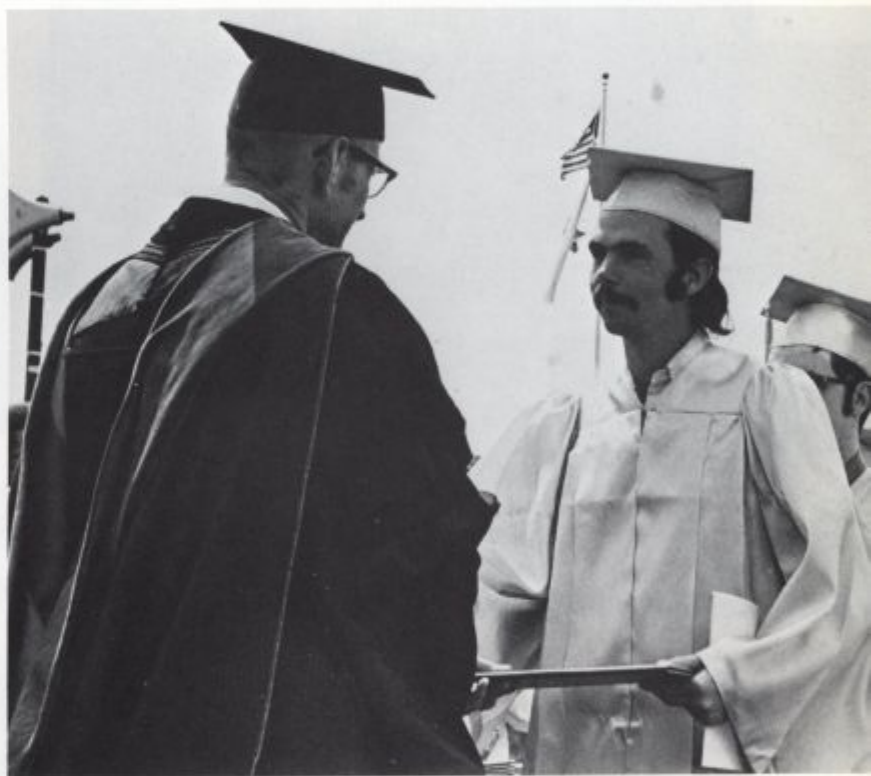
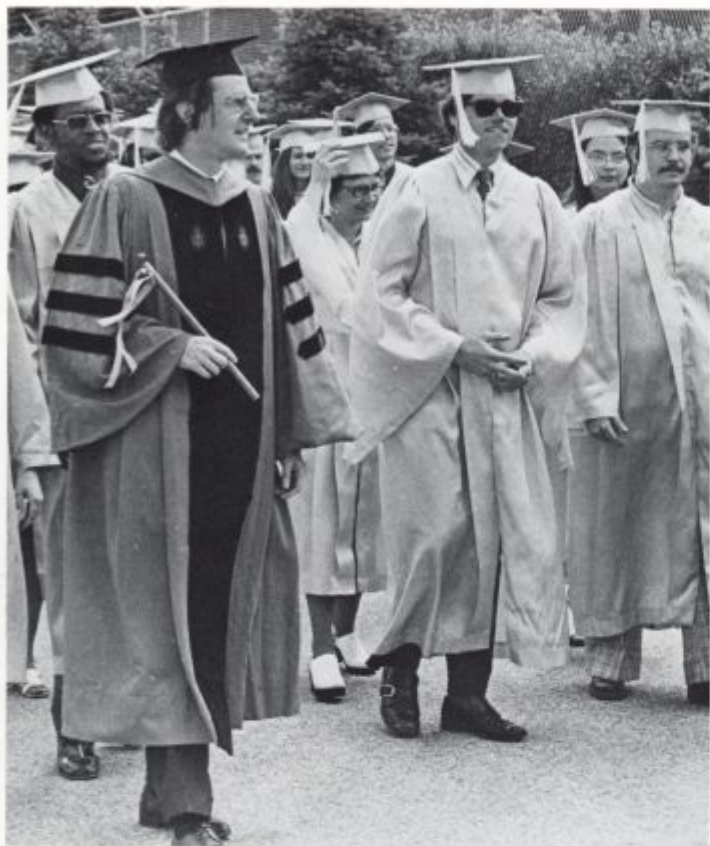
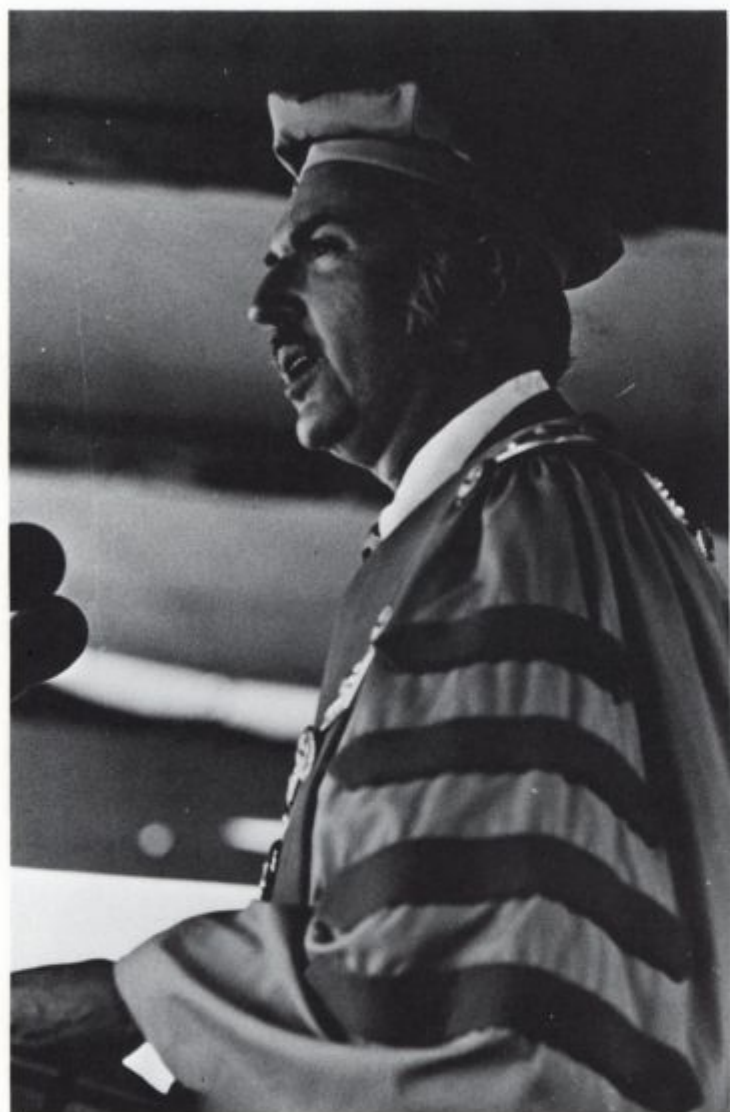




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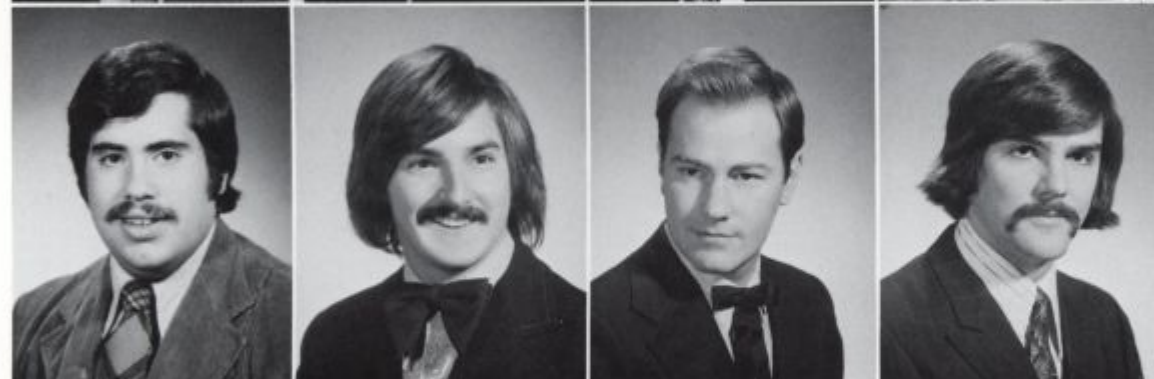
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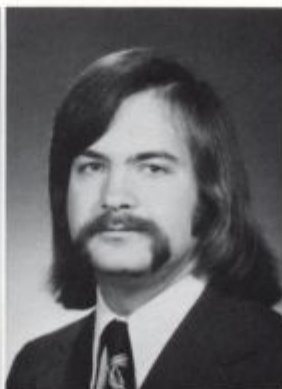


