dealing with another type of society, a communal society of about a thousand people. They decided that this society should be partially isolated from outside society so that it could use what it wanted of the technological resources of the outside world while it rejected what it did not want of the outside culture. The main source of income for the society would be a factory that would produce some product which the society could use
in trading with the outside world. Most of the people would work in the factory. Some, however, would be employed in growing and processing food, making textiles and clothing, and in making other products such as furniture and household utensils that the society would need. There would be a four-day work week, and in each family unit the husband and wife would alternate between working in the factory (or elsewhere) and staying home to take care of the house and children. Each family would receive the same basic salary with an extra allotment for each child. However, families with more than two or three children (the exact number wasn't determined) would not receive additional allotments for children beyond the two or three that the society had determined was an optimum number.

The educational system would be one that fostered individuality by not forcing a child to learn anything he didn't want to. There would be a number of formal and informal educational activities in and out of the classroom, and the child would choose whichever of these he wanted and stay with each activity as long as he wanted. Education here would be regarded as a part of life, something that continues throughout one's entire lifetime rather than as a part of one's childhood whose purpose is to prepare one for life. In this way, the person who discovered in his adult life that it was necessary for him to study some subject that he hadn't learned as a child could do so. Everyone would have the equivalent of more than a university education
since he would spend much of his life pursuing those studies that interested him. These studies would have a humanistic rather than a vocational purpose. There would be little need for technical education in this society, since most vocations here could be learned on the job. Even the manager of the factory could learn all he needed from the people who had done the job in the past. The society would have to do without the latest business procedures such as computerized billing, but the class felt that the society could survive without computers.

There would be at least one necessary profession that could not be prepared within the society; that is the medical profession. It would be necessary, therefore, either to import or hire a doctor or to send some members of the society to the outside world to go to medical school.

Many people in the class felt that organized religion inhibited rather than heightened the relation of man to God. Therefore, they wanted to do away with organized religion and let everyone develop his own religion. There were many objections to this, with some people saying that the result would be either no religion or a situation where each parent perpetuated his religion through his children. Thus there would still be differences of religious opinion which would create conflict in Eden. A rather one-sided compromise was reached which called for no organized religion but the establishment of a non-denominational clergyman and a chapel. There would be no regular services in the
chapel so that people would not feel compelled to go to chapel on Sunday morning because of social pressure. However, if a group of people wanted to organize a religious service at any time during the week, they could do so. The clergyman would serve primarily as a spiritual adviser to individuals within the community. It was one of those compromises that probably pleased no one.

Finally the class decided that a truly democratic, New England town meeting type of government would serve this society best. There were several people in the class who had grown up in small New England towns and who had seen town meetings.

There still remained one step before the classes would be ready to write about utopia. This was to give a final evaluation of the societies they had created. The whole process of course had been evaluative, but it had evaluated each aspect in isolation. It seemed necessary now for the class to look at the entire structure and see if there were any underlying flaws that would doom the society, if there was any significant thing that they had failed to consider at all.

There were several purposes in this discussion which attempted to evaluate the societies that had been created. The first purpose was to try to lead students into evaluating their own ideas about the utopian society before they started to write about it and by implication to show that this evaluation is always necessary before one can write effectively.
Another purpose was to help students see this issue, and by extension other issues that they might write about, in its complexity. One of the greatest weaknesses of student writing is the tendency to oversimplify. Probably no one in the class actually thought that it would be possible to sit down and in a little over a week create even the outlines of a viable society, but probably few students realized just how imperfect these "perfect" societies were.

The major weakness that was revealed during this class discussion was that both of these societies were founded upon unstated, unexamined and sometimes inconsistent premises. Some of the inconsistencies have been noted above. Both of these societies had been designed to make life more comfortable by relieving man of some of the stresses that come from economic pressure, but no one had asked whether such comfort would be in man's best interest. This was assumed, and it should not be. No assumptions should be made. No one had asked what the nature of man is, whether he was an animal who had learned to think or an animal who had learned to rationalize and mistook rationalization for thought or a creature made in the image of God who should therefore aspire to the Godlike life. No one had asked whether man reached his greatest humanity in striving, in trying to overcome his problems, and even in his failure achieving greater humanity than the one who doesn't strive. No one had asked whether man was basically good or evil or what essentials beyond the physical requirements of life were needed for man
to attain his humanity.

The discussion revealed that while most of the students had not thought about these things, most of them did have opinions on the more general issues, such as whether man was basically good or evil. Many of the students had diametrically opposed opinions on this issue, and yet they had been able to cooperate in creating an ideal society, which could not possibly be ideal for both man depraved and man aspiring.

At this point the students were sent off to write. They were told to write on the general subject of utopia, attack the utopian society that the class had created, or write about one aspect of the utopia, such as the economic system or the educational system.

On the day that the papers were due, each class was divided into groups of three so that the individual students could evaluate each other's papers. There were two purposes for this. First of all, one skill that one must develop in order to write effectively is the skill of self-evaluation. Students find it difficult to evaluate their own writing. They know what they meant to say and they have tried their best to say it. If they could have done any better, they probably would have. It is easier for them to identify flaws in another student's paper. If they can develop a critical attitude toward writing, eventually they should be able to direct this criticism toward their own papers.

The second purpose of the activity was not to show the students what was wrong with each other's papers, but to
show them what was right. If there is at least one student in each group who has been fairly successful in the assignment, the other students will have an inkling at least of what they might have done to write a better paper. Because of this the groups were set up so that each one contained at least one student who had been fairly successful in writing the first paper.

The technique of having students evaluate each other's papers is one that many teachers have tried, often with little success. The fact is, students do not know how to do this. They must be trained and directed to evaluate each other's papers, and they must be given motivation. If the two purposes noted above are worthwhile and if this activity can achieve these purposes, then it is worth taking the time to teach students to evaluate compositions.

First of all the teacher must not suffer from the illusion that this activity will relieve him of any of his work or responsibility. The student evaluation is not in place of but in addition to the teacher evaluation. The students have to have a reason to take this activity seriously. It is a role that they do not know how to play. Therefore, the class was told that after the groups had evaluated each paper, the student who wrote it could decide to turn it in for a grade or to keep it and work on it for two more days. They were also told that the instructor's experience had shown that sometimes students gave each other good advice about their writing, but sometimes they gave
very bad advice. Therefore, each student would have to evaluate his own paper and the advice the group had given him.

Before the class started to evaluate the papers, they were told what they were evaluating for. They were reminded that the most important thing on this particular assignment was some evidence of creative thought. The second thing they were to look for was the general effectiveness in communicating this thought. This included primarily the development and organization of the thought, but mechanics was also part of the effectiveness of the communication.

While the groups were evaluating the papers, the teacher took time to sit for a while with each group and participate in the evaluation of one paper or at least part of a paper. However, the teacher did not start by giving his opinion. Instead he solicited opinions from the members of the group before he reacted to the paper and to their opinions.

All of the groups did not render effective evaluations of the compositions. Many of them gave unconscious parodies of English teachers, picking up minor mechanical problems and often failing to recognize major flaws in conception. This was expected, however; it was merely the first of several training sessions.

When the teacher read this set of compositions, it became clear that there was still much work to be done. Although a little over half of the students wrote acceptable
papers, many of these met only minimal standards, and few papers showed any sign of really creative thought, although many students had shown their ability to think creatively during the class discussions. Furthermore, some of the papers that did show a little creativity had other problems that were serious enough to render them ineffective. The papers in general were disappointing enough so that the instructor wondered whether it was realistic to try to teach college freshmen creativity, or at least whether this approach and the limited amount of time spent on it was sufficient to teach creativity.

According to the scheme that had been set up, those students who had not written a creative paper would continue to work on this phase until they did write a creative paper. Since this would have involved a large majority of the students, and since so many of them had shown so little creativity, it seemed unlikely that within the limits of available time it would be possible to develop real creativity in many more of the students.

The decision was made then to salvage what could be salvaged and go ahead with the program. Creative thought in writing would not be eliminated as a goal of the program, but it would be postponed. Throughout the rest of the semester it would become part of the overall goal, something that the class would continue striving for in all its discussions and writing activities.

Creative, unconventional thought is still seen not
only as a desideratum of the educated man but as an essential for good writing. It may well be that in too much of the educational process the student is not challenged to think creatively. Too often he has to absorb not only facts but ideas, and he is challenged not to put these ideas together in any new way, not to show that he can use them, but merely to show that he remembers them, can label them. In the current educational context, a week or two may be much too short a time in which to teach creative thought.

The second set of compositions revealed three kinds of serious problems. Besides the lack of creative thought, there were many papers that failed to muster any kind of adequate evidence to support their main points, and there were some papers that had mechanical problems that were so serious as to render the papers completely ineffective.

The papers that lacked creativity fell for the most part into three patterns. There were some that used a "creative" approach to an uncreative idea. For example, several students used some such device as a diary to show one day in the life of the new society. There is no creative thought inherent in such an approach. Not only are such devices as diaries and letters unoriginal, but if a student confuses "creative" approach with creative thought, then he makes no effort to be creative in conceiving his ideas. This is just what happened with the students who used such an approach. None of them questioned in any way the society that the class had created. They accepted it uncritically.
All of the students who criticized the new society did not show original thought in their criticism. Often they merely asserted a dissatisfaction with the created society and a preference for contemporary society. In these papers the students failed to support their opinions with anything more than other opinions. In effect they were saying that the new society wasn't good because they didn't like it.

The least creative papers were those that accepted the new society without reservation and told in summary form what the new society would be like. Some of these papers were clearly written reports of what the class had created and were therefore accepted with some reservations even though the writer had shown no creativity in his paper.

Most of the papers that had problems with evidence fell into the same pattern. They failed to present any kind of real evidence but relied on a series of personal opinions to state and support their case.

The instructor realized at this point that the overall program should have included a unit on the presentation of adequate evidence. The decision was then made to attack this problem immediately and to include the development of evidence into the next phase of the program.

There were a few papers that had serious mechanical problems. At the beginning of the semester a decision had been made to exclude grammar and mechanics from the content of the course. This decision was based on several assumptions: that not many college students would have serious
problems with mechanics; that some mechanical problems, particularly those relating to sentence structure, would be partly resolved if students developed their ability to think more clearly; and that the instructor could work with those students who had serious problems with mechanics.

The first assumption, which was based on considerable experience, proved to be a valid one. The second one was unproven at this point of the semester. However, the instructor had enough doubts about it that he felt it would be irresponsible to wait until the end of the semester to see if those few students who did have serious mechanical problems would be able to resolve them automatically. It became clear then that it would be necessary to work with these students to help them with their problems.

This last assumption was one that had been clearly conceived at the beginning of the semester. It was assumed that by having his problems in grammar and mechanics pointed out to him and explained in a conference the student would learn enough about grammar to be able to use it successfully. Experience should have shown that this would not be sufficient. The handbook contained exercises dealing with such problems as sentence structure (one of the most frequent problems encountered). However, past experience with such exercises left considerable doubt about their effectiveness in teaching students how to construct good sentences.

The instructor decided to try a programmed approach to grammar and mechanics with those students who were having
serious problems. Of the several such approaches that the instructor was familiar with, *English 3200* by Joseph G. Blumenthal seemed the best for this purpose. Since *English 3200* was also readily available, it was recommended to those students. The students were expected to work on this on their own. However, the instructor would make sure they did get the book and would show them what area they needed to work in and answer any questions that they might have.
CHAPTER V

CONSONANTIA: ACHIEVING ORDER
THROUGH AN ORGANIZATIONAL THESIS STATEMENT

By the time that the instructor had finished evaluating the second set of compositions, the class had already embarked on an approach to developing organization. It was partly for this reason that the instructor decided to incorporate the corrections in the program into this phase. Otherwise it would have been necessary to backtrack and leave what had been started in an undeveloped state to be picked up and developed later. Also, the matter of evidence is related to organization, since what is organized is the evidence that is used to support a particular opinion.

The approach to this phase as now conceived would be to complete the presentation of the organizational thesis statement that had already been started, and then to teach the class some general principles concerning the nature of evidence, and finally to illustrate these general principles with some of the papers that the students had written for the previous assignment.

For his ideas about the organization thesis statement, this writer is indebted to Composition by Logic by
Sidney P. Moss. Moss states that the traditional classification of rhetorical approaches into argumentation, exposition, description and narration presents serious problems for the teacher of composition because it is difficult and even undesirable to write an essay that is a pure example of any of these approaches. Second, the system employs a number of terms and concepts such as classification, division, analysis, process, etc. that tend to confuse the student. Finally, he asserts that the system does not work.

Further, he states that all essays are a form of argumentation. Even in a descriptive essay such as "The Probable Landscape of Mars," the writer has to present a case and persuade his reader that the Martian landscape is most likely as he describes it.

Moss then suggests a different division of rhetorical approaches based not on the nature of the presentation as in the traditional division of approaches, but on the writer's purpose. There are four main divisions, which he calls the why topic, the what topic, the how topic and the compare-and-contrast topic.¹

In the first eight chapters of the book Moss explains and develops his approach. The why topic is one that deals with the development of an opinion. The what topic is one

that deals with a more factual report. The how topic deals with a process, and the compare-and-contrast topic obviously uses some kind of comparison and/or contrast.

Moss makes a distinction between the first approach and all the others in that the why topic deals with an opinion, or, as he puts it, "draws heavily from the private domain," whereas all the others deal primarily with fact or "the public domain." Because of this distinction, Moss uses two kinds of organization thesis statements, the analytical thesis sentence with the why topic and the expository thesis sentence for all others. The analytical thesis sentence is composed of a statement of opinion followed by a series of supporting statements. The expository thesis sentence is composed of a major statement followed by a series of ascertainable aspects of that statement. Following are examples, respectively, of the analytical thesis sentence and the expository thesis sentence: "Social fraternities and sororities should be outlawed because they are very expensive, they make too many demands on one's time, and discriminate against certain students."² "Three major tenets of John Calvin's theology are total depravity, unconditional election, and perseverance of saints."³

The value of sentences such as these is that if they are properly constructed (and Moss sets up a procedure

²Moss, op. cit., p. 21.
³Moss, op. cit., p. 28.
whereby one can check the construction in process), they will help the writer to organize for himself and let the reader see the major outlines of the paper at the beginning. Also the major details of the paper can be set up in this sentence in such a way that the writer can test himself at several points before he has even finished the thesis sentence to see if he really has something to write about.

To a certain extent Moss is guilty of some of the things he finds objectionable in the traditional rhetorical approaches. For example, he devotes considerable space to distinguishing between the different approaches so that the student writer will not fall into the trap of writing an analytical thesis sentence when his topic really calls for an expository thesis sentence, when in fact it probably doesn't make much difference which type of thesis sentence the writer uses as long as he develops the type he starts with. Another problem is that these sentences tend to be unwieldy, and the student who is having trouble with sentence structure might have difficulty in seeing why the sentence about fraternities and sororities quoted above is all right, whereas the comma splices he uses in his own writing are not.

Because of these objections, the approach to organization that was used in this approach to writing derived from a distillation of the material in the first eight chapters in Moss' book. There was no mention made of the why, what, how or comparison-and-contrast topics. Nor was
any distinction made between analytical and expository thesis sentences. Finally, there was no effort made to get the entire statement into one sentence, which is why it is referred to as an organizational thesis statement. Past experience in teaching Moss' approach had shown that students often have difficulty distinguishing between analytical and expository thesis sentences, and the important thing here, it seemed, was to show students that the entire essay started with one statement and that by adding some supporting statements to this and arranging them in some logical order, it would be possible to organize the whole essay.

Although no references were made in class to the different kinds of thesis sentences that Moss described, the sentences that were used to illustrate this were analytical thesis sentences. There were two reasons for this: students have more trouble in expressing their opinions than they do in making reports, and if they learned this general organizational principle, they would be able to apply it to other writing situations.

The presentation of this principle started with a statement of opinion written on the board: In the near future we shall see growing political repression in America. The class was then asked to supply ideas that would support this general statement. The instructor wrote all of these supporting statements on the board and then asked the class to evaluate each supporting statement. Was the statement accurate? Was it relevant; that is, did it actually support
the general idea? Some of the supporting ideas were eliminated in this way, particularly on the grounds of relevancy. The class was then asked to judge if the statements that remained were sufficient to provide adequate support for the general statement.

In instructor then pointed out that what the class had done was to take an opinion and examine the reasons why one might hold such an opinion and determine whether the reasons were sufficient to support it. Such an examination was necessary before one could write. What the class had done was to formalize what was often an intuitive process in writing. Through this formalization the students would become aware of the process and then could be sure that it was part of the procedure they followed in planning their writing.

The next step was to make some kind of arrangement of the main supporting details. The instructor pointed out that there are several possible arrangements: random, chronological, cause and effect, but the most appropriate one here would be a climactic arrangement, an order that went from the least compelling to the strongest points. With this arrangement the arguments would seem to grow in strength as the composition progressed. The instructor also pointed out that there was no necessary order or importance in any series of details. The relative importance of an argument depended on the purpose of the writer.

After discussing this for a period, the class developed
the following organizational thesis statement: An emotional climate now exists that will permit political repression to come about in the future. We can already see the signs of this repression in the assertion that all Republican members of Congress should support the administration, in the attempts to suppress the news media, and in the use of the national guard to put down protests and in repressive laws.

For each of these assertions the class had in mind specific incidents that would be brought out if the statement were to be developed into a composition. The first statement, for example, referred to the fact that the Vice President campaigned against the Republican party candidate for Senator from New York in the 1970 election because the Senator had not supported the Republican administration. This was offered as an example of an emotional climate that could lead to political repression because if carried to an extreme it could result in a rubber-stamp Congress as long as the same party held both the Presidency and the majority in Congress. Such a Congress would fail to provide the checks and balances envisioned by the creators of the Constitution.

Nevertheless, this argument was considered the most vulnerable of the supporting arguments, because the implication that all Republicans should support the Republican administration had been made during an election campaign when rhetoric tends toward hyperbole. Such arguments have been made before by both major parties, but there has never
been a rubber-stamp Congress.

Each of the supporting arguments was thus considered carefully and placed in its appropriate order. The class was then told that the next composition would have to be organized around a statement that had been developed this way.

In developing the organizational thesis statement, the class had been working with evidence that in some way supported a general idea. The instructor wanted now to expand and reinforce the student's concepts of what evidence is and what part it plays in composition. The class was given a general presentation about evidence and then shown a specific application of the general ideas through papers that the students had written themselves.

The ideas for the presentation on the nature of evidence were drawn from Chapters 9, 10 and 11 of Moss' Composition by Logic. These chapters deal respectively with statements of fact, logic and opinion. Fact statements deal with physical phenomena or historical events. They assert that the statement is true. They are capable of being proven. They are either true or false, or, in the case of compound fact statements, possibly partly true and partly false.4

Chapter 10 of Moss' book is primarily a presentation of formal logic. The instructor wanted to avoid formal

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4Moss, op. cit., Chap. 9.
logic as much as possible because he did not want the focus on definitions of terminology or quibbles over whether a particular invalid conclusion was an example of one fallacy or another. Therefore, logic was treated in a very general way. The class was told that logic was theoretical. It was primarily a matter of consistency. It often used analogy and generalization. More often than not it was implicit rather than explicit in the presentation of an argument. Finally, the class was told that logic was the bridge between fact and opinion.

After this presentation the instructor distributed three student papers for the purpose of illustrating both success and failure in developing adequate evidence to support main ideas. There were two failing papers and one successful one. The failing papers were not chosen because they were examples of the worst efforts of the students. They were chosen because in different ways they each represented problems that many students had in writing the particular assignment. Here is the first of these papers:

Utopia has long been a dream of man in which he could live in peace and perfection. Man has constantly been struggling to achieve. Before we can talk about a utopian society we must understand what utopia is.

Utopia is where total perfection exists in social life, politics, and government. Knowing that utopia is total perfection, it is easy to see why man can only dream of such a society. In utopia everything works without any problems and man is completely surrounded by problems. Man would be unable to create such a society because he is imperfect and unable to conceive anything perfect.

Man being so imperfect could not live in a
society without problems because he would have no challenges. Man has to be in some way challenged or he cannot survive for he will die from boredom. Man in our society is constantly challenged and enjoys facing the unknown.

The utopian societies that have been planned with their perfect governments, but the people, the equality of wages, preplanned families, and health and education systems all are vague dreams. Man knows he will never have these things for he is imperfect and unable of creating something perfect.

The only perfect being is God and man cannot compete with him. God being perfect has formed our societies and they are imperfect for God knows man would be unable to control or survive in a perfect society.

Man must realize that he will never reach utopia and try to plan his future in a more practical way. Man must plan a practical future for never has anything perfect been made by an imperfect being for man is only human and not a superhuman.

There are two major problems with this paper. First of all there is no need to write it at all since there is really no argument with the central idea that a totally perfect society is impossible. No one would probably be willing to argue seriously that perfection is possible. Although the class had used the term utopia in its discussion, the class had several times been reminded that perfection is impossible; the goal was improvement rather than perfection.

Despite the fact the writer was dealing with an obvious and almost self-evident point, he failed to present adequate evidence to support his point. An experienced English teacher can almost tell just by observing the physical appearance of the paragraphs (they are much too short) and without even reading them know what the problem
would be in this composition. The opinions in the topic sentences in each paragraph are supported not by fact and logic but by other opinions of the writer.

Since the first two paragraphs served as introduction and statement of the main idea, the class focused its attention on the third paragraph. The class agreed that the topic sentence was a valid one; that is, one that was capable of being supported, and that it in turn supported the main idea at least in a general way. The second sentence, however, did not offer any support for the first sentence. It was a restatement and expansion of the topic sentence. The final sentence in the paragraph attempted to support the topic sentence, but it was much too general to offer any real support. What the writer did was attempt to support one of his opinions with another opinion. In the last part of that sentence, moreover, the writer did not say clearly what he meant. It is fairly obvious that by "unknown" the writer intended the unknown result of a new challenge. In another sense, however, the unknown may be truly frightening and far from enjoyable.

After the class had analyzed the paragraph, the instructor restated the topic sentence: Man, being so imperfect, could not be happy in a problem-free society because he would have no challenge. The restatement seemed necessary because the original sentence seemed too extreme, and it would be difficult to support. Man has shown that he can survive under circumstances more difficult than the lack of
challenge. Such an extreme statement was unnecessary, moreover, since if one could demonstrate that man would be unhappy under the conditions of the new society, he would show that the society would not be a utopia.

The class was then asked to suggest evidence that would show that man had a psychological need for challenge. Some of the examples given were that men climb mountains with no hope of material or practical reward. The landing of the astronauts on the moon was given as another example of an exploit whose main motivation was to conquer a challenge. Still another example was the successful businessman who earns more than he or his family could possibly spend in a lifetime but who continues to try to build his business not because of greed but because he is caught up in the challenge of continuing to build the company that he has started. These and other examples were offered as support of the idea that man does seek challenge, and that life without challenge would be empty.

The class analyzed only the one paragraph. The instructor pointed out that the other paragraphs suffered from the same weaknesses, and that they could be strengthened through the same means that had been used in developing the third paragraph.

On the next class meeting the class examined another student paper:

The dictionary defines utopia as a place of ideal perfection in laws, government, and social social conditions. I feel that to have a perfect
society, all the people within it will have to be perfect. If the people of the society are perfect then everything else in the utopia should fall into place.

I think the best way to achieve this perfection in the people, is the test tube method. When a person dies he or she should be examined physically, mentally, and emotionally. If these people are close to perfection in all these aspects, then their reproductive organs will be put in test tubes. Later to be matched up with another test tube of the opposite sex. After the baby is formed then it will go immediately to a set of good parents.

From what I can see the society should get progressively better. Mainly because as the perfect children grow up and become adults, they will be able to teach their children more about being perfect. So each succeeding generation should be better than the one before it.

The main thing is that these people's minds will be so well adjusted that everybody will be brothers. There will be no such things as jealousy and racism because everybody will look upon everybody else as their equal. There won't be any need of police or laws because there won't be any robbers or murderers in this society. There will be competition, but not any big cutthroat competition. People will want to get ahead, but they won't do it if it is going to hurt their fellow man in any way.

Mentally all the people will be very smart. There won't be need for too much education, these people will be born intelligent.

Physically everybody will be good looking and very healthy. All of them will be quite strong and athletic. All of the people in the society will live to ripe old ages.

As long as the people are emotionally, physically and mentally perfect then your society will be a utopia. Also because of this perfect society the political and economic parts of society should fall into place. After all it's the people that makes these things function.

There are a number of problems with the logic in this paper. The writer does make some effort to support his thesis with some kind of evidence, although he is not consistent in this effort, and he takes an overly simplistic view of the problem: if the society succeeds in improving
people physically, mentally and emotionally, then everything else will fall into place. All of society's problems will be solved.

The most serious problem with the paper, however, and the one that the instructor wanted the class to see, was that the entire argument was based on an unstated and untenable premise: that it is possible to improve people physically, mentally and emotionally through eugenics. Although there is much evidence to support the thesis that physical changes can come through genetics, there is no agreement that intelligence is inherited. Recent evidence in fact suggests that environment and even diet in early childhood may have a significant influence on one's intelligence. However, if one grants that intelligence may be at least influenced genetically, there is little if any evidence that emotional stability is inherited. One may grant that physical well being and intelligence may contribute to emotional stability; however, even that is rather speculative; and this is not what the writer said.

Another problem with the paper, although a less important one, is that the writer wanted to decide whether a person's genes would be passed on by examining him physically, mentally and emotionally after death. When the instructor pointed out to the writer that such an examination would be difficult, to say the least, after death, the writer insisted on standing by his original idea. A person might lead an exemplary life for eighty years and then do
something irrational such as commit suicide, and a tendency
toward suicide was not what the society wanted to have
passed down. The instructor pointed out that suicide was
not necessarily irrational when one was faced with terminal
cancer, for example, and that if someone committed an ir-
rational act during senility, his whole life should not be
judged by that act, and again insisted that even if the de-
cision as to whether or not an individual's genes were
passed down were not made until after death, the examination
would have to be made during the individual's lifetime. The
writer seemed quite unwilling to change his mind.

The reason this incident is mentioned is that this was
another point that the class noticed in the paper, and al-
though the instructor had not been successful in convincing
the writer of the inconsistencies on his paper, the class
was able to.

It seemed appropriate at this point to show the class
an example of a successful handling of the assignment.
There were a number of papers that could have been chosen
for this purpose. The one that follows is one of the best:

I want to try to create a utopia which can,
at least, have a possibility of becoming a real-
ity. Therefore, I'm going to evolve my utopia
from the world in its present condition. Its
condition is obviously not excellent, but neither
is it fatal. As a matter of fact, I think I will
label it in the early stages of recuperation.
I don't believe a group can be made into a
utopia if it first has to be isolated from the
rest of the world, or the universe. So my utopia
is the entire universe. (Mainly I am referring
to the earth because we know so little of the rest
of the universe and don't communicate with it
yet.) So far our patient, the universe, has been admitted into the recovery room, where he is recovering from the shock of realizing his present condition. After his recovery, we must begin steps in rehabilitation to insure his good health.

Today the world is in the process of recovering from the recognition of its problems. We are continually reading newspapers and magazines, and radio broadcasts, concerning the deteriorating condition of the world. Race riots, pollution, the war in Viet Nam, starving children in Biafra, and the downhill church attendance are popular examples of these conditions. The majority of people have admitted that our universe is in bad condition. This is why I said we are on the road to recovery, because "admitting your mistakes is half the battle." We may even be a step ahead, because already groups have been organized to clean up poverty, to educate natives, and to feed the needy peoples of the world.

So the patient is not dead. His heart is still pumping and he has decided not to give up. Besides keeping his heart pumping, we now have to inoculate a feeling of pride into it. The world utopia must start with the attitudes of every individual. It is just like the human body. If every system in the body is working correctly, so will the entire body. If we build honest and proud people, the world problems will gradually be eliminated. For example, if we could install a feeling of pride and concern into all individuals, they would not litter, they would not be prejudiced against their neighbors, and they would not have uncontrollable disagreements, which might evolve into wars.

Now our only problem is the rehabilitation of our patient. How can we install this pride to do better unto each individual? We know if we install it into the older members of the world, the children and generations to come will pick it up from their environment. The feeling of pride is a very contagious one, and once it is embedded into a few people, it will create a chain reaction. I hope the reader realizes that there is a big difference between conceit and pride. We can produce this feeling in individuals by continuing work in centers and organizations set up to help solve our specific problems. Organizations to promote world peace, remove pollution, end drug addiction, and bring help to socially deprived people, are just a few examples of these centers. An individual can acquire the feeling of pride by himself. By concentrating continually to
improve in all areas, he has given himself motivation. Once some people have this feeling of pride they can pass it on to others.

Because a vital part of the continuation of my utopia rests in the upbringing of children, our educational system is extremely important. The educational system would be much the same as it is in the U. S. today, only the students would be more willing to learn. Their pride, which they had learned at home, would not allow them to waste this opportunity to learn. They would put out more effort, study more often, and try to take challenging courses, instead of choosing the ones requiring the least amount of work. Likewise, teachers would have a genuine concern and interest in their pupils. They would be willing to devote more time than their salary covered to give students extra help. But most of all they would not be afraid or too lazy to change their teaching techniques when they sensed that they were no longer adequate. The basics, such as math, English, history, reading, physical education, music, art, and contemporary events, would be taught from kindergarten through eighth grade. By the time a student reached high school he would have a wide variety of courses to choose from, and they would all be elective. This way, the student who graduated from high school would have had eight years of basics and four years of exploration. Now he would be prepared for special training, college, or "to go out into life," with a fairly sure field of interest and a sound background in basics. College would be much the same as high school only, on a higher level of study.

Our patient is now ready to walk by himself. Religion, government, economics, social life and customs would be run the way the people chose to. Since they have now been indoctrinated with this great pride in themselves, and in the betterment of the universe, the people are responsible enough to choose, carry out, and change their form of government, system of economics, and their social life. When the patient has reached this point he has been completely cured.

I believe this perfect society is better than the one we discussed in class because it is more realistic. More important, it still leaves room for individuality, freedom, and natural instincts such as; love, competition, motherhood, family life, equality, personal decisions, disagreements, and change.

My utopia is much the same as the world is
today, only at the present we're just in the process of reaching our goal of perfection. The patient in the recovery room wasn't nearly as ill as he thought he was. He is the only one who can help himself recuperate completely. His condition will only improve if he has the pride in himself to carry out the steps of rehabilitation properly.

This paper is not perfect, but it combines creative thought with a creative approach. It is logically developed, and it views a utopian society more completely than either of the other two papers does.

