

Duplicate

The Program In English Cooperation

at
Oakwood College

Introduction: **President Garland J. Millet**
To All Oakwood College Students:

Dr. Otis B. Edwards

OAKWOOD, ENGLISH, AND YOU: by the **Com-
mittee on the Program of English Cooperation**

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Huntsville, Alabama

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* Credit for final compilation and arrangement of material goes to Mr. Mylas Martin, formerly of the English Department at Oakwood College.

*"And this, our life, exempt
from public haunt*

*Finds tongues in trees, books in
running brooks,*

*Sermons in stones, and
good in everything."*

—William Shakespeare

"Language is as much an art and as sure
a refuge as painting or music or literature."

—Jane E. Harrison

INTRODUCTION

TREASURE THIS BOOK!

Oakwood College happily endorses all attempts to improve the use of the mother tongue. We especially appreciate the preparation of this booklet which will find wide use under the English Cooperation plan. It is sincerely hoped that full use of the plan will produce graduates who will be known for their accurate and effective communication skills.

GARLAND J. MILLET, *President*
Oakwood College

SEPTEMBER, 1955

"Let me at least be clear; then if I am wrong
I can be corrected."

—William Chandler Bagley

TO ALL OAKWOOD COLLEGE STUDENTS:

From an unknown author come the following lines:

"You tell what you are by the
friends you seek,

By the very manner in which you
speak."

America has always shown a deeper interest in the practical than in the theoretical. It will hardly claim credit for leading the way in the abstract exploration of nuclear energy, but it built the atomic bomb. On the contrary, many college students spend four years on a college campus and receive a degree without ever having a language experience worthy of the name.

Think of college students being heard to say:
CREDICK instead of **credit**
FER instead of **for**
LIBERRY instead of **library**
GONNA instead of **going to**
HEP instead of **help**
FARWARD instead of **forward**
RECONIZE instead of **recognize**
SCOES instead of **scores**
DONCHA instead of **don't you.**

Such pronunciations as these, as well as many others, are found among our students, and patient and sustained effort is required to correct these faults in usage.

Oakwood College, like the nation, has high commendation for practicality and therefore the faculty developed a plan a few years ago that

"Fair words never hurt the tongue."

—Samuel Johnson

will insure wider practical use of the English language. Take advantage of this plan. As devotees of the liberal arts you have come to this beloved campus, and it lies with you to enrich your lives during your residence here. One indispensable factor in all educational processes is thinking. With thought you will conceive a great number of ideas which you will want to express to others. This, we know, must be done by understandable communication. The wise man says:

"Wisdom is the principal thing; therefore get wisdom; Yea, with all thy getting get understanding.

"Exalt her, and she will promote thee; She will bring thee to honor, when thou dost embrace her.

"She will give to thy head a chaplet of grace; A crown of beauty will she deliver to thee."

—Prov. 4:5-9 (A.R.V.)

The prophets of old had understanding and **gave understanding** in their communication: "And they read in the book, in the law of God, distinctly; and they gave the sense so that they understood the meaning." (Nehemiah 8:8, A.R.V.) The Master Teacher spoke so clearly that people were astonished at His doctrine; and on one occasion some officers said, "Never man so spake." (John 7:46, A.R.V.)

Lowell Fillmore says, "A good idea that is not shared with others will gradually fade away and bear no fruit, but when it is shared it lives forever because it is passed on from one person to another and grows as it goes."

The communication of ideas, both in speech and in writing, is important in every course you pursue. You will want to regard your campus days here at Oakwood as real life. If you make these days futile, you will also make every other phase of life futile. Therefore direct every

"Wake yourself up with poetry."

—Confucius, 5th Century B.C.

effort toward intellectual development and self-improvement in your use of language. It seems that the life of the mind will be respected on most college campuses for years to come. Hence, with a fixed determination to aim high in communication remember every day the words of Dionysius, "Let your speech (and 'all use of the English language,' we insert) be better than silence, or be silent."

Otis B. Edwards, Ph.D.
Dean of the College

September, 1955

Polonius: "What do you read, my lord?"

Hamlet: "Words, words, words."