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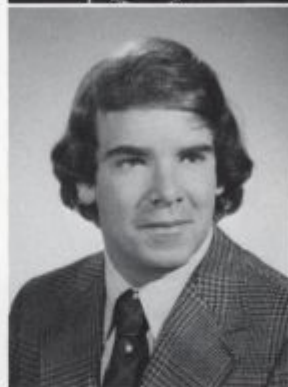
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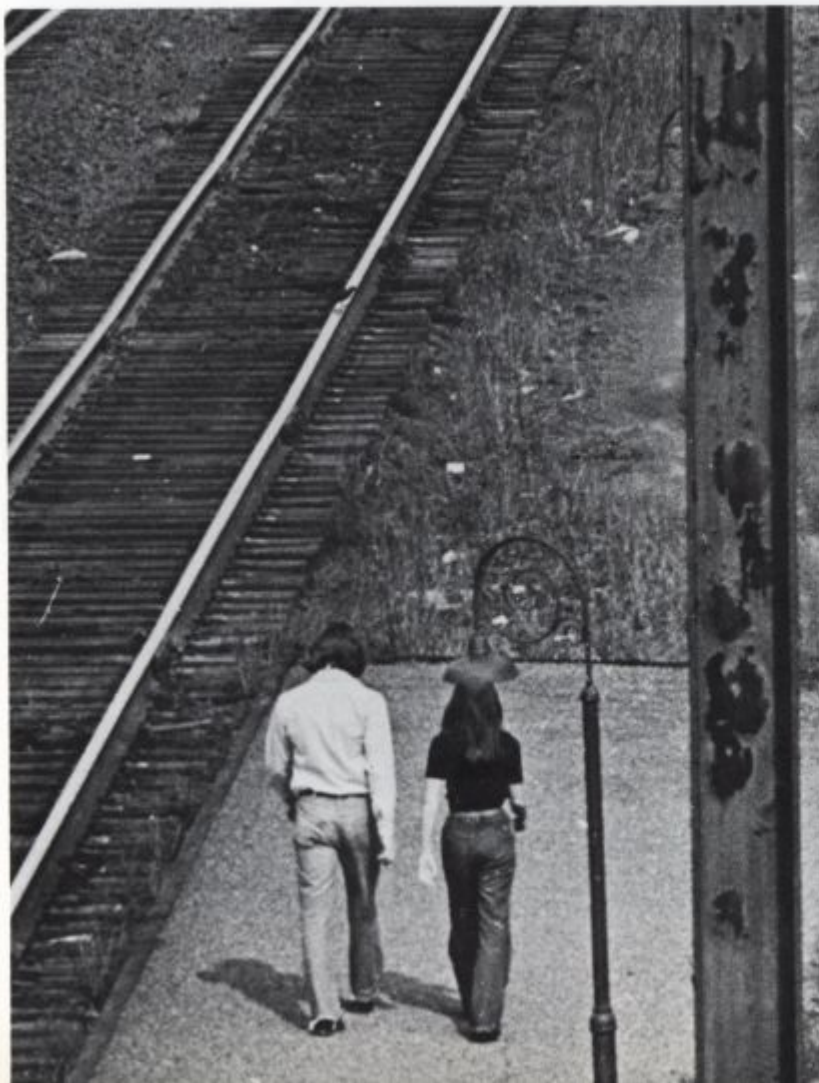
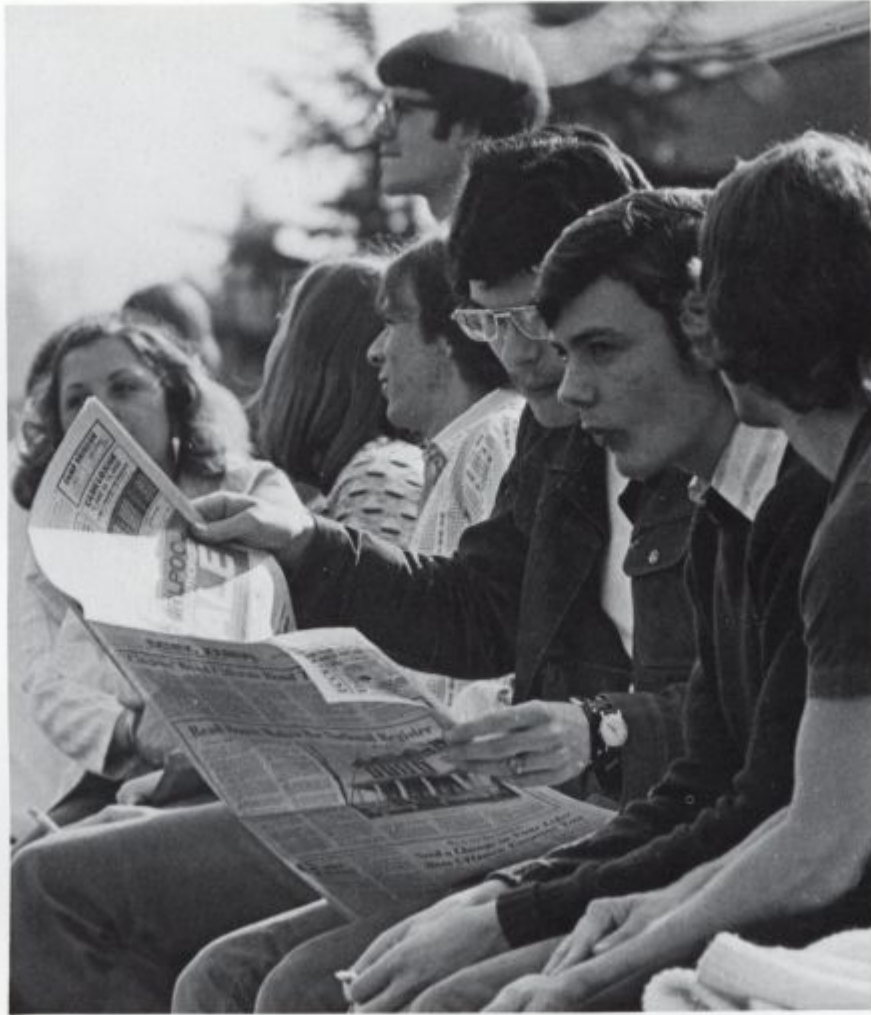
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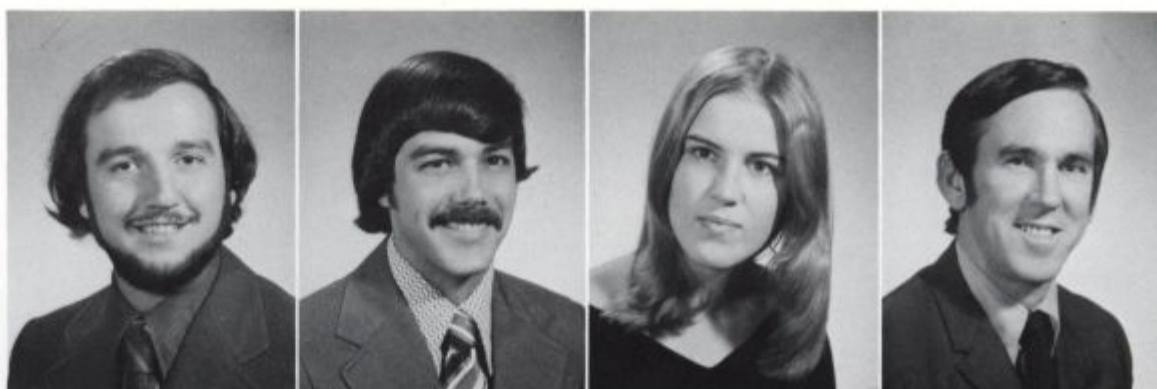
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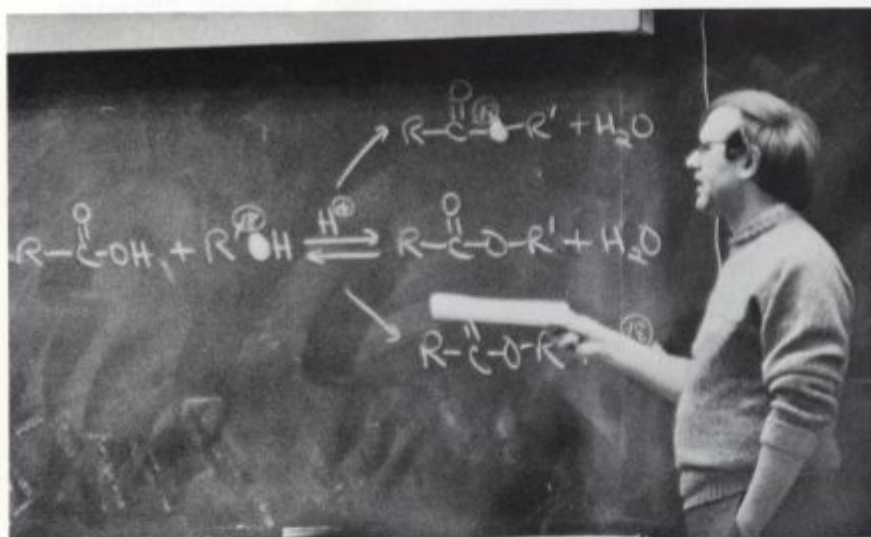