The class was now ready to begin working on the material that would form the content of the next composition. The class had read the section of *The Rhetoric of Revolution* entitled "Revolution and the Young." This included "Cordelia's Silent Defiance," from *King Lear", "You Can't Pray a Lie" from *Huckleberry Finn", "Bazarov's Nihilism" from Turgenev's *Fathers and Sons", "The New Radical in the Multi-University" by Carl Davidson, "The Clichés of the Radical Students" by James Reston and "What the Rebellious Students Want" by Steven Spendor.

The class discussions were to consider what difference if any existed between the college-age generation and their parents that had not existed between all generations since the beginning of recorded time. The class would then try to identify the cause of these differences.

It must be admitted that the discussions were not very satisfactory. There were probably a number of reasons for this. First of all, the instructor, while recognizing that
there are some significant differences in the gap between the present older and younger generations and that of past generations, believed that in most respects the generation gap is a myth. Another problem may have been that the students were lacking in insights into the differences between the generations in that they had never been over forty and tended to judge their parents as they are now and had little knowledge of the details of the kind of life that college age Americans lived twenty or twenty-five years ago. The students tended, then, to think in stereotypes which were difficult to break down. Some of them probably gained some insights into the other side of the "generation gap" before the discussions were over, but it was too late for them to make significant contributions to the discussions.

Young people often talk about the "generation gap." The instructor assumed that they would be able to support the thesis that there was a unique difference between the present generations. They were not able to. When the instructor suggested for the purpose of discussion that the younger generation was romantic, while the older generation was more in tune with the rationalism of the eighteenth century, the class did not seem to understand. They did not know what either rationalism or romanticism was. One of the clichés concerning the generation gap is that the younger generation has no sense of history. The instructor began to wonder if that at least was not true, but then, when
have college freshmen ever had a sense of history? When
the instructor tried to illustrate this point by distin-
guishing between the reliance on reason as a means of deal-
ing with experience by men of the eighteenth century and
the reliance on the non-rational aspects of the intelligence
by the romantics, the class simply did not understand. They
could not make a distinction between non-rational and ir-
rational. It was a very frustrating experience.

Since the class discussions did not seem to serve the
purpose that was intended, there is no point in recapitu-
lating them any further than has already been done. Al-
though the discussions failed in terms of their intended
purpose, they probably in other ways provided a worthwhile
educational function. It may be worthwhile to show a class
even indirectly and unintentionally as was done here that
it is possible to pursue an idea to a considerable length
only to discover that it is not a good idea after all.
The class was dealing with an oversimplification, the kind
of thing that students often try to write about. Maybe
some of them learned that to deal with an idea honestly and
effectively, one has to see it in its complexity. Another
worthwhile effect of the discussions may have been that
some students did develop insights into the topic that en-
abled them to write fairly effective papers about it.

In general the compositions that were written for this
assignment were at least as effective as other papers
written during the semester. Three main criteria were
being used in evaluating these papers: creativity and originality of idea, logic of organization, and validity of evidence used to support the main ideas.

One student wrote that there was a generation gap which was caused by our educational system which failed to teach him enough about recent history. He hadn't learned very much about the great depression and had had no idea of how living through the depression could influence one's way of looking at life. He had not known about the Munich agreement of 1938 and how a memory of this could influence one's attitude toward the war in Vietnam. Here was a student who obviously gained some insights from the discussions.

Another student saw the "generation gap" as a shift in a gap that already had existed. Whereas thirty years ago there had been a cultural difference between the primarily industrialized North and the primarily rural South, technology had shifted that gap from geography to generation. This was a paper, incidentally, that was poorly handled in some respects, but the central idea was surely original and worth developing. The problem with the paper concerned the nature of the evidence, which was not valid. In a more conventional classroom situation the teacher would have had to say, "You have a good idea, but you haven't developed it well. The grade is D (or F, perhaps). Go and sin no more." In this situation, the teacher could point out the problems in evidence and let the student work some more with an idea
that deserved more attention.

Still another student saw the economic condition of the two generations while they grew up as the cause of the "gap." The older generation, growing up in poverty, had seen that most of their frustrations were caused by lack of money and therefore saw money as an answer to most of life's problems. The younger generation, on the other hand, free from economic worry, were able to concentrate on other problems in society and tended to see "the system" as the cause of most of life's problems.

The ideas in these papers are representative of the ideas in the best papers in the class. They are original not in that they represent a new break-through into insight on the "generation gap," but they are not clichés, and they show that the students have at least looked at the problem openly and come up with concepts that were original for them.

All of the papers did not have good ideas of course. Some still echoed the empty, old clichés. There were several like this that represented a kind of paper that the instructor has always had problems dealing with. It is a kind of paper that the instructor thinks of as a C- paper. It deals superficially and often rather broadly with a subject, has some kind of identifiable organization, not too much specific detail, and often not many mechanical errors. In the past the instructor's reaction to such papers was often to groan (there were so many of them), put a C- on the
paper and let it go. In this program, however, all the students had proven that they could, at least with some prodding, come up with an original idea.

One paper that fell into this category placed the blame for the generation gap squarely on the shoulders of the older generation. They overgeneralize, assuming that any male college student with long hair is on drugs. They don't try to understand but start yelling at their children when they come home with poor grades instead of trying to find out why they got poor grades.

Although the instructor would have given a C or C- to such a paper in the past, this time the student was asked to rewrite the paper. For one thing the writer had already shown that she could do better. For another thing, the writer would not be penalized if the paper was judged to be unacceptable. The instructor found that his grading standards had unconsciously risen during the experiment. There was much less of a tendency to give a minimum passing grade because the paper was probably "the best the student could do" and more of a tendency to say to the student, "I know you can do better. Why don't you work with this some more?"

With very few exceptions the papers were effectively organized, although very few of the students used an organizational thesis statement. Since the instructor viewed the organizational thesis statement as an artificial but effective means of organizing material, there was no comment made on papers that failed to use such a statement as long
as they had an effective organization.

Also with few exceptions most of the students seemed to be aware of the need for valid evidence to support their main ideas.
CHAPTER VI

CONSONANTIA: ACHIEVING ORDER THROUGH ORGANIC STRUCTURE

One of the weaknesses of many approaches to the teaching of composition is that they assume that the job of composition is done for the most part on the conscious level, so the instruction is aimed at developing patterns that will operate in the conscious mind. In fact, however, the translating of thought into language and development of thought through language is a highly complex process which we do not really understand, and it operates largely on the subconscious level. This is one of the reasons why the beginning English teacher has great trouble teaching students to write. The young man or woman who finds himself teaching English usually has a certain facility in the use of language. He has doubtless developed this facility intuitively. In other words, he has not been taught to write; he has learned to write. Because of this he has little idea of how to teach students to write. He may even feel that if students just try a little harder somehow they will be able to write as easily as he can. The young teacher eventually becomes so frustrated that he falls back on traditional
methods of teaching composition to his classes, and so the cycle begins again. While some students learn to write, few are taught.

It is for this reason that the formal outline is not really a useful device in teaching students to organize. Not only is it an unwieldy structure with multiplicity of subordination, it assumes that the process of composition takes place in the conscious level of the mind. This assumption and methods of teaching composition that are based on it lead to what Roger Sale calls the "canned essay." A composition that is facile, fluent, quickly put together, maybe even a little glittering on the surface, but ultimately rather empty, void of real meaning, superficial, lacking in feeling and thought.¹

This is also the problem with the organizational thesis statement. It assumes that giving an idea shape and form is a process that goes on in the conscious level of the mind, that by moving around some abstract aspects of an idea, one has created a meaningful structure for that idea. The process is an oversimplification of what really takes place when the mind creates an organic structure of an idea. It fails to consider the contribution of the subconscious mind. It fails to consider how such things as purpose and slant contribute to structure. It leads to an oversimplified

and shallow composition, a "canned essay."

The organizational thesis statement nevertheless has a valid purpose in this program. It helps student writers to become more aware of structure, and the very fact that it is a simplification makes it more useful in this respect. It is easier to understand than the organic structure, which draws heavily on the subconscious. It must be regarded, however, as a step in a process rather than an ultimate method of developing structure. Ultimately the ability to organize must be internalized so that the student writer automatically develops an organic structure to express his ideas.

Originally the plan called for the class and the instructor to work together to develop the organic structure of an idea. If possible there would be a double class period so that the group could continue working on this until it had developed a workable structure. For several reasons this was not the approach that was used, however. First of all it became very evident that class schedules would make it possible for only a very few members of the class to meet for a double period. Also the final weeks of the semester were by this time approaching. It was important to conserve time and to make each class period count.

The instructor had begun to have some doubts about the ability of the class to create an organic structure of an idea as a group activity if it only had fifty minutes in
which to do it. It might have been possible to use two consecutive class meetings to do this, but this did not seem a practical way to handle it. Instead of having the class develop an organic structure, then, the instructor did this himself and then had the class analyze the structure he had developed.


The approach to the topic was: How can racial equality be achieved in this country? Because of the limitations of time only three class periods were spent on this discussion. The class discussed manifestations of prejudice in job opportunity, housing and education. They discussed attempts at integration in housing and education and tried to discover why such attempts had not been very successful in overcoming prejudice. Is it possible that integration may reinforce rather than overcome existing prejudice? Can integration, particularly forced integration, be made to work? These were some of the questions that the class examined.

The class found it difficult to discuss this topic. They recognized the complexity of the problem and knew that
easy solutions would not work. Another problem is that some of the white students with conservative opinions were reluctant to express their ideas in front of the black students in the class. Still another problem was that at first the black students didn't participate in the discussion, and liberal white students were reluctant to talk about how blacks feel when there were blacks there who could have spoken for themselves.

When the discussion did get started the class was able to come to some conclusions about the problem, although it was not able to arrive at any solutions. It is appropriate that the class didn't arrive at any solutions. Any solutions that the class might have arrived at in three days would have been facile and superficial. A step toward solving any problem is to arrive at an understanding of the problem. This the class was able to do.

Some of the conclusions that the class arrived at were that prejudice of some sort is probably a natural human trait. People are apt to be prejudiced against others whom they see as fundamentally different. Racial prejudice as such, however, is not natural. There have been cultures where different races have lived together harmoniously. A second conclusion that the class arrived at was that if one admits the presence of prejudice in most or even all people, then it is meaningless to talk about being prejudiced or not being prejudiced. It is more accurate to talk about degrees of prejudice.
One of the things that the class had attempted was to contrast the assimilation of other minority groups into the mainstream of American life with the failure of American society to assimilate blacks. Why were there no longer any signs, visible or invisible, that said, "No Irish need apply"? Not only do such signs no longer exist, but most patriotic Americans feel it their duty to wear a bit of green on St. Patrick's Day. It is difficult for Americans today to understand why there ever was any prejudice against the Irish. Why are the blacks who were here long before the Irish still discriminated against?

The class was not able to find an answer to this question. The instructor then tried to work with the problem and fit it into the context of the class discussions and the conclusions that had been drawn. First of all it seemed that the Irish had been here as an integral part of society longer than the blacks had. Despite the prejudice against the Irish when they came in the mid-nineteenth century, they did fill a real need in America by supplying manpower for the developing industrialization. The blacks, on the other hand, came not as people but as things to be exploited. The Constitution originally defined the Negro as three-fifths of a man, less than human. When the emancipation came the blacks did not fit any social or economic need in America. Rather they were a burden, an embarrassment, a source of guilt to white Americans. For ego protection, whites perpetuated the myths about black inferiority that had salved
their conscience in the days of slavery.

America finally had a need of its black citizens during the Second World War. Manpower was needed in the armed forces and in the factories, most of which were in the North. During the forties also farming became so mechanized that fewer people were needed to produce the country's food. There was an excess of farm labor in the South and a need for industrial labor in the North. Both blacks and whites began to migrate from the rural South to the industrialized North. The migration of the blacks to the North that began in the 1940's is not unlike the migration of the Irish from the countryside of Ireland to the cities of America a century earlier. The blacks are now approximately at the stage of assimilation that the Irish were one hundred years ago.

This was the germ of the idea that the instructor used to illustrate the development of an organic structure. He recognized that even this was an oversimplification because prejudice against blacks has always been greater and more deep-seated than prejudice against the Irish. Furthermore, the Irish and other minority groups have been assimilated by adopting the general American culture so completely that they have become virtually indistinguishable from Mayflower descendants. The black cannot do this because of the color of his skin, and the new sense of black pride will not permit him to do so.

These variables then had to be taken into consider-
ation in the development of the idea. Following is the "outline" of this idea as it was developed. This was dittoed and distributed to each member of the class.

Prejudice is natural, but not necessarily racial prejudice. Human beings are naturally prejudiced against people that they see as being in some way fundamentally different.

The only way that white American Christians could justify slavery to themselves in the early centuries of our country was to develop a myth that blacks were somehow less than human. That myth has perpetuated itself in varying degrees North and South. When the migration of rural Southern blacks began about thirty years ago, Northerners developed prejudice against blacks because of cultural differences. These cultural differences were based not only on black vs. white culture. They were based on the difference between Northern and Southern culture, urban vs. rural culture, and a relatively high vs. a relatively low quality of education.

While Northern whites were discovering that they had unconscious prejudices, blacks were beginning to demand the rights that should have been theirs. Further they were discovering black pride and demanding to be accepted on their own terms, with their own culture and their own heritage.

This black pride is not only justified but necessary as an assertion of dignity of people who have too long been denied dignity. Black pride is necessary for whites to accept blacks as equals rather than as some sort of junior partners.

Despite the justification and necessity of black pride, the assertion of blackness and black pride tends to perpetuate an already existing prejudice, because it enables whites, particularly prejudiced whites, to continue seeing blacks as fundamentally different.

While it is possible that assertions of black pride might for a short time continue to aggravate existing prejudice, it is also possible that a stabilization of shifting patterns of population from rural to urban areas might eliminate the real causes of prejudice which arise when masses of people of different cultures come into contact. It may be possible that through assertion of black pride the black heritage will constitute a counter culture that is
not in conflict with the numerically dominant white-Anglo culture but which shares with it in America. If that happens, we will for the first time have a real cultural pluralism in this country.

It will readily be seen that what has happened here is that this "outline" is a series of general ideas without any kind of specific examples or concrete development. Ezra Pound wrote, "Any general statement is like a cheque drawn on a bank. Its value depends on what is there to meet it." The problem that students have in the general ideas that they write about is that they are often clichés, conventional thought with no specifics to support them. The discussion of a part of this idea on pages 130 to 133 above should suggest that there was something here to support the general ideas of the outline. However, since the outline looks in some ways like the essays that some of the students pass in as finished work, the instructor asked the class why it was called an outline rather than an essay. The class immediately recognized that it lacked specific evidence to support the general assertions.

The instructor then told the class that the germ of the idea with which the structure began was contained in the third paragraph and that it might be further summarized by stating that given the premise that it is natural to be prejudiced against people one sees as fundamentally dif-

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ferent, one of the causes of prejudice that is not suffi-
ciently recognized is that in the last thirty years there
has been a huge migration of rural, Southern blacks to
Northern cities.

The instructor then asked if there were other ways
that this particular idea could be developed and put into
a different kind of structure. The class suggested several
other approaches. The patterns of population mobility with-
in a city in the last thirty years could be compared to
similar patterns that existed at a time that some other
minority group was assimilated. The paper could be prim-
arily an examination of the thesis that mobility of popu-
lation is a cause of prejudice. It could focus on the
differences between rural, Southern, black culture and ur-
ban, Northern, white culture.

The point was that there is no necessary structure for
any idea. The structure that was developed depended on what
one wanted to do with the idea, where one wanted to go with
it. Here the purpose was to test a thesis and to test it in
a certain way, not so much by a careful examination of the
thesis itself as by trying to fit it into a larger context.

Next the class was asked to identify the organiza-
tional principle in the outline. The first thing that the
class noticed was that it followed a chronological order.
Finally they noticed that there was also a cause and effect
development. The outline is a series of cause and effect
relationships. Since the purpose of the paper that might
be developed from the outline was to analyze rather than simply to report, the chronological order was incidental. The real organizational principle was the cause and effect relationship.

The instructor then tried to recreate and share with the class the mental process that had gone into the development of the outline. First of all there had been no conscious attempt to use any specific organizational principle, either chronological or cause and effect. The reason that the germinal idea was contained in the third paragraph rather than the first was that it seemed necessary to set the context before this idea was even stated. Once this was established, it seemed natural to follow a cause and effect relationship without thinking of it in these terms at the time. Once the germinal idea had been set in a context and a developmental pattern had been established, it seemed natural to continue in this pattern in showing white reaction to black mobility, black reaction to white prejudice, etc.

For the next class meeting the students were asked to develop an organic structure for the next paper they would write. They could use a formal outline, a series of general ideas like the one that had been handed out and discussed in class or merely a series of headings, whichever they thought would be most useful to them in writing their paper. As each student finished his outline the instructor checked it over quickly to see if it did contain an organic structure,
pointing out possible problems in some of the outlines and asking those who had problems to do more work on their outlines before they wrote their papers.

Finally the instructor told the class that he regarded the writing of an outline as a step in the process of learning how to write but not a step in the process of writing. The purpose of the unit had been to develop a strong awareness of organization and methods of organization so that what was now being done on a conscious level could become internalized and be done almost automatically.

As the class prepared to write the next composition, there were several questions about the preparation for this assignment. First of all, was the concept sufficiently clear for the students to be able to work with it? The assertion was that the real process of organization operated on a subconscious level. If this is granted, is it then possible to instruct anyone on the conscious level about the process? Was it even possible to verbalize about the process without distorting it? Might it not have been better to teach the organization thesis statement as the method of organization? Here at least was a method that worked. It was clear and easy to teach. There was an orderly process which, if followed, would result in a clear if somewhat stiff organization. Finally, there was a problem in evaluating the success of this phase. Since students succeed in varying degrees in any writing assignment, how could one evaluate specifically the success in achieving an organic structure?
Would lack of success necessarily indicate an inability to organize, or might it point to another problem? For example, some students might start with a poorly conceived idea that would not really lend itself to any valid organization.

The compositions that the students did for this assignment were encouraging. Whereas up to this time only about half of the papers that students had submitted for an assignment had been accepted on the first submission, this time about two-thirds were accepted on the first submission. Although two or three students had not sufficiently clarified their central idea so that they could develop their thought on the subject adequately, no one had started with an idea that was impossible to write about. One of the worst papers, for example, was about discrimination against young men who were of draft age. The main problem with the paper was that the student hadn't decided just what he wanted to say about discrimination against draft-age men. He discussed the problems of the young men, considered whether or not the system was democratic and finally suggested an alternative to the draft (a volunteer army). Obviously he lost sight of discrimination. The discussion of whether or not the draft is democratic as he handled it did not lend itself to any thesis that might have been brought out of the paper. Despite the problems on this paper, however, one can see that it is possible to write a valid composition on the subject, and there was an organization,
although a flawed one, in the paper as it was developed.

One other thing that was encouraging about this set of compositions was that some of the papers that had been accepted on the first submission had been written by students who had been having many problems in writing and who had been writing as many as three or four drafts of every composition.

Almost without exception the students had been able to write compositions with at least an adequate organization. It was impossible of course to determine whether or not they had used the approach that this unit sought to develop in organizing their papers. Of course it didn't make any difference as far as the class was concerned what approach they had used as long as it worked, but it would be helpful for future classes to know how individual students had learned to organize. Therefore, an explanation which must be taken as tentative will be suggested.

It is probably neither the organizational thesis statement nor the organic structure approach by itself that was successful in teaching students to organize. The students had seen two approaches to organization, first a fairly simple one and then a rather complex one. The first approach prepared the class to accept and at least partially understand the second one. There had, then, been a great emphasis on organization, but it was an emphasis that did not rely at all on repetition. The second approach, instead of going over the same material again, both expanded
and reinforced the concepts of the first. The best students now had two methods of developing organization. They could use the one that would be most suitable for a specific purpose. The average students had learned at least one of the two approaches. Only two or three students needed to do more work on organization.
The conception of the organic structure of an idea leads naturally into the writer’s role in relation to material and audience. If a writer examines an idea carefully enough, he can see that the structure that the idea finally takes depends primarily on the purpose he has in writing about that idea. When he sees this, he begins at least to see that an idea does not exist in isolation. Any writer, including a student writer, writes for some specific purpose. An awareness of this purpose helps to illuminate the message itself because then it is seen as more than a piece of writing. It can then be seen as a communication from one human being to another human being or beings. The writer can then begin to realize that he conveys not only ideas but attitudes toward these ideas and toward the person for whom he is writing.

If the student can be made to understand that the attitude is often as important as the message itself, sometimes even more important, then he can begin to see that
tone and the stylistic devices that contribute to tone are not merely verbal flourishes but in a real sense part of the substance of the message itself.

The question was: how can the writer's voice be taught? The problem was compounded by the fact that very little time was left in the semester, and writer's voice was something that seemed to demand quite a lot of time. The instructor was not at all sure that he could teach writer's voice in the time that remained.

In "A Method for Teaching Writing" Peter Elbow describes a similar problem. Stating that the two common criteria for judging writing are content (good ideas) and style, Elbow points out the need for a third criterion, the revelation of the author's self in his words. "When the words carry the sound of a person — whether in fiction, poetry or an essay — they are alive. Without it they are dead."  

Elbow goes on to say, "Thus even though I don't understand the observable ingredients of this aspect of good writing, and therefore haven't any theoretically justifiable rules for teaching it, I nevertheless end up teaching it (or rather helping others to produce it) more consistently than anything I ever taught as a Freshman English teacher. The moral seems to be that asking for the right thing may be better than knowing how to explain what you ask for; i.e.

even if \( x, y, \) and \( z \) are all valid ways to conceive the capacity that you are trying to teach, and even if you understand \( x \) and \( y \) much better than \( z \), nevertheless you may teach it better by asking for \( z \)."^{2}

The instructor had a similar experience in teaching this step of the program. The description of this step of the program in Chapter I called for an exercise using writer's voice in a narration. The next step, going from narration to exposition was described rather vaguely. It called merely for the use of student- and teacher-made models, patient work with individual students and the possibility of pairing students off and having them write for each other.

The handling of this step in the program was, if anything, more vague than its description in Chapter I. There was no time for any kind of work with individual students, hardly time for anything more than a perfunctory presentation of the concept. There was not time for any exercises to prepare students for this writing.

In the three class meetings that were available for this, the instructor presented the ideas about writer's voice that are described in Chapter I and distributed and discussed a number of handouts. Among these were some that had been used as exercises in teaching writer's voice to previous classes.

After the initial exposition, the instructor presented

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^{2}Elbow, op. cit., p. 8.
the following story to the class:

A college student on academic probation gets a 1.0 at the end of the semester. Through the influence of one professor who believes that the student had insurmountable problems during the semester, the student is permitted to remain in college on probation for another semester. The professor believes that the student has great potential, and he agrees to work with the student, giving him special help so he can bring his grades up. The next semester the student not only fails to come in and see the professor who helped him to stay in college, but he fails to respond to numerous notes that the professor sends to him. At the end of the semester the student gets all F's.

Since time did not permit the use of this story as a writing exercise, the class merely discussed it, considering some of the possible tellers of the story, some possible audiences for each teller, and possible attitudes that each teller might have toward the subject.

This story had been used as a writing exercise in an earlier semester, and the instructor read several of the exercises that previous students had written. The first one was written from the point of view of the student who had flunked:

There are many reasons why I flunked out of college. To begin with my first semester I got the hardest professors, so the best I could do was a 1.0. I had always done well in school and now for the first time I was really doing poorly. This really made things worse. Second semester I spent most of my time in bed sick, so I obviously could not do any school work. As you can see I had bad breaks, so it really was not my fault.

Still another writer rendered the story from the point of view of an acquaintance of the flunking student:

One of the students in Sisson really had his
brownie points working in his favor last semester, he was able to weasel his way out of flunking out of college. He was able to convince one of his professors that he had problems with studying and that if he was given a second chance he would surely improve. Besides, the professor would not want to flunk him out and send him to Uncle Sam. However, he kept up his wild social life of first semester and flunked out in the spring.

A third writer gave the point of view of a colleague of the professor:

I see that Henderson's protege flunked out of school, the poor boy. He really had a rough time. Henderson talked the administration into letting him stay another semester, and then the old meanies in the registrar's office fixed up an impossible schedule for him. He had two classes before noon. How could they expect a campus leader like him to get up before noon? He tried, though. He made it to his eleven o'clock class at least once almost every week. Of course he didn't do any of the work, but what the hell, he was there, wasn't he? I guess Henderson is the only one who understands him.

Through these little variations on a narrative the class was able to hear a writer's voice and see how much the writer's voice affected the story. They are in effect different stories on the same basic subject.

The next handout was two descriptions of the same character. Both versions describe the same characteristics, but one has a favorable and the other an unfavorable attitude toward the character described:

Like many important people, Sander is often so occupied with his work that he doesn't seem to be aware of the people around, but greatness must be forgiven small faults; if he slights individuals, his work will be a great boon to mankind. At least when he speaks to you, you know he is telling the truth. No one has ever doubted his sincerity. He is aware of his own worth.
This is a quality that one finds refreshing in
the midst of a superabundance of false humility.
He has the courage of his convictions and stands
firmly for what he believes. Not the least ad-
mirable of his qualities is his meticulous care
for minor details. Because he has worked out
details carefully before he begins, he seldom
fails.

Sander is one of those characters who seems
to think that his "work" is so important that no
one else matters. He seems to feel that every-
one is just dying to hear his opinion, and his
opinion is always shattering to someone else.
He is one of those brutally frank people who
most enjoys being frank when his victim suffers
the most. He is egotistic, arrogant, and bull-
headed. He never listens to any other point of
view because he has already made up his mind a-
about what is right, and it is inconceivable to
him that any opinion contrary to his could possi-
bly be right. His most infuriating trait, how-
ever, is his religious attention to all kinds of
petty details. His nose is so stuck into de-
tails that he usually fails to see anything in
its broad scope.

Again the class was able to see a writer's voice and
a sense of purpose controlling the message of the discourse.
Some of the techniques of these paragraphs were pointed out
to the class: connotation, emphasis of some details and
suppression of others, and in the first paragraph an at-
tempt to explain away some of the unattractive character-
istics of Sander.

The next illustration of the writer's voice was a
whimsical article written by the instructor a few years ago
on the subject of Grendel, the story of Beowulf told from
the point of view of the monster. To serve as a contrast
to this a paragraph from an introduction to Beowulf was
included:

The poem is chiefly concerned with three
adventures of a hero named Beowulf. This hero fights with a monster, Grendel, who has been killing the warriors in a neighboring country. In revenge for Beowulf's treatment of Grendel, Grendel's mother attacks the people, and this time Beowulf swims down to the depths of the sea, seeks out the mother-creature, kills her, and cuts off the head from the corpse of Grendel which he finds in the sea-home. The third adventure takes place when Beowulf is an old man. His country is attacked by a fire-spreading dragon, guardian of a great hoard of wealth. Beowulf seeks out the dragon, gives battle, is wounded and, after killing the beast with the help of a comrade, dies of his wounds. Within the framework of these three accounts the poem is fairly well organized; however, interspersed with these adventures are other episodes, such as King Hygelac's foray against the Hetwaras early in the sixth century.3

The purpose of this paragraph is to give a brief narrative outline of the adventures of Beowulf. The writer's voice is not very strong. Grendel appears only as one of several challenges that Beowulf meets. The next piece focuses on Grendel. Beowulf doesn't even appear. The article conveys a whimsical attitude toward the subject:

Monsters are a generally misunderstood lot. Perhaps the most misunderstood of all monsters is Grendel. His story is told entirely from the point of view of the Geats and the Scyldings, and if you're looking for truth from a Geat, you'll have to wait a long time. According to their story, they were sitting quietly in their meadhall (an early type of VFW hall) having a couple of quick ones when Grendel burst in and with no provocation devoured two or three of the Scylding Gang, blood, bones and all.

This is possibly the earliest extant example of yellow journalism. Think of the most depraved person imaginable. Would even he be capable of doing a thing like this? There must be some truth in the story or it would not have survived through ten centuries, but most of the details are pure imagination. The Scyldings suggest that Grendel broke into the meadhall and ate several of their brethren out of pure sadism. Naive I may be, but I can't imagine anyone -- anything -- that gross.

After doing some research on the subject, I believe I can supply a more accurate account of the evening. The Scyldings say they were just having a nightcap. Well! If you've ever met a Scylding, or a Geat, you known there is no such thing as a "couple of drinks" where either is concerned. And, a Scylding drunk is by definition a noisy drunk. When a couple of Scyldings got together in the local meadhall for what they called a few drinks, it was one hell of an evening. Did you ever see a Scylding that could talk quietly, sober? Not on your spear. Normally, Scyldings shout at the top of their lungs, and each drink raises the volume by at least five decibels. (See Schwartzkopf, Adolf, Getrunkenstudiert, Heorot, 805.)

Now, imagine living next door to a family of these scousers. There is no doubt whatever that the first couple of times this so-called "monster" -- Grendel -- came to the meadhall, he merely knocked on the door and said something like, "Look, fellas, hold it down, willya? I've got to go to work on the first shift." Whether they even understood him in their besotted state is a loaded question, but there is little doubt that their answer was a drunken giggle and a call for another round of mead. What was Grendel to do? He had tried to call the police, but they were all out moonlighting at other meadhalls. Cotton in the ears had little effect.

If this had happened once, or even occasionally, it might have been bearable, but night after night? Grendel lost weight. His eyes were red-rimmed. His reflexes were awry. He was hoarse. He inadvertently stuck his finger into a spear sharpener and ground it to a fine point before he could help himself.

One night, or morning, about three-thirty or so, after Grendel had been tossing for five hours, and the party was particularly wild, something inside him snapped. He ran all the way to the meadhall and threw open the door. The look on
his face was, well, monstrous. His hair pointed every which way. There was a heavy stubble on his chin. His eyes were bloodshot. Seven of his twelve fingers were sharpened.

Grendel shoved Charlie Scylding, who was too paralyzed to fight back and too drunk to refrain from egging him on. During the ensuing brawl, he bit Harry Geat on the choleric humor. That's that. This stuff about gulping blood and bones is pure libel. Grendel was guilty of nothing that would be unexpected of any normal man.

There remained one last handout. This was another exercise developed by the instructor in a previous semester for the purpose of teaching writer's voice. The exercise consisted of an introduction and one paragraph of an essay with a strong writer's voice. In the past the instructor had had his classes write another paragraph for the essay, maintaining the writer's voice that had been established. This time, however, it was merely handed out to the class for them to discuss:

**Education in America is a monumental farce.** Instead of teaching students how to communicate, we teach them how to diagram sentences. Instead of teaching them how to live together in harmony in a dynamically changing society, we teach them about how the Pilgrims landed at Plymouth Rock and have them memorize the Preamble to the Constitution. Instead of teaching them how to create the good life, we pretend that the good life already exists and that school prepares them for it.