—Hamlet, Act I, Scene V

OAKWOOD, ENGLISH, AND YOU!

It would seem, in the modern Atomic Age, that the times are out of joint for English, English teachers, the teaching of English, and English students. . . .

American educators all over the country are frightened by the indifference—or inability—(one is true, we are not quite agreed on which) of the college student and his brother under the skin, the supposedly "polished" college graduate, when it comes to clothing their thoughts in clear, correct, attractive language. The students themselves, like those of past centuries, are asking not only, "What, after all, **is** correct?" but also, "Why is not the way in which we speak and write good enough for the professors, since it is good enough for us?"—good, solid pragmatic questions, both of them! The public as a whole, meanwhile, senses that something is awry in Denmark; and the whole system of English language instruction is being helplessly impaled on the thorn of mutual teacher-student frustration. And believe us, the frustration **is** mutual.

But, here you are a freshman at Oakwood College. What can you do to assure yourself of success in your four years of college? What can you do to reasonably assure yourself of success in the later, maturer professional life you intend to prepare for here at Oakwood? The answer is refreshingly simple: at least, one

"The Devil whispered behind the leaves, 'it's pretty, BUT IS IT ART?'"

Rudyard Kipling, "The Conundrum
of the Workshops"

and to which they have been subjected from birth.

7. Such students may have had "little effective language teaching in the elementary grades and in the secondary school to counteract the influences of their out-of-school language environment."
8. Poor language associates, even while in college, and the "I-don't-care" attitude which many students have and cultivate may wreck havoc on the best efforts of college teachers to help them.
9. **SOME STUDENTS HAVE NEVER BEEN INSPIRED TO ATTAIN SPLENDID RESULTS IN WRITTEN AND SPOKEN LANGUAGE.**

Oakwood College is not so attentive to "mass," "progressive," and "curve type" education and testing that it winks at the "wilful ignorance of the fundamentals of speaking and writing . . . (the) atrocious grammar . . . malignant spelling," and the "violent and often morbid punctuation" of which some students across the land have been accused.

Nor is it impossible to overcome background in one's mounting to heights of language beauty and effectiveness.

"And it is so plain to me that eloquence, like swimming, is an art which all men might learn, though so few do."

—Ralph Waldo Emerson

"I recognize but one mental acquisition as an essential part of the education of a lady or a gentleman—namely, an accurate and refined use of the mother tongue."

—Charles W. Eliot

We will inspire you to reach these goals. You HAVE THE ABILITY, you're college material. Now don't be INDIFFERENT!

You ask—"Why Isn't the English I Already Speak and Write Good Enough?"

Perhaps it is. We haven't said it isn't. But some few people need help. If you aren't one of them, read this at any rate. You may be able to help others.

Using language is really much like dressing. White tie, cummerbund, and tail are all right in their places; but while one is scaling Everest or swimming the Hellespont, they are as equally inappropriate as tennis sneakers and a jersey are at an unveiling of a portrait on the White House lawn. The art (for it is an art rather than an exact science) lies in knowing what is proper, and proper at what **time**, and what is **never** proper at **any time**!

There is no real right or wrong in language, empirically speaking, merely levels of acceptability. But that "merely" is a **big** "merely." For some types of language, written and spoken, will be accepted at anytime and in any place. A college education, however, is pointedly to prepare one to move in the best, rather than in indifferent societies; and in the best societies, only a certain type of language is permissible.

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There is no real right or wrong in language, empirically speaking, merely levels of acceptability. But that "merely" is a **big** "merely." For some types of language, written and spoken, will be accepted at anytime and in any place. A college education, however, is pointedly to prepare one to move in the best, rather than in indifferent societies; and in the best societies, only a certain type of language is permissible.

"Those things which now seem frivolous and unimportant will be of serious consequence to you when they have made you one ridiculous."

The horrified lifting of eyebrows over the use of a double negative, or of an ill-mated subject-verb combination (She **have** been here to my house often.) is not just a "much-ado-about-nothing." The best educated, though able to speak various types of language on various levels of usage, are fastidiously insistent that among themselves only cultivated expressions shall prevail, regardless of whether they finished college or only the second grade—as did Lincoln. And **they** will always remain the supreme casuists of what is "right" and "wrong," "permissible" and "inadmissible" in the realm of expression.