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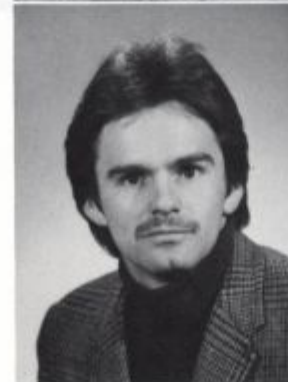
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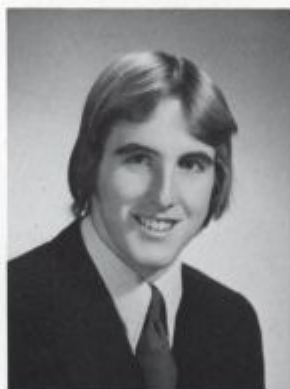
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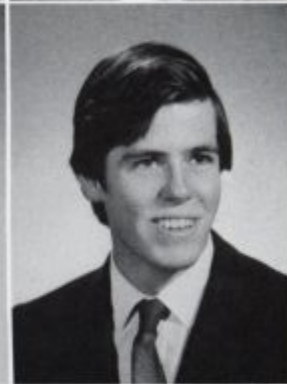
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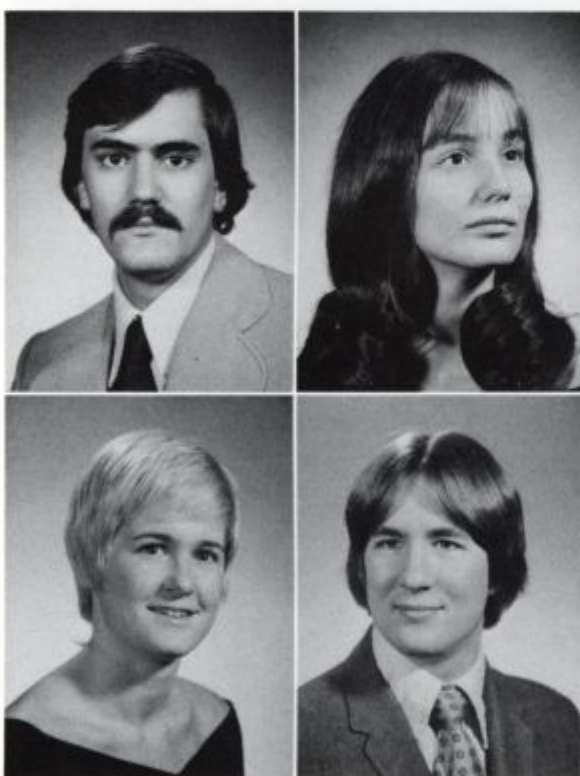




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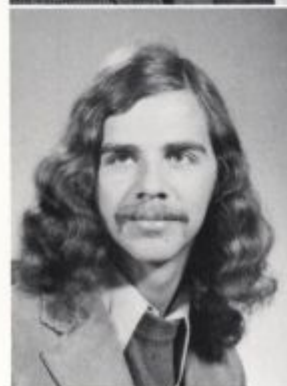


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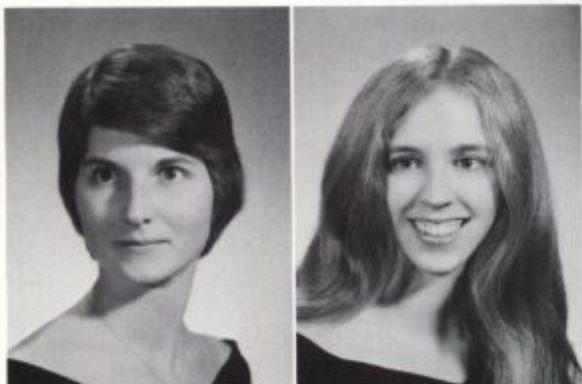
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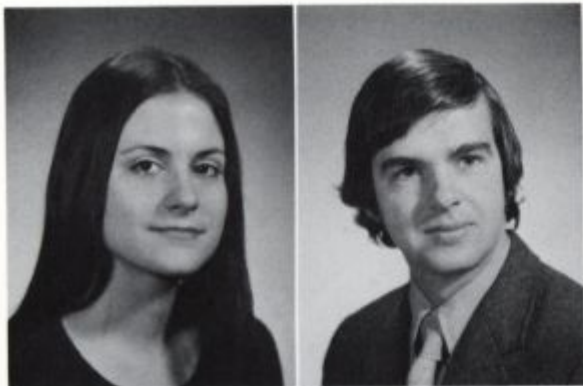
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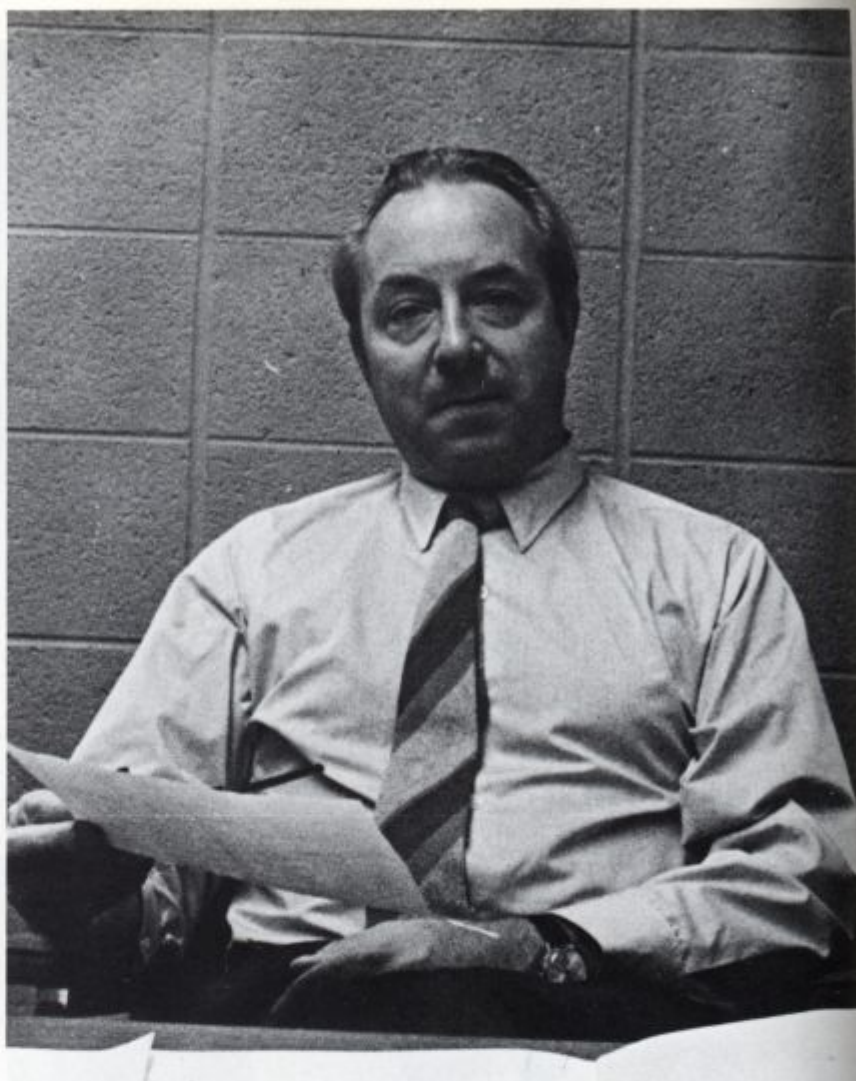
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DR. ENNINGER TALKS WITH THE BLUE HEN II

interviewed by
Janice Kalil



General Background

Dr. Werner Enninger was born in Esen, Germany in 1931. He attended school there most of his years except for the war years when he was evacuated to Czechoslovakia and Austria. He returned after the war and finished high school.