Most of our problems come from an inability to communicate, and what do we teach students? Whether to say well or good, how to get the "correct" subject with the "correct" verb, and how to avoid sentence fragments. We drill grammar into kids over and over again until they couldn't care less, and they shouldn't because

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it doesn't do any good. We have to teach people to communicate, teach black to talk to white and white to black, conservative to radical, older generation to younger generation, establishment to tuned out. And in order to talk -- in order to communicate -- you have to have language. And language ain't subject and verb, baby; it ain't antecedent of pronouns or dangling participles. Language is you and me, me getting into your head and letting you into mine. It's give and take, back and forth; it's what is needed to show black radical under thirty and white over thirty conservative that inside they aren't so different.

One of the things that the class discovered about this handout was that in the second paragraph the voice reinforced the content. The language used showed that one can communicate effectively without being grammatically "correct."

The presentation of this phase, then, was through the use of illustrations and discussions of the illustrations. The instructor also described for the class student essays of past semesters that had used writer's voice effectively, pointing out that in irony, for example, the message is the writer's voice, not the literal statement.

The final composition for the semester was due on the last day of class, so students had no opportunity to revise. The composition this time could be on any subject as long as there was a discernible writer's voice.

Although there was of course a range in the quality of student papers for this assignment; everyone wrote at least a minimally acceptable paper. This was the first time in the semester this had happened. Not all papers had a very
strong writer's voice by any means, but the attempt, even though sometimes relatively unsuccessful, to achieve a writer's voice had evidently given a sense of purpose to the composition. If there had been time left for revision, those papers that were acceptable mechanically and had an acceptable conception and organization but which lacked a strong or consistent writer's voice would have been returned to the students for revision. This not being the case, they were accepted as they were.

Among those that did have a writer's voice, some were not consistent. One paper, for example, seemed to start out with a tongue-in-cheek assertion that football players were human. The first paragraph listed some of the human attributes of football players and stated that football players, despite contrary opinion, were not animals. "Have you ever heard of an animal graduating from college?" the writer asked. Unfortunately, the writer took his own thesis too seriously and lost the writer's voice with which he had started.

The vast majority of the papers were quite successful in achieving and maintaining a writer's voice. One black student wrote a defense of the Klu Klux Klan with beautifully sustained subtle irony. Another wrote a less successful but still good description of black ghetto dwellers from the point of view of a white landlord. One student wrote a "modest proposal" to the effect that euthanasia should be practised on old people so that they wouldn't be a burden to
their children. Still another student wrote an expose on a number of "Communist plots": fluoridation of water, gun control and sex education. All of the successful papers were not ironical. One student described the feeling of joy, of presence, as she watched the college Christmas program.

These have been several of many possible examples of topics that were well conceived, well organized and presented with a clear writer's voice. The successful handling of this assignment made one wish that there were more time left in the semester to follow this up, to help those students who had been less successful in developing writer's voice.
CHAPTER VIII

AN ANALYSIS OF STUDENT WRITING

Because of the problems in evaluating growth in writing ability that have been described on pages 34 and 35 above, the decision was made to use the writing of students as evidence of the success of the program. It seemed valuable to show the entire body of work of some students so that the reader could see how individual students worked with particular problems in composition and how they grew in writing ability during the course of the semester. Since it would obviously place an unreasonable as well as unnecessary burden on the reader to include all of the writing of all of the students from both classes for the semester, seven students were chosen as representative of the two classes. The students were chosen as representative of a range of writing ability as seen by the instructor at the end of the semester. One of the students received an A for the course. One of them failed. The others represent various points in between. Some of the seven, like other members of the class, made dramatic improvement in writing ability during the semester. Others made only slight improvement. Still others made no discernible improvement. The rate of improvement seemed to
be related to the number and quality of revisions that the
students did. Thus students who wrote fairly well at the
beginning of the semester but who chose to revise many of
their papers as well as those whose poor writing made it
necessary for them to do a great deal of revising made
noticeable gains in writing skill, while those students who
wrote well enough at the beginning of the semester so that
little revision of their papers was required and who did
not choose to revise made little gain in writing ability.

All of the compositions written by the seven representat­
tive students are included in Appendix B. This chapter
will be an analysis of the growth in writing ability made
by those students. Since the entire set of these compo­
sitions is in Appendix B, lengthy quotations from the papers
will be kept to a minimum in this chapter, although there
will be some quotations.

The first student whose writing is to be analyzed here
is Sue. Sue was one of the better students in her class, at
least partly because she worked at it. For example, she
chose several times to revise papers on which she had re­
cieved a B, and these revisions were more than a cleaning up
of minor mechanical problems. They were a clarification of
concept or a fresh approach. Sue's work suggests that the
fairly good student as well as the weak one can benefit
from the methods used in this class. Following is the first
paragraph of the first draft of Sue's first paper:

Revolution is the eternal world changes. Even
if man is eliminated, changes in the universe will go on. Revolutions will never terminate. It can be argued that I am mixing evolution with revolution. We shall first define them:

1. Evolution is a gradual change over a longer period of time.
2. Revolution is an abrupt and sudden change. Isn't every evolution made up of several small revolutions? Man evolved from prehistoric life into space-age ideas. However, it was suddenly that he discovered fire, suddenly that he learned the power of the atomic bomb, and suddenly that his wars flared up. These small revolutions are the rungs on the ladder of evolution. The constant flow of revolution is obvious.

Although there were obvious problems here, there was also promise. She had done some thinking about the subject. What she had to say was said clearly enough. Her style was generally adequate, although the definitions of revolution and evolution were awkwardly handled, and the figure of revolutions as rungs on the ladder of evolution was trite.

The main problem with her paper, and one that can be clearly seen in this paragraph, was that it lacked focus. Sue really hadn't decided just what she wanted to say about revolution. The second draft was a noticeable improvement:

The eternal world changes are the world revolution. I am intentionally using the word revolution instead of evolution. Evolution is defined as gradual change over a longer period of time. Revolution, however, is a sudden and abrupt change. Isn't every evolution made up of several smaller revolutions? Man evolved from prehistoric life into space-age ideas. However, it was suddenly that he discovered fire, suddenly that he learned the power of the atomic bomb, and suddenly that his wars flared up. These revolutions are the ingredients to the process of evolution. We can look back throughout history to this constant flow of revolution.

In this paragraph Sue brought her idea into sharper
focus and eliminated some of the awkwardness of the first draft. The diction here was smoother, clearer, and more concise. It was a definite improvement. The next assignment was on the subject of utopia. This time the last paragraph of the paper will be quoted:

My utopia is much the same as the world is today, only we're working toward it and haven't reached our goal of perfection yet. This utopia would leave room for individuality, freedom, and natural instincts such as, love, competition, motherhood, family life, personal decisions and disagreements and change. So you see the world is not too sick after all.

If this sounds familiar, it is because a later draft of this paper has already been seen on pages 117 to 120 above. This paragraph fairly well captures the quality of the paper, which was better conceived and generally better handled than Sue's first paper. The metaphor of the world as a recuperating patient was appropriate and helped to control the ideas in the paper. It was after having written this paper that the class was divided into groups to evaluate each other's work. The students in Sue's group made a number of suggestions for improvement on her paper, and she decided to revise it before turning it in for evaluation by the instructor. Since the revised paper appears both in Chapter V and in Appendix B, there will be no quotation from it here. However, the paragraph quoted above was expanded into two paragraphs, one of which was about the superiority of her utopian view over that which was conceived by the class. Her final paragraph in the second draft of the paper was
devoted to the image of the world as a recuperating patient. The paper was strengthened by the expansion of the paragraph. Her revision turned a good paper into a better one.

Sue's next paper also used analogy, this time between young and mature animals and young and mature human beings. Her thesis was that it was natural for young and mature beings, whether animal or human, to act differently. The paper was effective, though flawed. The ideas in some of her paragraphs were not really to the point of her thesis. Other paragraphs, though relevant enough, were too general to support the thesis effectively. The next-to-last paragraph of the paper has some problems, for which reason it will be shown here:

When most people discuss the generation gap, they usually come to the conclusion that younger people were brought up in an age of wealth and technical advancements, and so were spoiled. They sight human advancement as the cause of the generation gap. But younger people use their spirit to take advantage of our modern developments, not the developments directly.

The problem, besides "sight" for "cite," was that the last sentence of the paragraph was not at all clear. In her revision, Sue changed "sight" to "site," which was closer but not quite good enough. Except for the new misspelling, the first two sentences of the paragraph were the same. The new ending of the paragraph follows:

Actually, it is still the natural spirit of youth which is the generation gap. If youths didn't have this spirit, they would ignore scientific advancements. They would have no reason to take advantage of our modern developments if their curiosities had not demanded it. Their
energies use our new knowledge. The knowledge and advancements themselves do not cause a generation gap.

This was an improvement. At least the reader can figure out what Sue meant, but unfortunately he has to figure it out. The ideas had not been clearly enough stated in sufficient concrete detail for its meaning to be obvious to the reader. Besides the improvement in clarity, there was an improvement in the paragraph because its relation to the thesis could now be seen. There were improvements in other parts of the paper as well. Irrelevant paragraphs were eliminated, which tended to both tighten the organization and to make the support of the thesis more effective.

In her next composition Sue continued to show a growing mastery over the composition process, which can be seen in the first two paragraphs:

No, I don't believe integrating schools will solve today's racial problems. I could list many minute reasons, but they generally would fall into three categories: Technical, personal emotions, and laws of nature. Obviously of least importance is technical problems. Most everyone agrees that there is a problem involving more money to transport students for an integration program. They agree that added bussing is costly, uncomfortable for both parents and students, and a waste of time. If anyone had the choice between a four hour ride to a school, where there was one much closer to him, he naturally would select the closer school. I am assuming here that all public schools have about equal opportunities for all students. (I believe this, but it is another topic which could be written on and so I will not trail off into it.)

Sue has taken a definite stand on the issue, used a thesis sentence to develop an effective and logical, though
somewhat stiff organization, and had used generally reasonable arguments to support her point of view, although there are some points with which one might easily take issue. For example, almost everyone probably would agree that bussing is costly and possibly uncomfortable, but far fewer would agree that it is a waste of time. Sue did not revise this paper or the next, which was the last of the semester. For the last paper, which could be on any subject as long as it had a clear writer's voice, Sue wrote a description of the Christmas celebration at the college. The last two paragraphs capture the feeling of this:

The old man in the front pew got up right in the middle of "Silent Night" and put a movie screen next to the altar! The movie began; first showing the beauty of the world and pretty music played in the background. Then ugly pictures of the war, the riots, and bloody, starving people flashed across the screen. Sounds of bombs, screaming, and mumblings, and news commentators overlapped with the melody of "Silent Night." It seemed creepy. Then there was a silence.

It seemed like all the emotions inside of me were about to burst. I tried not to cry, but I'm sure George saw tears on my cheeks and heard me sniffing. She'd probably make fun of me later. We rose to sing the last hymn, "Joy to the World." I was so excited and I could sense the excitement in everyone else. I could hear everyone saying what a great service it was, as I handed the boy my forum card.

In many ways this was Sue's most successful paper. It was personal, concrete, real. She brought the reader along with her so that he could feel the same things she did, had the creepy feeling, experienced the silence, the tears and the joy. She had been eminently successful in projecting her own personality onto the written page.
If one looks back at this point at the excerpts from the first papers that Sue wrote during the semester, he can see the growth in her writing ability during the semester. There was a greater control over her material, a more fluent style and a communication of something of herself. It is also possible to observe improvement in the specific writing skills that were taught during the course. In her first papers one can observe a growing ability to work with ideas. Although it cannot be demonstrated here, one can see by examining her papers in Appendix B that there was a growth in ability to organize these ideas. The writer's voice sounds through the last paper and brings the reader inside the church and inside Sue's feelings.

It can be seen, then, that the program, including the opportunity to strive for improvement through revision, was effective for Sue. A good student to begin with, she became a better writer through the program. In her last paper she took something out of the totality of experience and found a unified idea. The idea was presented harmoniously, with a movement not only in time but with an inward movement so that the reader moves from the people in the church to the service itself to the effect of the people and the church on the narrator. The reader feels this; there is an illumination for him. The paper has integritas, consonantia and claritas.

The second student whose work is to be analyzed is Jan. Like Sue, Jan was a good student who showed increasing
control over the material she wrote about during the course of the semester. However, her revisions tended to be corrections of problems rather than new conceptions or restructuring of her thought. Consequently, there was less growth in her writing ability than there was in Sue's. The final paragraph of her first paper reveals the quality of her writing at the beginning of the semester:

I feel that there does need to be changes in society, but I would like to see the changes influenced by non-violent means. Probably these changes will be slow if channeled by thought, but I cannot condone violent measures. If I do, I feel as though I am giving people permission to rob. They are robbing persons of education on the campuses, of tax money from the taxpayers, and of tranquility and of being unafraid as an individual takes a step into life.

The paragraph does contain an understandable idea, and Jan did support her idea. However, there were problems in grammar, diction and clarity. For example, the reader can understand what Jan meant by the first two clauses of the second sentence, but she did not say quite what she intended. In her revision, Jan was quite successful in clearing up the problems in this paragraph:

I feel that there do need to be changes in society, but I would like to see the changes brought about by nonviolent means. Probably these changes will be slow if changes are brought through conversation and cooperation, but I cannot condone violent measures. To condone violence is to give people permission to rob. The people who believe in violence are robbing persons of education on the campuses, of tax money from the taxpayers, and of tranquility. Many of these people are crying for freedom, but through violence I feel that they are not allowing me to have freedom.
This draft is more fluent than the first, although the final sentence is still a little awkward. Jan wrote only one draft of the next assignment. It was similar in quality to the second draft of the first assignment, generally clear and adequately organized, but far from outstanding and still contained some awkward and unclear sentences. The next-to-last paragraph of the composition reveals these qualities:

Studies have been made of love and lack of love and how these influence children. The results of these studies suggested that the children's progress can be retarded or they can die from lack of affection. If a child was taken away from his parents, he would lose love which would leave him with part of a personality. Most parents would not be able to sacrifice their children. Most parents after surviving pregnancy and the arrival of a child are not going to be able to give up that child without emotional hazards.

In her next composition Jan showed less control over her subject. It was somewhat vague and lacking in focus. The last paragraph was unsatisfactory in that it failed to come to any conclusion about the subject:

This generation has not gone through the World Wars and the Depression as have our elders. The attitudes about war have changed because the atmosphere surrounding war has changed. The older generation knows the horrors of the past and wants to protect us and give us what it never had, but each person feels he has to go through life with all the mistakes life encounters.

In her next draft Jan made some effort to clarify her conclusion. The result was an improvement, but it still was not very satisfactory.
The older generation has gone through the Depression and World Wars that this generation has not experienced. Since the Depression deprived many of luxuries or even the necessities, the older generation wants to protect this generation from this deprivation and wants to provide this generation with the things it lacked. There is then rebellion because each person feels he has to go through life with all the mistakes life encounters. Previous wars had support from a great majority and this majority felt that to win the wars was a great victory that was really important. The wars now have lost the support that came with the World Wars. This generation has changed what conditions are to be emphasized through their cries of "love" and "peace."

Up to this point one can see no discernible overall improvement in Jan's work. Although the revisions were improvements on the first drafts, they were not great improvements, and the improvement did not seem to carry over into the next assignment. This pattern persisted in the first draft of the next assignment. The central idea was vaguely conceived and even more vaguely stated. There was and automatic (which is to say lifeless) quality to the whole paper. Following are two paragraphs taken from the middle of the essay:

Another person may feel that a Black is of low intelligence. They state that it is a fact that there are more dropouts among the blacks. Then they speak of how the Blacks allow their homes to deteriorate and not try to clean up their yards, paint the house, or make interior improvements. Many feel that Blacks have made no contributions to the past.

People feel that the majority of Blacks cannot appropriate money wisely and could care less if they could. Instead of improving their surroundings they buy Cadillacs, have fun, and spend money on clothes.

This has all the characteristics of the "canned" ea-
say. Jan was not sure just what her idea was, and her treatment of the subject was superficial. The first of the two paragraphs quoted above didn't have a central idea. There is no real relation between assertions of low intelligence among blacks and the way that blacks supposedly allow their homes to deteriorate. The second of the paragraphs above is undeveloped. There is only one very general sentence to support the topic sentence. In her revision Jan restructured and developed these two paragraphs, strengthening them considerably:

Other people feel that a Black has a lower intelligence than does a White person. They read statistics about the number of dropouts from school among Blacks and base their arguments on these statistics without finding the reason that there are a number of Blacks not obtaining high school diplomas. There are also those that think Blacks have a low intelligence because their brains are not shaped like those of Whites. Ignorance prevents people from correcting the mistake of saying that no contributions have been made to life by Black Persons.

Another reason people are prejudice against Blacks is that they feel Blacks show a lack of interest in their environment. They feel that Blacks spend their money on big cars, booze, and clothes, instead of trying to improve their homes and facilities. The Non-Blacks feel that Blacks cannot appropriate money wisely and even if they could they would not want to do it.

Although the revision was marred by the ubiquitous but still unacceptable misspelling of "prejudiced," it was obvious that Jan's ideas had become clear in this draft. It is possible that with another revision, this could have become a powerful statement, and this draft is surely much more effective than the bland first draft.
As with Sue, Jan's best paper was her last one. She managed to minimize, although not overcome, the problems of unclear diction and minor mechanical errors. In this last paper Jan had conceived an idea worth writing about and very effectively revealed her attitude toward her material. Here is the next-to-last paragraph of the paper:

The offspring of the aged cannot be expected to accept the responsibility because they have to be independent and live their own lives. The Bible states that the raising of children should be done without parents expecting any service in return except that they should be honored by their children. This honor theory can be carried out by providing the aged with food, a few clothes, and some type of shelter, an occasional visit, and gifts sent through the mail. This is the way the parents would want it to be; he does not want his children to be burdened by his presence in their homes or by a long trip to a nursing home which ends in their exhaustion.

The irony here is sufficiently subtle that with the paragraph taken out of the context of the entire composition, the reader cannot be sure what tone is intended. In the context of the entire composition, however, the intended tone is clear.

Again the reader is directed to take another look at the excerpts from the papers that Jan wrote at the beginning of the semester. There was an obvious improvement in the quality of writing. Jan's improvement did not follow the same pattern that Sue's did. Instead of the steady improvement that can be noted in Sue's work, there was a back and forth motion in quality of Jan's work so that some of her first drafts seemed to retrogress rather than improve.
Nevertheless, there was a general movement in the direction of improvement.

There was also a difference in the way the two students used the revisions. Sue was more critical of her own work. All of her first drafts were above average papers. Her revisions were more extensive than Jan's; they often revealed fresh insights into the subject and her attitude toward the subject. Jan, on the other hand, was more selective in choosing papers to revise, working only with those that were either unsatisfactory or barely satisfactory. Her revisions seldom brought fresh ideas or insights; rather they tended to clarify those ideas that needed clarification or to supply additional details where that was necessary. In both students there was a marked improvement in writing ability during the course of the semester.

The next student whose work was selected for presentation here was selected partly because she didn't do any revisions at all. Lydia was another good student. The quality of her work fell somewhere in between that of Sue and that of Jan. From the beginning one could see the control Lydia had over her subject, the general clarity of her statements, and the logical approach. These qualities can be seen in the next-to-last paragraph of her first composition:

The last reason that there will be no violent revolution is that people are afraid of action. The first time around people will be rather brave and daring, but they learn soon from personal experience. Now I have not just contradicted myself because the first time around has already happened.
This was the time when every community in the country was hit with a race riot or a student riot or both. Once a person has participated in or been on hand for a riot he is not likely to repeat his action. He will have learned first hand how ineffective violence is.

The paragraph is characteristic of the paper in that it was generally effective, but was written on a rather abstract level. It would be improved by the kind of concrete detail that would help the reader to experience the ideas that Lydia was talking about.

Lydia's next paper was more specific, but still lacking in detail. Furthermore, it had a problem that was not found on the first paper; there was a tendency to bring up ideas without fully developing them, for example the assertion in the fourth paragraph that the attitude of society might encourage inspiration for higher education with no suggestion of how this would come about:

The school's responsibility would then be to give the students a good education. Classroom situations should not be designed to put the student to sleep. Required courses should come early in high school and any additional education should be voluntary. Perhaps this attitude of the society could encourage the inspiration for higher education but it need not be mandatory.

Lydia's next paper was the best she wrote during the semester. It had the clarity and logical approach of her first paper, but it also had something more. It was a fresh insight that she had drawn from her own experience, and as such it contained specific details that the reader could see. A paragraph taken from the middle of the essay reveals these qualities:
To my parents and their peers it would seem that money was the gateway to everything. The goals that they set for themselves were to always have more money. Whatever they had to do without could be obtained with money so they presumed that money would ease suffering of any kind. To have any material things, they had to have money. To have peace of mind, safety, assurance, and happiness they again felt that money could obtain them. My generation knows that this reasoning is wrong. We have been given all the material objects we could possibly want and yet we still lack the assurance and happiness that makes life worth living.

Lydia's work did not again reach this quality during the semester. Her next paper was written on a hypothetical level that hardly seemed to touch the reality of life. It lacked the conviction of any of the papers she had written up to then. Here is the next-to-last paragraph of the paper:

Most schools are integrated now. This is great! The parents must accept their child's friends regardless of race. If a child is bussed into a new district, parents will often not accept the child's new friendships. This is unfair; being children means playing with classmates. Along with this, parents should encourage their children to engage in activities with these new friends. Although the children are bussed to these integrated schools, their integrated lives should not end with the last class held.

The problem with the paper, which is clearly revealed in this paragraph, is that Lydia hadn't decided what she wanted to say. She was in favor of integration and felt that integration would help bring about equality and justice, but she wasn't sure how this would come about. She obviously didn't have much understanding of the brutal problems that confront attempts at integration. The paragraph, like the
paper in general, assumed that parents want to integrate
but just don't know how to go about it. The reason that.
Lydia ran into so many problems on this paper was that she
didn't know much about the subject she had been trying to
write about.

Lydia's last paper managed to avoid the problems of
the previous paper. It was clear and contained an effective
writer's voice, but the subject was "cute" rather than sig-
nificant. If Lydia had learned anything from the previous
assignment, it would seem to be that one should avoid dif-
ficult subjects. Here is the first paragraph of her last
paper:

Gee whiz! Christmas is only a week away. I
know what that means -- fun. We've got our
Christmas tree already and Mommy says we're going
to decorate it tonight. She says I can even put
some of the pretty things on it. Maybe she'll
let me throw some of the icicles on. That's lots
of fun. I know it makes a kind of a mess but
that's part of Christmas; you know, having fun
making a mess. That's how the big people do
everything. It all works out O. K., so I guess
it's all right to be messy.

It was clear that Lydia could write effectively, but
she could write effectively at the beginning of the semester,
and there is no evidence in this set of compositions that
suggests any improvement during the semester. The quality
of the third paper is probably attributable to insights that
she gained into the specific topic as it related to her own
life rather than to the acquisition or improvement of any
particular writing skill. Conversely, the problems on the
fourth paper did not indicate a regression in writing
ability but a lack of insight into the topic she was writing about.

One is tempted to speculate on what influence some revisions might have had on Lydia's work. Of the three students whose work has been examined up to this point, Lydia's seemed the best at the opening of the semester, but her last two papers were not as good as her first. Jan had minor problems in mechanics and diction, which Lydia didn't have, and she used the revisions primarily as a means of working on these problems. Sue's revisions reveal fresh insights and fresh approaches to her papers. While one cannot make valid generalizations from only three instances, it can at least be noted that with these three students, all fairly effective writers to begin with, the more substantial revisions there were, the greater improvement there was in writing skills during the course of the semester.

The next set of papers was chosen to present the work of another writer who did very little revision. Bob rewrote only one paper, and he made only minor revisions on that. Bob was older than most freshmen, and from the beginning he showed an ability to see problems in their complexity. His first paper revealed that he had done some thinking about the effects of violence in bringing about change. For the most part he said what he had to say clearly, but his writing lacked concrete detail. These qualities can be seen in the fourth paragraph of his first paper:

Have we now experienced enough violence for
change to occur? Probably the main reason for riots and demonstrations is to show dissatisfaction with the status quo or a desire for change. Once this is really made known to the general public so that they begin to sincerely examine the problems, acts of violence become self-defeating. By nature most people dislike violence and after so much of it, they no longer care to examine the problem. They want the violence stopped as soon as possible. If it isn't it becomes increasingly difficult for them to sympathize with the people revolting.

Bob's second paper showed the same thoughtful quality that was found on the first. In both of these papers Bob was successful in achieving the main goal of the assignment, development of an idea that was worthy of being written about. There were minor problems, such as awkward statements on both papers, but both papers were considered acceptable.

Here is the third paragraph of the second paper:

If one purpose of utopia would be to make all people equal in personal possessions and monetary holdings, this would be another reason for it being impossible. No matter whether there was a monetary system or a credit system where points or the equivalent were earned, it makes no difference. Some people would save their points or money and spend it cautiously while others would spend everything they received as soon as they had gotten it. Since poverty is relative to affluence, nothing would be gained in this respect. Some people would have money and others would be in a state of poverty.

This composition was the one which was evaluated in class by a group of students. Bob's group made several minor suggestions concerning his paper. He followed most of their suggestions and submitted a second draft which was not much different from the first draft. For example, in the paragraph that is quoted above, the only change he made was
in the second sentence, where he moved the final clause to the beginning of the sentence.

Bob's work up to this point was thoughtful, clear and relatively free from error. It was not, however, very interesting writing. It lacked concrete detail and so never came alive for the reader. This lack of concrete detail contributed to a lack of sharp focus. This can be seen particularly in Bob's next paper, which was less thoughtful than the papers that had been written up to this point. The third paragraph of the paper is characteristic:

Probably one of the greatest differences in the two generations is the way they accept things. Often the older person will accept a statement without too much thought. If it seems to fit in with his basic philosophy, he seldom questions it. On the other hand, people of the younger generation have been taught to question things and not always accept everything as it is. Consequently, there is an inevitable conflict between the two generations when discussing an issue. While the older member generally accepts things as they are, the younger person often asks why, which is often enough to put the other on the defense. Asking why is often thought to exhibit a degree of intelligence and the older person naturally isn't too enthused about a younger person showing superiority in this respect.

All of Bob's papers would have profited from revision; however, as the program was set up, Bob was not required to do any revision. It seems in retrospect that Bob should have been required to revise. He was successful in achieving the writing skill that had been primarily emphasized in each assignment. With the individual guidance that was available in the student-teacher conference he should have been able to further develop those writing skills in which
he was weak. He should particularly have been urged to
develop more concrete details.

One of the weaknesses of this program becomes fairly
apparent at this point. A student who writes adequately but
not exceptionally well can get through the program without
learning much that he didn't already know. If the instructor
had pointed out the major weakness in every composition and
required every student to write at least one revision of
every paper, then Bob and other students like him would pro-
bably have gotten more from the course.

Bob's next paper did contain one quality that had been
missing in his work up to this point. He did have two spe-
cific examples of feelings of prejudice, which made his
composition a little more interesting than some of his pre-
vious writing had been. There were, however, still some
minor problems. A few sentences were awkwardly or unclearly
stated. The paper was successfully organized, the major
emphasis of the assignment. Following is the second para-
graph of the paper:

I can sympathize with both sides of the
issue. For example, several months ago a Negro
soldier was killed in battle in Vietnam. Ef-
forts were made for him to be buried in an all-
white cemetary in one of the southern states.
I think Florida. As could be expected from the
people of this country, it created a disturbance.
Looking in from the outside, I couldn't justify
any reasons the whites gave for not letting him
be buried there. After all, this man forfeited
his life for all the people of this nation, not
just his race. However, if I was directly in-
volved in this situation, I don't know how I'd
react. Hopefully, my reaction would be the same
as if I was an outsider the way I have previously described myself.

Bob's last paper was his least successful. The quality of thought was more superficial than was usual in his papers. He was unsuccessful in achieving an effective writer's voice, the main emphasis of the assignment. The first sentence started out with some vivid concrete details, a quality that had not been much in evidence in Bob's previous papers. However, the effect of the sentence was ruined by the final word, "disgusting," much too weak for the context. The main problem with this paper, the problem that destroyed his attempt at writer's voice, was diction. Words like "villains," "dastardly," and "disgusting," to describe drivers who kill and maim other human beings have created an unintentional effect of ludicrousness. A more appropriate tone for the composition would have been anger. The anger was completely submerged, however, and obscured by a poor choice of words. Following are the first and fourth paragraphs of the paper. Both paragraphs reveal the diction problems that have been described above, and the first contains rather good concrete details:

Whining sirens, flashing lights, the piercing cry of a young lady, and the stillness of the young man lying helplessly beside her as the result of a careless or unfit driver is disgusting. The sirens and flashing lights are insignificant, but a person in pain or fatally injured because somebody was not fit to drive or didn't abide by the laws of our highways is inexcusable.

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To help restrict the villain from doing his
dastardly deed I advocate more rigid punishment for those who do not abide by traffic laws and requiring that drivers take driver's examinations annually.

Although Bob's last paper was inferior in its general effect to the papers written at the beginning of the semester, it would not be accurate to say that he regressed in writing ability. He had problems with the assignment, just as anyone sometimes has a problem with writing a particular paper. However, one cannot see much growth in writing ability in Bob's work during the semester. In his last two papers Bob did manage to get in some concrete details that had not appeared in his work at the beginning of the semester. Except for that, and discounting the last composition which presented a special problem to Bob, his writing at the end of the semester was not much different from what it had been at the beginning. In Bob's work one can see the same pattern that has already been observed in Lydia's writing. The students who did little revision attained little growth in writing skill during the semester.

The next student whose work is to be examined is one who had taken Freshman English the previous semester and failed it. There were several serious problems evident in Margo's work, particularly in mechanics and organization. One of the things that helped her writing was the fact that she usually chose approaches to subjects to which she had a deep personal commitment. Here are two paragraphs from the middle of her first composition:
When these men first embarked upon their career to liberate black America, they were not interested in bloody revolution. They felt if they had a louder voice than men who came before them, then freedom would be just around the corner. But it was learned rather quickly that that was not the method to use to gain white America's attention. Especially when one half of white America was stepping on black America, and the other half of white America was still ignorant of the fact of the black man's problems.

So militant groups began to form. And in dissatisfaction of the black man's status, he began to riot. With rioting, police shootouts, and mass boycotts came slight change.