While you are a freshman in college, your Freshman Composition courses, the excellent examples of your teachers and fellow students, the persistent imitation of the fine and original models left to you by the truly great speakers and writers—these will give you this art, this knowledge of what is arbitrarily deemed right and wrong in the realm of English usage.

At Your Service!

To help you further, the Committee on the Program of English Cooperation, with the backing and aid of the entire faculty, has adopted a program designed and streamlined to give those of you who need help your biggest boost. Much of it is original. All of it we believe to be invaluable. You might be interested to learn, however, that many of America's leading colleges and universities are adopting programs as new and as vital as Oakwood's, similar in many respects, dissimilar in others, but all quite as striking in dramatic results. (Read about them in Appendix "A.") Meanwhile, success to you

"Perhaps of all the creations of man language is the most astonishing."

—Lytton Strachey

as you undertake YOUR PART in Oakwood College's Program in English Cooperation! . . .
Here Is Help for You . . .

THE PROGRAM IN ENGLISH COOPERATION AT OAKWOOD COLLEGE

I. English Examiner

A. For the purpose of assisting the faculty and the CPEC (Committee on the Program of English Cooperation) the post of English Examiner shall be established.

B. The English Examiner shall normally be appointed from the staff of the College English Department by the College Administration with the advice of the English Department Chairman and upon the recommendation of the CPEC.

C. Each year, during the first week of the fall semester, the English Examiner shall place on Reserve in the College's W. H. Greene Memorial Library a group of tests in English usage, spelling, vocabulary, reading, rate of reading comprehension, etc., which will be administered to all college students on all levels during the school year. Sufficient copies shall be supplied to meet the demands adequately.

"Before attempting to study the higher branches of literary knowledge, be sure that you thoroughly understand the simple rules of English grammar, and have learned to read and write and spell correctly."

—Ellen G. White
Counsels to Teachers, p. 219.

II. Regulations Applicable Mainly to Freshmen

A. All entering freshmen (and new students without previous credit for Freshman Composition) will be given English placement examinations during Orientation Week at the College.

B. Students who successfully pass the English placement examinations will be admitted to the regular Freshman English courses.

C. Students who fail the English placement tests will be required to enroll in a non-credit, Remedial English course for at least one semester in length (for exceptions, see Point D, below), until he or she can demonstrate not only an improved knowledge and use of English, but also the ability to pass the re-administered English placement tests at the end of the semester.*

Students who show marked deficiency in spelling, punctuation, usage, and organization will be required to enter workshops and remain in these classes until they have reached the level of college-writing, or have met the requirements of writing at the college level.

D. In the event that students who failed the initial English placement tests and were thereby

* The student in a Remedial English class should understand that admittance to the regular hour-credit Freshman English courses is not automatic at the completion of a semester of remedial work, but is solely determined by the scores earned on the re-administered placement tests. It is remotely conceivable that more than one semester of Remedial English may be required to bring the student up to proper Freshman entering levels.

Recognizing the fact that the graduates of our schools are, in far too many cases, deficient in the fundamentals of the English language, such as pronunciation, diction, and sentence structure; and knowing that the Spirit of prophecy has specifically directed that no pains should be spared in acquiring a thorough knowledge of these fundamentals:

We Recommend That the English teachers in all our schools carry on a persistent effort against the misuse of English, in their institutions, and enlist the co-operation of all members of their respective faculties in the same effort."

—General Conference of Seventh-day
Adventists School Manual, p. 116.

required to enroll in a non-credit, Remedial English course show marked improvement in their grasp of language fundamentals within a three-week period after the placement tests are first given during Freshman Orientation Week, appropriate tests will again be administered to them. Those who pass will be admitted without penalty to the regular credit courses in Freshman Composition. **No student enrolled in a Remedial English course will be admitted to a regular Freshman English course after the three-week period expires.**

E. Students in the regular Freshman English courses will be re-administered the series of English placement tests at the end of each semester of the Freshman year to ascertain their relative degree of improvement and progress in vocabulary, knowledge of correct English structure, rate of reading comprehension, etc. All scores as well as test papers will be recorded and kept on file by the English Examiner.