In 1952, he attended the University of Cologne and studied English, Physical Education and Geography. He completed his major in Physical Education there. In 1959, he received his degrees in English and Geography at the University of Bonn. He then went on to teach high school while at the same time working on his Ph. D. at the University of Bonn. Dr. Enninger came to the University of Delaware on an exchange program on July 12, 1973, and taught Applied English Linguistics and the History of the English Language. He also participated in the University's Winterim program this past Winterim. At the end of Winterim, he returned to Germany but is expected to come back to the university this summer.

BLUE HEN: Dr. Enninger, what do you feel is the function of teachers in college?

DR. ENNINGER: Perhaps, I could start out with a comparison between an American approach to that, and then a German approach. The traditional function of a professor in a German University would be his research orientation. Teaching is not quite of the same importance there as research. The courses he offers are not so much geared to the needs and demands of the students. A professor offers courses in the fields in which he does his research, and is completely free in offering these courses. There may be a situation in which the course offerings are by no means geared to the demands and necessity of the student. There is, however, a very large variety of courses offered from which the students can pick.

I found this a bit reversed in the states. Here there is a clearly fixed program. You have a department which structures the courses which are offered, mostly from a students point of view. Also, a teacher may be asked to teach a course that is not his special field. This would probably be the major difference.

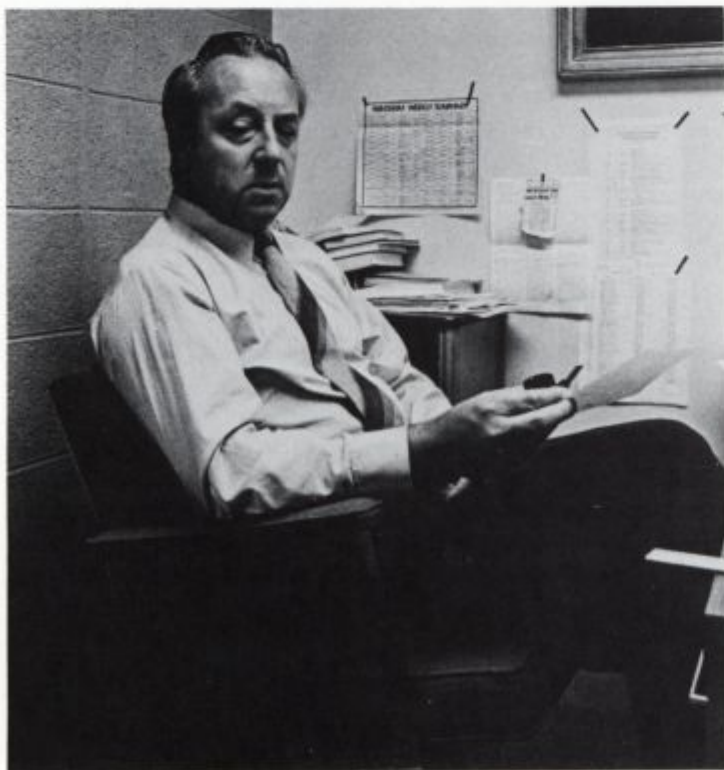
BLUE HEN: Have you found that the attitudes of American students differ from German students?

DR. ENNINGER: I think there are shades of different approaches in studying. German students are older when they come to college, and this is why, on the whole, one gets the impression that students want to tailor their own programs for themselves. They come with special interests and then are very upset if you try to prescribe a certain sequence of course for them.

During the course of this semester, it seems that American students are more willing to accept what a teacher says without challenging his position. On the whole, teaching is easier from the teachers point of view, but I must say that I would prefer a class which challenges you more, and this applies, also, to the subject matter. They seem to be willing, also, to accept that the grades they receive are justified. I do not know if American students have the same impression and just do not utter their uneasiness. At home, we do not have grades during the term. Only in some basic courses do you get grades. The student who enters college may have grades in some basic courses, but beyond that point he gets a certificate for participation, plus a paper. During the classes themselves, testing is of secondary importance. This puts a great responsibility on the student because there will be an examination only after four or five years. The students are given an Education and Philosophy exam, though, which is taken after two years.

BLUE HEN: What do you like about the American University?

DR. ENNINGER: I think one of the greatest advantages of an American University is on the student's side. The campus here is really an area for living. The University seems to be not only the setting in which you learn, but in which you live. This is different at home. You do not have a campus and not more than 5% of the students live in dorms.



Since the universities in Germany are considered just a place for higher learning, there isn't much going in the way of student activities. You've got, of course a film program and a theatre program, but students really are more integrated into the city in which they live, than into the University community. That would be the students situation.

There seems to be a well-organized tutoring or advising system over here. At home there is no such close relationship of the student with the teacher. As a rule, the teacher seems to be much more prepared to act as counselors and guides to the students . . . Also, I have found excellent conditions here as far as libraries and offices are concerned. You can imagine, since we have far too many students in the German University, there are also far too many teachers in the buildings. You almost always have to share offices with not only one, but a great number of people.

BLUE HEN: What don't you like about the University of Delaware?

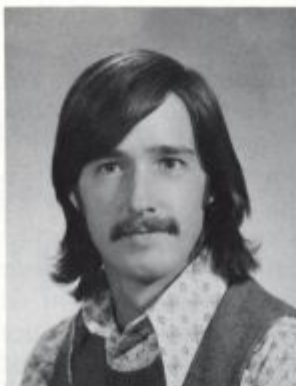
DR. ENNINGER: That's a hard question, since I really can't think of anything off hand. It seems so easy to be accepted in an American community and an American department. I don't know the reason for this, but at home it takes a much longer time to feel at home in a new place. My family and I were given the impression that we were welcome here. That applies to the community, the faculty, and the administration. The same applies to the student/teacher relationship. When you teach at a German University, you accept friction. Here I'd say, except for one minor case, there was no friction whatsoever. I really have no complaints.

BLUE HEN: Is there anything you would like to change about the University of Delaware or college systems in general?

DR. ENNINGER: My suggestion would be to think over your testing and grading system. I do not like the idea of having no grades at all. On the one hand, that puts too much responsibility on the shoulders of the student. He really needs some guidance. I suppose you can not expect him to find his own way through four years of the University. On the other hand, I do not go in for too many tests and too many papers. My greatest criticism is that, when a student is continually graded, I think he may give up a self-evaluation and become utterly dependent on everyone else's judgement, except his own. This does not make him an autonomous person.

When I came here, I was prepared to defend every item on my syllabus. I was really flabbergasted when there was no criticism at all. They just accepted it because they are conditioned to do so. If I were to teach here, I would expect some faculty influence in that direction. That would be the only different approach I could see to take in American Universities.