The main problem here was mechanics. There was a logical organization, which can be seen in the paragraphs, built upon cause and effect relationships. Margo understood the subject she was writing about. However, more specific detail would have helped the reader to see more clearly what she was talking about.

Her second draft managed to resolve most of the mechanical problems of the first draft. Some of the ideas were further developed. It was a revision, although not as thorough as it might have been, and not merely a correction of mechanical problems.

When these men first embarked upon their career to liberate black America they were not interested in bloody revolution. They felt that if they had a more active voice than their predecessors, then freedom would just be around the corner. But it was realized very quickly that this was not the method to use to gain white America's attention, especially when one half of white America was stepping on black America, and the other half of white America was still ignorant of the black man's problems.

So in dissatisfaction of the black man's status, he began to form militant groups, to try to do something to uplift the black man. With
the police trying to destroy militant groups, and new black pride, and white businesses trying to drain poor black people out of their last dollar -- came rioting. At last black people found a way to change the status quo, somewhat.

Although Margo made three drafts of her next paper, the final result was not as good as the second draft of her first paper. The main problem with Margo's second assignment was that her topic was too broad, that common failing among student writers. She tried to describe a utopian society in 500 or 600 words. Besides the problem of excessive generality that would necessarily exist in such a paper, there was a problem of excessive generalization. Most of the ideas on the paper had not been carefully examined or followed to their logical conclusion. Although Margo attempted to resolve these problems, she was not very successful in her attempts. The paper was a general description of a utopian society. Following is the paragraph on the society's defense system:

Moving on the defense of this country, I believe that all nuclear weapons should be destroyed. Not only in the United States but in all countries that have any. United States troops stationed in different countries should be brought home. Those countries should be left to solve their own problems. Voluntary armies should be set up and held in reserve in case of attack by an enemy country.

When the group evaluated this composition, they pointed out the sentence fragment in the paragraph and typographical error or misspelling of "voluntary." Margo's second draft corrected the sentence fragment but repeated
the misspelling of "voluntary." There were no other changes in the paragraph. In a conference in which the second draft was discussed, the instructor suggested that the paragraph needed more specific detail. How, for example, would one get Red China to destroy its store of nuclear weapons? Here is Margo's response to the suggestion on her third draft of the paper:

Moving on to the defense of this country, I believe that all nuclear weapons should be destroyed; not only in the United States but in every country that has any. If any refuse, the United States should blow them off the map. If the only country left is the United States, that is quite alright. United States troops stationed in different countries should be brought home. Those countries should be left to solve their own problems. Volunteer armies should be set up and held in reserve in case of attack by an enemy country.

Although parts of the paper showed an improvement over the first two drafts, that cannot be said of this paragraph. Not only is her startling proposal to blast recalcitrant nations off the face of the earth inconsistent with the basic humanitarian motives that are contained elsewhere in the paper, but it fails to consider possible problems such as nuclear retaliation. This was typical of the problems on Margo's third draft of the paper. There was a failure to follow ideas through to a logical conclusion and a lack of understanding of the processes she was describing. A more productive approach to the problems here might have been to have taken one paragraph out of the first draft and to have expanded this into a new paper.
Margo's next paper was an improvement. She described the generation gap as it affected both black and white youth. The paper was lacking in focus, however. It was never really clear why she described both black and white youth, since there was no attempt to contrast their respective situation. There was no strong controlling central idea. However, there was at least a partially successful attempt at organization. There was a pretty clear although not unusually insightful description of young whites and blacks who feel a sense of alienation from their parents. There were slightly fewer mechanical problems on this paper. The second paragraph of the paper is concerned with alienated white youth:

Hippies were middle-class young adults who were dissatisfied with the way the United States was being run. They were dissatisfied with their parents—how they preached one set of rules to live by and they themselves lived by a completely different set of rules. They were dissatisfied with a uniform way of doing or accomplishing something. They did not want to measure happiness by completion of high school and college, having a profession or a business, and having a wife and several children. The older generation could not and would not understand the younger generation's rationale behind their concept of conforming to something that they would feel uncomfortable in. Hippies felt since they could not relate to the older generation and to society, why not divorce themselves from society. They did just that and set up their own commune, preaching love and peace. They also live off the bare necessities. They could not bridge the generation gap, so they became a product, a consequence of the generation gap.

Margo's next paper showed further improvement. She again used a comparison, this time more successfully. The
central idea, that the black liberation movement has much in common with the movement of America toward independence from England, is clear and significant. Although the paper was marred by mechanical problems, there were fewer such problems than there had been in her papers written earlier in the semester. Here is the third paragraph of the paper:

In order to get this freedom that white Americans are experiencing now, black Americans looked back in history to see how white America was able to acquire it. Colonists tried talking to the British crown. When they found that wasn't successful, they tried boycotting and protesting. For instance, the Boston Tea Party. This too, did no good. So in their final attempt to gain independence from the Mother Country—they revolted. Did not the blacks try all of these methods in order for them to raise themselves from second class citizenship to first? Why is White America forgetting the tactics their ancestors went through in order to receive their independents? Can't they realize black revolutionist are using the same measures?

As with most students in the course Margo's best paper was her last one. She was quite successful in assuming a point of view from which she could describe the "Negro problem." There were still minor mechanical problems, as can be seen in the third paragraph:

The major thing that the negroes are talking about now is, they live in the ghetto. They have just as good a chance to make money and move as anyone. If they do not work how do they expect to raise their standard of living. When negroes do work, all they want to do with their money is buy a new car. They do not care if their family have clothes on their back and food on the table. And about the ghetto—they make their own ghetto. Every Friday and Saturday nights, they buy their wine and throw parties all night long. They try to tear up and destroy
everything in sight. White property owners cannot be expected to replace everything they destroy every weekend.

As with Jan's final paper, the irony here, although more bitter than Jan's, was sufficiently subtle and controlled that in reading the paragraph out of the context of the entire paper one cannot be sure of the tone. However, in the context of the entire paper, the bitter irony is quite clear.

If one compares the papers that Margo wrote at the end of the semester with those she wrote at the beginning, he can see a growth in her control over her material. The ideas were more clearly and forcefully presented as the semester progressed. There were fewer mechanical problems, with the last paper being relatively free of this kind of problem. A student with a number of problems in writing at the beginning of the semester, Margo had demonstrated by the end of the semester at least satisfactory skill in developing ideas worth writing about, in putting them into an effective organization, in using writer's voice. Furthermore she had gone a long way toward resolving mechanical problems, even though there had been no specific instruction in mechanics except for corrections on her papers. However, Margo had had her papers corrected all through junior high school and high school and had previously had a semester of Freshman English in college where her papers were rigorously and carefully corrected. It is not likely, therefore, that her partial resolution of mechanical problems can be attributed
to the correction of such problems on the papers she wrote. A more plausible explanation would seem to be that through the approach that was taken in this class she had an opportunity to develop her ideas more carefully and fully than she would have in a more traditional class, and in the opportunity she had to revise her work, she could re-examine her thought more critically than she might have otherwise. In this development and critical re-examination of ideas, her thoughts became more clearly formed in her own mind. Her sentences then became more clear and better structured, hence more free from mechanical problems because they reflected ideas that were more clearly conceived in her own mind.

This explanation of the improvement in the mechanics of Margo's writing is supported by the writing of the next two students whose work is to be analyzed. They both had even greater mechanical problems and their writing revealed even greater confusion of thought at the beginning of the semester than Margo's writing did. They both made even greater progress than Margo did in clarifying their thought and in eliminating mechanical problems.

The next student whose work is to be presented here was very weak in verbal skills. Her work at the beginning of the semester was so poor that it did not seem possible that she would be able to master any of the necessary writing skills in one semester. It was necessary for Grace to write as many as three drafts of some of her compositions,
and at times she was rather discouraged. Despite this, she continued to work at writing and made a rather dramatic improvement by the end of the semester. Her last two compositions, though not of high quality by any means, were adequate and form a striking contrast to her first papers. Here are the first two paragraphs and a paragraph from the middle of her first paper:

There are three phases of revolution. There is the revolution of the past, the now revolution and the revolution of the future. The one I am concerned with is the now revolution. The past revolt is something of which I and know one can change. We can only learn and profit by it. The future revolution we can predict if we plan everything right. In order to do this we have to make the revolution of today work to the fullest of the people.

Revolution today seems to be the task and concern of many people. Americans and foreigners seem to be involved in a revolt of what the world is doing in the way of progress and determination. I am concerned primarily with the revolution in America, which enters the world problems, because I am an American and I do live here.

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There is a saying which struck me very hard. It was said by James Simon Kunen, author of, "Strawberry Statement." This statement sort of predicts the future of this country. It states this, "One of this days I may fight in earnest altogether so that I won't have to fight any more." As you can see, many College students and non-college students are taking this stand. It makes some sense, in that (our country can not go on in this way or the other). It has to be settle in one or the other. I would rather see the peaceful way, but the ones who are working for change seem to be the violent ones. They are involved while the others are afraid and lazy to get involved.
The paper lacked a central idea; some of the paragraphs were disorganized; there were too many mechanical problems, and the diction was painfully awkward. It was terribly incoherent and unclear.

In the next draft some of the worst of the mechanical and diction problems were eliminated, but it was still unacceptable in these respects:

There are three types of revolution. There is the revolution of the past, the now revolution and the revolution of the future. The one I am concerned with is the now revolution. The past revolt is something which I and no one can change. We can only learn and profit by it. The future revolution we can determine if we plan everything right. In order to do this we have to make the revolution of today work to the fullest advantages of the people.

Revolution today seems to be the concern of many people. Americans seem to be involved in the revolt of what the world is doing in the way of progress and determination. Revolts are finally realizing that people are consistently competing against each other. Many will step on people, not caring about the individuals life. I am concerned primarily with the revolution in America, which enters the world and domestic problems, because I am an American.

James Simon Kunen, author of Strawberry Statement, said, "One of these days I may fight in earnest altogether so that I won't have to fight any more." This struck me very hard. As you can see many College students and non-college students are taking this stand. It makes some sense, in that our country can not go on with this violence. It has to be settled in one way or the other. I would rather see the peaceful way, but the ones who are working for change seem qualified to be the violent ones. They are involved while the others are afraid of being apathic.

Grace's third draft of this essay still contained many
problems. Among the major problems were lack of focus; strong central idea and effective organization. There were still many problems in diction and mechanics, but there had been a sharp improvement in these. Later in the semester, this paper would not have been accepted. Since organization was going to be covered later on, it seemed appropriate to wait until then to work with Grace's problems in organization. Also, despite the many problems that still remained in this draft, Grace had made an extraordinary improvement. She had gone from almost nothing to a paper that was almost the beginning of something:

The revolution of this country is coming very soon. There are many things which make the future revolution very obvious. These elements are political, economical and social. One of the most important facts which revolutionaries see is that people don't care about other people. Another cause of revolts is Vietnam. Social structure is one more basic factor of the causes of revolts. The past revolts enable us to learn a lesson. It should be a warning to the future revolutionaries. Hopefully they will profit by the unfortunate mistakes of past revolts.

People of today are wrapped up in themselves. Human Beings don't realize there are other individuals in the world besides themselves. They don't care about peoples feelings or lives. Competition is one aspect of which is dominate in Americans. They are constantly trying to ahead. The revolutionaries of today are trying to stop this human characteristic before it reaches a more critical state.

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James Simon Kunen, author of Strawberry Statement, said, "One of these days I may fight in earnest altogether so that I won't have to fight any more." This struck me very hard. As you can see many College students and non-college students are taking this stand. It
makes some sense, in that our country can not go on with this violence. It has to be settled in one way or the other. I would rather see the peaceful way, but the ones who are working for change seem to be the violent ones. They are involved while the others are apathetic. Someday Americans might realize that their apathy will destroy the human race mentally and physically.

Despite the obvious problems in this draft, the instructor was pleased with it. It bordered on coherence. It looked like an ordinary poor freshman paper, which one could at least work with. The first draft had been so poor that one hardly knew where to begin. There was a haunting fear in the instructor's mind, however. What would Grace's next paper look like? Would it be the meaningless jumble that she had started with, or would it be up to the standard of the ordinary poor freshman paper? The answer to this question can be seen in the first two paragraphs of the first draft of the next paper:

The basic need in a social Utopia is individuality. This is accomplished by having many and varied facilities available for the individuals use. An education should not be forced or pressed upon an individual, but instead should be such that an individual can pursue such areas as art, dance, music and philosophy and domestic skills as well as History, Science, Mathematics, and English, at his own want of knowledge.

Art and dance are expression of one's feelings without the use of words. Through these, he can show his phases of emotions. By observing more closely, an artist can gain wider perspective on the world. One can show self-expression by his movement through the music.

As these paragraphs show, the paper was below the quality of the final draft of the last assignment, but it
was clearly superior to the first draft of the first assignment. The ideas were still vague, and there were still problems in diction and mechanics. It did seem, however, that Grace had learned something from the experience of re-vising the first assignment.

In her next draft of this paper Grace made considerable improvement. There was an attempt at organization. The sentences were less awkward. There was still of course much room for improvement. One thing that was particularly lacking was concrete detail to support the general assertions in the paper:

The basic need in a social Utopia is individuality. This is accomplished by having many and varied facilities available for the individual's use. The five major area's that would be in this Utopia are art, dance, philosophy, and domestic skills. Instead of forcing or pressuring these area's upon the individual, they would be studies because of the individual's want of knowledge.

Art and dance are an expression of one's feelings without the use of words. Through these, he can show his different emotions. By observing matters of life more closely, an artist can gain a wider perspective on the world. A dancer can show self-expression by his movement through the music.

One of the things that the instructor noted somewhat ruefully on reading this paper was that in an effort to avoid slashing papers with red ink and pointing out every little mechanical or typographical error, he had not specifically pointed out to Grace that "area's" is not the plural of "area" (although he had pointed out that there was an error on that line). Grace obviously did not find
out what was incorrect in the line and laced the next draft with a liberal sprinkling of "area's" and other apostrophe faults. During the next conference there was a short lesson on the use of apostrophes.

The next assignment was one which Grace had to struggle with. Although there was never again anything as incoherent as her first paper, neither had she as yet shown effective control over her material or any ability to communicate clearly. Here are the first and third paragraphs of this assignment:

In order to clarify what generation gap means literally speaking, we have to break it down in two parts, generation and gap. Generation is a whole body of individuals born about the same time. It also is the age or average lifetime of a generation, term of years. Speaking of generation with gap it is the break of time between generations. The generation gap of today between young adults and their parents have two major courses. They are social and educational. Each of this can be broken down into more specific detail.

Another social element which is different between the two generations are demonstrations. This is a reaction against authority. They are open with their discussion on topics of which the older generation didn't speak loudly upon.

Things did not look very promising at this point. There was an attempt in the first paragraph to set up an organization, but it was far from successful. Although there was an attempt to bring in some specific detail, the ideas remained vague, unformed. There were still too many problems in diction and mechanics. Here is Grace's next draft
of these two paragraphs:

Over the period of years society has faced the dilemma of the "generation gap." The generation gap of today between young adults and their parents have two major courses. They are social and educational. Each of these can be broken down into more specific detail.

* * * * *

Another social element which is different between the two generations is revolution. The adolescents are expressing their feelings and ideas of resistance through demonstrations. This revolt is a reaction against authority. They are open with their discussion on topics of which the older generation didn't speak loudly upon. Their advocating measures of progressive political reform.

Although Grace had dealt with some of the minor problems in this draft, there were others that she had ignored, including some that the instructor had pointed out to her. The total effect of the paper was not much better than that of the first draft, so Grace went to work again:

Over the period of years society has faced the dilemma of the "generation gap." The generation gap of today between young adults and their parents has two major causes. They are social and educational. Each of these can be broken down into more specific detail.

* * * * *

Another social element which is different between the two generations is revolution. The adolescents are expressing their feelings and ideas of resistance through demonstrations such as those that have taken place on college campuses in recent months. This revolt is a reaction against authority. They are open with their discussion on topics of which the older generation didn't speak loudly upon. They are advocating measures of progressive political reform. They are working to get reform candidates elected to public office.
This was an improvement, although hardly a dramatic one. It was nearly coherent. If another student had handed this draft in, it would probably not have been accepted, but the instructor felt that Grace had shown some improvement and had probably worked enough on this assignment. It was time for her to go on to the next one.

Grace's next paper, which was written in class, began to show promise, not only in relation to her work at the beginning of the semester, but also in relation to what a college freshman should be writing. There was a central idea, although it was not very clearly stated at the beginning of the paper. Although the paper had too many mechanical errors and awkward sentences, there were some paragraphs in the middle of the paper that were relatively free from this kind of problem, and which were logically organized, although generally lacking in specific detail. Here is one of these paragraphs:

This Black Power means that black people see themselves as part of a new force. They see their struggles as clearly related to the liberation struggles around the world. They start with the assumption that in order to get the right answer, one must pose the right questions. In order to find the effective solution, they feel one must formulate the problem correctly. They aim to define and encourage a new consciousness among these black people, which will make it possible for them to proceed toward those answers and those solutions.

It was clear that something had happened. Grace was learning how to write. In her last paper Grace acquired even more control over her material. There was a clear
position and a clear organization. There were still problems on the paper, problems of logic, spelling and diction, but the problems were much less than they had been before, and the diction particularly was much smoother than it had been. Here is the second paragraph of Grace's last paper:

One area, which I personally can't understand in this situation, is the fact that in Ohio state, an eighteen year old is allowed to be served 3.2 beer, where as on many campuses (Defiance for one) this is not permitted. If the law of a state permits drinking, I don't see why a private institutional school should bar it from their grounds. The student is going to drink in his room whether it is breaking the rules or not. I truly feel if the state permits it, then the college should open their eyes and permit it.

Although there were still problems in this paper, the paper was clearer than the previous one (although this may not be apparent here since the paragraph quoted from the previous paper is better than most in that paper). If one compares the papers Grace wrote at the end of the semester with those that she wrote at the beginning, he can see that although she had not been completely successful in resolving any of her writing problems, she had made significant progress in all areas. The first papers were awkward, fumbling, unclear. She was not in control of the idea in the first papers. In the papers written at the end of the semester, particularly in the last two, one can see that Grace had more control over her ideas. Although her diction was still far from smooth, it was considerably more fluent than that of the early papers. There were much fewer mechanical errors in the last papers. One can see by looking at Grace's work
during the semester that it is possible for a rather poor student to make considerable improvement in her writing through the program.

Margaret is the last student whose work is to be examined here. At the beginning of the semester Margaret's work was similar in quality to Grace's, although her problems were not exactly the same. Margaret's writing was never quite as awkward as Grace's, although she had even more problems with mechanics. Her ideas never seemed to be quite as confused as Grace's, but neither were they ever very clearly presented. As will be seen, Margaret did make considerable improvement in her writing during the course of the semester; however, she did not pass the course. She worked hard at learning to write, and she did after several tries write acceptable revisions. However, her development was slower than Grace's, and it was not until the very last assignment that she wrote a first draft that was not in serious need of revision. The instructor felt that the one paper was not sufficient evidence to indicate that she could write acceptably on her own without careful direction. Since such doubt existed, it seemed to be in Margaret's best interest to take Freshman English over again. Here is the first paragraph of the first draft of Margaret's first paper:

There will be a revolution in the United States if this country's people keep ignoring the negro. Meaning that if the problems of segregation are not ended, by allowing negroes the chance to decide where they want to live.
They also deserve the chance to purchase liv-able. The negroes will not be the only ones to revolt the people on the left will revolt if the government does not get out of Vietnam, keep out of the Middle East.

Most of the problems of the paper are obvious in this paragraph. There is no clear central idea and no sentence sense. The entire paper further reveals a lack of organization and a lack of supporting details. Here are the first two paragraphs of Margaret's second draft:

There are basically three possible types of people to revolt, the poor people, the left winger or the younger people, and the right wing or establishment.

The poor people where ever they maybe in the ghetto on a reservation, or the slums of the Appalachian region. These people want three things: Better housing, better jobs or jobs, and desegregation of schools all over the country not just in the south. They feel that they are not being given an equal chance to find decent housing and good paying jobs. These people do not want to always depend on welfare for the rest of their lives, although there are some who do want to receive welfare for the rest of there lives. The matter of desegregation is not answered by busing children to schools that are far from home when there is one that is closer to home. A possible answer maybe to form a type of consolidation of the schools, this could be done by making one school for all elementary children, by using another school for all junior high, and a third school for senior high.

Margaret had supplied some details in her second draft, and an attempt at organization can be seen in the short first paragraph, but as the second paragraph reveals, the organization was far from successful. The main idea was still unclear. Part of the problem was that Margaret was trying to cover too broad an area and so could not bring her
ideases into focus. This was a problem that she was to have
trouble with throughout the semester. In her next draft
Margaret was able to overcome some of the problems of this
assignment. There was a sense of organization and a begin-
ing of focus. There were, however, still some serious me-
chanical problems and some places that were still not clear:

There are basically three possible types of
people to revolt, the poor people the left wing,
and the right wing. ... 
The poor people, wherever they maybe, in the
ghetto on a reservation, or in the region of the
Appalachia, these people want three things: All
of these regions want better house and better
jobs, and better education for their children.
These people feel that they are not being given
an equal chance to find decent housing and good
jobs. They want better school facilities for
their children, such as better teachers, better
buildings, newer books, all these items require
money and if they had the better jobs they would
have the money to have a better educational system
and better living conditions. Although there are
some who want to receive welfare for the rest of
their lives, most of these people do not want to
be dependent on welfare for the rest of their
lives.

This draft was not considered satisfactory by any
means. Although Margaret had cleared up some of the prob-
lems, she had left others untouched and had even created new
problems in the draft. It did not seem that it would be
helpful for her to write another draft. The instructor
wanted to see how she would handle another composition
topict Here is the first paragraph of the first draft of
the next assignment:

The economic system would follow the free en-
terprise system. The social system using the
term to cover medical, educational, family
structure, wage struggles, and the religious
beliefs. The political system including the defense system if one is needed.

The paragraph signals the problems that were to come in the paper. Margaret had tried to summarize all the ideas that the class had discussed. The paper lacked focus and a central idea. It is difficult to say whether mechanics or content was the most serious problem with the paper. The instructor decided that both of these problems were so serious that they demanded attention. During the conference the instructor talked with Margaret about the subject, trying to help her to develop some of her thought about the topic. At the same time he suggested that Margaret get a copy of English 3200 to try to overcome her problems in syntax. Margaret was shown which sections of English 3200 she needed to work with and told that she should check with the instructor frequently.

At the time the programmed approach of English 3200 seemed to be the most satisfactory way of dealing with Margaret's problems with mechanics, and indeed Margaret did make some progress in dealing with mechanical problems, but it still seemed that there should be a better way of dealing with this. Was there any relation between Margaret's problems in mechanics and her problems in conceptualizing? If she could break down, clarify, concretize her thoughts, would she then be able to express them in syntactically acceptable form? Perhaps a better approach with Margaret might have been one that dealt with her own syntax, not merely a
correction of her sentences, but a clarification of her own ideas during a conference. If the entire conference period concentrated on perhaps one paragraph, then Margaret might have been able to revise the paragraph during the conference, and the instructor could have helped right then with syntactic problems.

Margaret's next draft was a complete revision, a new start. She had taken a more critical attitude toward the subject, but her ideas were still not adequately developed. Following are the first two paragraphs:

Imagine a perfect society, then think about the present situation in the United States. If one nation the size of ours has so many people with different opinions and backgrounds you will immediately see why a utopian society is not possible.

The first reason is obvious, mankind is imperfect and would corrupt the new society. An example would be the creation of the Garden of Eden. The society was the only perfect society ever created, but then man turned against his creator. When man turned from God he caused the downfall of the utopia.

There was a clear improvement here. The ideas were more clearly stated than before, and there were fewer mechanical problems. The next draft was a further improvement. The paragraphs contained specific evidence and began to come into focus. Although the paragraphs contained evidence, it was not enough to support the topic adequately, and the paragraph topics, furthermore, were often unclear:

Imagine a perfect society. Then think about the present situation in the United States. If one nation the size of ours has so many people with different opinions and backgrounds you will immediately see why a utopian society is not
possible.
The first reason is obvious. If man is faced with the same type of work daily, he begins to lose interest. An example would be Brook Farm. This society was started by a minister. After the depression of 1837. The society had a good school system because most of the people who lived on the farm were writers. The farm was to be run with everyone doing some type of labor. This failed because most of the people were suited for the task of teaching not running a farm.

Although Margaret's writing at this point was still full of serious deficiencies, one can see a slow but steady improvement in her work. Her next assignment, flawed as always with serious mechanical problems, nevertheless revealed an attempt, at least partially successful, at achieving both organization and specific development of details. Margaret was still far from exercising control over her material, but she was at least moving toward such control.

Here is the first paragraph of the next assignment:

There are many reasons why there will always be a generation gap. The most obvious would be that parents want to have their children remain little so they don't grow older. Then there's the thing about different opinions. The difference in education, during their time very few could go to college and then there was those who did not even finish school.

Margaret's next draft was more of a correction than a revision. Even so, she failed to correct some of the mechanical errors of the first draft:

There are many reasons why there will always be a generation gap. One of the most obvious would be that parents want their children to remain young and dependent so they don't grow older. Then there's the question about differing opinions between the young adults and their parents. There is also the difference in education. Their parents did not
have a good chance to go to college, their were also a few who did not even finish high school.

The next composition was written in class. Students were given an opportunity to revise; however, most students were given a passing grade on their first draft and few students chose to try to improve their work on this composition by revising. Margaret was one of a small minority who did not get a passing grade on this paper and thus was required to revise it. The paper was no different from Margaret's other papers that have been seen here. The topic was too broad and lacking in focus. There was an attempt at organization, but it was not very successful. As always there were problems in mechanics and logic, overgeneralization and non sequitur; however, there was a slight improvement in sentence sense. Following is a paragraph from the middle of the paper:

The rural prejudice is probably the weakest, because these people do not wish to let them into the neighborhood. If you were to ask any farmer why he would not want a negro for a neighbor he would answer because I do not like negroes. You then ask did you ever have a negro for a neighbor and his answer will in most cases be no. Another excuse for rural prejudice is because there are very few people living close together. In the mile stretch were I live we have a total of five neighbors, and out of the five houses only one is directly across from us the others are all a half mile away.

In her second draft Margaret improved some of her paragraphs without creating a marked improvement in the overall structure and effect of her paper. She cleaned up some of the mechanical problems, but overlooked others and
created some new ones. The revision of the particular para-
graph that has been seen is not as good as its first draft:

If you can say on prejudice is weaker then
another the weakest would probably be rural pre-
judice. Rural prejudice of the people who live
on farms away from the cities. Stem from the
fact that the northern white farmer does not
wish to have a Southern Negro farmer or a Negro
in general living next door. The white people
do not no the Negro personally but only through
what he sees on the television. Therefore, the
whites base their opinions on what a few do in-
stead of what the majority do.

The paragraph is not typical of the draft. In other
places the paper was somewhat better than this, but para-
graphs like this marred the effect of the paper considerably.
Here is one of the better paragraphs from this draft:

The biggest fears of the middle income people
is that all Negroses are bad. They work themselves
into a panic and assume that if you let one or two
families in the rest will all com. They fear
that the streets will become unsafe to walk on at
night. They may fear that the Negro will bring
drugs into the community. They may fear a rise in
the number of crimes committed in the area.

In some parts of the paper Margaret had reached the
level of quality that one might expect of the poorest stu-
dents in college English at the beginning of the semester.
Unfortunately, this was close to the end of the semester, and
the quality of the paper was very uneven.

In her last paper Margaret, like almost all of the stu-
dents in the course, did well, surprisingly so for her. The
idea for the paper was about the best she had had all sem-
ester. She managed to keep the idea in focus through most
of the paper. Although she was not particularly successful
in developing writer's voice, her attitude toward her sub-
ject was at least clear. Finally, although the paper was
not free from mechanical error, there were none of the seri-
cous problems of sentence structure that had characterized
most of her work up to this point. Here is the last para-
graph of the paper:

The game of label seems to be such a stupid
way to spend one's time. The people in the
Government should stop wasting time and try to
figure out away to end the problems. The adults
and young adults instead of calling each other
names should try to set down and discuss prob-
lems intelligently. The kids could work more at
grades then at name calling. If people only
realized that if the name calling stopped may be
peace could have a chance.

If Margaret's last paper had been the sole criterion,
she would have passed Freshman English. It did not seem,
however, that a single paper constituted adequate evidence
of satisfactory writing skill. It would not be in Margaret's
best interest to pass her as long as there was reasonable
doubt about her writing ability. One thing did seem clear;
the papers that she wrote toward the end of the semester in-
dicated that she was at least ready to take the course over
again with some reasonable expectation of being able to pass
it the second time.

Although Margaret failed the course, one can see a
definite improvement in her writing skills. There was a
greater control over material, more and more successful at-
tempts at organization, greater clarity of ideas toward the
end of the semester, and fewer mechanical problems.
In the work of these seven students there seems to be a direct relation between the number and quality of revisions and the improvement in writing skill during the semester. The students who did little or no revision made little or no improvement in writing, while those who did much revising made great improvement.

This relationship should not be surprising. One way to regard an unsatisfactory student paper is to think of it as incomplete in some way. The writer has not completely conceptualized an idea (integritas), or he has not completely shaped it (consontantia), or he has failed to form an attitude toward it and toward an audience (claritas). Failure to put ideas into sentences that communicate effectively may be related to failure to conceptualize the idea. Other kinds of mechanical errors can be regarded as failures to proof-read completely. To be sure, the student writer may not know how to proof-read, to recognize misspellings, comma faults, etc. However, Margaret, Grace and Margo were able to overcome some of their problems in mechanics, and they were given no instruction in these matters except to have problems pointed out in their papers, and in Margaret's case additional self-instruction from English 3200. In the traditional composition class, the poorer students never complete an assignment, never carry an idea all the way through from conception to claritas. They are told that their work is unsatisfactory and they must avoid the mistakes they have made on the current assignment when they write the next
assignment. Often they hand in another incomplete paper for the next assignment, incompletely conceived, incompletely shaped, incompletely clarified, and incompletely proof-read. Then they start through the same cycle again. If no one helps them to carry an idea all the way through from conception to complete statement, is it any wonder that they do not learn to write?
CHAPTER IX

CONCLUSIONS

At the end of Chapter I six hypotheses were listed. These have been discussed in Chapters III through VIII. At this point each hypothesis will be carefully examined.

1. Through an awareness of what conventional thought is, a thorough discussion of unconventional ideas, and through participation in intellectually creative class activities, students can learn to write compositions that show evidence of creative and original thought.

