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SABBATICAL LEAVE REPORT

SPRING SEMESTER 1977

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### ACKNOWLEDGMENT

This report of my sabbatical leave, spring 1977, is submitted to the faculty, the administration, and the board of trustees with deep appreciation for the experiences--educational, cultural, and intellectual--which my leave provided.

I think the sabbatical leave as conceived and implemented by Mt. San Antonio College to be one of the greatest benefits offered our certificated personnel. For me it was one of the most enriching experiences of my life, especially my life as a teacher.

## PURPOSE

The purpose of my sabbatical leave was to improve my teaching in a general way through living in London and through travel, in a specific way, through studying poetry; attending and critiquing stage productions; attending concerts; and visiting museums, galleries, and other exhibits.

Information that I gathered, books and cards that I purchased, accounts of events and activities that I attended will be made available to other members of my department and can, therefore, be useful to the department as a whole.

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PART ONE: LIVING IN LONDON, STUDYING POETRY, ATTENDING THEATRE,  
ABSORBING CULTURE, AND TAKING SHORT TRIPS

Arriving in London Feb. 14, 1977, I found the flat I had reserved almost a year previously to be ideal for my purposes. I wanted to learn as much as possible about the English people, their ideas, and their way of life. Three factors contributed to the realization of this desire: 1. Situated in a residential district, I found my neighbors to be almost entirely English people living and working in London. Living among them and shopping with them was fun and very enlightening. Their habits and customs, different from ours, proved interesting, indeed. Services that we take for granted are missing in their lives; for example, not only do they have to furnish their own bags for groceries they buy, but they must also bag the groceries. 2. Using public transportation daily--three tube stations and stops for three bus lines were in close proximity to my apartment--I was able through observation and conversation to learn much about the English people, their ideas, and their way of life. I also learned that they have stereotyped Americans according to images projected by American films and television shows. 3. In my two poetry classes at City Literary Institute of London, I was able to meet many and learn to know quite well several of my classmates. The weekly class situation involving the same people was advantageous.

I developed a number of friends and acquaintances in England. Awareness of differences between cultures--even those speaking the same language--is an asset to any teacher, especially a teacher of writing and literature. This awareness will be of value to me in my teaching.

My poetry classes at City Literary Institute--Enjoyment of Poetry and Twentieth Century Poetry--taken for expertise, not academic credit, were most rewarding. The environment of the classroom itself was interesting. I learned that the English are more concerned with the biographical approach to literary criticism than are we Americans. They are not as ready to accept diversity in the poet as we are; instead, they try to "pin the poet down" to a certain philosophy and then analyse the poem to find that philosophy. Word connotation also makes a difference between English and American literary interpretation. My classes were interested in the American connotation of some words used by our American poets. In the Twentieth Century Poetry class, we concentrated on contemporary poets, a few American, but chiefly English. Analysing the works of Ted Hughes, Charles Tomlinson, George Macbeth, Thom Gunn, Philip Larkin, and other recognized English poets helped me to understand similarities and differences between current English and American poetry. It also sharpened my literary skills.

Thus my experience as a student of poetry in London will be of significant value to me in English IB classes and in all other literature classes. New insights into English poetry as well as new awareness of distinctions between English and American poetry and criticism will be useful as background material for my students. My recent experience as a student of poetry analysis will help me to anticipate and appreciate their problems more keenly.

Another advantage to living in London was the great number of theatre offerings. I attended the following stage productions in London:

CHORUS LINE	Feb. 16	DEAR DADDY	Apr. 19
THE CIRCLE	Feb. 23	WILD OATS	Apr. 23
SONS OF OEDIPUS	Mar. 5	THE PASSION (medieval)	Apr. 27
PLAYBOY OF WESTERN WORLD	Mar. 9	THE MOUSETRAP	Apr. 30
OLD WORLD	Mar. 12	THE DEVIL IS AN ASS	May 7
EQUUS	Mar. 17	MACBETH	May 8
STEVIE	Mar. 26	KING LEAR	May 13
OTHERWISE ENGAGED	Mar. 31	(after my tours before flying home)	
FUNNY PECULIAR	Apr. 2	HEDDA GABLER	July 1
SEPARATE TABLES	Apr. 7	CANDIDA	July 2