Robert L. Guthrie



Richard M. Hackworth



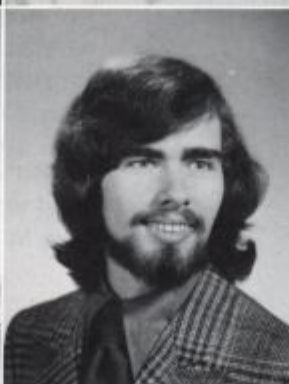
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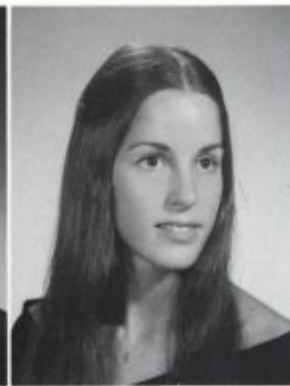


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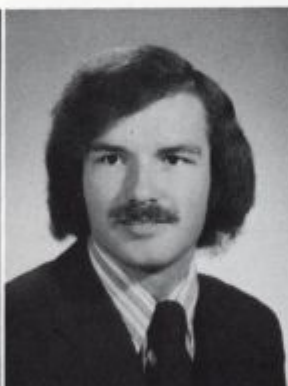


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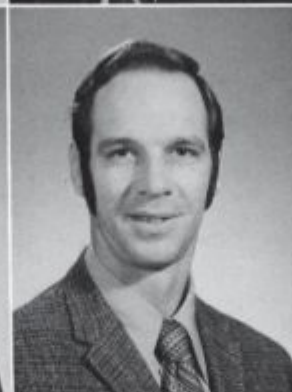
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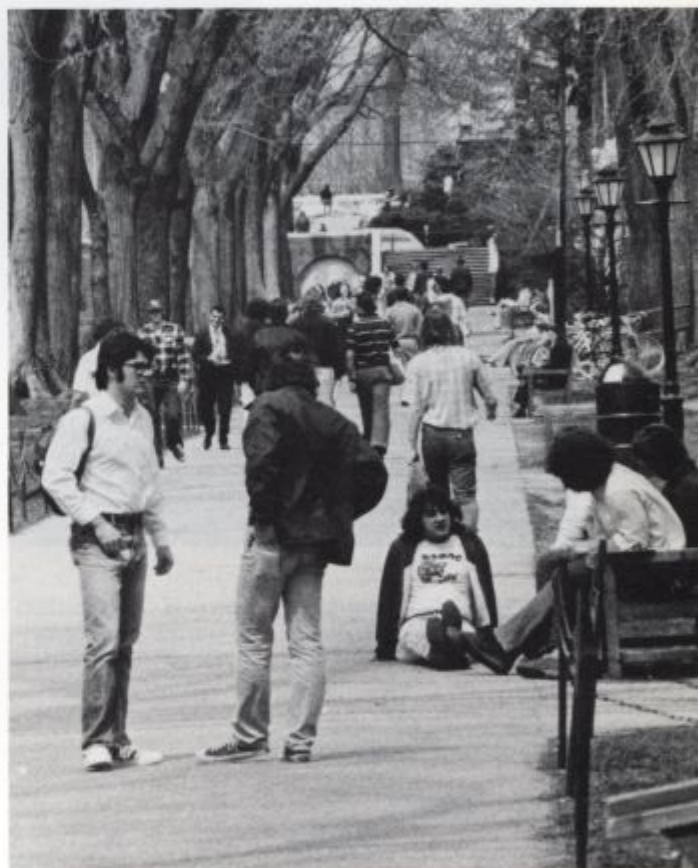
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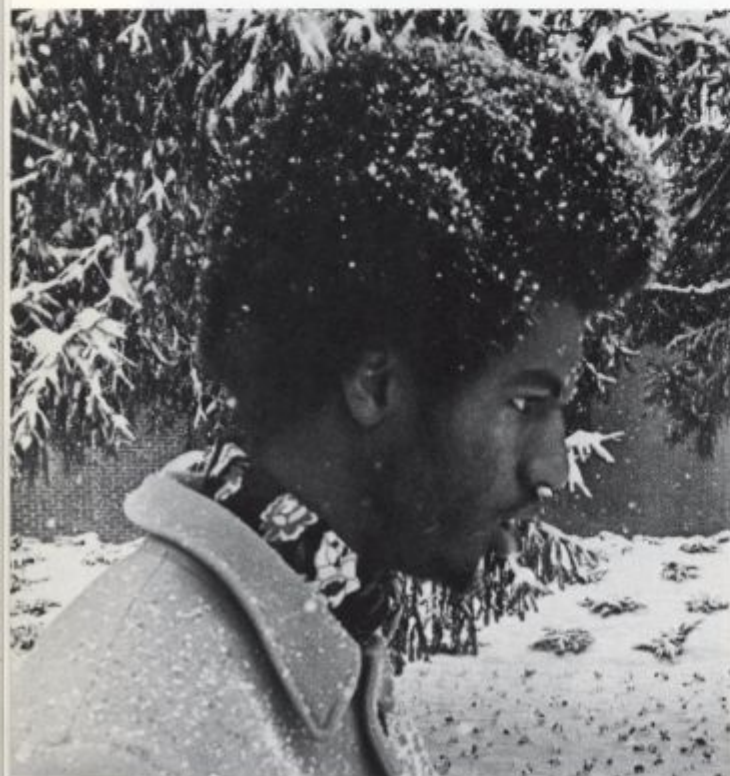
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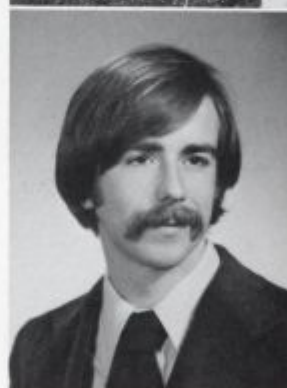
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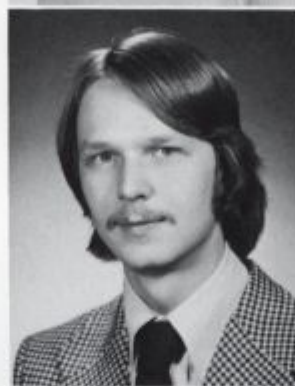


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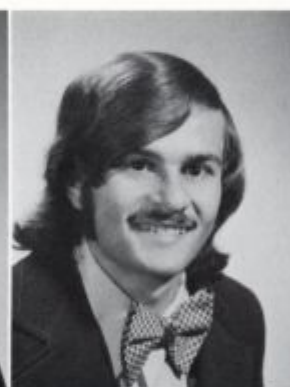
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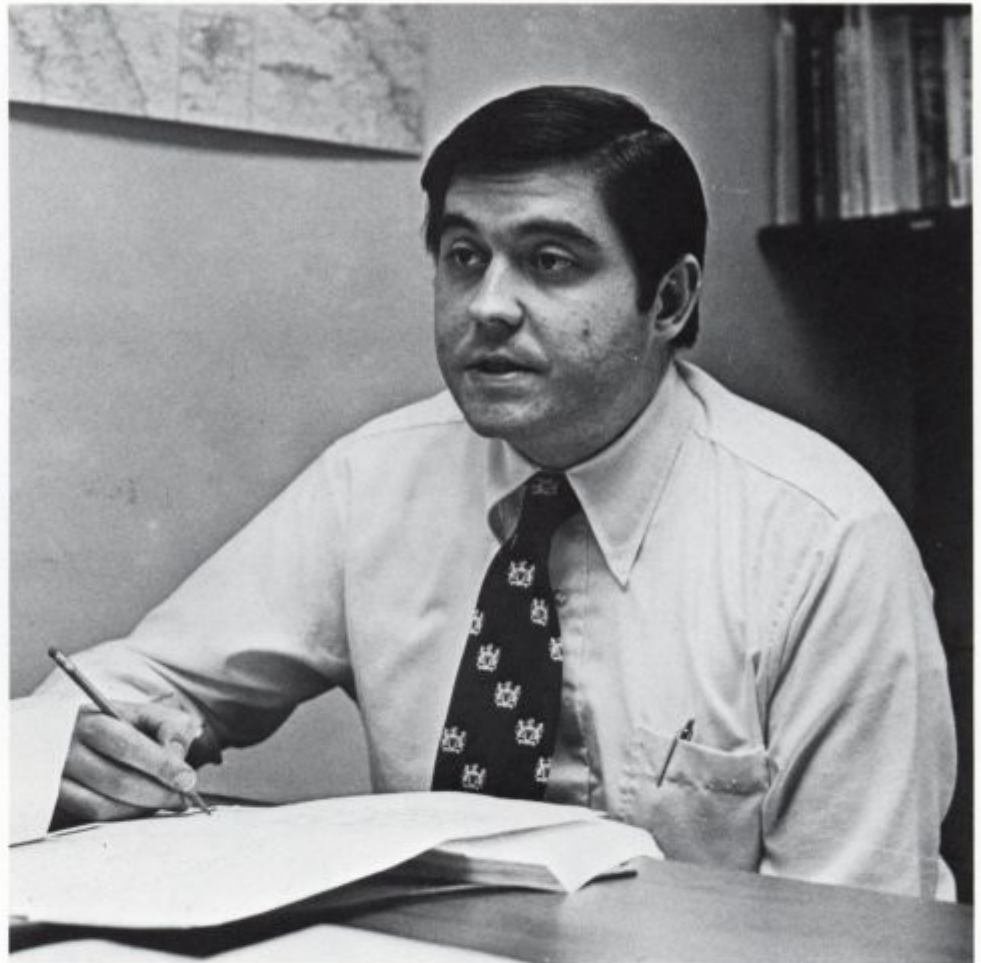