This hypothesis is probably unprovable. One can define originality and creativity, but how does one measure them? Any judgment must be rather subjective. As noted in Chapters III and IV, the instructor felt that students in the experimental classes in general were successful in avoiding stereotypes of conventional thought in their first composition, but they were less successful in achieving creative thought in their second composition. The analysis of student writing in Chapter VIII tends to bear this out. Although the first compositions of the poorer students, Grace, Margaret, and to a lesser extent Margo, reflect rather confused thinking, the papers in general, including
the poorer ones, do reflect some thinking. None of them merely regurgitates the clichés of undigested conventional thought such as are often found on the first compositions of students in Freshman English. The second papers of the students whose work is analyzed in Chapter VIII are less original than the first papers and less original than they appear to be, because a couple of them merely restate what other students had said in class. Nevertheless, the same thing can be said of them that can be said about the first papers; they are not clichés of undigested conventional thought.

Obviously, it is difficult to come up with clichés about whether or not there will be a revolution or about a utopian society. The topics were chosen for that reason. Might any group of college students have written on these topics and shown the same quality of thought without having spent all that time on discussion? It is possible, of course, but the problems that the students in these classes had with these topics even after discussing them suggest that the discussion was necessary and did contribute to the quality of thought that appeared in the papers.

Finally, the same quality of thought continued in the papers written later in the semester, including those in which students could choose any topic they wished. During the entire semester of the experiment the instructor did not have to read any of the cliché-ridden papers that so often appear in Freshman English classes on such topics as "Why I
Game to College" or "How Athletics Contributes to Good Citizenship." On the contrary, one student wrote a paper on how organized athletics detracts from good citizenship.

The evidence is very tenuous, but it does seem to suggest that students in the program did write papers that reflected more original thought than is usually found in Freshman English papers, but they did not show unusual creativity in their thinking. It is probably that the mere awareness of what conventional thought is, of its pervasiveness, and its inadequacy for writing contributed to this. It is also probable that the discussions of revolution and the utopian society both made their contribution. They were both exercises in critical thinking, and they probably established a standard of the quality of thought that would be required on the compositions.

2. **Through an understanding of the use of a thesis statement for organization and through class activities in discovering the organic structure of ideas, students can learn how to organize their compositions effectively.**

This hypothesis is supported by the evidence. It was not possible to demonstrate this fully in Chapter VIII because to demonstrate growth in ability to organize would have required including entire papers rather than excerpts, and such an inclusion would have made the chapter much too long. However, the evidence can be seen in Appendix B. Students in the class were able to organize their papers effectively after learning how to use a thesis statement for
organization. Of course they would have been introduced to this method of organization in the most conventional Freshman English class. The purpose of this method as used here was to make students more aware of the need for structure, to give them a means of developing structure and to prepare them for a better understanding of the concept of the organic structure.

Students did seem to be able to use the concept of the organic structure to organize their papers more effectively. Most of the students began to submit first drafts that were effectively organized and were acceptable in other respects only after the unit on organic structure. The papers in Appendix B support this. On the fourth assignment all of the good and average students showed at least a relatively successful organization. It was on this assignment that Grace began to show some promise in her writing. Of the seven students, only Margaret's first draft of this assignment was unsatisfactory. The insights into the process of organization, furthermore, were carried into the final assignment of the semester, for which almost every student had at least a satisfactory organization.

3. Through an awareness of writer's voice and practice in developing writer's voice, students can add not only interest but more effective communication to their writing.

This hypothesis is clearly supported by the evidence. The set of papers that the class wrote for this assignment
was a delight to read. This was one assignment that students did not have an opportunity to revise, yet everyone wrote a satisfactory paper for the assignment, and most students wrote papers that were much more than satisfactory.

The final papers in each set of those analyzed in Chapter VIII are representative. Not only the better students, but even some of those who had had problems during the semester, were able to achieve a clear writer's voice in their final paper. Bob's final paper was the only one of the seven students that had a flawed writer's voice, although the paper was not impossible in some other respects. Even Grace and Margaret wrote adequate and at least slightly interesting papers for this assignment, although writer's voice was not very strong in either one.

4. If students are given opportunities to revise their compositions and are required to revise unsatisfactory compositions, there will be more growth in writing ability.

This hypothesis is supported. The work of the seven students whose papers have been analyzed suggest that there is a direct relation between the number and quality of revisions and the improvement in writing skill. This factor seems to operate in the work of good students as well as poor students. Again the work of these seven is characteristic of the work of all the students in the class.

Those students who did the most revision of their work, that is, the students who had serious problems in
their writing and so were required to make numerous revisions of most of their papers, made the most dramatic improvement in their writing. The work of Grace and Margaret is characteristic of this. Those students who made conscientious and consistent efforts to revise achieved noticeable improvement in their writing. It didn't make any difference whether the revisions were made because it was necessary to work out some kind of problems, as with Margo, or because the student wanted to achieve a greater degree of proficiency in writing, as with Sue. Students such as Jan, who revised most papers but whose revisions tended to be corrections rather than complete rewritings, showed only slight improvement in the quality of their work. Finally, those students such as Bob, who did very little revision, or such as Lydia, who did no revision, showed little or no noticeable improvement in their writing.

5. The program as a whole will help students to improve in writing skill.

This hypothesis is supported. However, it is difficult to say to what the program owes its effectiveness. Was it the design itself, the integritas, consonantia, and claritas, or was it the policy of having students revise papers, or was it both? It has already been indicated that there seems to be a direct relation between number and quality of revisions and improvement in writing. Would those students whose work was sufficiently competent that they didn't have to do many revisions have done satisfactory work
without the preparation in class that has been described in this document? There is no way to answer this from the evidence that is available. It might be profitable, therefore, to conduct further study to test the design by itself and the revision policy by itself.

It might be pointed out here that although the design used in this experiment seemed to be a reasonable and effective one for teaching composition, there has never been any intention to suggest that it is the only possible design for this purpose. What is being asserted is that some design is necessary. Any reasonable plan will obviously be an improvement over a thoughtless approach to teaching composition.

6. Students can be taught to write mechanically acceptable papers without being taught mechanics per se.

There is not enough evidence to support this hypothesis conclusively. It is included here because there is some evidence, however slight, that tends to support it, and it is something that surely deserves further study.

Except for having mechanical problems on their compositions pointed out to them, students in the program did not have any instruction in mechanics of writing. The few exceptions to this were Margaret and two other students who were advised by the instructor to get English 3200, a self-teaching text, because they were having serious problems with sentence structure. Yet most students made great progress toward solving problems of mechanics in their writing.
Notable in this respect was Grace, whose problems in sentence structure at the beginning of the semester were almost as severe as Margaret's. She did not use English 3200, yet she made greater progress than Margaret did in overcoming mechanical problems in writing.

Rather than a conclusion, one is left with a new hypothesis: Confused sentence structure is not an indication of inability to write clear sentences, but it is an indication of confused thinking on the subject matter of the sentence. Students in English classes from kindergarten through the freshman year of college spend much time on activities that are designed to teach them to write clear sentences. It is possible that most or even all of this is wasted time. It seems highly desirable, therefore, to test this hypothesis further.

Donald Murray closes his book on composition with a number of quotations from professional writers. Several of these seem particularly appropriate here:

Gabriel Fielding: The ... enormous satisfaction ... is the conviction that when one is writing one is about to discover something which has existed for a long, long time, but which has been hidden from knowledge. Writing to me is a voyage, an odyssey, a discovery, because I'm never certain of precisely what I will find.

Joyce Cary: Your form is your meaning, and your meaning dictates the form.

Paul Engle: There is no such thing as material by itself, apart from the way in which a person sees it, feels toward it, and is able to give it organized form and expression in words. For a writer, form is a part of content, effecting it, realizing. A man may go through
the most dramatic and horrible experiences in war, but actually draw out of them less "material" for writing than shy Emily Dickinson in the second floor of an Amherst house, lowering notes out of the window and thinking gently of death.

Ben Lucien Burman: My goal in everything I write is simplicity. I'm a demon on the subject of revisions. I revise, revise, revise, until every word is the one I want.

What these writers have described have been the steps of this program. Fielding has described integritas, the discovery of an idea. Cary has described consonantia, the organic structure, the relation of form and meaning. Engle has described claritas, writer's voice, the personality of the writer shaping the written expression. Burman has pointed out the need for revision for the writer to achieve communication. Writing is writing, and the process is the same whether the writer is a literary artist or a student struggling through Freshman English.

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APPENDIX A

A Survey of Student Attitude

A questionnaire was developed to discover the attitude of students toward the program in general and toward specific aspects of the program. The questionnaire was given to thirty-two students in the two classes.

1. The reading material for this course has been:
   usually useful to me in developing ideas to write about 24%
   occasionally helpful to me in developing ideas to write about 68%
   not sufficiently related to what we discussed and wrote about 8%

2. The reading and other assignments in this class have been:
   extremely demanding 0%
   heavy 15%
   about right 54%
   not demanding enough 27%
   much too easy 4%

3. The standards of evaluation have been:
   arbitrary and artificial 0%
   fair but too strict 4%
   about right 88%
   too easy 4%
   ridiculously easy 4%
4. The class discussions have:

- helped me to see issues and develop ideas 46%
- sometimes been helpful in developing ideas 31%
- been interesting but not very helpful 4%
- been confusing 8%
- been dull 11%

5. There has been a good balance between time spent on instruction in writing and time spent on developing ideas for content in writing 73%
- Not enough time on specific instruction in writing 27%
- Too much time spent on instruction in writing 0%

6. Revising papers until they are accepted:

- has helped me considerably in learning to write 95%
- hasn't helped in learning to write but has raised my grade 5%
- has not been worth the effort I have put into it 0%
- makes it possible to pass the course without learning to write 0%

7. From my point of view I would have learned more about writing if I had written a different composition every week than I did from writing and rewriting the same one several times:

- agree 8%
- disagree 64%
8. I found the conferences very helpful because I could discuss the specific problems on my papers:
   
   agree 100%
   disagree 0%
   not sure 0%
   
9. I think everyone should have a conference with the instructor every week
   I think it is better to have a conference only when I have problems with my papers 69%
   
10. I think that this approach, emphasizing idea, then organization, then evidence, and then the writer's voice, was better than trying to achieve all of these qualities on each paper from the beginning of the semester:
    
    agree 92%
    disagree 4%
    not sure 4%
    
11. I feel that the class activities at the beginning of the semester helped me to conceive, clarify and develop ideas that I was going to write about:
    
    agree 50%
    disagree 19%
    not sure 31%
    
12. The class activities relating to organization helped me to see that an idea can only exist in some structure and helped me to learn how to develop structures to organize my ideas;
agree  

disagree  

not sure  

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agree  80%  

disagree  4%  

not sure  16%  

13. I feel that I have learned that writing is more than a message; I have learned that the writer's voice, the attitude toward the material and toward the audience may be more important than the literal message itself:

agree  81%  

disagree  8%  

not sure  11%  

The questionnaire indicates clearly that the students in the class had a positive attitude toward the program. They felt that the class did help them to improve in their writing. A positive attitude is of course necessary for learning to take place.
APPENDIX B

Samples of Student Writing

In this appendix are all of the compositions written by seven students during the semester. They represent a range of writing ability as seen by the instructor at the end of the semester. Excerpts from these compositions have already been seen in Chapter VIII.

SUE

Consistency of Revolutions (First Draft)

Revolution is the eternal world changes. Even if man is eliminated, changes in the universe will go on. Revolutions will never terminate. It can be argued that I am mixing evolution with revolution. We shall first define them:

1. Evolution is a gradual change over a long period of time.

2. Revolution is an abrupt and sudden change

Isn't every evolution made up of several small revolutions? Man evolved from prehistoric life into space-age ideas. However it was suddenly that he discovered fire, suddenly that he learned the power of the atomic bomb, and suddenly that his wars flared up. These small revolutions are the rungs on the ladder of evolution. The constant flow of revolution is obvious.

The noise each revolution produces is constant also.
It is consistently clamoring louder. Man shouted out to his friends after his first cave painting, and when he discovered America, the voice of man yelled louder and was noticed more. Today the world is ringing with sounds of revolt. They are louder than ever before.

I am tired and bored of hearing about revolutions. They are always in our periodicals, news broadcasts, books, newspapers, classroom discussions, and daily conversations. It is a blown up subject. Soon people will tire of this overemphasis.

Mention the word revolution and people immediately rear back. They think of hate, riots, destruction and trouble. The news media has mostly created this defensive feeling. But, revolutions are generally good. They are normal and needed. If it had not been for revolt, there would be slaves today, and no America and no democracy, and no education. Revolutions clear the air for a better and new way of life. They clear the air for the long road toward peace. Revolutions prevent boredom from settling on the world.

It seems there is a consistency to the opposing sides in revolution too. The ignorant fight the knowledgable. Blacks who know the feeling of being shamed oppose those who do not. The generations who have known war and depression fight the generations brought up in wealth and freedom. Educated men try to take the upper hand to illiterate men.
And so it continues, constant patterns of constant revolutions. Our world makes what we want of these normal patterns. We chose to create loud sounds of revolt.

The Consistency of Revolution (Second Draft)

The eternal world changes are the world revolution. I am intentionally using the word revolution instead of evolution. Evolution is defined as a gradual change over a longer period of time. Revolution, however, is a sudden and abrupt change. Isn't every evolution made up of several small revolutions? Man evolved from prehistoric life into space-age ideas. However, it was suddenly that he discovered fire, suddenly that he learned the power of the atomic bomb, and suddenly that his wars flared up. These revolutions are the ingredients to the process of evolution. We can look back throughout history to this constant flow of revolution.

The influence of revolution is more wide spread with each new one. There is more static created, more news publicized, and more ways of communicating it, than there were in the changes prior to the present revolutions. So the "noise" produced by each revolution is growing at a constant rate.

People have been consistently defensive toward this "noise" of revolutions. If someone merely mentions the topic of revolution, most people immediately think of hate, trouble, riots, and destruction. In prehistoric times
people obviously didn't think this way, but as revolutions grew more organized, and more frequent, and more powerful, so did the displeasing feeling toward revolutions.

However, all these sudden changes are normal and needed. From their beginning throughout their growth to the present day, they have constantly improved our world. If it had not been for revolt, there would be slaves today, and there would be no America, no democracy, and no education. Revolutions clear the air for a better and new way of life. They make way for the long road toward world peace.

It seems there is a consistency to the opposing sides in revolution too. The ignorant fight the knowledgable. Blacks who know the feeling of being shamed, oppose those who do not. The generations who have known war and depression fight the generations brought up in wealth and freedom. Educated men usually try to take the upper hand to the illiterate men, and so the illiterate men revolt.

I have illustrated several patterns in the consistency of revolutions. First, is the constant occurrence throughout the world evolution, of revolutions. Along with its constant being, is its constant growth. Growth in influence, strength, usefulness, and a feeling of dislike towards it. I have also shown you the consistency in revolution's opposing forces. Thus revolution is a consistent pattern of change.
The World, A Recuperating Patient (First Draft)

I want to try to create a utopia which can, at least, have some possibilities of becoming a reality. Therefore, I'm going to evolve my utopia from the world in its present condition. Its condition is obviously not excellent, but neither is it fatal. As a matter of fact, I think I will label it in the early stage of recuperation.

I don't believe a group can be made into a utopia if it first has to be isolated from the rest of the world, or the universe. So my utopia is the entire universe. (Mainly it is referring to the earth because we know so little of the rest of the universe and don't communicate with it yet.) So far we have found our patient, the universe, and we are admitting him into the recovery room, where he is recovering from the shock of realizing the seriousness of his condition. After his recovery, we must begin a series of rehabilitation steps to insure his good health.

Today the world is in the process of recovering from the recognition of its problems. We are constantly reading newspapers and magazines, watching T.V. programs and movies, and listening to politicians, radicals, and radio broadcasts, about the deteriorating condition of the world. Race riots, pollution, the war in Viet Nam, starving children in Biafra, and the downhill church attendance are popular examples of these deteriorating conditions. The majority of people have admitted that our universe is in bad condition. This is why I said we are on the road to recovery, because
"admitting your mistakes is half the battle." We may even be a step ahead, because some people are organizing groups to clean up poverty and pollution, to educate natives, and feed needy peoples of the world.

So the patient is not dead. His heart is still pumping and he has decided not to give up. But, besides keeping his heart pumping, we now have to indoctrinate a feeling of pride into it. The world utopia must start with the attitudes of every individual. It is just like the human body. If we build honest and proud people, the world problems would gradually be eliminated. For example, if we could install a feeling of pride and concern into all individuals, they would not litter, or they would not be prejudiced against their neighbors, or they would not have uncontrollable disagreements, which might evolve into wars.

Now our only problem is the rehabilitation of our patient. How can we install this pride to do better into each individual? If we can install pride into the older members of the world, the children and generations to come will pick it up from their environment. The feeling of pride is a very contagious one, and once it is embedded into a few people it will create a chain reaction. I hope the reader realizes that there is a big difference between conceit and pride. We can produce this feeling in individuals by continuing work in centers and organizations for solving our specific problems. There are centers such as dope and drug rehabilitation, helping in social work and
peace organizations. The feeling of pride can be put into
an individual himself, by concentrating continually to im­
prove in all areas. Once some people have perfected this
feeling of pride they can pass it on to others.

Because a vital part of the continuation of my utopia
rests in the upbringing of children, our educational system
is extremely important. The educational system would be
much the same as it is in the U. S. today, only the students
would be more willing to learn because of their pride, which
they started to learn at home. They would put out more ef­
fort, study more often, and try to take hard courses, in­
stead of trying to pick the ones with the least amount of
work. Their pride would not allow them to cheat or waste
this opportunity to learn. Likewise, teachers would have a
genuine concern and interest in their pupils. They would
be willing to work hard and teach well. They would not be
afraid to devote more time than their salary allowed to give
students extra help. But most of all, they would be willing
to change their teaching techniques when they sensed that
they were no longer adequate. The basics, such as math,
English, history, reading, physical education, music, art,
and contemporary events, would be taught from kindergarten
through eighth grade. By the time a student reached high
school he would have a wide variety of courses to choose
from, and they would all be electives. This way, the stu­
dent who graduated from high school would have eight years
of basics and four years of exploration. Now he is prepared
for special training, college, or "to go out into life," with a fairly sure field of interest. College would be much the same as high school only on a higher level of study.

Our patient is now ready to walk by himself. Religion, government, economics, social life and customs would be run the way people chose to. Since they have now been instilled with a great pride in themselves, and the bettering of the universe, they are responsible enough to chose, carry out, and change their form of government, system of economics, and their social life. Now the patient is completely healed.

My utopia is much the same as the world is today, only we're just working toward it and haven't reached our goal of perfection yet. This utopia would leave room for individuality, freedom, and natural instincts such as, love, competition, motherhood, family life, personal decisions and disagreements and change. So you see the world is not too sick after all.

The World, A Recuperating Patient (Second Draft)

I want to try to create a utopia which can, at least, have a possibility of becoming a reality. Therefore, I'm going to evolve my utopia from the world in its present condition. Its condition is obviously not excellent, but neither is it fatal. As a matter of fact, I think I will label it in the early stages of recuperation.
I don't believe a group can be made into a utopia if it first has to be isolated from the rest of the world, or the universe. So my utopia is the entire universe. (Mainly I am referring to the earth because we know so little of the rest of the universe and don't communicate with it yet.) So far our patient, the universe, has been admitted into the recovery room, where he is recovering from the shock of realizing his present condition. After his recovery, we must begin steps in rehabilitation to insure his good health.

Today the world is in the process of recovering from the recognition of its problems. We are continually reading newspapers and magazines, watching T.V. programs and movies, listening to politicians, radicals, and radio broadcasts, concerning the deteriorating condition of the world. Race riots, pollution, the war in Viet Nam, starving children in Biafra, and the downhill church attendance are popular examples of these conditions. The majority of people have admitted that our universe is in bad condition. This is why I said we are on the road to recovery, because "admitting your mistakes is half the battle." We may even be a step ahead, because already groups have been organized to clean up poverty and pollution, to educate natives, and to feed the needy peoples of the world.

So the patient is not dead. His heart is still beating and he has decided not to give up. Besides keeping his heart pumping, we now have to inoculate a feeling of pride into it. The world utopia must start with the attitudes of
every individual. It is just like the human body. If every system in the body is working correctly, so will the entire body. If we build honest and proud people, the world problems will gradually be eliminated. For example, if we could install a feeling of pride and concern into all individuals, they would not litter, they would not be prejudiced against their neighbors, and they would not have uncontrollable disagreements, which might evolve into wars.

Now our only problem is the rehabilitation of our patient. How can we install this pride to do better unto each individual? We know if we install it into the older members of the world, the children and generations to come will pick it up from their environment. The feeling of pride is a very contagious one, and once it is embedded into a few people, it will create a chain reaction. I hope the reader realizes that there is a big difference between conceit and pride. We can produce this feeling in individuals by continuing work in centers and organizations set up to help solve our specific problems. Organizations to promote world peace, remove pollution, end drug addiction, and bring help to socially deprived people, are just a few examples of these centers. An individual can acquire the feeling of pride by himself. By concentrating continually to improve in all areas, he has given himself motivation. Once some people have this feeling of pride they can pass it on to others.

Because a vital part of the continuation of my utopia
Rests in the upbringing of children, our educational system is extremely important. The educational system would be much the same as it is in the U.S. today, only the students would be more willing to learn. Their pride, which they had learned at home, would not allow them to waste this opportunity to learn. They would put out more effort, study more often, and try to take challenging courses, instead of choosing the ones requiring the least amount of work. Likewise, teachers would be willing to devote more time than their salary covered to give students extra help. But most of all, they would not be afraid or too lazy to change their teaching techniques when they sensed that they were no longer adequate. The basics, such as math, English, history, reading, physical education, music, art, and contemporary events, would be taught from kindergarten through eighth grade. By the time a student reached high school he would have a wide variety of courses to choose from, and they would all be elective. This way, the student who graduated from high school would have had eight years of basics and four years of exploration. Now he would be prepared for special training, college, or "to go out into life," with a fairly sure field of interest and a sound background in basics. College would be much the same as high school only, on a higher level of study.

Our patient is now ready to walk by himself. Religion, government, economics, social life and customs would be run the way people chose to. Since they have now been
indoctrinated with this great pride in themselves, and in the betterment of the universe, the people are responsible enough to choose, carry out, and change their form of government, system of economics, and their social life. When the patient has reached this point he has been completely cured.

I believe this perfect society is better than the one we discussed in class because it is more realistic. More important, it still leaves room for individuality, freedom, and natural instincts such as; love, competition, motherhood, family life, equality, personal decisions, disagreements, and change.

My utopia is much the same as the world is today, only at the present we're just in the process of reaching our goal of perfection. The patient in the recovery room wasn't nearly as ill as he thought he was. He is the only one who can help himself recuperate completely. His condition will only improve if he has the pride in himself to carry out the steps of the rehabilitation properly.

The Natural Existence of the Generation Gap (First Draft)

Often I've watched our flock of sheep during the spring when the new lambs and their mothers are first let out into the pasture. The lambs jumped and romped carelessly, while their mothers seemed content to graze and watch the lambs play. This is an annual event with each new spring flock. There is always an obvious spiritual difference between the
adult sheep and the lambs. The same principle is often the basis of Walt Disney movies, when he films animals in their natural surroundings. A baby skunk is always clumsy and dumps the farmer's sack of oats, but his mother steps gracefully around it. Mama bear is constantly saving her cubs from immature acts, like getting caught on a drifting log heading with the current toward a waterfall. A small kitten and a pup frolic together, while their parents battle with each other. The younger animal generations are always more ambitious, more curious, more optimistic, and more carefree, than the generations who bore them.

But these qualities are not limited just to wild animals. Man is the same way. Since our beginning adult humans have behaved in a more mature manner than their offspring. Unlike animals, though each new generation of man brings new knowledge and changes at a faster rate than animals. The most important distinction in comparing man and animals is that man can retain his knowledge and pass it on to the next generation, whereas animals start from the same point where their parents began. Still, we can see that the generation gap is a natural existence in both man and animal.

Man's knowledge has grown so much that today we are at the point where we can notice and discuss the generation gap. Prehistoric man and wild animals lacked the understanding to even know a "generation gap" existed. In Aristotle's time, man began to notice a difference in personalities between a grown man and his son. Now our knowledge has spread
to where the division between generations is a popular issue. Youth's actions too, have intensified with their growing knowledge, from the days when young boys obediently followed their fathers out on the hunt, to the Huckleberry Finns in the 1800's, up to present day youth, who lead organized protests against the establishment of past generations. But all these young actions, though different in intensity, are based on the same natural instinct of young energies, curiosities, and optimistic views. Sadly, when the young generation lapse into the old generation, it loses much of its spirit. This is basically the difference or gap between age groups.

The generation gap is widened further by parent's growing lack of knowledge and ability to raise children. The natural youthful spirit coupled with man's growing rate of knowledge makes it increasingly harder for parents to raise their children. For example, my great-grandparents did not have to make the decision of allowing their sons to take the car out on Saturday night, because there were none. But my grandparent had to decide if my father would be permitted to borrow the car to take out my mother. Now my dad has the problem of preventing my brother from buying a car of his own. Obviously, my great-grandparents had it easier than my parents. Still, this boils down to the natural existence of youthful spirit. The older generation is content to relax at home with a can of beer and the T. V. But the younger generation is restless and longs to climb into his
car and search for "The action" with his friends.

Most radicals and liberals are associated with the younger set, yearning and restless for change. The older generation is labeled establishment and conservatists because the fire of youth has left them and contentment and patience put in its place. Again, these distinctions can be traced to natural emotions.

When most people discuss the generation gap, they usually come to the conclusion that younger people were brought up in an age of wealth and technical advancements, and so were spoiled. They sight human advancement as the cause of the generation gap. But younger people use their spirit to take advantage of our modern developments, not the developments directly.

There is no way to solve the problem of the generation gap, unless we can discover a way to change natural behavior that has existed since before man's time. I am not concerned about the generation gap. Though I disagree with my parents frequently, I am happy for it. I am happy because I know it is natural. I would hate to lose my energy and immaturity, and I would detest my parents if they tried to act young again.

The Natural Existence of the Generation Gap (Second Draft)

Often I've watched our flock of sheep during the spring when the new lambs and their mothers are first let out into the pasture. The lambs jumped and romped carelessly, while
their mothers seemed content to graze and watch the lambs play. This is an annual event with each new spring flock. There is always an obvious spiritual difference between the adult sheep and the lambs.

The same principle is often the basis for Walt Disney movies, when he films animals in their natural surroundings. A baby skunk is always clumsy and dumps the farmer's sack of oats, but his mother steps gracefully around it. Mama bear is constantly saving her cubs from immature acts, like getting caught on a log drifting with the current toward a waterfall. A small kitten and a pup frolic together, while their parents battle with one another. The young generation, are always more ambitious, more curious, more optimistic and more carefree, than the generations who bore them.

But these qualities are not limited to wild animals alone. Man is the same way. Since our beginning, adult humans have behaved in a more mature manner than their offspring. Unlike animals, though, each new generation of man brings new knowledge and changes at a faster rate than animals. The most important distinction in comparing man and animals, is that man can retain his knowledge and pass it on to the next generation, whereas animals start from the same point where their parents began. Still, we can see that the generation gap is a natural existence in both man and animal.

Man's knowledge has grown so much that today we are at the point where we can notice and discuss the generation
gap. Prehistoric man and wild animals lacked the understanding to even know a "generation gap" existed. In Aristotle's time, man began to notice a difference in personalities between a grown man and his son. Now our knowledge has spread to where the division between generations is a popular issue. Youth's actions, too, have grown in importance, with their increasing knowledge, from the age when young boys obediently followed their fathers out on the hunt, to the Huckleberry Finns in the 1800's, up to the present day youth, who lead organized protests against the establishments of past generations. But all these actions of youth, though different in intensity, are based on the same natural instinct of young energies, curiosities, and optimistic views. Sadly, when the young generation matures into the old generation, it loses much of its spirit. This is basically the difference or gap between age groups.

The generation gap is widened further by parents' inability to raise children. Though technical knowledge and academics have increased with the times, the ability of raising children has remained constant. Today the ability to successfully rear a family has been surpassed by our advancements in science. They no longer compliment one another, but instead, advancing science is hindering family upbringing. The natural youthful spirit coupled with man's growing knowledge, makes it increasingly harder for parents to raise their children. For example, my great-grandparents did not have to make the decision of allowing their sons to
take the car out on Saturday night, simply because there were none. But my grandparents had to decide if my father would be permitted to borrow the car to take out my mother. Now, my dad has the problem of preventing my brother from buying a car of his own. Obviously, my great-grandparents had it easier than my father. Still, this boils down to the natural existence of youthful spirit. The older generation is content to relax at home with a can of beer and the T.V. But the younger generation is restless and longs to climb into his car and search for "the action" with his friends.

When most people discuss the generation gap, they usually come to the conclusion that younger people were brought up in an age of wealth and technical advancements, and so were spoiled. They cite human advancements as the cause of the generation gap. Actually, it is still the natural spirit of youth which is the generation gap. If youths didn't have this spirit, they would ignore scientific advancements. They would have no reason to take advantage of our modern developments if their curiosities had not demanded it. Their energies use our new knowledge. The knowledge and advancements themselves do not cause a generation gap.

There is no way to solve the problem of the generation gap, unless we can discover a way to change natural behavior that has existed since before man's time. We shouldn't even want to change the difference between the generations. I am not concerned about the generation gap. Though I disagree
frequently with my parents, I am happy for it. I am happy because I know it is natural. I would hate to lose my energy and immaturity, and I would detest my parents if they tried to act young again.

School Integration: Will it Work?

No, I don't believe integrating schools will solve today's racial problems. I could list many minute reasons, but they generally would fall into three categories: technical, personal emotions, and laws of nature.

Obviously of least importance is technical problems. Most everyone agrees that there is a problem involving more money to transport students for an integration program. They agree that added bussing is costly, uncomfortable for both parents and students, and a waste of time. If anyone had the choice between a four hour ride to a school, when there was one much closer to him, he naturally would select the closer school. I am assuming here that all public schools have about equal opportunities for the students. (I believe this, but it is another topic which could be written on and so I will not trail off into it.)

The laws of nature effect the futileness of school integration too. People from different backgrounds, and frequently hating each other are forced to be together. It is only natural to resist such a force. When my parents preach to my brother not to wear his hair long he retaliates against this force by doing the opposite. The same holds
true in school integration. As the blacks in our classroom testified themselves, not only are whites resenting blacks, but now blacks are resenting the white people. They no longer consider themselves below the white man, but equal to or even surpassing him in their own culture. This is the double hostilities created by natural resistance to force.