F. The grade for Freshman English and other classes which are concerned with usage, such as the workshops or College Grammar will include, as a basis for grading, the student's performance in English both oral and written in other classes and in other situations as well as his performance in the particular English class in which he happens to be enrolled. This should not be regarded as unusual since one of the objectives of all English classes is the ability on the part of the student to express himself well at all times and under all conditions.

III. Regulations Affecting Sophomores, Juniors, and Seniors, as Well as Freshmen

A. Each student enrolled in the college, regardless of curriculum shall, each semester grade period, be administered prescribed tests in English known as proficiency tests. These tests will measure the degree of improvement and progress in language knowledge, vocabulary, reading comprehension, punctuation, spelling, ability to correct errors in a composition, a friendly letter form, business letter form, unity, coherence, and emphasis in writing, and the writing of a composition. The student's scores, and test papers will be tabulated, analyzed, recorded, and kept on file by the English Examiner to be

**"When I read Shakespeare I am struck with
wonder
That such trivial people should muse and thunder
In such lovely language."**

—David Lawrence

delivered to the Student's Graduating English Committee at the beginning of the student's senior year.

B. After each semester grade period each student shall be informed of his cumulative English scores during the school year.

C. Sophomores, Juniors, and Seniors who fail to achieve a passing score on the proficiency tests in English during any semester may, at the election of the Committee on the Program of English Cooperation, be required to enroll that semester in a special English Workshop class (in addition to their normal school load) in order to receive special, individual help. A student on any level and in any curriculum may additionally be required to enroll in a Special Help class by vote of the CPEC upon receipt by the Committee of a recommendation from two or more of the student's instructors.

D. No senior in any curriculum shall be admitted to candidacy for graduation at Oakwood College until he has passed successfully the English Examinations placed on file in the Green Memorial Library by the English Examiner during his freshman, sophomore, junior, and the first semester of his senior year of residency (enrollment) on the campus. The student is at all times totally responsible for seeing to it that his graduation requirements, in this respect, are completely met.

"We shall never understand one another until we reduce the language to seven words."

—Kahlil Gibran

IV. Regulations Affecting Senior Candidates

For Graduation Particularly.

The Graduating English Committee

A. The Committee on the Program of English Cooperation, together with one additional faculty member, to be selected by the senior student himself, shall form the membership of the Graduating English Committee.

B. Since Oakwood College holds that a clear, accurate, and effective use of one's mother tongue is within the reach of all, and is a distinguishing mark of education in everyone who would call himself a college graduate, the Graduating English Committee at Oakwood College shall be charged with the responsibility of reviewing the accumulated English test scores of each senior candidate for graduation at Oakwood College after securing the scores from the Office of the English Examiner not later than the first nine weeks of the candidate's senior year. On the basis of these scores **and also on the basis of whatever signed recommendations** may be presented from the senior student's teachers, the Graduating English Committee shall recommend to the College's faculty, Academic Standards Committee, and Officers of Administration that the candidate should or should not be graduated from Oakwood College strictly on the basis of his ability to use the English language in a correct manner and without reflecting discredit upon his intended alma mater. The student candidate for graduation has, **at all times**, the right to

"I am very sure that the high school which I attended in those halcyon days before the war would never have tolerated for one moment the kind of writing which is offered me today by Bachelors of Arts. One wrote decent, intelligible English there or failed to pass until he did. There are high schools today which teach their students how to write.

"I know, because I have papers from their graduates. There is one in a neighboring city whose graduates consistently are outstanding in their ability to express themselves. One of its old teachers told me why. It was agreed there years ago that any student who could not spell common words, who used wretched grammar, who was unable to frame a series of simple sentences to say what he meant, should fail.

"As a result of this revolutionary program the graduates of that high school, every one of them, can write the English language. It seems almost worth the effort."

—Wm. L. Prosser

University of Minnesota Law School

appeal a recommendation of the Graduating English Committee **before the entire faculty**, where his or her graduation from the College is involved, and further shall have the right to appear in person before the entire faculty in his appeal. Senior appeals to the faculty shall be presided over by the Dean of the College, and a two-thirds majority vote of the total membership of the teaching faculty shall be regarded as fully sustaining an unfavorable recommendation by the Graduating English Committee.