Liga Lidums
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DR. OLIVER TALKS WITH THE BLUE HEN II

interviewed by
Susan White

Dr. James Oliver is an assistant professor in the political science department. He came to the University of Delaware in September, 1969 after having completed his under-graduate program in Asian Studies at Florida State University and receiving his Ph.D. from American University. In May, 1973, Dr. Oliver received honorable mention at the faculty Excellence in Teaching Awards ceremony.



BLUE HEN: Have you seen a change in atmosphere, political or otherwise, on college campuses from the time of your undergraduate career to the current situation at Delaware today?

OLIVER: I was an undergrad between 1961-65. That means that I was an undergrad being politicized, if you will, at the height of the Kennedy Administration and the first eighteen months of the Johnson Administration. That was an era of great things to be done, that I think people of your age, if you had been that age ten years ago, you would have sensed it. There was great identification with John Kennedy by people in their early twenties, late teens. There was not the job crunch. Everything was expanding. There was a sense of mission, if you will. The Peace Corps had just been created and there was a great deal of conviction on the part of many young people that this was the way to go. Military service was not something to be avoided. It was something regarded, particularly by Southerners, as an honorable profession — if you were an officer. If you were an enlisted man that was another matter. The kind of military men that were around Kennedy were men who were being portrayed as intellectuals as well as warriors; men like Maxwell Taylor, people of this sort, who wrote books, had Ph.D.s in International Relations and Political Science. You looked to these people to form your image of what government could be, what it should be. And from looking at these people I knew that public service was what I wanted to do.

But the point I'm trying to make is — then you had a sense that your future was open, your options were open. Now I don't think that's the case anymore. There's a sense of great frustration, of fear of what's out there. All that opportunity seems to be closing off and there's no longer the sense "well, after I finish school I'll be able to go out and get a job, to do things." I don't sense that with students anymore. I sense a certain anxiety that interestingly enough translates into an apathy that I find very disturbing. That could be one of the most disturbing things I've found since I've been here.

BLUE HEN: Do you think then that the social changes of the past ten years have caused a reordering of students' priorities?

OLIVER: I think the gravest mistake you can make is to say that all students are alike. I don't think there was ever more than a minority of students who were really vocal or concerned. When I came here there was a sense on the part of the students that if you spoke out, if you demonstrated, things might change. Maybe it was more intense in the years before I came here. My impression is that in the last four years there has been less of that sort of optimism. It has really disappeared. There is now a much greater concern with personal destiny as opposed to the country's, a kind of turning in: "What difference does it make if I go out and demonstrate? Who's going to listen?" — this attitude. Well, my God, you go down to Washington and march and the President of the United

States comes out and wants to know how the football team is doing. Under those kind of circumstances, why bother?

I sense a feeling of greater apathy; an apathy that is rooted not out of ignorance but out of a kind of problem: giving up. You're saying "well, you go out and protest, you do all this and what do you get? You get crap and the back of somebody's hand so why do it?" There is this kind of turning in; what one of my colleagues would call the seeking of personal salvation rather than the salvation of the group. However, you are inevitably a part of a group, you are caught up in it, and any solutions you try must work for the group and not just for the individual. If you go out on a mountain and make your own peace with your own god — I'm just not convinced that that's enough. If we do that, what we are saying is that we'll let those among us who want to direct the group do it. But historically, when people say "let them do it" you're, in effect, accepting their priorities, their agendas, and their ideas and values. Now that I find a bit disturbing. I'm not optimistic about my ability as a citizen or teacher to change that radically. I guess when I came out of grad school I came out teaching and hoping to take students by the hand and lead them out there to commune in the cosmos.

BLUE HEN: Then how would you describe your function as a teacher?

OLIVER: Well, I see my role as one of trying to bring to the students a set of questions, to be able to explain how I arrived at those questions, and what I think are the im-

plications of those questions. I once thought that if the students had those questions in mind and went out and asked those questions of themselves and of the system, and if they participated in that system in traditional as well as unorthodox ways, that the system might respond. Then I'd feel I'd made a contribution to society. I still think that that's a proper role and its the role I try to play. But I still don't have optimism as to the outcome. I realize now that there was probably a great deal of pretension in what I was doing in that one assumes that his questions are the most important ones. But there really is quite a lot of pretension and that's the one thing I dislike about my profession.

BLUE HEN: But don't you think that goes along with the job?

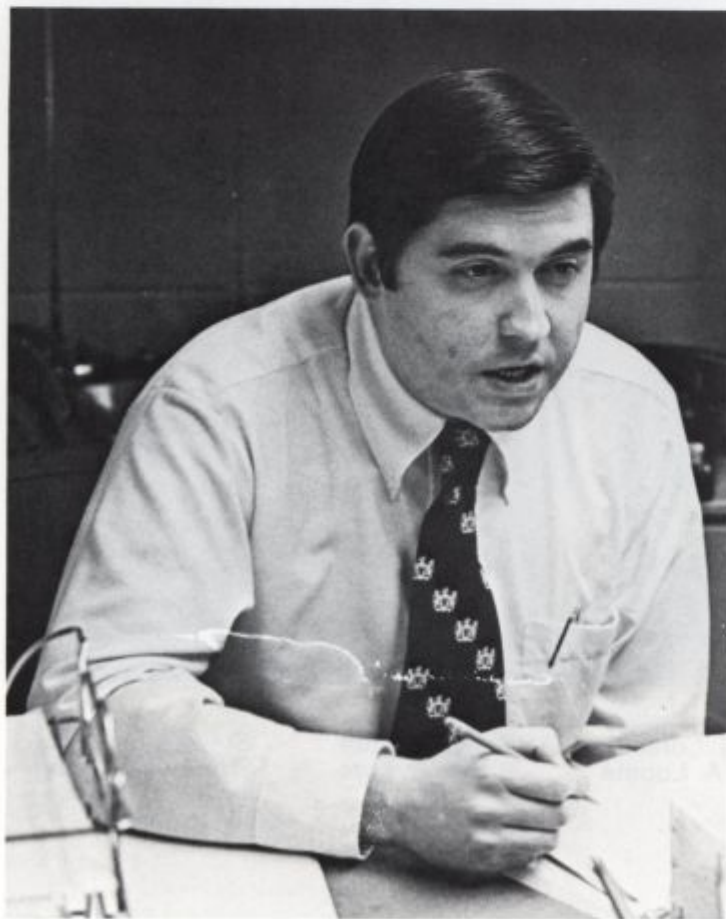
OLIVER: Sure. The problem is when you look yourself in the mirror and say "What are you professing Oliver? What are you really saying?"

There is a tendency to use the lectern as a pulpit. There was a great tendency to do that in the sixties. It's this sense of pompous moralism that has driven American Foreign policy. We were victims of that. The people who have been politicized, who have gone through that, I don't think they can come out of that without being a little more skeptical and cynical about the opportunities available for change.

BLUE HEN: Would you say that that's the attitude of everyone in the department?

OLIVER: I don't want to characterize the whole department, but I would say that there is a sense of cynicism. There is this view though, that as much as you want to, you can't stop pushing the rock, that if you don't push it it's going to roll back over you and crush you. It's a certainty that if you stop pushing it it will crush you. This is what I mean by seeking individual salvation. In a sense one says "I'm going to stop pushing the rock and step out of the way. If it rolls back and crushes anybody else — the hell with them. I'm going to be a safe. I'm looking out for me first."