Last and of the most value are the emotional problems concerning the lack of success in school integration. An individual is the most important factor to consider. His personal roots are the deepest, hardest to change and most violent when they are disturbed. An individual's experiences, upbringing, and environment have formed his opinions, they are the hardest to change and can only be dealt with on a fairly personal basis. Mass, sudden and unwanted integration is just about as impersonal as we can get. It does not solve our racial problems, but creates even more. Riots and other forms of racial trouble still exist, and they stem frequently from integrated areas. In schools, blacks still group together and likewise whites form their cliques. This is very apparent even on the Defiance campus. Grouping like this breeds more dislike for the other group.

So we have solved nothing by integration. It has been over 10 years since the 1954 Court order of desegregation, and still no success is in sight. Doesn't this period of trial say something? I believe integration was a sudden and not very well thought out decision. I believe we can better
solve our problems thru personal and more natural ways. I suggest we try to end integration and begin again on a new program of more value.

We Felt It

Even though it wasn't Sunday, the pews were crammed. As I walked thru the door, Fat ran out and in her loud and cheery voice, she greeted us. She was wearing her usual get-up, her dad's old shirt, scarf around her neck, and the bright green autographed hat on her head. Since I had been used to seeing her in jeans, it didn't strike me until later. Fat was wearing jeans and that old hat to church?

I walked down the aisle with Linda and George. It felt good to see the huge Christmas trees surrounding the podium and the giant parchment hanging overhead. I took my coat off and the real hunk behind us, helped me. He helped George too, and we both smiled quietly at each other. I looked around at the people sitting in the pews, a few old ladies from the town, that conceited girl who works in the cafeteria, and several students dressed in their grubs! An old man sat by himself in the front of the church. I began to think. It was freezing outside, and finals were coming and it wasn't even Sunday, yet all these kids and adults had come to the Christmas service.

In walked Dr. Fry, without a tie and suit, a girl I'd never seen, the minister, and that well-dressed, arrogant black, who always seemed to tower above everyone else. I
wondered why someone like him would be participated in a church service.

The organ began and everyone rose in unison and began to sing. The boy behind me had a beautiful voice. It sent shivers up my spine. The service continued and no one seemed to pay any attention that it was informal and understandable. For once I really listened and thought about the prayer, instead of how sore my neck was and how long the prayer lasted. The music began again and we all sang together. The volume and spirit rose and I had goose bumps all over.

The old man in the front pew got up right in the middle of "Silent Night" and put a movie screen next to the altar! The movie began; first showing the beauty of the world and pretty music played in the background. Then ugly pictures of the war, the riots, and bloody and starving people flashed across the screen. Sounds of bombs, screaming, and mumblings, and news commentators overlapped with the melody of "Silent Night." It seemed creepy. Then there was a silence.

It seemed like all the emotions inside of me were about to burst. I tried not to cry, but I'm sure George saw tears on my cheeks and heard me sniffing. She'd probably make fun of me later. We rose to sing the last hymn, "Joy to the World." I was so excited and I could sense the excitement in everyone else. I could hear everyone saying what a great service it was, as I handed the boy my forum card.
To prepare for the future the world has to appear in a constant form of change. People can learn from the past, but they cannot expect to survive in progress. To move forward the people need to be aware of the fact that there is going to be a perpetual revolution of ideas.

Every time has its revolutionaries and radicals; this and future ones are no exceptions. Each generation creates problems and tries to remedy the problems previously created.

Evidence abounds that there are innumerable problems in this society. Several groups and individuals feel that there should be action taken to find solutions to these problems, but the approaches to the solutions are varied.

There are many who have taken the attitude that talk has accomplished nothing, but through violence the people awaken to the failures of society. Some people cry "peace" while being carried away by policemen after burning a building. There are those who demand to stop the war in Viet Nam by fighting with "pigs" and bombing different areas.

I am not saying their ideas about changes in society are wrong, but I do feel the ways in which they express themselves in protests are wrong. It seems that when one cries "peace" and then commits violence he is contradicting himself.

I feel that there does need to be changes in society,
but I would like to see the changes influenced by non-violent means. Probably these changes will be slow if channelled by thought, but I cannot condone violent measures. If I do, I feel as though I am giving people permission to rob. They are robbing persons of education on the campuses, of tax money from the tax payers, and of tranquility and of a sense of being unafraid as an individual takes a step into life.

Non-Violent Involvement (Second Draft)

To prepare for the future society is constantly changing. People can learn from the past, but they should only learn and not live in the past. To move forward there is going to be a perpetual revolution of ideas; therefore, society is going to decide whether revolution will be violent or non-violent.

Evidence abounds that there are innumerable problems in this society. Several groups and individuals feel that there should be action taken to find solutions to these problems, but the approaches to these solutions are varied.

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society are wrong, but I do feel the ways in which they express themselves is wrong. It seems that when one cries "peace" and then commits violence he is contradicting himself.

I feel that there do need to be changes in society, but I would like to see the changes brought about by non-violent means. Probably these changes will be slow if changes are brought about through conversation and cooperation, but I cannot condone violent measures. To condone violence is to give people permission to rob. The people who believe in violence are robbing persons of education on the campuses, of tax money from the taxpayers, and of tranquility. Many of these people are crying for freedom, but through violence I feel that they are not allowing me to have freedom.

Utopian Children

In creating and sustaining a utopian society the children need to be raised so that they do not continue the undesirable habits and characteristics of the parents. To do this children need to be separated from their parents, but a decision would have to be reached to determine when the separation would come and how long this separation would be.

I do not agree with the idea that a child should be taken out of the home at birth and be raised by a professional parent. The trained personnel would not have some of the bad habits of a parent, but I believe he would have a lack of feeling for the children. Someone commented on the
fact that this person would be comparable to a teacher; but a teacher shows more patience than would a trained person, because a teacher has the responsibility for only a few hours.

Studies have been made of love and lack of love and how these influence children. The results of these studies suggested that children's progress can be retarded or they can die from lack of affection. If a child was taken away from his parents, he would lose love which would leave him with a part of a personality. Most parents would not be able to sacrifice their children. Most parents after surviving pregnancy and the arrival of a child are not going to be able to give up that child without emotional hazards.

The solution to this problem is to allow the parents to give affection to a child, but allow trained personnel to educate a child in what we know as pre-school years. Children are capable of learning vast amounts of facts at an early age and should be allowed to do so. If they spent more time in education, they would learn more but still acquire the love vitally needed for security and for part of a complete life.

Generation Gap (First Draft)

In the past few years the generation gap has become a frequent topic in homes, on television, and in classrooms. Although there has always been a definite lack of communication between each generation, a more pronounced gap that
has been brought about education, society, and history is seen between generations now.

Today many educational institutions encourage the right to question and to debate. Since the colleges have become more liberal in rules and in requests of the students, the teachers entering high schools are more liberal. They do not hold some of the fears of the older generation when approaching the administration about new ideas. Also, they are more willing to listen to an idea of a student because he is an individual who has a mind that cannot always readily accept a common concept.

It seems that maturity is forced directly or indirectly upon the younger generation. Girls are offered the opportunity of dating and the decision of what kind of relationship she is going to have with a male at an earlier age. Since mothers are going out to fulfill themselves through careers, their children are left to depend upon themselves. Because many colleges close application deadlines in the fall, decisions to enter college have to made before an individual can take time to stop and think about where he wants to go.

This generation has not gone through the World Wars and the Depression as have our elders. The attitudes about war have changed because the atmosphere surrounding war has changed. The older generation knows the horrors of the past and wants to protect us and gives us what it never had, but each person feels he has to go through life with all the
Generation Gap (Second Draft)

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Today many educational institutions encourage the right to question and to debate. Colleges have become more liberal in rules and requests of the students. The idea of demonstrations and protests are tolerated by the administration and students no longer fear to express their ideas or to present a plan for a change in the rules on the campus. Since the colleges have become more liberal, the teachers entering high schools are more liberal. They do not hold some of the fears of the older generation when approaching the administration about new ideas. Also, they are more willing to listen to an idea of a student because he is an individual who has a mind that cannot always readily accept a common concept.

It seems that maturity is forced directly and indirectly upon the younger generation. A female is offered the opportunity of dating and the decision of what kind of relationship she is going to have with a male at an earlier age. Since mothers are going to fulfill themselves through careers, their children are left to depend upon themselves.
Because many colleges close application deadlines in the fall, decisions to enter college have to be made before an individual can take time to stop and think about where he wants to go.

The older generation has gone through the Depression and World Wars that this generation has not experienced. Since the Depression deprived many of luxuries or even the necessities, the older generation wants to protect this generation from this deprivation and wants to provide this generation with the things it lacked. There is then rebellion because each person feels he has to go through life will all the mistakes life encounters. Previous wars had support from a great majority and this majority felt that to win the wars was a great victory that was really important. The wars now have lost the support that came with the World Wars. This generation has changed what conditions are to be emphasized through their cries of "love" and "peace."

Prejudices Against Blacks (First Draft)

There have been many ideas developed about Negroes in the past which have helped to build the prejudices which has surrounded us for many years. It has not been until recently; however, that Blacks have made us face these prejudices.

There have been people who consider dark-skinned people inferior. Culture and society teach us to associate dark with evil, mystery, and superstition. Many thought that dark, pigmented skin showed signs of inferior composition; not
only of the skin but also of the blood. Even with medical discoveries people still continue to feel this way.

Another person may feel that a Black is of low intelligence. They state that it is a fact that there are more dropouts among the Blacks. Then they speak of how the Blacks allow their homes to deteriorate and not try to clean up their yards, paint the house, or make interior improvements. Many feel that Blacks have made no contribution to the past.

People feel that the majority of Blacks cannot appropriate money wisely and could care less if they could. Instead of improving their surroundings they buy Cadillacs, have fun, and spend money on clothes.

With the awakening of the Blacks to have pride in themselves there has to be an awakening of the Non-Blacks to recognize their prejudices. They have to escape the ideas of biological inferiority, realize that often school facilities cause dropouts and acknowledge the fact that through education that has long been undeveloped Blacks have the same chance in society.

Prejudices Against Blacks (Second Draft)

There have been many false ideas developed about Blacks in the past which have helped to build the prejudices which have surrounded us for many years. It has not been until recently, however, that Blacks have made us face these prejudices.

There have been people who consider Blacks inferior
because of concepts developed about the dark pigmentation of their skin. Culture and society teach us to associate dark with evil, mystery, and superstition. Many thought that a dark pigmentation of the skin was caused by an inferior composition not only of the skin but also an inferior composition of the blood.

Other people feel that a Black has a lower intelligence than does a White person. They read statistics about the number of dropouts from school among Blacks and base their arguments on these statistics without finding the reason that there are a number of Blacks not obtaining high school diplomas. There are also those that think Blacks have a low intelligence because their brains are not shaped like those of Whites. Ignorance prevents people from correcting the mistakes of saying that no contributions have been made to life by Black persons.

Another reason people are prejudice against Blacks is that they feel Blacks show a lack of interest in their environment. They feel that Blacks spend their money on big cars, booze, and clothes, instead of trying to improve their homes and facilities. The Non-Blacks feel that Blacks cannot appropriate money wisely and even if they could they would not want to do it.

With the awakening of the Blacks to have pride in themselves there has to be an awakening of the Non-Blacks to recognize the prejudices. They have to realize that medical discoveries have disproved the theories about the
biological inferiority, that often school facilities dis-
couraged learning, that Blacks have made very valuable con-
tributions, and that often seemingly lack of interest in
self improvement comes from previous training and with edu-
cation they have the same opportunities in society.

(No Title)

When people begin the aging process and are able to
contract such diseases as heart attacks, strokes, broken
limbs from falls, and arteriosclerosis, they become a prob-
lem to friends, families, and society. No one knows where
to "stick" these invalids to the best advantage of all con-
cerned, including friends, families, and society.

Friends certainly are not responsible for these indi-
viduals because they are involved with their own families.
Their families require a lot of time with social affairs and
vacation activities. Since they are friends, the invalid
naturally understands that his friends intentions are good
but trying to keep a family together is a full time respon-
sibility.

Society is too busy to handle the disposal of older
people. This part of life has to develop the rules for
living privately and publicly. It also has to pass judg-
ment on those who do not follow these rules which consume
most of society's time.

The offspring of the aged cannot be expected to accept
the responsibility because they have to be independent and
live their lives. The Bible states that the raising of children should be done without parents expecting any service in return except that they should be honored by their children. This honor theory can be carried out by providing the aged with food, a few clothes, and some type of shelter, an occasional visit, and gifts sent through the mail. This is the way the parent would want it to be; he does not want his children to be burdened by his presence in their homes or by a long trip to a nursing home which ends in their exhaustion.

With the rising costs of nursing homes and hospitals being overcrowded with patients waiting to die there has to some way of "taking care" of these aged. There has been a proposal to kill the people that are considered invalid and senile. This could be a solution that would really work. This would mean that healthy responsible citizens would have the right to make room for their child in this world before these healthy, responsible citizens began to lose their memory, become sick, and not be able to reason why there should be this rule.

LYDIA

America Will Not Have A Revolution

It is improbable that America will have a violent revolution. This country has always been a melting pot of nationalities, but now it has become a melting pot of ideas. Many possible ideas for the future have recently been
suggested. One idea which is frequently heard is revolution. Because it is highly impractical, revolution is unlikely.

One reason for this would be that there is no united cause for the people to fight for or against. Every institution is under verbal attack in this age. The attackers have not and can not unite and support each other. They represent different ideas and goals. Although they may acknowledge and respect the others objectives, they can not support them.

This leads into another cause for the improbability of revolution; that is, people have so many causes to support. Society demands that each person be dedicated to at least one cause. There is an infinite number of causes to choose from; therefore, a person many change his devotion as soon as he becomes bored. This happens all the time. Boredom is a common state of being. If things are not changed constantly or kept active, the people will change their cause.

The third reason is the lack of a leader. There is no one person that everyone can identify with and follow. With such adequate means of communication, everything about a public figure is known. He has no secrets and only the minimum of a private life. Everything he says is completely analyzed, discussed, and torn apart. All possible inferences and connotations are brought out before the public's scrutinizing eye. Since no person is perfect, it is easy to see how little it would take to ruin someone's image.
The last reason that there will be no violent revolution is that people are afraid of action. The first time around people will be rather brave and daring, but they learn soon from personal experience. Now I have not just contradicted myself because the first time around has already happened. This was the time when every community in the country was hit with a race riot or a student riot or both. Once a person has participated in or been on hand for a riot he is not likely to repeat his action. He will have learned first hand how ineffective violence is.

With people being this much wiser and this much less daring, revolution with violence as its means, will not occur in America.

Education In An Ideal Society

To create a perfect society, the first step would be to decide how the children would be raised and educated. The young minds and attitudes of the society must be properly shaped in order for the system to last more than one generation.

The responsibility that parents should take in the educating of their own children is debatable. In our present system in America, the child starts to school at age five. Is this a good age to start, or should the child start sooner, or later? To start children at an earlier age to school would tend to make them more equal in their abilities. For example, take two children coming to the same
kindergarten class. One has had interested parents that taught him how to work and exercise his mind. The other child has been told to just sit in the corner and play until he is old enough to start school. This is the difference that would not exist if each started school as soon as he was mentally capable.

The immediate problem brought about by this, would be the child's lack of opportunity to receive informal education from his parents. The solution to this would seem to be that although formal education is started early it need not be full time. It would only be necessary to go to class at the most four days a week and maybe even then only half days. Over the years this would allow the child more time with his parents. The parents' responsibility of education then would not let up when the children started school, but would continue for many years.

The school system's responsibility would then be to give the students a good education. Classroom situations should not be designed to put the students to sleep. Required courses should come early in high school and any additional education should be voluntary. Perhaps the attitude of the society could encourage the inspiration for higher education but it need not be mandatory.

Now consider this aspect of informal education. Should a child or adult be exposed to all sides of an issue, or should only the present, locally accepted view be exposed? It would appear that definitely all sides should be exposed.
But, if this were the case, many varied and opposed factions would exist. The problem with this is that no-one could agree with anyone else on more than one subject. It is not a very ideal situation to have everyone disagreeing. The question still remains, should a person only be exposed to the viewpoint that his peers believe in? This idea is equally or even more depressing. It would be very boring if everyone believed in the same things; i.e., God or gods, political systems, and moral standards. Besides, the intelligent, creative minds would soon think of other possibilities. Therefore, known facts and issues should not be hidden, but there for the looking. Education should be available but not enforced.

The Depression Made the Difference

My parents and I are different. The incident that made that difference is the depression of the 1930's. Both my parents were teenagers at that time. When their ideals and life patterns were being set, America was in a financial crisis. When I was at the same stage in life, money was readily available. Money, then, has made the difference.

What made that period of time a time a depression was that money was so hard to get. Everyone in the family would have to get jobs, or at least try to. The kids then, (my parent now), would have to drop out of school and try to find jobs. If jobs were found, the pay was very small. When the children worked, the money was turned over to the
household treasury. If the child was allowed to keep his pay he would be expected to pay for his own shoes, clothes, and school supplies. The money made him take responsibility. All the time was spent either in school or working. Fun was extremely limited in time and expense.

My generation has had it completely different. The parents now are trying to give their children everything they never had. The first of the "never hads" is education. School used to be a luxury, but for my generation it has become mandatory. Jobs are still not very easy to find, but they are no longer necessary. The money a teenager earns today is his own and is usually spent on entertainment. Entertainment is now constantly indulged in and it takes money. We are used to money just being available with a minimum of effort. Our time is spent either on school or fun.

To my parents and their peers it would seem that money was the gateway to everything. The goals that they set for themselves were to always have more money. Whatever they had to do without could be obtained with money so they presumed that money would ease suffering of any kind. To have any material things, they had to have money. To have peace of mind, safety, assurance, and happiness they again felt money could obtain them. My generation knows that this reasoning is wrong. We have been given all the material objects we could possibly want and yet we still lack the assurance and happiness that makes life worth living.

The lack of money gave the people an excuse to turn to
God. They could have faith even without money. He made their living worth while. Whether or not He did help them is irrelevant; but, they did have faith in Him. Our parents were taking care of our every need so we didn't have the need for the reliance on God.

If a person lacks something he feels is very important, he will make every effort to obtain it. Today's parents strive for money; but the younger generation wants something else. What it is, I do not know. Let our children figure it out in twenty years.

Integration for Justice

Integration is a must in order to achieve social justice among the Blacks and the Whites. This does not primarily mean integration of schools, but rather of human lives. It is the parents' responsibility to keep prejudice out of the homes and communities.

The parents' responsibility starts within the basic family unit. The parents must teach their children to generally accept people regardless of their being different. Not only should parents teach this but they should be an example of it. Ignoring the issue is not much help. When parents isolate their children from all but the accepted group of friends, the children will be more noticeable of the difference later. By this I mean that a white child that never sees any black person until his adolescence, will notice the color difference. It will cause the child to
judge the black person on the basis of his color rather than as a person. Young children must be made to realize that although outlying differences exist, they have little bearing on that person as a human being.

It is important for parents to choose an integrated community to live in. Parents should meet and exchange ideas with these different cultures in their every day lives. If they are going to be examples to their children their circle of friends must be integrated. Race need not be made an issue of, but it should be hidden from "too young of children." If a child is exposed to different races and cultures all his life he'll have no reason to think derogatorially of a person because of his race.

Most schools are integrated now. This is great! The parents must accept their child's friends regardless of race. If a child is bussed into a new district, parents will often not accept the child's new friendships. This is unfair; being children means playing with classmates. Along with this, parents should encourage their children to engage in activities with these new friends. Although the children are bussed to these integrated schools, their integrated lives should not end with the last class held.

Only by integration will adults and children come to recognize people as individuals and judge them accordingly.

Christmas is Fun

Gee whiz! Christmas is only a week away. I know what
that means -- fun. We've got our Christmas tree already and Mommy says we're going to decorate it tonight. She says I can even put some of the pretty things on it. Maybe she'll let me throw some of the icicles on. That's lots of fun. I know it makes kind of a mess but that's part of Christmas; you know, having fun making a mess. That's how the big people do everything. It all works out O.K., so I guess it's all right to be messy.

Yesterday I went to see Santa Claus. Boy, was I scared but he was real nice. I got to sit on his lap and tell him all the different things I wanted. He said that he might have to make two trips, but he would do what he could. Then he laughed so hard that I almost fell off his lap. My mommy took a picture of me sitting there. Then Santa gave me a piece of candy and kissed me on the cheek. Boy, did those whiskers tickle!

After that my mommy took me shopping. We saw all the trains going 'round and 'round in a circle. Mommy had to pick me up so I could see. I showed Mommy all the things that Santa was going to bring me. She must smiled and said, "We'll see." There sure were a lot of people in the stores. I got lost once but I didn't cry because I didn't want Santa Claus to find out. Mommy found me though. She knew right where to look, by the toy trucks.

Mommy is in the kitchen making candy now. I sure hope it is as good and chewy as it was last year even though I didn't feel too good after twenty-three pieces. Mom sure
has been mixed up lately. She just can't decide what to get all my aunts and uncles and cousins and Daddy for present. Boy, I'm glad I'm not a grown-up. All I have to do is tell Santa what I want and he'll bring it. Grown-ups sure are problems.

Christmas sure is fun. I don't know if I can wait five more days. I already hung my stockings up two days ago. Well, it's not mine. I'm going to use my daddy's because it will hold a lot more than mine will. Like I said, it will only be a few more nights until I hear Santa's reindeer on the roof bringing me all my toys. Gee, I wish it could be Christmas all the time!

BOB

How Much Can We Take?

"...as a nation under God, indivisible, with liberty and justice for all."

Do these words still have the same meaning they did when first written? Is our government still capable of ensuring liberty and justice for all? Is there any government that can guarantee liberty and justice? What is liberty and justice for all?

If these questions could be answered as easily as they were asked, our country's problems would be greatly reduced. However, since they are not that easily answered, this nation is beginning to feel the effect of a revolution which is becoming violent in nature. The question is, "How many
outbreaks of violence can the country withstand and still remain a home of the free?"

This is another question that does not have a simple answer. Perhaps it should first be determined whether violence is really necessary for change. In the history of our country, we can see that whenever there was a major change it was preceded by violence, ranging from minor confrontations to wars involving the whole country. It seems as though in order to get things going some violence is necessary or at least it speeds things up.

Have we now experienced enough violence for change to occur? Probably the main reason for riots and demonstrations is to show dissatisfaction with the status quo or a desire for change. Once this is really made known to the general public so that they begin to sincerely examine the problem, acts of violence become self-defeating. By nature, most people dislike violence and after so much of it, they no longer care to examine the problem. They want the violence stopped as soon as possible. If it isn't it becomes increasingly difficult for them to sympathize with the people revolt.

If in the near future we cannot put an end to the unrest in the country, the results could be disastrous. If the unrest continues and increases in intensity, the people on the right are going to revolt against it. They are already doing this in a mild manner. If and when it ever comes to the point where the people on the right are fighting
against change as much as those on the left are fighting for it, we will no longer be a united country. This has the potential of becoming another civil war which the country could not withstand today in its position in the world. Not saying that this would happen, but examine what is happening to other countries in the world that are experiencing internal problems. They will probably never have to freedoms that we now have.

A number of questions have been raised. Since there is no concrete answer to any of them, discussing possible solutions to our problems may be the only alternative. Just what the future of this country is nobody knows, but it is certain that the time is very near when violence is going to do more harm than good.

Utopia - Down With People (First Draft)

Utopia the state, condition, or place of ideal perfection. Is such a thing possible to mold out of the American society? The answer is a definite no!

The major question that arises is, How can the state of ideal perfection be attained with imperfect people? Has there ever lived a person on this earth that was perfect? Even if this rarity has occurred, an utopia of one or several people could not grow to include all the people in this country. In order to have utopia all people would have to agree on what perfection is. If one person disagreed with the others on an issue, he would no longer be a part of the
of the utopia because of his idea of utopia being different from the others. This would tend to inhibit individuality, a concept held in high esteem by most people in the U. S.

If one purpose of utopia would be to make all people equal in personal possessions and monetary holdings, this would be another reason for it being impossible. No matter whether there was a monetary system or a credit system where points or the equivalent were earned, it makes no difference. Some people would save their points or money and spend it cautiously while others would spend everything they received as soon as they had gotten it. Since poverty is relative to affluence, nothing would be gained in this respect. Some people would have money and others would be in a state of poverty.

What would utopia do for the people in the U. S.? If it was possible to attain the state of perfection, how difficult would it be to maintain this condition? Human beings tend to make mistakes now and then. If in this new society, they could no longer be imperfect, how tremendous the pressure would be. In the country today, many people are unable to withstand the pressures exerted on them, so how would utopia better the situation? The only possible solution is to rely on science to create the perfect human. But, would this person really be human if he was without error? Just think what this would imply. The person would no longer have to make decisions, because no matter what he did, it would be correct. This sounds intriguing, but would it take
away an essential element of life?

If science was responsible for creating life, another part of life would be lost. Something would be taken away from both the parent and child. The parent-child relationship is instinctive. A child depends on it and the parent looks forward to having children. It seems that the emotion of love would be affected. A person could no longer love a child of his own flesh and blood. It would be like loving a box of soap. Both the human body and soap are made up of organic and inorganic chemicals, so there would be little difference in them.

It is often said that this world needs more love. With utopia, even more would be necessary for the people to get along with each other. But with science creating life it would be even more difficult to love one another. Life would be more impersonal than it now is in the U. S.

These are only a few reasons why utopia could not work in the U. S. society. Although utopia is enchanting to think about, to change a society would be impossible. If somehow a society started out as an utopia there might be a chance for its survival.

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to withstand the pressures exerted on them, so how would utopia better the situation?

The only possible solution is to rely on science to create the perfect human. But would this person really be human without error? Just think what this would imply. The person would no longer have to make decisions, because no matter what he did, it would be correct. This sounds intriguing, but would it take away an essential element of life?

If science was responsible for creating life, another part of life would be lost. Something would be taken away from both the parent and child. The parent-child relationship is instinctive. A child needs this relationship and the parent looks forward to having children. It seems that the emotion of love would be affected. It would be like loving a box of soap! Both the human body and soap are composed of organic and inorganic chemicals, so there would be little difference in them.

It is often said that this world needs more love. With utopia, even more would be necessary for the people to get along together. But with science creating life it would be even more difficult to love one another. Life would be more impersonal than it now is in the U. S.

These are only a few reasons why utopia could not work in the U. S. society. Although utopia is enchanting to think about, to change a society in this manner would be impossible. Only if a society started out as an utopia might there be a
Bridging the Gap

To assert that the generation gap is greater now than ever before would do nothing to help lessen it. An accurate determination of whether it is greater now is almost impossible to make on rational grounds. How can the determination be made without asking for people's opinion? More likely than not these opinions are biased very much one way or the other.

In order to decrease the magnitude of the "gap" on the personal level it is necessary for both generations to decide the cause or causes that are separating the two generations. They must also agree on these causes and both work toward the elimination of them. Since this composition is not a dialogue, only one person's view of what the causes are can be expressed.

Probably one of the greatest differences in the two generations is the way they accept things. Often the older person will accept a statement without too much thought. If it seems to fit in with his basic philosophy, he seldom questions it. On the other hand, people of the younger generation have been taught to question things and not always accept everything as it is. Consequently, there is an inevitable conflict between the two generations when discussing an issue. While the older member generally accepts things as they are, the younger person often asks
why, which is often enough to put the other on the defense. Asking why is often thought to exhibit a degree of intelligence and the older person naturally isn't too enthused about a younger person showing superiority in this respect.

Perhaps one of greatest causes of problems in the world is the lack of communication. This can definitely be applied to the problem between the generations. The younger people like to be independent and do not always reveal all their ideas and plans to their elders. But then maybe their elders are responsible for this by not being open-minded and encouraging conversation. Often times when a younger person tries to argue an issue his opponent doesn't realize he may have some good points. The older person is so set in his ways and accepts tradition so strongly that he will not give new ideas a fair chance. After so much of this the modern generation gets discouraged and feels there is no need to try to communicate. Of course the possibility exists of the elder person becoming discouraged with the young and no longer trying to communicate. Hence, we have two non-communicating people building an indestructable wall between them.

Through the realization of these problems, which must be solved on the individual level instead as a group, perhaps the width of the generation gap can be lessened. As was pointed out earlier, this essay included much personal bias and the best way to solve the problem involves a discussion including the members of both generations.
The Solution Lies With The People

In discussing the racial issue, I cannot honestly say whether I am prejudiced or not. My reason for being uncertain is that I believe the true test of prejudice is to have direct contact with members of the other race. Since I graduated from an all white high school and commute to and from college, I have had very little contact with members of the Black race.

I can sympathize with both sides of the issue. For example, several months ago a Negro soldier was killed in Vietnam. Efforts were made for him to buried in an all-white cemetery in one of the southern states, I think Florida. As could be expected from the people of this country, it created a disturbance. Looking in from the outside, I couldn't justify any reasons the whites gave for not letting him be buried there. After all, this man forfeited his life for all the people of this nation, not just his race. However, if was directly involved in this situation, I don't know how I'd react. Hopefully, my reaction would be the same as if I was an outsider the way I have previously described myself.

However, several things involving the race situation tend to give me and other whites somewhat of a negative attitude toward Blacks.

It is very difficult to remain unbiased. Through riots and assertions of Negro leaders, some whites fear the black
man as a leader and controlling the country. Therefore, they are unwilling to give him very much power. But, the same feelings prevail with the student unrest and the radicals. People fear the unknown and dislike violence. So, they are alienated against the Negro by his assertions and acts of violence which may have some value or justification.

Of the few associations I have had with people of the black race, in some instances it looked to me as though the whites were being discriminated against. Several years ago, in tournament play, our high school basketball team was the opponent of an all black team. From the actions of the team on the floor, it looked as though our boys were afraid to do anything out of the fear that it might create a disturbance. Whenever, a penalty was called against a member of the other team, it seem as though the crowd thought the referees were wrong in calling it. They seemed to think their team was flawless. With that in mind and law enforcement officers wherever you looked our team acted as though they were afraid to play basketball. I have had sincere thoughts as to whether this was intentional on the part of the other school or whether it was just their way of participating in sports. No matter what, our team was scared and could not play to their utmost ability. Since I'm white, perhaps I was oversensitive in the same way I think some blacks are.

Perhaps, what is necessary to help relieve the problem is for people to try not to be offended so easily. No matter what is done to help relieve the problem, it will
take time to change the intense feelings of some people.

Villains Beware!

Whining sirens, flashing lights, the piercing cry of a young lady, and the stillness of the young man lying helplessly beside her as the result of a careless or unfit driver is disgusting. The sirens and flashing lights are insignificant, but a person in pain or fatally injured because somebody was not fit to drive or didn't abide by the laws of our highways is inexcusable.

