

MT. SAN ANTONIO COLLEGE  
SABBATICAL LEAVE REPORT

Anne Upton  
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1. Summary of the study, research, or travel completed while on Sabbatical leave.

During my Sabbatical year I took twelve units of English at the University of Southern California: <sup>four</sup> in the area of composition, four in Elizabethan literature, and four in modern British and American drama. I took four units in problems in biography and literary history at Whittier College with Yeats as my special project.

During the year I was able to attend five important conferences in my teaching field: the National Council of Teachers of English in San Francisco, the Conference on College Composition and Communication in New York City, the annual Reading Conference in Claremont, the California Teachers of English in Los Angeles, and the National Council for the Study of Communication in Denver.

I attended the Yeats International Summer School in Ireland.

2. A statement indicating how the Sabbatical leave will help the certificated employee to render more effective service to Mt. San Antonio College.

English 507, Problems in Composition, University of Southern California:

This course involved my reading and reporting on more than fifty articles in the following journals: The English Journal, College English, The Journal of Communication, The Journal of the Conference on College Composition and Communication, and

The California English Teachers Critic. These articles dealt with solutions to a wide variety of teaching problems in composition, and with the research being done in the fields of semantics and linguistics.

I wrote several critical papers on problems in composition which were evaluated as examples of composition.

I observed every session of a Freshman class in composition, and reported on the teacher's methods in terms of the discussions in the seminar; that is, I evaluated the teacher according to the principals taught in English 507.

I attended once a week as a special observer every meeting of the teachers of Freshman composition at the university, and participated in the discussions of all the problems of teaching Freshman composition, both practical and theoretical.

English 522, English Literature from 1500 to 1660, University of Southern California:

This was a small graduate seminar in which the life and literature of the Elizabethan Period was studied. I can think of no better background for teaching the Mt. San Antonio College courses in English 1B, English Literature, and World Literature.

In this course I studied and was tested on thirty-one Elizabethan and pre-Elizabethan plays besides various full length books such as the Prince, the Courtier, and Cellini's Autobiography.

I participated in every poetry section of the seminar, although I did not report on, nor was I tested on, Elizabethan poetry.

My special project for an oral report was Webster's dramas.

English 462, British and American Drama since 1800, University of Southern California:

My background in modern drama had been developed through non-academic experience, and I needed a course in this field to give me the critical approach necessary for leading analytical discussions in the drama sections of English 1B, English Literature, and World Literature. I studied and was tested on twenty-seven modern plays and wrote two critical papers on four modern plays not included in the required reading for the course.

In connection with this course I attended five modern plays.

English 205, Problems in Biography and Literary History, Whittier College:

Besides reading and reporting on nine books on Yeats' biography and literature, I attended the Yeats International Summer School in Ireland.

The advantage of special research in the field of literature is hard to evaluate, but in the few weeks since I returned from my study in Ireland I have been able to make a great many points in my English 1B lectures and discussions that were possible as a result of my personal contact with the British and Irish. Much of the literature in current anthologies (and in the Mt. San Antonio 1B text particularly) was written in the British Isles about the people who live there. To have studied Irish literature and to have visited the English and Irish scenes in this literature makes it possible to bring it to life as one can in no other way.

I had on another occasion spent a month in England and Scotland, so my research in Ireland made this phase of my teaching background much more complete.

Conferences in literature and composition:

The value of the conferences I attended in New York, San Francisco, Los Angeles, Denver, and Claremont is simply the value of any conference in his field to the person in that field. I think I am kept alert to problems and solutions in my own teaching, and equally important, to new attitudes that are developing in the profession to old methods of teaching. The advantages that accrue probably extend into every aspect of teaching, and may be too subtle to identify in some cases. It is good, for instance, to know from personal contact what kinds of people are exerting the most influence in the teaching of English and to be able to judge them as people as well as members of the profession. It is good to be on hand when specialists share the results of their research, and to get immediate reactions to the findings of the specialists from one's colleagues. It is good to have one's convictions reinforced and equally good to have them challenged. Perhaps attending a conference in English literature and composition needs no justification from an English teacher.

In conclusion, I would like to say that it is very hard to estimate precisely how valuable my Sabbatical year was to me as a teacher at Mt. San Antonio College, or even to say which of my experiences was most valuable. But I can say sincerely that the change of pace and the newness of the experiences I had were refreshing and stimulating. I think the purpose for my Sabbatical leave was well served, and that I must surely now be a better teacher.

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CJR