I've said before that anyone who walks into a classroom and is not a long range optimist is a liar. Why do it otherwise? There must be a spark of life, a belief that you can perhaps influence people. The point as I see it is to evaluate ideas and policies, make judgements and communicate those to the students. But I do have the responsibility not to crush out alternatives that may arise in the process of a dialogue. That is education at its best. You have to be intellectually honest with the student. It's your own sense of propriety and discretion and honesty with the student which must ultimately be counted in the belief that he counts; that his ideas count; and that there is a human being out there who may not have read the books that you've read.





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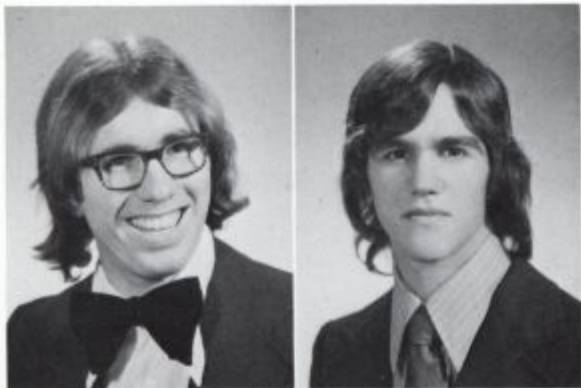
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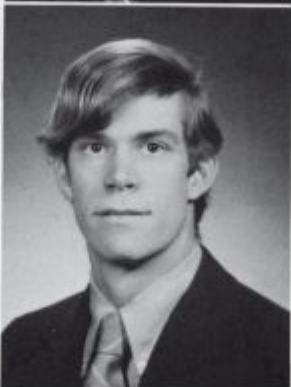
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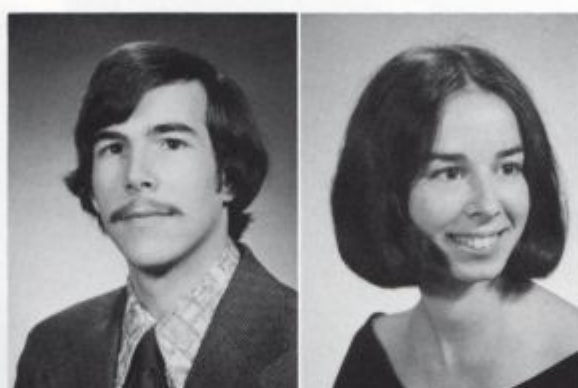
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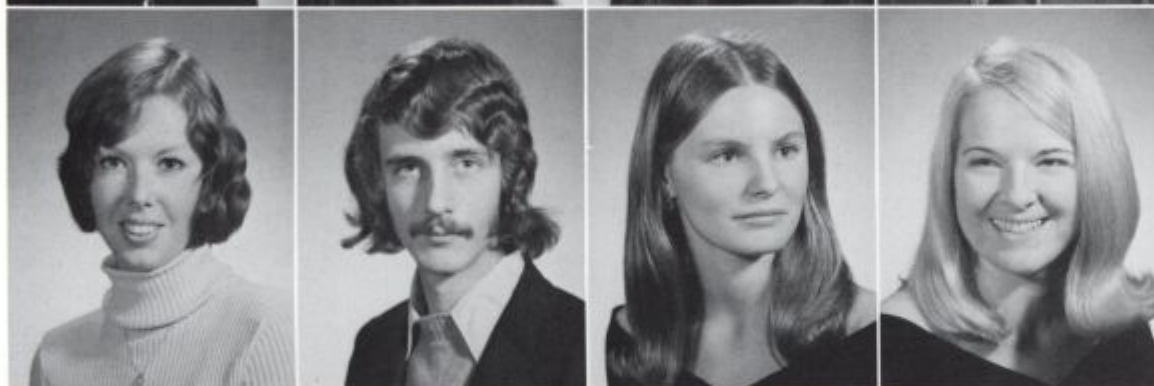


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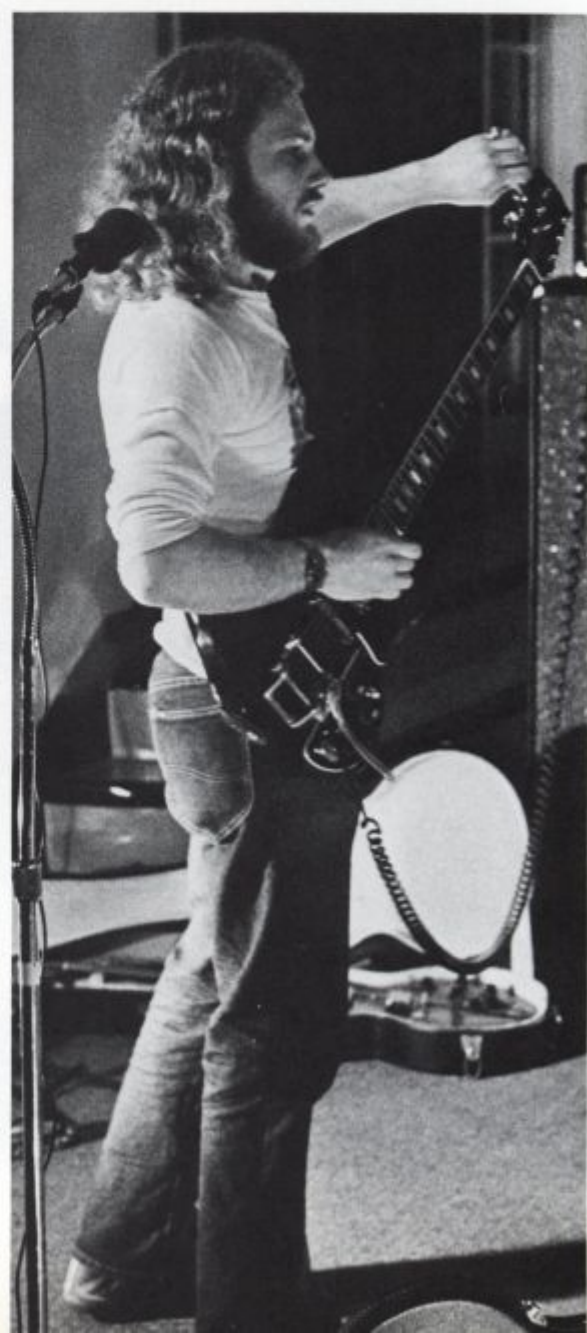




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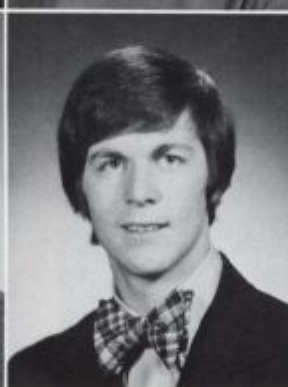




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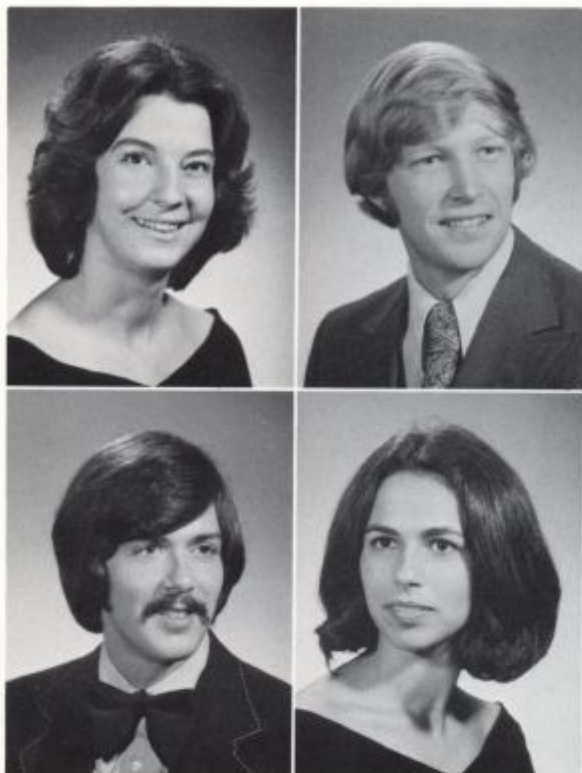


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BLUE HEN II TALKS TO DR. JAMES C. CURTIS interviewed by Renee Wyllie

Dr. James C. Curtis is an associate professor in the university's history department. He received his Ph.D from Northwestern University and in May 1973 received an Excellence-in-Teaching award at the faculty Honors Day ceremony.