By unfit I mean that anybody who is incapable of passing a rigid driver's examination or who is under the influence of alcohol or drugs is not capable of handling an automobile. These people know who they are if they really want to admit it, but they take the privilege of having a driver's license to lightly. They think that little slip of paper gives them the right to drive no matter what condition they are in.

These murderers should not be allowed to drive or if caught driving they should be severely punished before they attack their victims. Most of their victims never get a chance to avoid the killer and end up severely maimed or dead, so why shouldn't the killer be shackled before he attacks his prey.

To help restrict the villain from doing his dastardly deed I advocate more rigid punishment for those who do not abide by traffic laws and requiring that drivers take
driver's examinations annually.

By nature most people do not want harsher punishments for offenses committed on the highways since almost everybody breaks a traffic law occasionally, but that is just why more severe punishment is needed. Not only do the habitual offenders cause accidents but so do the occasional law-breakers. Perhaps with more law enforcement and harsher penalties, the driver would become more conscious of his driving habits.

Probably the offenses that should have more rigid penalties are those involving the culprit who is unfit to drive. This would include those under the influence of alcohol or drugs and the idiots who don't know enough to give up when sleepy. The only problem would be how to determine whether a driver is sleepy or not. This would be all but impossible to determine.

To get the physically unfit off the road, driver's examinations including a complete physical exam, a written part and driving with an examiner should be administered to every driver annually. This test should require high standards to pass, since maneuvering a vehicle on today's high speed highways requires agility in thought and actions. I've seen several people killed and others severely injured because some "driver" didn't see the other vehicle or thought he had ample time to get out of his way. This is especially disgusting when the innocent victim has no chance of avoiding the situation.
Consequently, we must rely on better and stricter law enforcement to get these "not-so-funny clowns" off the roads. Another way of alleviating the unpleasant situation would be the administration of driver's examinations annually for every driver.

MARGO

Is Revolution the Answer
to the Black Man's Problem?
(First Draft)

The black revolution has already begun! There were hints of revolution with Marcus Garvey's "Back to Africa" Movement.

Non-violent revolution gained momentum with Dr. Martin Luther King's 1955 Montgomery bus boycott. From then on the black man has been non-violently revolting against the white man's abuse. Sometimes violently and sometimes non-violently.

Non-violent revolution has been present in this country since the Emancipation Proclamation. It has been helpful in some aspects. But ordinarily, down through the years, a black individual had to fight his own battle before he was able to better his living conditions.

Not until the 1960's did white America look up and realize that there were angry black people in this country. It was then that a percentage of white people lend an ear to find the reason for black anger. Some of the people who
captured the white man's undivided attention were black leaders like Malcolm X, Stokley Carmichael, H. Rap Brown, Huey P. Newton, Bobby Seale, and other black men with militant tendencies. It was men like these who brought their people together as a race that had pride in themselves. A race that felt that this time the white man would not stop him from living like a human being.

When these men first embarked upon their career to liberate black America, they were not interested in bloody revolution. They felt if they had a louder voice then the men who came before them, then freedom would just be around the corner. But it was learned rather quickly that that was not the method to use to gain white America's attention. Especially when one half of white America was stepping on black America, and the other half of white America still ignorant to the fact of the black man's problem.

So militant groups began to form. And in dissatisfaction of the black man's status, he began to riot. With rioting, police shootouts, and mass boycotting came slight change.

New programs came into being to educate and train those with no type of skill. Black youth were going to college even through they did not have any money. Blacks were given decent jobs, ones that the could be proud of. The black man was no longer playing domestics in movies and theater, he was now starting. The door was cracked by black revolutionaries.
But what would be the results of a full-fledge revolution? (even the Panthers have not gone that far. They only attack in self-defense.). First of all that could not come about for a long time to come. Because black people would need as many weapons as the United States. So blacks would need aide from another country. And the only other country that would be able to help blacks would be Russia. With aide from Russia that would be like jumping from the frying-pan into the fire. So black revolutionaries will just have to wait until they can find a chance to steal some of the united States' weapons or manufacture some of their own.

Let us speculate for a moment and say that the blacks did have enough weapons to fight the united States. And weapons were kept down to rifles, hand grenades, and small bombs. I really could not say who would win. But I will say that this country would be in a worse mess than they were ever in before. Chaos would rule this country. It would give an enemy country the perfect opportunity to send a bomb over and liquidate all of us. If we did not destroy each other first.

The aftermath would be the worst that has ever happened in United States history. Blacks and whites would be permanently segregated. But the superior-white and inferior black attitude would not exist.

So I think if black men stayed united, Black power still-rang clear and the Black Panther Party remained on
the scene, then the Black race will one day open the door
all the way and walk in with dignity.

Is Revolution the Answer

to the Black man's Problem?

(Second Draft)

The black revolution has already begun! Marcus Garvey
brought hints of revolution to the foreground with his "Back
to Africa Movement" in the 1930's. Non-violent revolution
gained momentum with Dr. Martin Luther King's 1955 Monto-
gomery bus boycott. From then on the black man has been
non-violently revolting against the white man's abuse, some-
times violently and sometime non-violently.

Non-violent revolution has been present in this country
since the signing of the Emancipation Proclamation. Mass
non-violent revolution has been helpful in some aspects.
For example Dr. King's bus boycott, where one woman began a
revolt that led to black people being able to sit any where
they wish on a public bus. But ordinarily, down through the
years, a black individual had to fight his own battle before
he was able to better his living or socio-economic condi-
tions.

Not until the 1960's did white America look up and
realize that there were angry black people in this country.
It was then that a small percentage of white people (so-
called liberals) lend an ear to find the reason for black
people's anger. Some black people who captured the white
man's attention were great leaders like Malcolm X, Stokley Carmichael, H. Rap Brown, Huey P. Newton, and Bobby Seale. It was men of this stature that brought their people together as a race that had pride in themselves, a race longing for freedom, a race that felt that this time the white man would not stop him from living like a human being.

When these men first embarked upon their career to liberate black America they were not interested in bloody revolution. They felt that if they had a more active voice than their predecessors, then freedom would just be around the corner. But it was realized very quickly that this was not the method to use to gain white America's attention, especially when one half of white America was stepping on black America, and the other half of white America was still ignorant to the fact of the black man's problem.

So in dissatisfaction of the black man's status, he began to form militant groups, to try to do something to uplift the black man. With the police trying to destroy militant groups, and new black pride, and white businesses trying to drain black people out of their last dollar---came rioting. At last black people found a way to change the status quo, somewhat.

Through this new revolution came slight change. New programs came into being to educate and train those with no type of skill. Head Start programs were originated to get a black child started early in his long learning process. Black youth began to go to college on scholarships.
And blacks were given decent jobs that they could be proud of. The black man was no longer discriminated against in acting roles, he was now beginning to start in them. The door to equality had been cracked by revolutionaries.

But what would be the results of a full-fledged revolution. (Even the Panthers have not gone that far. They only attack in self-defense). First of all that could not come about for a long time to come. Because in order for black revolutionaries to have an equal chance at winning, they will need powerful weapons. In order for black revolutionaries to get weapons, they would need assistance from another country. There are only two countries powerful enough to help, and they are Red China and Russia. Aid from either one of these countries would be going from bad to worse. So black revolutionaries will just have to wait and devise a plan to steal weapons from the United States Armed Forces or manufacture some of their own.

Let us speculate for a moment and say that the blacks did have weapons equal to that of the United States Armed Forces and were ready to fight. But so as to not completely destroy the whole country, the weapons were kept down to machine guns, hand grenades, and small bombs. I really could not say who would win. But I will say that this country would be a worse mess than they were ever in before. Chaos would rule this country. It would give an enemy country the perfect opportunity to send a bomb over and liquidate all of us, if we did not destroy each other first.
The aftermath would be the worse thing that has ever happened in the United States history. Blacks and whites would be permanently segregated. But one good thing would result from revolution, the superior—white and inferior—black attitude would not exist.

So I think the only way that the black man may some day find peace with his white neighbor is for blacks to keep their united bond; for Black power to develop into a reality, and the Black Panther Party to remain on the scene, combattting any injustice that might befall on any black person, with these things maybe in five or six generations from now, the black man could open the door of freedom, all the way, and walk in with dignity.

Utopia (First Draft)

I believe that this country could be a perfect utopia if the people would just follow the Constitution of the United States, and amendments, and obey the laws of the Bible. If the United States was truly a democratic state and several more laws were put into practice, then the citizens of the United States would live in an Utopian society.

In this paper I wish to define my idea of an Utopian state, dealing with six systems that need to be revised or enforced; they are politics, defense, religion, family, economics, and education.

To begin with politicians should be may to keep their
promises that they made during their campaign. One way to have honest politicians is to let the young run the country. I think that your people from the age of twenty-five to thirty-two are pretty trustworthy and sincere. Older politici ans, tend to be more capitalistic. They begin to forget about the people they are representing and think more about how much money they can make. The Electoral College, should be eliminated and popular vote should be the deciding factor on whether a politician gets elected to an office. Race and sex should not be a determining factor in nominating and electing a high official of the country. When the people of the United States feel that a particular official is not doing his job, then that said official may be impeached. Every six months a referendum should be held to review what the President (for example) has done to help or hinder the situation of this country and whether or not he should be impeached.

Moving on to the defense of this country, I believe that all nuclear weapons should be destroyed. Not only in the United States but in all countries that have any. United States troops stationed in different countries should be brought home. Those countries should be left to solve their own problems. Voluntary armies should be set up and held in reserve in case of an attack by an enemy country.

In religion the people would believe in one God, and use the Bible as a guide for good living. And follow the Golden Rule.
Rule.

The family situation would be basically the same as it is now, but with a slight change. A given family could have no more than seven children. So the population would be kept down somewhat. And of course, everyone is not going to have seven children, majority would just have from one to three.

With education everyone will have to at least earn a B.S. or a B.A. degree. Because in this utopian society, machines would be doing most of the work, but we will need people to run and operate the machines. This would eliminate unskilled labor. And everyone would be specializing in something.

The economic system would be something like the family system, people could make just so much money. Fifty thousand dollars is maximum. This would give the poor people a chance to increase their annual income. And the "rat race" atmosphere in the business world would be liquidated. Both rich and poor would have to pay taxes according to what an individual made. People with smaller salaries would not pay as much as they do in this present day. There would be no welfare. Everyone would have to get out and earn their own living.

So I have described my Utopia and I would prefer this one over the class' or the described in 1984.

Utopia (Second Draft)
I believe that this country could be a perfect utopia if the people would just follow the Constitution of the United States, the amendments, and obey the laws of the Bible. If the United States was truly a democratic gov. and several more laws were put into practice, then the citizens of the United States would live in an Utopian society.

In this paper I wish to define my idea of an Utopian state, dealing with six systems that need to be revised or enforced; they are politics, defense, religion, family, economics, and education.

To begin with politicians should be made to keep their promises that they made during their campaign. One way to have honest politicians is to let the younger generation run the country. I think that young people from the age of twenty-five to thirty-five are pretty trustworthy and sincere. Older politicians tend to be more capitalistic. They began to forget about the people they are representing and think more about how much money they can make. The Electoral College should be eliminated and popular vote should be the deciding factor on whether a politician gets elected to an office. Race and sex should not be a determining factor in nominating and electing a high official of the country. When the people of the United States feel that a particular official is not doing his job, then that said official may be impeached. Every six months a referendum should be held to review what the President (for example) has done to help or hinder the situation of this country an whether or not he
should be impeached.

Moving on to the defense of this country, I believe that all nuclear weapons should be destroyed, not only in the United States but in every country that have any. United States troops stationed in different countried should be brought home. Those countries should be left to solve their own problems. Voluntary armies should be set up and held in reserve in case of an attack by an enemy country.

In religion the people would believe in one God, use the Bible as a guide for daily living, and follow the Golden Rule.

The family situation would be basically the same as it is now, but with a slight change. A given family could have no more than seven children. So the population would be kept down somewhat. And of course, everyone is not going to have seven children, the majority would probably have from one to three children.

With education, everyone will have to at least earn a B.S. or a B.A. degree. Because in this utopian society, machines would be doing most of the work, but we will need people to run and operate the machines. This would eliminate unskilled labor. And everyone would be specializing in something.

The economic system would be something like the family system, people could make just so much money. Fifty thousand dollars is maximum. This would give the poor people a chance to increase their annual income. And the "rat race"
atmosphere in the business world would be liquidated. Both rich and poor would have to pay taxes according to what an individual made. People with smaller salaries would not pay as much as they do in this present day. There would be no welfare, everyone would have to earn their own living.

So I have described my Utopia and I would prefer this one over the class' or the one described in 1984.

Utopia (Third Draft)

There could never be an Utopia, but a near perfect society could exist if the Constitution of the United States, the amendments, and the laws of the Bible were followed. If the United States was truly a democratic government and several more laws were put into practice, then the citizens of the United States would live in an Utopian society.

In this paper I plan to define my idea of a near perfect society, dealing with the six systems that need to be revised or enforced; they are politics, defense, religion, family, economics, and education.

To begin with, politicians should be made to keep the promises that they made during their campaign. One way to have honest politicians is to allow the younger generation to run the country. I think young people from the age of twenty-five to thirty-five are pretty trustworthy and sincere. It seems that every fairly young politician that ever ran for a public office was popular with the public because of their appearance of sincereness and trustworthiness.
Older politicians tend to be more capitalistic as they move up in age. They began to forget about the people they are representing and think more on how much money they can make. A couple of incidents were made known to the public about politicians using public funds, and they were just the ones who got caught. The Electoral College should be eliminated and popular vote should be the deciding factor on whether a politician gets elected to an office. It would be better to have a politician in office who is well-liked by the mass, in that way he does not have to worry about static for the nominating and electing a high official of the country. When the people of the United States feel that a particular official is not doing his job, then they should use their power of impeachment.

Moving on to the defense of this country, I believe that all nuclear weapons should be destroyed; not only in the United States but in every country that has any. If they refuse, the United States should blow them off the map. If the only country left is the United States, that is quite alright. United States troops stationed in different countries should be brought home. Those countries should be left to solve their own problems. Volunteer armies should be set up and held in reserve in case of attack by an enemy country.

In religion the people would believe in one God, use the Bible as a guide for daily living, and follow the Golden Rule. If they just follow this simple pattern, life for the
majority would be much pleasanter.

The family situation would basically what it is now, but with one slight change. Every couple would be consciously aware of birth control. They would try to keep the number of children down to a minimum. Everyone would want to keep population down somewhat.

With education, everyone would be required to have some type of education—so they could learn a skill. Since in this society machines would be doing most of the work, people will have to learn different phases of the machine. So the type of schools that people would attend would be anything from business to technical to regular college. Unskilled labor and welfare would not be in this society. Everyone would specialize in something.

The economic system would be something like the family system, people could make just so much money. Fifty thousand dollars annually is maximum. This would give the poor a chance to increase their annual income. They would not have to compete so heavily with smart executives and the rat race atmosphere in the business world would not exist. Business could be ran at a nice steady pace, instead of rapidly trying to buy other business' out. Taxes would be paid on how much a citizen made, and this would be enforced for everyone.

So this is my near perfect society. This six systems that I mentioned would be the main systems that would guarantee my society.
Consequences of the Generation Gap

A generation gap is a lack of communication between a younger age group and an older age group; usually the younger age group is indirectly responsibly for the controversy because the older age group does not understand the dilemmas of the younger generation. Since this gap can not be bridged, consequences result. The major consequences that are the product of the generation gap are hippies and modern black youth.

Hippies were middle-class young adults who were dissatisfied with the way the United States was being run. They were dissatisfied with their parents—how they preached one set of rules to live by and they themselves lived by a completely different set of rules. They were dissatisfied with a uniform way of doing or accomplishing something. The did not want to measure happiness by completion of high school and college, having a profession or a business, and having a wife and several children. The older generation could not and would not understand the younger generation's rationale behind their concept of conforming to something that they would feel uncomfortable in. Hippies felt since they could not relate to the older generation and society, why not divorce themselves from society. They did just that and set up their own commune, preaching love and peace. They also live off the bare necessities. They could not bridge the generation gap, so they
became a product, a consequence of the generation gap.

Black youth of today are called impatient by the older generation. The younger "black" generation and the older "black" generation can not relate to each other. There is a definite lack of communication between these two groups. Each want the same thing but each wants to get it in a different manner. The older generation, both black and white, believe in passive attitude in order to achieve black goals. For generation, each younger generation has tried to follow suit of the older generation by being patient and talking "nicely" to the adversaries. But this black "younger generation" generally refuse to go "Uncle Tom" route. Because the younger generation refuse to follow the same road that the older generation did, to get this far, there is a generation gap. And because this gap can not be bridged black youth become a product, a consequence of the generation gap.

The hippies and the modern black youth both want change. The former has partially solved their problem, but the latter is still trying. The younger generation does not want a gap between them and the older generation, but until one group begins to recognize the other group's situation, consequences will persist.

Revolution is Revolution

July 4, 1776 marked a new beginning in the history of the United States. On this important date the Declaration
of Independence was signed. This document declared freedom and equality for all? No, not the one that is in the Archives in Washington, D.C. The one that Thomas Jefferson originally wrote; was for both blacks wanting freedom from their masters and whites wanting freedom from the British Crown. But the prejudice-minded, God-fearing colonists could not see the parallel between their situation and the black pagans. Black heathens needed to be taken care of, if they had freedom they would not know what to do with it.

Almost two hundred years have passed since the break between Great Britain and her American colonies. Since then, the black man in America have been physically liberated from the chains of bondage for over one hundred years. Today, the black man is still looking for a freedom of "life, liberty, and the pursuit of happiness." A freedom that was granted the colonists two centuries ago.

In order to get this freedom that white Americans are experiencing now, black Americans have looked back in history to see how white America was able to acquire it. Colonists tried talking to the British crown. When they found that wasn't successful, they tried boycotting and protesting. For instance, the Boston Tea Party. This too, did no good. So in their final attempt to gain independence from the Mother Country—they revolted. Did not the blacks try all of these methods in order for them to raise themselves from second class citizenry to first? Why is White America forgetting the tactics their ancestors went through in order to
receive their independents. Can't they realize black revolutionist are using the same measures? In 1700's the revolutionists were called the "Sons of Liberty;" today they are called the "Black Panther Party," what makes the Panthers so different from the Sons of Liberty? What makes the people of today so blind to see the parallel of the two groups? Both groups---fighting for the freedom of their race. The only thing that separates them is time and the color of their skin. Sons of Liberty started out with four men and grew to twenty-three. The people they were trying to help called them agitators and trouble-makers. They couldn't see what was wrong with Great Britain ruling the colonies. The Black Panther Party numbers four hundred. They are not supported by all their race. Those that don't support them can no see their purpose. In their eyes they are just murderers and troublemakers.

Black Revolution is going on in this country today. Not on such a wide and bloody scale as the American Revolution; but a Revolution just the same.

A White Person Looks at Negroes

Whites can not help being prejudice towards negroes; because it is reactionary prejudice. White people have tried throughout history to give and have succeeded in allowing negroes the same equalities as whites.

There is no reason for colored people to riot against our democratic society. Negroes claim, that they built this
country. But what can a body do without a head? Whites have supplied the brains for any physical feat the negroes have accomplished.

The major thing that the negroes are talking about now is, they live in the ghetto. They have just as good a chance to make money and move as anyone. If they do not work how do they expect to raise their standard of living. When negroes do work, all they want to do with their money is buy a new car. They do not care if their family have clothes on their back and food on the table. And about the ghetto—they make their own ghetto. Every Friday and Saturday nights, they buy their wine and throw parties all night long. They try to tear up and destroy everything in sight. White property owners can not be expected to replace everything they destroy every weekend.

If boys like James Farmer can make it, they can, too. So do not blame white folks for negroes' poverty.

Negroes state that they are not allowed to live where they please. The Open Housing Law is not enforced according to them. But when an application is filled out for a house or nice apartment, a question asks "where do you presently live." The agent leasing or selling the place, checks it out to see what type of neighbor you will make. Now, if the party was an uncooperative and destructive neighbor, in his previous inhabitants, of course his application would not be accepted. It is not the color of skin that determines where an individual lives, but the contend of character.
Good jobs are another thing that negroes are demanding. But what is expected when they quit school as soon as the law allows; then work at some petty job in which they expect to receive raises and promotions frequently. The rule applies to them as well as to anyone else, "without a good education, a good job is hard to find."

When they do enter college, they join some black student union. In reality they are "trouble-making niggers." If they do not do well in a course, "They yell Institutional racism—and the professor is a racist". Just because the Administration will not cater to their demands, to them, the school applies institutional racism. All of a sudden they want "black" trustees, "black" professors, and generally, negroes all over the campus. If they would concentrate on their studies and stop causing trouble; then they could one day take over the jobs they want for negroes.

Negroes want their freedom, but they are free. What do they want us to do, give them the country? Every phrase of this country, they are in. Negroes are in entertainment, politics, business, and the military. You can not satisfy them, so why try. But if they want to act crazy and get violent, let them, we can get violent too. And there is more of us, than there is of them.

GRACE

The Now Thing—Revolution (First Draft)
There are three phases of revolution. There is the revolution of the past, the now revolution and the revolution of the future. The one I am concerned with is the now revolution. The past revolt is something of which I and know one can change. We can only learn and profit by it. The future revolution we can predict if we plan everything right. In order to do this we have to make the revolution of today work to the fullest of the people.

Revolution today seems to be the talk and concern of many people. Americans and foreigners seem to be envolved in a revolt of what the world is doing in the way of progress and determination. I am concerned primarily with the revolution in America, which enters the world problems, be-I am an American and I do live here.

Revolution is happening in the universities, streets, black and white and their want for Black Power and recognition. Some of the major revolts are over the actions of the government.

Revolution seems to be aiming in the direction of violence which to me is a very bad word. I think it is absolutely horrible and of which I am scared to death.

I cannot see how bombing, or burning a building achieves the aim of the left or right. I truly wish a non-violent "war" would take its place soon. If everyone sat back would stand up for non-violence, something might be done. It cannot hurt, but only do some good. Anything right now would help because America is really in a state of chaos.
I am really afraid of what will happen when the so far "mild" revolts of violence really break out. Not four students or ten police men will be killed or injured, but hundreds. I feel within three years this country will see massacres like they never saw before.

It is a crime Americans won't get together and fight back peacefully. If they don't this country and everything we have achieved over the years will be lost.

There is a saying which struck me very hard. It was said by James Simon Kunen, author of, "Strawberry Statement." It states this, "One of this days I may fight in earnest altogether so that I won't have to fight any more." As you can see many College students and non-college students are taking this stand. It makes some sense, in that (our country can not go on in this way or the other). It has to be settle in one or the other. I would rather see the peaceful way, but the ones who are working for change seem to be the violent ones. They are involved while the others are afraid and lazy to get involved.

Someday Americans will realize they were lazy and afraid. But as time goes on it is not going to improve but get worse. Americans are always to busy to really concentrate on the real problems of their country. They are to selfish and worried about themselves. It has been going on for years in many countries. But, Americans are stubborn and don't take the message or learn a lesson. Someday we all will regret this.
I feel sorry and scared for the American people, because I love my country. Times change and so should the country. I hope the American people learn this before it is too LATE.

The Now Thing "Revolution" (Second Draft)

There are three types of revolution. There is the revolution of the past, the now revolution and the revolution of the future. The one I am concerned with is the now revolution. The past revolt is something which I and no one can change. We can only learn and profit by it. The future revolution we can determine if we plan everything right. In order to do this we have to make the revolution of today work to the fullest advantage of the people.

Revolution today seems to be the concern of many people. Americans seem to be involved in a revolt of what the world is doing in the way of progress and determination. Revolts are finally realizing that people are consistently competing against each other. Many will step on people, not caring about the individuals life. I am concerned primarily with the revolution in America, which enters the world and domestic problems, because I am an American.

Revolutions is happening in the universities and streets over black power and policies of the government having to do with domestic and foreign situations. These revolts are primarily centered around Vietnam, discrimination, poverty and our basic political structure.
Our revolution seems to be aimed in the direction of violence. Violence to me is a frightening and stupid way of solving a problem. But many seem to think this is the road to take.

I cannot see how bombing, or burning a building achieves the aim of the left or right. I truly wish a non-violent "war" would take its place soon. If the silent majority spook out on non-violence, something might be done. It cannot hurt, but only do some good. Anything right now would help because America is really in a state of CHAOS.

I really am afraid of what will happen when the so far "mild" revolts of violence really break out. Not four students or ten police men will be killed or injured, but hundreds. I feel, within three years this country will see massacres like they never saw before.

It is a crime Americans haven't gotten together and unite. If they don't this country and its ideas which have been achieved over the years will be lost.

James Simon Junen, author of Strawberry Statement, said, "One of these days I may fight in earnest altogether so I won't have to fight any more." This struck me very hard. As you can see many College students and non-college students are taking this stand. It makes some sense, in that our country can not go on with this violence. It has to be settled in one way or the other. I would rather see the peaceful way, but the ones who are working for change seem
qualified to be the violent ones. They are involved while the others are afraid of being apathetic.

Someday Americans might realize that their apathy will destroy the human race mentally or physically. Americans are always too busy to really concentrate on the real problems of their country. They are to selfish and worried about themselves. It has been going on for years in this country. But, Americans are stubborn and don't take the message or learn a lesson. Someday they all will regret this.

I feel sorry and scared for the American people, because I love my country. Times change and so should the country. I hope the American people learn this before it is too late.

A Revolt Is Coming (Third Draft)

The revolution of this country is coming very soon. There are many things which make the future revolution very obvious. These elements are political, economical and social. One of the most important facts which revolutionaries see is that people don't care about other people. Another cause of revolts is Vietnam. Social structure is one more basic factor of the causes of revolts. The past revolts enable us to learn a lesson. It should be a warning to the future revolutionaries. Hopefully they will profit by the unfortunate mistakes of past revolts.

People of today are wrapped up in themselves. Human
Beings don't realize there are other individuals in the world besides themselves. They don't care about peoples feelings or lives. Competition is one aspect of which is dominate in Americans. They are constantly trying to get ahead. The revolutionaries of today are trying to stop this human characteristic before it reaches a more critical state.

The Vietnam war is a very touchy subject in the revolters eyes. The left believes that the present draft system is selective slavery. Some feel it should be replaced by a draft with a voluntary military. The left is starting to revolt violently. Vietnam is known as being one of their primary causes for violence.

The social structure is trying to be changed by revolters. The new left are incorporating their demands into an increasing drive for more and more federal power and control over the lives of our citizens. They feel there should be less governmental control over our lives. The social structure as it stands right now lacks equality. The revolutionaries can see there has to be a change in discriminations between races and sex. They seem to be starting to use violence so Americans will see the need for a quick change.

The coming revolts seem to be violent. The other so called "peace" desenters are not unting and trying to change the policies of America. If they don't see this soon, this country and its ideals which have been achieved
over the years will be lost.

James Simon Kunen, author of *Strawberry Statement*, said, "One of these days I may fight in earnest altogether so that I won't have to fight any more." This struck me very hard. As you can see many College students and non-college students are taking this stand. It makes some sense, in that our country can not go on with this violence. It has to be settled in one way or the other. I would rather see the peaceful way, but the ones who are working for change seem to be the violent ones. They are involved while the others are apathetic. Someday Americans might realize that their apathy will destroy the human race mentally and physically.

I feel sorry and scared for the American people, because I love my country. Times change and so should the country. I hope the American people learn this before it is too late.

Utopia (First Draft)

The basic need in a social Utopia is individuality. This is accomplished by having many and varied facilities available for the individuals use. An education should not be forced or pressured upon an individual, but instead should be such that an individual can pursue such area's as art, dance, music and philosophy and domestic skills as well as History, Science, Mathematics, and English, at his own want of knowledge.
Art and dance are an expression of one's feelings without the use of words. Through these, he can show his phases of emotions. By observing more closely, an artist can gain a wider perspective on the world. One can show self-expression by his movement through the music.

Philosophy is also very important because it enables man to interpret his role in society and to decide what is best for himself in relation to others. Since man partially understands his environment he will be able to try to solve problems. Since man deals with the past and present, it guides man into planning a more perfect future.

In a utopia the home is an important aspect because if there is not peace, happiness and simplicity than it will be harder to obtain these in the society as a whole. The most important idea a parent can teach their child is basic and decide for himself what is right and wrong.

Music molds character. Music can find a gentle nature which has also great courage. Through music the soul learns harmony and finds the way into the secret places of the soul. Music is valuable not only because it brings refinement of feeling and character, it also preserves and restores health. There are some diseases which can be treated only through the mind.

It seems a perfect Utopia must begin in the body of man. We cannot build a Utopia with young people corrupted every turn by the example of their elders. Through all these things man can come a little closer to a more perfect
society or UTOPIA........................ in which to live in.

Utopia (Second Draft)

The basic need in a social Utopia is individuality. This is accomplished by having many and varied facilities available for the individual's use. The five major area's that would be in this Utopia are art, dance, philosophy, and domestic skills. Instead of forcing or pressuring these area's upon the individual, they would be studied because of the individual's want of knowledge.

Art and dance are an expression of one's feelings without the use of words. Through these, he can show his different emotions. By observing matters of life more closely, an artist can gain a wider perspective on the world. A dancer can show self-expressions by his movement through the music.

Music molds character. Music can find a gentle nature. Through music the soul learns harmony and rhythm. Music training is so powerful, because rhythm and harmony find the way into the secret places of the soul. Music is valuable not only because it brings refinement of feeling and character; it also preserves and restores mental health. If one is emotionally upset, music can soothe the mind. There are some diseases which can be treated only through the mind.

Philosophy is also very important because it enables man to interpret his role in society and to decide what is
best for himself in relation to others. One major aspect of Philosophy is truth. It is very important to know the meaning, to understand, and to follow truth in one's life. Since man partially understands his environment he will be able to try to solve problems. Since man deals with the past and present, they guide man into planning a more perfect future.

In a Utopia the home is an important aspect because if there is not peace, happiness and simplicity then it will be harder to obtain these three qualities in the society as a whole. The most important idea a parent can teach their child is basic moral value which leaves him with an open mind to explore and decide for himself what is right and wrong. Once you know the right road to take, things are less complicated and your life is much simpler.

There are many more area's which the society needs to explore. But these five area's seem to be the one's that help create, understand, and improve the environment. Through these five area's man can come a little closer to a more perfect society or Utopia in which to live.

Generation Gap (First Draft)

In order to clarify what generation gap means literally speaking, we have to break it down into two parts, generation and gap. Generation is a whole body of individuals born about the same time. It also is the age or average lifetime of a generation, term of years. Speaking of
generation with gap it is the break of time between generations. The generation gap of today between young adults and their parents have two major courses. They are social and educational. Each of this can be broken down into more specific detail.

