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HIST 100-50

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William Perry, "Examsmanship and the Liberal Arts: A Study in Educational Epistemology," in *In the College Years: Selected Publications of the BSC* (Cambridge: Harvard University Press, 2012; original 1963).

**Thesis:** Perry exemplifies the typical collegiate processes of "cow" (the use of factual evidence, but lack of empirical analysis) and "bull" (our tendency to initially analyze the situation while providing a empty void of factual support.) Today's college level students often emphasize the "bull" method in academic procedures, without enough "cow" to help support. A striving effort must be made to revert this process to a confident balance of both processes.

**Support:** Our professors have tendencies to ironically favor our expertly crafted work that consists mostly of "bull" with sprinkles of "cow" to support the prior. A common misconception amongst most students is that researching through the depths of knowledge and intelligence for the maximum potential of "cow" often results in simply average yet disappointing results. Perry perplexes this theory further that even the method of cascading information across a piece of literature would be considered a failing and *unacceptable* assignment. College level mental processing is centered around discovery and mental enhancement. As a fearful author of how this writing will be graded, I understand the method of projecting the beliefs and ideas of situation analyzation while backing it up with consistent and reliable factual evidence. There is a possible chance that I contract a parallel with "Mr. Metzger," our papers are brimmed with "bull" with enough "cow" to withstand the ever growing contradictions.

**Contrary:** Examsmanship and Liberal Arts portrays Perry's mental cognition of conjuring up the correct percentage mixture of "bull" and "cow" being false. However, this may in fact just be the way college level processing should be executed. College intelligence is meant to be executed with caution and blind faith.