C. All clearances for senior graduation, including both positive and negative recommendations by the Graduating English Committee and faculty decisions on resultant appeals, shall be finalized upon not later than the end of the first nine-week's grade period of the first semester of a senior candidate's final year. Otherwise students possessing proper credit hours, grade point averages, and all other necessary graduation qualifications shall be graduated in-

"I am desirous of seeing us reach a new standard in the education at Oakwood College. Every one of you must realize that there is a much higher goal toward which we should work and that our students will be grateful to us for causing them to take their school work more seriously."*

F. L. Peterson, former president
Oakwood College, January 17, 1954

dependently of recommendations by the Graduating English Committee.**

D. It is suggested that senior students' major professor, department head, or senior curriculum advisor be elected by the student as the additional faculty member to sit with the CPEC and thus form the particular student's Graduating English Committee.

E. At its election, the Graduating English Committee may request individual senior candidates to appear before it in person for oral examination in reading, etc., prior to making its recommendations to the faculty concerning the senior's graduation.

F. The Chairman of the Committee on the Program of English Cooperation shall at all times be Chairman of the Graduating English Committee.

V. General Regulations

A. Each instructor in every division of the college shall cooperate with the student, the CPEC, the rest of the faculty, and the English Department to the extent that each graded theme, quiz, test, or other class paper containing serious errors in English usage shall be dated and stamped with an

"English Unsatisfactory"

stamp. Although the paper in question will be returned to the student, the descriptive facts concerning it (name of student, class, grade

* See Appendix "D."

** This does not apply to students who are entering Oakwood College for the first time at the beginning of their senior year.

"God wove a web of loveliness
Of clouds and stars and birds
But made not anything at all
So beautiful as words."

—Anna Hemstead Branch

earned, and date of the paper's return to the student, together with the "English Unsatisfactory" information) will be turned over to the English Examiner, via the office of the Dean of the College. The instructor will also give to the English Examiner with the paper in question the Check Sheet with specific weaknesses checked.

B. In order to receive the grade earned by a theme, test, quiz, etc., stamped "English Unsatisfactory," a student must, within one week of the return date, take the paper to a Remedial English Workshop for help. When the English Examiner, or the instructor in charge of the workshop, is satisfied the student in question knows both the nature of his errors in language usage and the rules governing proper usage in the situation, and has demonstrated his ability to avoid identical errors in the future by a test in detecting errors in composition and tests in the actual writing of compositions, the English Examiner shall notify the instructor of the course from which the student was sent. The student will then, in that course, receive the grade or score initially earned.

C. A paper will be stamped "English Unsatisfactory" by a class instructor or staff member for severe faults and errors in such matters as neatness, clearness, punctuation, spelling, sentence structure, organization, grammar, legibility.

A facsimile of the English Check Sheet is in the Appendix.

D. A student sent to the English Examiner who does not attend to a paper stamped "English Unsatisfactory" within one week after he is recommended to the Examiner **automatically forfeits**

"No man can give a truly spiritual interpretation to any of our great literary classics unless he has a cultivated tone."

—Hiram W. Corson

the grade earned by the paper, irrespective of the course in which the grade is earned.

E. The mere stamp "English Unsatisfactory" received on a paper by a student in any class is deemed sufficient notification that his name and the information about his paper has been sent from that class to the English Examiner. **The student himself is held entirely responsible for attending a Remedial English Workshop, adjusting the difficulty with the English Department, and finally securing himself the grade his paper has earned.**

F. Any teacher or staff member in the College may recommend a student either to the special help workshop classes in English through the Office of the English Examiner or to a special help clinic in the Speech Department of the College for correction of errors in oral English which the instructor feels too serious to be corrected entirely in his own classroom situation.

VI. Start of the New Program in English Cooperation at Oakwood College

The new Program in English Cooperation at Oakwood College shall be in effect beginning with the fall semester, September, 1955, and shall affect, in all its provisions, the entering freshmen class of 1955 and all matriculating students entering thereafter who were not in attendance (enrolled) at the college prior to September, 1955.