These dramas represent several countries and periods--from the Greeks through the medieval passion play, through Shakespeare and Ben Jonson, through O'Keefe, Ibsen, Shaw, Maugham, on to the contemporary plays EQUUS, STEVIE, and CHORUS LINE. They include some of the greatest actors in the world today. To see these plays is a rare treat, but to see them in the traditional theatres of England was a thrill unequalled.

Since I wrote a critique of each play, the value of each was doubled for me. Similarities and differences in subject matter and its dramatic presentation became more apparent to me. Critical analysis of the plays, like that of the poetry, again sharpened my literary skills. These experiences will be exceedingly valuable to me in the teaching of drama, be it in English IB, World Literature, or Ethical Problems in Western Drama. The study of drama is the study of a culture and the human relationships within that culture. London theatre provides a rich source for these studies.

Newspapers and television programs in London were excellent. From among the many papers, I finally chose THE GUARDIAN, THE OBSERVER, and THE SUNDAY TIMES. The fine arts were extensively covered in these papers. I watched television programs of highest quality: special jubilee presentations; serials such as THE NATIONAL HERITAGE, EDWARD VII, and THE LIFE OF JESUS; sagas and novels--THE FORSYTHE SAGA, ESTHER WATERS, and NICHOLAS NICKLEBY.

Good programs of music were available both day and night in London. St. James and St. Martin of the Fields were churches offering afternoon concerts and recitals featuring well-known artists. These musicals provided an hour's relaxation in the middle of my busy days. St. Paul's Cathedral presented regular musical programs. During the Easter holiday, I attended Bach's THE PASSION OF ST. JOHN there. This presentation was uniquely formal: even the ushers wore striped trousers and tails. I heard a violin recital at The Royal Albert Hall, but I preferred the less expensive and more intimate church programs.

All the large museums and galleries in London, in addition to their regular superb exhibits, offered special presentations in honor of Her Majesty's Silver Jubilee: British Museum, Wealth of the Roman World; National Gallery, Late Gothic Art from Cologne; National Portrait Gallery, These Glorious Years; Royal Academy of Art, This Brilliant Year. The Tate Gallery, the new London Museum, the Jewish Museum, the Victoria and Albert Museum, and the Wallace Collection were a few other museums and galleries I enjoyed. At the National Gallery, I attended several lectures enhanced with slide illustrations.

Visits to the Tower of London; to John Keat's house; Charles Dicken's house; Samuel Johnson's house; the Victorian Leadenhall Market; the Law Courts; the Official Records Office and its museum; Fleet Street, London's newspaper world; Westminster Bridge; the Temple of Mithrus; the Roman Bath; a "dig" already excavated to the Roman era; a canal trip to Kensel Green Cemetery--plus the guide's lecture on ancient burial customs were all excursions revealing the variety of experiences I enjoyed in London.

London is a city with more art of all kinds--even excluding Florence--than any other city I have ever visited. And since it was once a Roman province, it is steeped in mythology. My stay there provided me with the opportunity to experience firsthand the art works and the mythological relics so well-preserved. Everything I observed and assimilated will aid me in my teaching. References to these in English IA, Mythology, or in any literature course will allow me to make them "real" to my students.