Socially the gap has opened individuality. The young generation is much more independent in the aspect of being an individual. Individuality is stressed more in this generation than the older generation. Many people find that the two generations have many conflicting ideas on the social world. The movement toward liberalism is one factor which has aided the split. One aspect toward this movement is informality. The generation today, has less restricted dress codes. One reason for this is because they don't care about what society requirements are. They wear what they want regardless of what is thought of as proper dress now or twenty years ago. The young adults have much more variety in their way of dress than their parents did. An example of this would be a girl student wearing pants to class or a young girl not wearing gloves and a proper dress to church.

Another social element which is different between the two generations are demonstrations. This is the way the young people express their ideas. It is a reaction against authority. They are open with their discussions on topics of which the older generation didn't speak loudly upon.

Morality between the two generations is quite different.
The value systems are not the same. The older generation went along with the belief of morality as what they were told was right, where as the generation of today bases their morality on what they feel is right or wrong. Twenty years ago, judgments were made according to laws. Nowadays, the situation affects the laws. This whole social science between the two generations is really based on individuality and independence from their parents.

The older methods of education are changing. Discrimination of races and religion are not as prominent as they were twenty years ago. Means of education are becoming more liberal as the world progresses.

The learning process of today doesn't emphasizing on general studies alone, but on education on life. They have controversial topics on all aspects of the world, where as the generation of yesterday didn't. The teaching program of today stimulates creativity in the students potential.

Teachers of today are much more liberal in the process of teaching. They are as domineering on the student, but they let the student judge for himself.

Both the social and educational aspects show how liberal the world is becoming. The more liberalized the generation gets, the wider the gap will be between the older generation and the younger generation.

Generation Gap (Second Draft)

Over the period of years society has faced the dilemma
of the "generation gap." The generation gap of today between young adults and their parents have two major courses. They are social and educational. Each of these can be broken down into more specific detail.

Socially the gap has opened individuality. The younger generation is much more independent. The younger generation has a particular characteristic, which distinguishes one person from another. They exist more as a distinct individual, where as the older generation did not stress, exhibition of their individuality. Many people find that that two generations have many conflicting ideas on the social world. The movement toward liberalism among the younger generation, is one factor which has aided the split. The younger generations principles are much more liberal than their elders. The young favor progress or reform, on affairs like, religion and politics. One aspect which is related to this movement is informality. The young adults aren't following rules, according to prescribed or customary forms. The generation of today, has less restricted dress codes. One reason for this is because they don't care about what social requirements are. They wear what they want regardless of what is thought as proper dress, now or twenty years ago. They aren't concerned with the formality standard of dress. The young adults have much more variety in their way of dress than their parents did. An example of the young adults not conforming with the fundamental dress, would be a girl student wearing pants to class or a young girl not wearing
gloves and a proper dress to church.

Another social element which is different between the two generations is revolution. The adolescent are expressing their feelings and ideas of resistance through demonstrations. This revolt is a reaction against authority. They are open with their discussion on topics of which the older generation didn't speak loudly upon. Their advocating measures of progressive political reform.

Morality between the two generations is quite different. The value systems are not the same. The older generation went along with the belief of morality as what they were told was right, where as the generation of today, base their morality on what they feel is right or wrong. The young adults aren't concerned with the principles or rules of right conduct. The older generation conformed to the doctrine or system of moral or virtuous conduct. This can cause friction between the two generations, which results in a gap of misunderstanding. Twenty years ago, judgments were made according to laws. Nowadays, the situation affects the laws. This whole social science between the two generations is really based on individuality and independence from their parents. The adolescent base their conduct on individuality. They feel their conformity and judgment is a personal thing, whether society excepts it as righteous.

The older methods of education are changing. Discrimination of races and religion in the schools, are not as
prominent as they were twenty years ago. Means of education are becoming more liberal as the world progresses.

The learning process of today doesn't emphasize general studies alone, but an education on life. The student learns about matters of the world, which affects his life. The school offers controversial topics on all aspects of the world, where as the school of yesterday's generation didn't. The teaching program of today stimulates creativity in the students potential. They don't tell the child what to think, but, how to think. The system offers areas of interest, that bring out the pupil's fine qualities. In doing this, the student evolves his feelings from his own thought or imagination. This causes the child to become an individual in his thinking.

Teachers of today are much more liberal in the process of teaching. They aren't as domineering on the student, but they let the student judge issues, problems and things in general for themselves.

Ever since man has existed, there has been a gap between generations. This problem will never be solved because human beings have a hinderance -- which is miscommunication, because of age difference.

Generation Gap (Third Draft)

Over the period of years society has faced the dilemma of the "generation gap." The generation gap of today between young adults and their parents has two major causes.
They are social and educational. Each of these can be, broken down into more specific detail.

Socially the gap has opened individuality. The younger generation is much more independent. They exist more as distinct individuals with their own styles in clothes and their own ideas about what makes the good life, whereas the older generation did not stress exhibition of their individuality. Many people find that the two generations have many conflicting ideas on the social world. The movement toward liberalism among the young generation is one factor which has aided the split. The younger generation principles are much more liberal than those of their elders. They favor progress or reform, on affairs like religion and politics. One aspect which is related to this movement is informality. The young adults aren't following rules, according to prescribed or customary forms. The generation of today has less restricted dress codes. One reason for this is that they don't care about what social requirements are. They wear what they want regardless of what is thought of as proper dress. This informality is just another way of trying to make progress in the United States, whether it is political or religious. Their main theme is change. Change can make progress or reform in all areas. The young adults have much more variety in their way of dress than their parents did. An example of the young adults not conforming with the fundamental dress, would be a girl student wearing pants to class or a young girl not wearing gloves and a
proper dress to church.

Another social element which is different between the two generations is revolution. The adolescents are expressing their feelings and ideas of resistance through demonstrations such as those that have taken place on college campuses in recent months. This revolt is a reaction against authority. They are open with their discussion on topics of which the older generation didn't speak loudly upon. They are advocating measures of progressive political reform. They are working to get reform candidates elected to public office.

Concepts of morality of the two generations are quite different. The value systems are not the same. The older generation went along with a system of morality based on rules, whereas the generation of today base their morality on what they feel is right or wrong. The young adults aren't concerned with the principles of rules of right conduct. The older generation conformed to the doctrine or system of moral or virtuous conduct. This can cause friction between the two generations, which results in a gap of understanding. Twenty years ago, judgments were made according to rules. Nowadays, the situation affects the rules. This whole social scene between the two generations is really based on the desire of the younger generation for individuality and independence from their parents. The adolescents base their conduct on individuality. They feel their conformity and judgment is a personal thing, whether society accepts it as being righteous or not.
The older methods of education are changing. With colleges seeking minority students, discrimination of races and religion in the school is not as prominent as it was twenty years ago. Means of education are becoming more liberal as the world progresses.

The learning process of today doesn't emphasize general studies alone, but an education on life. The student learns about matters of the world, which affects his life. The teaching program of today stimulates creativity in the students potential. Teachers don't tell the child what to think, but, how to think. Students can takes courses in art, music, and literature which can bring out the pupil's fine qualities. In doing this, the student evolves his feelings from his own thought or imagination. This causes the child to become an individual in his thinking.

Teachers of today are much more liberal in the process of teaching. They aren't as domineering on the student, but they let the student judge issues, problems and things in general for themselves. Students can pick their own courses. They have a variety to choose from. The modern teacher of today lets the student figure out the problem and come up with his own conclusions, not the teacher's.

The social and education aspects of the world will continue to change from generation to generation. This will never seize to exist, unless generations are done away with, which is impossible to achieve.
Social Equality

On the subject of social equality in America, I would like to discuss two areas of thought on this topic. The first one is how the Blacks feel about the equality situation, and the second area is how the white American's are mislead about blacks and what the blacks are doing. This last area I'm talking about, is split in two parts, but are discussed together.

Blacks people are taking care of business, business that is of and for them. They feel if they fail to do this, they face continued subjection to a white society that has no intention of giving up willingly or easily its position or priority and authority. If the blacks succeed, they will exercise control over their lives, politically, economically and psychically. They will also contribute to the development of a viable larger society, in terms of ultimate social benefit.

Black people are trying to achieve their power, by having black communities include different means than peacefulness. They are including armed rebelling, to achieve their ends. These programs do not come out of the minds of any one person or two people, but out of day-to-day work and out of interaction between organizers and the communities in which they work. The blacks feel they must respond in their own way, in their own terms; and in a manner which fits their temperament.
This Black Power means that black people see themselves as part of a new force. They see their struggle as clearly related to the liberation struggles around the world. They start with the assumption that in order to get the right answer, one must pose the right questions. In to find the effective solution, they feel one must formulate the problem correctly. They aim to define and encourage a new consciousness among these black people, which will make it possible for them to proceed toward those answers and those solutions.

The white race is mislead about blacks. The mild demands and hypocritical smiles mislead Americans into thinking that all is fine and peaceful. These white Americans are thinking that the path and pace chosen to deal with racial problems are accepted by masses of black Americans. But these blacks are emerging in what they feel is meaningless language so common to discussion of races in America.

Most whites and some black people prefer not to hear anything on the issue of equality of races. To some it is embarrassing; to others, it is inconvenient, and to still others, it is confusing. Some white Americans can afford to speak softly, and tread lightly because they own the society. The roles the blacks pursue, the goals they seek are their own responsibility according to this society.

Most white Americans response to the Black Movement with time to spare. They feel no particular urgency about the need to solve certain serious social problems. They
don't seem to realize that blacks have not time to play, nice, polite games, when they feel the lives of their children are at stake.

Only when one's true self, whether he's white or black, is exposed, can this society proceed to deal with the problems from a position of clarity and not from one of misunderstanding.

Permitting 3.2 Beer in Dormitory Rooms

Many college students today, are trying to get legal rulings on being able to have 3.2 beer in dormitory rooms. One college which is working for this privilege is Defiance College. They are taking actions to make the administration see their point of view. The question is should 3.2 beer be permitted in dormitory rooms? There are four factors which show the positive side of the issue.

One area, which I personally can't understand in this situation, is the fact that in Ohio state, an eighteen year old is allowed to be served 3.2 beer, where as on many campuses, (Defiance for one) this is not permitted. If the law of a state permits drinking, I don't see why a private institutional school should bar it from their grounds. The student is going to drink in his room whether it is braking the rules or not. I truly feel if the state permits it, then the college should open their eyes and permit it.

This next aspect might seem silly, but it can be a very important factor in this issue. Now, if a student is going
to indulge in 3.2 beer outside the grounds, it would seem to be safer to have him drink in his room. So many people are injured because of being under the influence of liquor, but if the person was able to drink in his room, just maybe some of this injury could be prevented. What I am trying to say is: it seems to me much safer to have him drink in his room rather than to go out and drink.

Do you realize that 3.2 beer really isn't even liquor. It has 3.2% alcohol in it, where as gin has 80%. This isn't even hard liquor, which the school seems to be so worried about. Also the campus is so worried about having 3.2 beer in the dormitories, they aren't trifling with another major problem; drugs. They won't permit beer, but they're blind to the fact that this person who wants beer in his dorm room, has a neighbor who "blows" dope in his room. They make such a big issue out of a pin whale, and the major issue is sort of over looked.

If a student is allowed beer in his home, then I can't see why he can't drink in his room at school. The dormitory room is the only place on campus that the student can do what he wants in it, providing he isn't bothering anybody else and it's legal. Now, if the person wants to drink in his room, and he isn't bothering anybody else's freedom, then this should be permitted.

This act of not permitting 3.2 beer in the dormitory rooms is an old fashion rule which has to be changed. Hopefully the student body of campus' (like Defiance College)
will be able to accomplish this in a respectful way. This ruling against beer is absolute, but it takes time to change the ways of the older generation. When and if 3.2 beer is permitted in dormitory rooms, this will be a step for the administration in being with the free and liberal times.

MARGARET

Revolution (First Draft)

There will be a revolution in the United States if this country's people keep ignoring the negro. Meaning that if the problems of segregation are not ended, by allowing negroes the chance to decide where they want to live. They also deserve the chance to purchase livable. The negroes will not be the only ones to revolt the people on the left will revolt if the government does not get out of Vietnam, keep out of the Middle East.

However, there is another side to the coin the people on the left that are not as violently inclined has thoughts who believe in the bombing of buildings, which may end in some person being killed or injured for life. The people who disagree with this may switch to the right.

Then the people on the right will lose some to the left. Because they will institute laws to repress the left-wingers in his place. This law would also govern them as well as the left. The incident at the college last spring were closely related. The students are wanting to be heard and no one is willing to listen. So they have demonstrations
to call attention to themselves, but the National Guard and the State Patrol are sent in to put them down. The National Guard and the State Patrol are not trained or capable of handling this type of situation.

Revolution (Second Draft)

There are basically three possible types of people to revolt, the poor people, the left winger or the younger people, or the right wing or establishment.

The poor people where ever they maybe in the ghetto on a reservation, or the slums of the Appalachian region. These people want three things: Better housing, better jobs or jobs, and desegregation of schools all over the country not just in the south. They feel that they are not being given an equal chance to find decent housing and good paying jobs. These people do not want to always depend on welfare for the rest of their lives, although there are some who do want to receive welfare for the rest of there lives. The matter of desegregation is not answered by busing children to schools that are far from home when there is one that is closer to home. A possible answer maybe to form a type of consolidation of the schools, this could be done by making one school for all elementary children, by using another school for all junior high, and a third school for senior high.

The young people that form the left wing will be another group to revolt. The young people's basic problem is no one listens to their ideas. Another problem for then are
the Vietnam war, the Middle East, and how the government spends the money. These problems are related to the first because the politicians do not listen to the young's opinion on the subject. On the Vietnam war they feel that we should never have into the war in the begging. As a result they have come to the conclusion that the United States will become a police state and enter into all types of conflicts. They are afraid that the same thing will happen in the Middle East.

They feel that the United States should be more concerned about the domestic situation. The money that could be saved from not having to support the military in Vietnam could be used for improvements at home, such as to help support the local schools, to help the poor people by building more low rent housing that is livable, to help clean up the ghetto and maybe remove the word ghetto from the dictionaries by getting rid of them, to help clean up the cities, to fight all type of pollution. If the government realized that the young people do have good ideas, and at least listened to to them it might bring an end to the campus strife.

The people on the right are also liable to revolt. These people believe that it is wrong for the far left to bomb buildings, because this act could result in death or permanent injury to people that are working in or around the area. An example of this would be the incident at the University in Wisconsin. The people on the right ask what
good did that do? Sure it destroyed army research but it also destroyed cancer research, and killed a person. They then say to themselves "I thought the left was supposed to be non-violent," make love not war," or "Peace". They also believe in protecting private and public property. This is alright as long as no one is hurt, but it would be easy for a store owner to pull a gun on a thief, but it would also be easy for the thief to pull a gun and shoot the store owner, or an innocent by stander. The revolt on the right would be a non-violent revolt in the sense they would simply pass laws to repress the left, meaning to try to keep the left from saying things against the government. These same laws would also govern the radical right, an example of the far right would be the "hard hats."

The revolution will come if the problems of society are not corrected, this correction would have to be quick and complete. The revolution may not come from just one side but could come from all sides. If this would happen the United States could find itself in another civil war. If there was a civil war it would leave the country defenseless against the invasion of another country, which might set up a government that is worse than the present system.

Revolution (Third Draft)

There are basically three possible types of people to revolt, the poor people the left wing, and the right wing.

The poor people, wherever they maybe, in the ghetto on
a reservation, or in the region of the Appalachia, these
people want three things: All of these regions want better
house and better jobs, and better education for their chil-
dren. These people feel that they are not being given an
equal chance to find decent housing and good jobs. They
want better school facilities for their children, such as
better teachers, better buildings, newer books, all these
items require money and if they had the better jobs they
would have the money to have a better educational system
and better living conditions. Although there are some who
want to receive welfare for the rest of their lives, most
of these people do not want to be dependent on welfare for
the rest of their lives.

The left wing will be another group to revolt. The
young left wingers basic problem is no one want to listen
to their ideas. The other problems include the Viet Nam
War and how the government spends the money. These two
problems are related to the first because the politicians
do not listen to their opinions on these subjects. As a
result of the Vietnam conflict they conclude that the United
States will become involved in more of these wars a posse-
bility would be the Middle East. The left wingers feel that
the United States could use the money now poured into Vietnam
for improvements of the domestic situation. This money could
be used to help support the schools, to help the poor people
by building more low housing. To clean up the ghetto and
maybe remove the word ghetto from the dictionary by getting
rid of them. To help clean up the cities. To fight all types of pollution. These situation if not corrected could lead to a revolt because the people will get tired of such a deplorable situation, and want change and now. If the government realized that the young people do have good ideas, and at least listened to them it might bring an end to the campus strife.

The revolution on the right could come in two ways one non-violent and the other could be violent. The non-violent type of revolution could simply be passing laws to repress the left, meaning of these laws would be basically to try and keep the left from saying things against the government. These same laws could also govern the radical right, an example of the far right would be the "hard hats."

The violent right would be the "hard hats" who during the demonstration beat up some demonstrators. The far right also believe in protecting private property and property, this is all right except when the store owner takes things into his own hands. An example would be a store owner pulls a gun on a person who is stealing some merchandise, the thief could also have a gun and hurt the owner or an innocent person in the store.

Both of these groups believe that far left wing are wrong to bomb buildings. The people on the right ask the left "what good did bombing do? Sure the one in Wisconsin destroyed army research but it also destroyed cancer research, and worst of all it resulted in the death of a
person." They then say to themselves "I thought the left was against violence, make love not war, peace.

The revolution will come if the problems of society are not corrected, this correction would have to be quick and complete. The revolution may not just come from one side but from all sides. If this would happen the United States could find itself in another civil war. If there is a civil war it would leave the country defenseless against the invasion of another country, which might set up a government that is worse than the present system.

Utopia (First Draft)

The economic system would follow the free enterprise system. The social system using the term to cover the medical, educational, family structure, wage struggles, and religious beliefs. The political system including the defense system if one is needed.

The economic system would follow the free enterprise idea, however, there would be limitations in advertising and sales. These restrictions would require that the item be useful that the item does not harm the health of the individual, the item must not be better looking, it must be improved. The basic idea of the economic system would be improvement, not just good looks. An example would be most car manufacturers basically change the appearance of the cars body. They do relatively nothing to improve the cars safety or the parts of the automobile.
The social system in the sense of medicine and insurance would be government controlled. This is done basically because the prices of medical treatment has skyrocketed. The insurance premiums would be held to a minimum. The government's control of these expenses to the bare minimum.

The educational facilities would be improved, meaning that the schools would be equipped to handle more children. The school administration would hire better qualified teachers, there would be no discrimination in the hiring of teachers. The children would start school at an earlier age, leaving the mother free to work to help support the family. Also in this section of family structure comes the topic of wages. Wages would not be the same for everybody because some work is more dangerous than others.

An example would be a truck driver who's truck contains highly flammable materials.

The family structure would be like it is now, the birth rate may have to be controlled to a limited degree. The reason for this would be to try and prevent the development of ghettos and poverty. It stands to reason that if a person has a large family the money would be spread out so thin that it would result in poverty, which leads to ghettos.

The decision of religious beliefs should be left up to the individual. If they wish to attend a Catholic church, they should not be forced to go to a protestant church. Therefore, the church should be left as they now are. If the churches decide to go together should be the wish of the
congregation not the government.

The political system would be similar to our present system. The electoral college would be eliminated, leaving the right to choose the political leaders to the people.

The defense system would be used only if the country came under attack from an enemy country. Therefore the country would remain neutral concerning other country's wars.

Basically the utopia will have a free enterprise system. It will maintain the traditional family structure. It will have governmental controled medical expenses and insurance premiums. The education of the children would start at an earlier age, leaving the mother free to work if needed.

Religion would be left up to the individual, therefore, the churches would be like the present. The political system would be about the same only abolishing the electoral college. The nation would maintain a policy of isolationism or neutrality. The nation would fight only if threatened by another nation.

Utopia Why It Is Not Possible (Second Draft)

Imagine a perfect society, then think about the present situation in the United States. If one nation the size of ours has so many people with different opinions and backgrounds you will immediately see why a utopian society is not possible.

The first reason is obvious, mankind is imperfect and would corrupt the new society. An example would be creation
of the Garden of Eden. The society was the only perfect society ever created, but then man turned against his creator. When man turned from God he caused the downfall of the utopia.

The second reason is also obvious, the people of any country have different opinions. These opinions may not be expressed openly but they still exist. For example in Czechoclovia, although the country is under communist control, for a short time the people tasted independence.

These differing opinions may include everything from politics down to the fashion styles.

The background of a person is also a reason for the failure of a utopia. The needs of an individual depends on what section of the city he lives in. A person from the ghettos of Harlem needs more help than a person who lives in suberbia.

Therefore, the reason for the failure of the utopia is caused by man being imperfect, people with different opinions, and the background of the individual.

Utopia, Why It Is Not Possible (Third Draft)

Imagine a perfect society. Then think about the present situation in the United States. If one nation the size of ours has so many people with different opinions and backgrounds you will immediately see why a utopian society is not possible.

The first reason is obvious. If man is faced with the
same type of work daily, he begins to lose interest. An example would be Brook Farm. This society was started by a minister. After the depression of 1837. The society had a good school system because most of the people who lived on the farm were writers. The farm was to be run with everyone doing some type of labor. This failed because most of the people were suited for the task of teaching not running a farm.

The second reason is also obvious. The people of any country have different opinions. These differing opinions may include everything from politics down to fashion. These opinions may not be expressed openly, but they still exist. For example in Czechoslovakia, although a communist country, for a short time tasted independence. The independence came about through a change in political leaders. During the time of independence, the Czechs had the right to travel freely, in the sense they did not have to try and escape at night. People from other countries could visit, the papers had a more freedom. When the USSR sent in troops the people fought to maintain their freedom, but they were no match for the tanks and soldiers of the USSR. The people of Czechoslovakia have now been repressed into communism again and the leader has been exiled or sent to prison.

The background of a person is also a reason for the failure of a utopia. A person from a town that has no colored people or from a town that has been segregated will
be prejudice against the colored people. These people may pass the prejudice on to there children. There is also the example of a person from a ghetto. This person will be inclined to think that there are two types of people those that have and those that have nothing.

Therefore, the reason for the failure of the utopia is caused by man loosing interest, people with different opinions, and the background of the individual.

Why, the Generation Gap Will Always Exist (First Draft)

There are many reasons why there will always be a generation gap. The most obvious would be that parents want to have their children remain little so they don't grow older. Then there's the thing about different opinions. The difference in education, during their time very few could go to college and then there was those who did not even finish school.

The biggest mistake parents can make is trying to keep their children hanging onto the apronstrings. That the children begin to resent them, so the young adults do things that maybe they would not have done otherwise. An example, a rather drastic one, would be a girl falls in love with a boy that her parents don't approve of, the young girl may marry the guy just to get even with her parents.

Then there's the differing opinion. The young adult may think differently about things like the use of drugs, such as legalizing grass. Their parents would probably not be
in favor of this, because they've been told that it leads
to other drugs. The parents and children may have dif-
ferent ideas on politics, the young may be liberal and their
parents may be conservative. These are only a few of the
opinions that the two generations disagree on.

Then there is the subject of education. The parents
of the present young generation did not have the opportunity
to attend college. A few of our generations parents did not
graduate from high school. This is a reason why the young
people rarely discuss their problems with their parents be-
cause their parents did not have the same problems.

These are only a few of the reasons for a generation
gap. The biggest reasons for the gap are because the parents
don't want to have to face the fact that they are aging.
The other reason is that the young will always disagree with
their parents. The last reason will probably not be very
good, when we become the older generation because most of
todays youth may have gone to college or maybe a vocational
school of some type. They will have also had graduated from
high school.

Why There Will Always Be a Generation Gap (Second Draft)

There are many reasons why there will always be a gen-
eration gap. One of the most obvious would be that parents
want their children to remain young and dependent so they
don't grow older. Then there is the question about the dif-
fering opinions between the young adults and their parents.
There is also the difference in education. Their parents did not have a good chance to go to college, their were also a few who did not even finish high school.

The biggest mistake parents can make is to try to keep their children hanging onto the apronstring. The children begin to resent them, so the young adults do things that maybe they would not have done otherwise. A rather drastic example would be a girl, who falls in love with a boy that her parents do not approve of. The girl may marry the guy just to get even with her parents.

Then there's the differing opinions. The young adults may think differently about things like the use of drugs and the legalizing grass. Their parents would probably not be in favor of this, because they've been told that it leads to other drugs. The parents and children may have different ideas on politics. The young may be liberal and their parents may be conservative. These are only a few of the opinions that the two generations disagree on.

Then there's the subject of education. The parents of the present young generation did not have the opportunity to attend college. A few of our generations parents did not even graduate from high school. This is a reason why the young people rarely discuss their problems with their parents. Because their parents did not have the same problems.

These are only a few of the reasons for a generation gap. The biggest reason for the gap are the parents don't want to have to face the facts they are aging. The other
reason is that the young will always disagree with their parents. The problem of education may not be as great as it is now. Todays youth have the opportunity to further their education.

Some of the Prejudices of the North (First Draft)

In each section of the north, you will find prejudices against the negro. There is the prejudice which results in competition for housing and jobs. There is the rural prejudice, which is basically the result of not coming in contact with the negro people. Then there is the middle class prejudice which fear.

The competition is usually between unskilled whites and negroes. These two groups are usually in search of factory jobs or at times low paying jobs such as janitor work. The prejudice develops when the northern whites and southern negroes apply for the same job. These jobs are basically the type that do not require that much skill. These two groups also develop prejudice when it comes to find low rent housing.

The rural prejudice is probably the weakest, because these people do not wish to let them into the neighborhood. If you were to ask any farmer why he would not want a negro for a neighbor he would answer because I do not like negroes. You then ask did you ever have a negro for a neighbor and his answer will in most cases be no. Another excuse for rural prejudice is because there are very few people living
close together. In the mile stretch were I live we have a total of five neighbors, and out of the five houses only one is directly across from us the others are all a half mile away.

The prejudice which stems from fear is another excuse. The biggest fear that the middle class people have is that of the property value going down. The usual action when several negroes move in the whites move to another area leaving the area were they previously lived to the black and to some of the whites that stayed because they could not afford to move to a segregated area. This does not mean that the whites who could not afford to move will become friends with the negro families.

Then there are the middle class people who believe that all negroes are bad. They work themselves into a panic that if you let one or two families in the rest will all come. They fear that the streets will become unsafe to walk on at night. They may fear that the negro will bring in drugs. They may fear a rise in crimes committed in the area.

Unfortunately, there are some types of prejudice that can not be solved. This would be the competition for jobs between the unskilled whites and negroes.

The other types that can be solved would be that of fear and that of not knowing the negro as an individual. This can be done by trying to educate people. Another way to reduce middle class prejudice and rural prejudice would
be through open housing.

Some of the Prejudices of the North (Second Draft)

In each section of the north you will find prejudice against the negro. There is the prejudice which results in competition for housing and jobs. There is the rural prejudice, which is basically the result of not coming into contact with the Negro people. There is also the prejudice of fear, which may occur in a city or in an area where the Negroes are just beginning to move into.

The prejudice of competition is generally found in the cities. This prejudice develops when the Northern white and the Southern Negroes apply for the same jobs. These jobs are basically the type that do not require that much skill. The poor or low income white family will usually be in competition with the Southern Negro for low rent housing. This type of prejudice cannot be ended very readily.

If you can say on prejudice is weaker then another the weakest would probably be rural prejudice. Rural prejudice of the people who live on farms away from the cities. Stem from the fact that the northern white farmer does not wish to have a Southern Negro farmer or a Negro in general living next door. The white people do not no the Negro personally but only through what he sees on the television. Therefore, the whites base their opinions on what a few do instead of what the majority do.
The prejudice that stems from fear is also like that of the rural prejudice the whites base their opinion on a few actions of the Negroes.

The biggest fears of the middle income people is that all Negroes are bad. They work themselves into a panic and assume that if you let one or two families in the rest will all come. They fear that the streets will become unsafe to walk on at night. They may fear that the Negro will bring drugs into the community. They may fear a rise in the number of crimes committed in the area.

Another type of fear prejudice is that of property value decreasing as Negroes move into the neighborhood. The people who feel this way are usually the first to leave the community. However, there may be a few who will stay because they can not afford to buy a new house. This does not mean that they will become friends with the Negro families.

There is one type of prejudice that can not be completely solved just yet. This is the type where the Negroes and the whites compete for the same jobs. There will be some people who will remain unskilled because they can not get into job training school. However if the Federal government and State government worked at it there could be more of these school opened to the unskilled. There is also the possibility of some industries using such a school for their own factory.

The prejudices can also be eliminated by finding a practical way of getting the two sides together. One way
would be through school integration. Another way might be through church activities.

Another way would be enforcing the open housing laws.

The Name of the Game is Label

To label a person seems to be the in thing. Everybody does it from children on up to government officials. The game of labeling is not new. For example the terms "Dove" "Hawk" were used to describe the Senators in 1812.

To the preschool children and the high school student it is just a joke. It means nothing for one child to call his brother or sister a "rat". It does not mean that much to a high school student to be labeled a "Fascist Pig" or a "Communist Cow". These labels depend on the students feeling toward the war.

The young adults also play the game but it is hard to tell when they are joking and when they are not. They call people over thirty years of age "Establishment". They call the police "Pigs" and probably other names. However, this is no reason for the older adults to get the "holier than thou feeling," because they are just as guilty. The adults apply the term jew to a person that was not true to his end of a deal. If the adult really is angry the person is called a "Goddamn Jew." They call people that lean toward violence "militants" They call the negro people "niggers". The game is not only played by the non-Christian but the Christian as well. The Christians prime target are college
students. They are labeled as "communist" if their opinions differ from that of the Christian.

The government officials are not better than an ordinary person. The best known labeler is Vice President Spiro T. Agnew. His most remembered term is "Radical Liberal", which was applied to Senators that disagreed with the president. He has used other names but at the moment they escape me.

President Nixon has also played the game. He played when he used the term "bums" in reference to the college students.

Some of the labels have been around for a long time. For instance the terms of "Dove" and "Hawk" applied to Senators was used back in 1812 and is still used today.

The game of label seems to be such a stupid way to spend one's time. The people in the Government should stop wasting time and try to figure out away to end the problems. The adults and young adults instead of calling each other names should try to set down and discuss problems intelligently. The kids in school could work more at grades then at name calling. If people only realized that if the name calling stoped may be peace could have a chance.
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