Students currently enrolled at the college who began their work at Oakwood prior to September, 1955, shall be affected only by the provisions and regulations listed under Article V (five), "General Regulations," of the new Regulations in English Cooperation.

" . . . A graduate of the College who cannot use the English language properly is just as much an embarrassment to the Department of Education, Physics, or History, as he is to the English Department."

—Charles H. Thompson, Dean of the Graduate School, Howard University

THE PUBLIC AND DENMARK

A certain melancholy Dane once protested there was "something rotten in Denmark,"—his to-be-or-not-to-be way of saying things weren't going the way in which they should have gone. At the outset of this booklet we put the American public in this same epigrammatic sling. For men and women of affairs in America, those who most trenchantly observe and report, those who are leaders in thought and action, those who direct the progress of the nation, from multimillionaire and business tycoon to your roommate's father and mother—**these** are anxious about your use of what you and I have always and traditionally termed "The King's English." The most serious indictment of the college graduate's "tongue-tied semi-language illiteracy" comes from them—the Americans for whom and with whom you will work, play, plan, and live among four years hence with a "degree-ed" difference. Here again, as in the college days now ahead of you, "only the best will be good enough!" The new Oakwood Program in English Cooperation will help you toward the best!

THE PLEASURE IS MUTUAL

As an avenue to success and service, nothing compares with the thoroughfare of superior ex-

pression—verbal or written. Confucius, speaking of thoroughfares one day and of the people one meets while traveling upon them, said:

"I do not expect to find a saint today. But if I can find a gentleman, I shall be quite satisfied."

Watching you as you roam the Oakwood walks and sit in the campus study halls, your fellow classmates do not expect to find a John Ruskin or a W. Spencer Churchill. But if they, and we, your teachers, can find in you, an Oakwood freshman, sophomore, junior, or senior whose language, whether spoken or written, is effective and correct, we too, "shall be quite satisfied." You'll be happy. So, in like manner, will be your teachers. And believe us, the pleasure **will** be mutual!

—The Committee on the Program
of English Cooperation

Oakwood College
September, 1955

"He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thoughts readily."

—Counsels to Teachers, p. 216.

THE MEANING OF COOPERATION TO THE OAKWOOD FACULTY

"Cooperation" implies that "every member of the faculty motivate the students in his courses to use the good English they have already been taught. The most valuable thing that the instructor of art, language, natural science, and of social sciences can do is simply to make his students realize that he is not indifferent, that he considers the correct, precise, and effective use of English important, and that he requires it in his courses." (H. Bunker Wright)

The faculty at Oakwood College subscribes to this excellent definition. It does not mean that every faculty member at Oakwood will devote part of each course to teaching English, but that every faculty member will "motivate and inspire the student" to use good English.

(Each teacher must realize that the six hours of Freshman Composition required of all students for graduation at Oakwood can not be a full substitute—or even a partial remedy—"for what should have been accomplished for a few woefully deficient students in their previous four, six, or even eight years of language training.")

In order to make the Program in English Cooperation one hundred per cent effective at Oakwood College, each teacher and member of the Oakwood staff will, therefore, not only encourage **every** Oakwood student to aspire for

better speech and language usage in classroom recitations and in written work, but also

- a. in conversation
- b. at work
- c. on the campus
- d. in the dormitories

and in every collegiate situation. The instruction, help, and guidance thus rendered will carry over into every other area of the student's life, both public and private.

It has been well said by a former Commissioner of Education for the state of Connecticut:

"In my judgment, every teacher in the school system is equally responsible for spoken and written English whether this be in the algebra class, in physical education, or in the industrial arts room. Until we can cooperate under the leadership of the English teacher to see to it that the English language is written and spoken effectively, we shall merely have toyed with the educational process."

—Alonzo B. Grace

At Oakwood College, each instructor in every division of the college will "cooperate," not only with his colleagues in inspiring our students to finer language mastery, whether spoken or written, but also with the student by letting the student realize

- a. that he (the instructor) is not indifferent to the student's use of his mother tongue,
- b. that he considers correct and effective use of the English language important in his course.