In spite of the inflation--which had to be reckoned with--I was able to make the following short trips during my stay in London:

Feb. 28, Brighton--the Pavilion

Mar. 2, Greenwich--Old Royal Observatory, Maritime Museum, Royal Naval Academy, Cutty Sark, theatre, church(2 other trips--

Mar. 5 and Apr. 17 to Greenwich)

Mar. 7, Glastonbury--the Tor, the abbey, King Arthur's Grave

Mar. 12, Canterbury--the library, the cathedral

Apr. 8, Cambridge--King's, Queen's, Emmanuel, and Christ Colleges

Apr. 12, Bath--city tour, Roman Baths, abbey, museum, Jane Austin's home

Apr. 20, Oxford--Trinity and Christ Church Colleges, cathedral

May 2, Colchester--Roman Museum, castle, Natural History Museum, church

May 4, Windsor--royal castle, old parish church with 16th century  
gravestone

May 6, Stratford on Avon--Anne Hathaway's cottage, Shakespeare's home,  
the theatre where I saw MIDSUMMER NIGHT'S DREAM

These trips--by bus, train, or boat--added depth to my knowledge of England. I have seen the grave of the legendary King Arthur; the remainder of baths built by the Romans; Colchester, the first Roman capitol of Britain; London; Canterbury, the most famous city of medieval literature; Greenwich, the geographical center from which latitude and longitude are set; Christ Church College, designed by Christopher Wren at Oxford University; Christ College, attended by John Milton at Cambridge University; and Stratford on Avon, a "must" on the itinerary of every student of literature.

The depth of knowledge gleaned from these trips will instill confidence for me in my teaching. I shall be able to interest and inspire my students through vicarious experience of these places. Books that I purchased on the mythology of Bath and of London and Colchester are available for use by my fellow teachers. and should be of help to them.

In addition to the above activities, I kept a daily journal for the thirteen weeks that I lived in London. As a teacher, I do far more reading than writing. Keeping a journal gave a polish to my writing, improved my style, and will, therefore, be an aid to me in English IA and Writing 68 classes. Keeping a journal is so gratifying and so beneficial that I now realize why our great writers have always kept journals.

Living in London for thirteen weeks was one of the most exciting and rewarding experiences of my life. I shall always be grateful that I was able to take advantage of the opportunity to spend part of my sabbatical leave there, absorbing the culture of many countries which has been accumulated in London and added to the culture of England .

PART TWO: TOURING  
 "ALL AROUND BRITAIN"

May 15 I left London on the first of my four tours, "All Around Britain," the itinerary of which follows:

- May 15, Torquay, England: by way of Plymouth--point of departure for Pilgrims on Mayflower, monument to Sir Francis Drake
- May 16, Bath, England: by way of Wordsworth country--Tintern Abbey
- May 17, Aberystwyth, Wales: Royal College, ancient ruins, castle
- May 18, Chester England: Roman Wall, Roman Museum, Hadrian's Wall
- May 19, Carlisle, England: border city, Grasmere, Woodworth's home
- May 20, Oban, Scotland: by way of Robert Burns country--Burn's home
- May 21, Oban: woolen mills, Island of Iona and original Christian manuscripts
- May 22, Inverness, Scotland: Loch Ness
- May 23, Pitlochry, Scotland: by way of Balmoral Castle--stage play, "The Four Hundred," story of Bonnie Prince Charley's revolution
- May 24, Edinburgh: city tour, castle, St. Giles Cathedral and Queen Elizabeth in person
- May 25, Edinburgh: museum for Robert Burns, Sir Walter Scott, and Robert Louis Stevenson; ancient cemetery; Edinburgh Gallery
- May 26, Wakefield, England: by way of York --city wall and Minster of York
- May 27, Stratford on Avon: more memorabilia of Shakespeare, old hotels
- May 28, London: by way of Blenheim Palace--home and birthplace of Sir Winston Churchill; grave of Churchill; Cotswold country

"MOTOR COACH TOUR OF IRELAND"

After a night in London, I left on my second trip, "Motor Coach Tour of Ireland."