It is sincerely to be hoped, as stated by President Garland Millet in his introduction to this booklet, that the Program in English Cooperation at Oakwood College will contribute afresh toward producing "graduates who will be known for their accurate and effective communicative skills."

September, 1955

(APPENDIX "A")

WHAT OTHER COLLEGES AND UNIVERSITIES ARE DOING IN ENGLISH COOPERATION

I. The University of New Hampshire

. . . A student who fails to do work satisfactory to his instructor will be . . . (brought) back into a tutorial section and started over again in elementary practice. No one may be promoted or graduated who is under such instruction.

II. The University of Illinois

A satisfactory proficiency in the use of written English . . . (has been) made a requirement for all undergraduate degrees awarded by the Urbana division of the university. . . .

III. Davidson College

Students whose oral or written English is at any time unsatisfactory to one or more professors are regarded as conditional in the use of English. When a student is thus conditioned, he is required to take each test given thereafter by the English Department for such conditioned students until he makes a satisfactory grade. When a student has removed his condition in the use of English, he may be conditioned thereafter as often as his speech or writing becomes unsatisfactory to one or more professors.

IV. Hunter College

Teachers throughout the college have . . . been asked to report all students beyond the freshman year whose written English is unsatisfactory in tests, reports, or final examinations, to the Committee on Standards of Written English, and to submit a sample of the student's work as evidence.

The Committee will examine such students during the regular examination week each semester if it considers the work deficient. No grade received in the two terms of English required by the college will absolve a girl from taking the examination if her work has been found unsatisfactory.

All who fail the examination shall be required to take a non-credit course in composition, and may not be graduated until they have passed it. In addition, a student who has passed the courses once may be re-assigned if her work lapses again.

V. Colgate University

... Writers of very bad papers ... (have been) referred to the laboratory for aid.

The results of this experiment have been surprising.

VI. Miami University

No college student has any right to ask his college professor to read any test or paper that is not written as well as he can write it. No college professor has any reason for giving more than a tentative mark to any slovenly paper; the permanent mark should be given only after a satisfactory revision.

VII. University of Bridgeport

This program was adopted because of the great disparity between capacity and actual performance.

PROGRAM

1. All members of the faculty have been directed to refuse written work which does not meet prescribed minimum standards of expression. Unsatisfactory papers are not penalized in grade; they are simply refused. Nor are deficiencies in expression indicated. The burden is placed squarely where it belongs—**on the student.**

2. He (the student) must rewrite the paper. ... Such matters as neatness, punctuation, spelling, sentence structure, clearness, organization, grammar are covered. ... A paper which fails on any single count is unacceptable.

3. Seriously deficient students may be required to take additional formal courses in composition as a pre-requisite for graduation.

4. The ... student who cannot meet these (minimum standards), even with the assistance of a (special English) clinic, has proved himself not to be college material.

VIII. Southern Missionary College

Our faculty has given the problem of remedial English very serious consideration and much intensive study. We do not intentionally admit any student to our Freshman Class unless we honestly believe that, after we have given him all possible help in picking up his deficiencies in English, he can succeed in doing successfully the college work we have planned for him. ... The teaching of English obviously is every teacher's business or it is no teacher's business, and the study of English communications surely should be the student's first concern among all his varied academic interests. ...

(APPENDIX "B")

MINIMUM ESSENTIALS IN ORAL EXPRESSION

1. **Correct pronunciation of words in reading and speaking. (get not git, etc.)** C. T. 238.—"We should be careful not to give an incorrect pronunciation of our words. There are men (students) among us who in theory know better than to use incorrect language, yet who in practice make frequent mistakes."
2. **Clear Enunciation**
C. T. 239—"In reading or in recitation the pronunciation should be clear,"— "slow distinct utterance." **Ibid.**, 246. "Let every one connected with missionary work qualify himself to speak in a clear, attractive way, enunciating his words perfectly."
3. **Audibility**
6:383—"When you speak, let every word be full and well rounded, every sentence clear and distinct, **to the very last word.** (boldface ours) Many as they approach the end of a sentence lower the tone of the voice, speaking so indistinctly that the tone of the thought is

destroyed. Words that are worth speaking at all are worth speaking in a clear, distinct voice, with emphasis on expression."

4. **Fluency**

C. T. 216—"He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thoughts readily and clearly."

5. **Expression**

C. T. 216—"The more expression we can put into the words of truth, the more effective these words will be on those who hear. A proper presentation of the Lord's truth is worthy of our highest effort."

6. **Impressiveness**

C. T. 217—"To learn to tell convincingly and impressively that which one knows is of especial value to those who desire to be workers in the cause of God."

7. **Reading**

The student should be able (a) to read any page on the college level clearly, correctly, and intelligently; (b) to **talk loudly** enough to be heard by every student in the room without any urging from the teacher.

8. Before the student leaves English 2, he should recite and talk clearly and distinctly during recitations without dropping final consonants and letting the voice drop at the end of a sentence.

(APPENDIX "C")

OAKWOOD COLLEGE
COOPERATION CHECK SHEET IN
PERFORMANCE IN ENGLISH

Name of pupil Subject Hour
Name of the teacher of subject
Name of present English teacher Course ... Period ...
Name of former English teacher
Name of staff member reporting
Year the student took Freshman English
English satisfactory (Mark plus if satisfactory)
English unsatisfactory (Mark minus if unsatisfactory)

PLEASE CHECK BELOW SPECIFIC WEAKNESSES
OF PUPILS

WRITTEN WORK

1. Legibility
2. Division into Sentences
3. Capitalization
4. Punctuation
5. Spelling
6. Grammar
7. Usage
8. Sentence Structure
9. Vocabulary
10. Miscellaneous
11. Further comment or recommendations

ORAL WORK

READING AND SPEAKING

1. Audibility
2. Distinctness
3. Enunciation
4. Pronunciation
5. Expression
6. Fluency
7. Coarseness *too loud*
8. Lack of forthrightness
9. Further comment or recommendations

SIGNED Teacher or Staff Member

letter from a former President

(APPENDIX "D")
OAKWOOD COLLEGE
OFFICE OF THE PRESIDENT
HUNTSVILLE, ALABAMA

January 17, 1954

My dear fellow teachers:

I am desirous of seeing us reach a new standard in the education given at Oakwood College. Every one of you must realize that there is a much higher goal toward which we should work and that our students would be grateful to us for causing them to take their school work more seriously.

The ability of our students to communicate truth is far below the standard, and there is a great need for a revitalized program in the students' general education.

In our faculty meeting Sunday morning at ten o'clock, I am requesting that you come prepared to discuss the Incompetency of College Students in Written English.

1. Is there a gap between the standards set by the English department and those which other departments feel that they can reasonably accept?
2. Will the student hand you better written work if you hold rigidly to high standards?
3. Should you refuse to accept written work which does not meet the minimum standards of composition?
4. Is correct spelling to be considered an es-

5. Is it too much to expect all teachers to require of their students in all written work handed in, neatness, punctuation, spelling, grammar, sentence structure, and clearness?
6. If this responsibility is placed upon the student, would it increase or decrease the teacher's work?
7. In reviewing the student's work should a distinction be made between the test papers and quizzes that may be given hurriedly and also, between the work of English I students and upper-classmen?
8. Should students who show a deficiency in English be required to take additional formal courses in composition in order to satisfy the requirements for graduation?
9. What may we do to help the student with his spoken English?
10. Should we establish an English Clinic for the student who needs help in the fundamentals?
11. Would this fulfill the need of cooperation that was discussed early at the beginning of the school year and of which I have heard no more?

I am anxious that the general education of the students be put into action, and I am open to receive suggestions from you.

May I hear from you Sunday morning.

Sincerely yours,
F. L. Peterson, President

BON VOYAGE
ON YOUR ENGLISH JOURNEY

*The delights of thought, of
truth, of work*

*And of well doing will
not descend upon*

*Us like the dew upon the
flower, without effort of our own.*

*Labor,
Watchfulness,
Perseverance,
Self-denial,
Fortitude—*

are the elements out of

*Which this kind of
joy is formed.*

—S. C. Jones