May 29, Dublin: by way of Liverpool

May 30, Killarney: by way of Cork, Blarney Castle, Blarney Stone-- many Irish folk tales and superstitions by guide

May 31, Ring of Kerry

June 1, Limerick; Muckross Mansion and gardens; medieval banquet at medieval castle, with mythological play; jaunty cart ride

June 2, Galway Bay: Bunratty Folk Park, tour of city and beach

June 3, Dublin: city tour; Trinity College; Dublin Cathedral with grave of Jonathan Swift; homes of George Bernard Shaw, William B. Yeats, and Oscar Wilde; many scenes pertinent to James Joyce's works, including cemetery, pubs, and the River Liffy, so symbolic in Joyce's literature; Abbey Theatre

June 4, London

"CORNISH RIVIERA AND LAND'S END, NORTH DEVON"

June 6 was the third day of my third tour, "Cornish Riviera and Land's End, North Devon."

June 6, Bath: Cotswold country, Roman remains again

June 7, Bude: along North Devon coast

June 8, Falmouth: by way of Tintagel and Boscastle(of King Arthur)

June 9, Falmouth: excursions to St. Michael's Mount, Penzance, Land's End, and St. Ives

June 10, Falmouth: castle, chapel once used by fisherman's wives

June 11, Wells: Wells Cathedral; oldest street in Europe, Vicar's Close

June 12, London: by way of Salisbury and its cathedral with towering spires

These first three tours gave me an acquaintance with the four British Isles. Knowledge of these countries and of the way their peoples live helps me to better understand the people. Literary Edinburgh and literary Dublin provided me with experiences that only a visit to these cities could provide--viewing the actual houses where famous writers lived, exploring scenes that are common-place in literary works, examining memorabilia of the writers. To have walked by the River Liffy, so well loved and often used by Joyce in his works, to have seen the slippers in which Robert Burns relaxed, to have toured the house beloved by Wordsworth--such experiences, generating enthusiasm as they do, will surely make my teaching more profound and serve my students well.

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## "GRAND TOUR OF RUSSIA"

My last and longest tour began June 13, just four days before the spring semester ended at Mt. Sac. My "Grand Tour of Russia" fulfilled a dream I had nourished for many years.

- June 13, Arnhem, Holland: by way of Ostend, Belgium
- June 14, West Berlin: by way of East Germany--city tour, Berlin Wall, Brandenburg Gate, Russian War Memorial, Belvue Palace, etc.,etc.
- June 15, Warsaw: historical film, city tour, international market
- June 16, Warsaw: Chopin's birthplace, tourist shops
- June 17, Minsk, Russia: Glory Mound, World War II memorial
- June 18, Moscow: by way of Russian Steppe and old city of Smolensk--city tour, cathedral, World War II memorial, and a wedding party
- June 19, Moscow: Red Square, St. Basil's Cathedral, changing of guard at Lenin's tomb, Exhibition of Economic Achievements with models of sputniks and space ships
- June 20, Moscow: Kremlin, Chekhov Museum, university, Tchaikovsky's home
- June 21, Novgorod: several cathedrals in this oldest city of Russia; museum; monument, "The 1,000th Anniversary of Russia"; war memorial
- June 22, Leningrad: city tour , many cathedrals
- June 23, Leningrad: Hermitage with one of world's greatest art collections
- June 24, Helsinki: city tour, monuments
- June 25, Stockholm: city tour, palace, cathedral, world-famous city hall
- June 26, Stockholm: harbour-side market, park and zoo
- June 27, Copenhagen: city tour, Tivoli Gardens
- June 28, Arnhem, Holland:by way of Bremen Germany--town square and statues
- June 29, London

Having experienced the world of Russia--countryside, cities, people, architecture and other art works, performing arts, and devotion to World War II heroes and dead--I feel that my life has been greatly enriched. Not only did this trip yield a wealth of information for me, it fostered an overwhelming sense of pride and gratitude that I am a free American. Our way of life, our country are best. Unlike the Russians, we are able to travel throughout the world, profiting from our experiences.

## FINAL STATEMENT OF ACHIEVEMENT

My sabbatical leave has enriched my general life, the background from which I teach; it has sharpened my skills, the tools with which I teach; it has left me refreshed and excited to begin a new school year. No other experience could yield such an abundance of benefits.

APPENDIX

MILLER'S FIELD  
275 P. A. S. S.  
1919