BLUE HEN: What do you consider the primary function of a teacher?

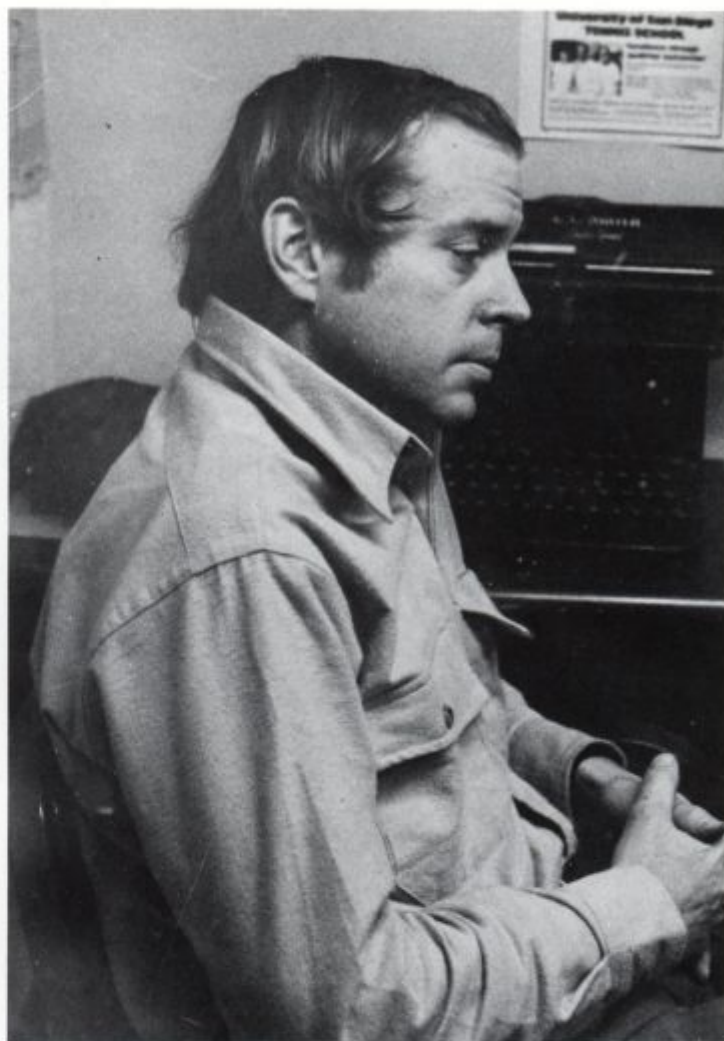
CURTIS: I think the primary responsibility of any teacher is to try to create interest in the subject that he's teaching. I don't look upon history as a great body of facts that people are supposed to learn. I could consider myself a success if I could convince people that history might be interesting. History, in so many instances, is presented in such a negative way. What distresses me is the number of students who come in to class, in any history class, with a very negative impression of history. So I think it really has to start with trying to generate student interest and enthusiasm about the study of history. Beyond that, I think history can be a very valuable discipline.

The first job of a teacher then, is to interest students in the subject and then I think the second obligation, once they're interested, is to try and teach them respect for the subject so that they don't end up distorting history.

BLUE HEN: Having been awarded the Excellence-in-Teaching Award, how do you feel that you are implementing these ideas for creating interest, etc.?

CURTIS: I try to use slides in all my lectures. If students can see who you're talking about or if they can hear some of the speeches, or hear the music associated with the period, it makes it all a little more meaningful and perhaps a little more understandable. If you end up being successful in the classroom, it's really more by accident than by design.

I've always enjoyed large courses because you are able to use things in large courses that you can't in small courses. For instance, if you want to use film, video tape, etc., you need a large room. But it's in the large courses that you have the opportunity to either make a break history majors.



But I do enjoy teaching — maybe it's because I'm a ham at heart.

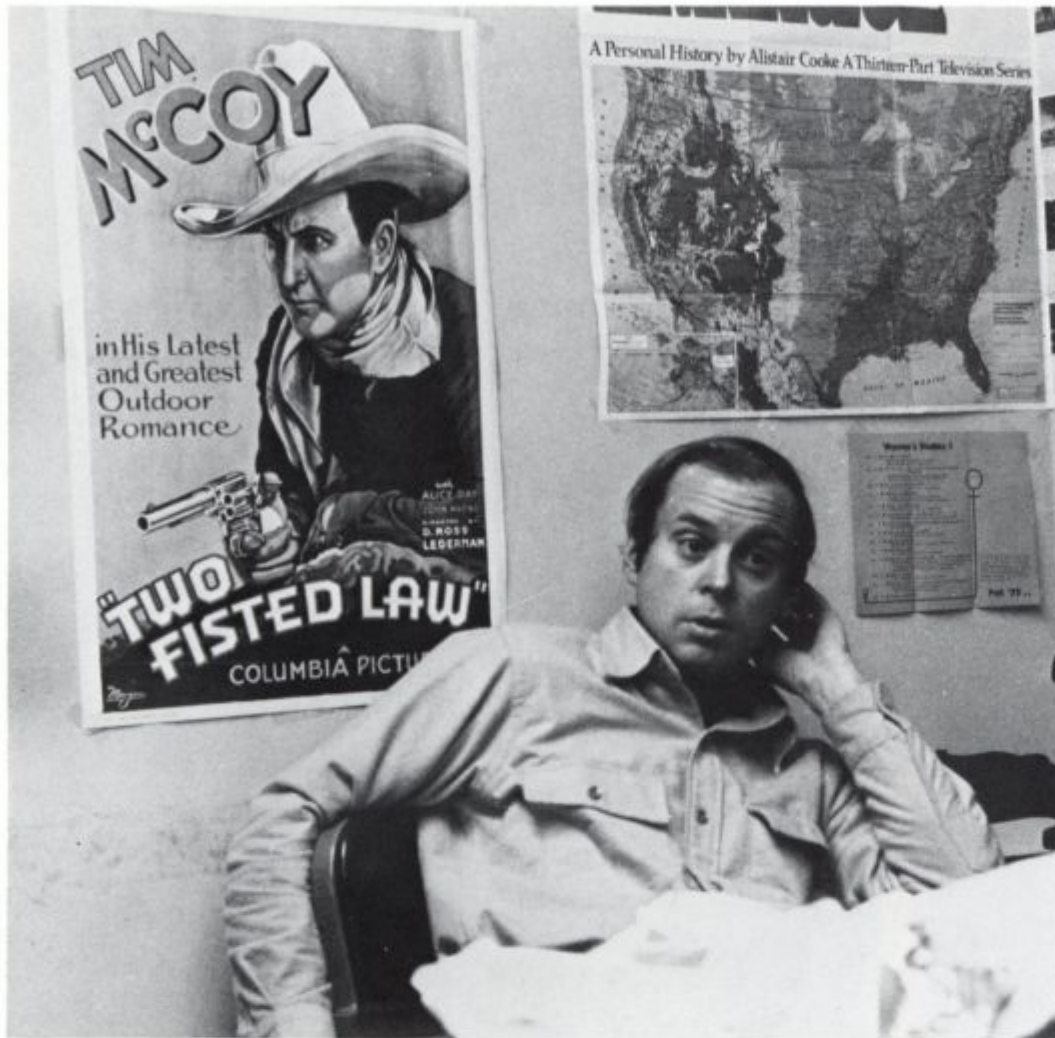
Discussion really is different than a lecture. Discussion presumes that the students can read something and comment sensitively on it. While the lecture almost assumes that the professor has all the knowledge.

I think role-playing can be very useful. For instance, we had a group of students to come up with three role-playing instances related to things we had studied in the course. We had spent a lot of time with Puritans so they were going to re-create the Salem witch trials. I think if students can get involved in that, have it video-taped and criticize the tape themselves, I think it can be very very interesting.

BLUE HEN: Are you using media?

CURTIS: The history department created three years ago the history department media center and the purpose of it is two-fold; to allow faculty to preview films and look at slides they may want to use in their classes. And in addition to that we have since, in the last three years, encouraged students in several courses to use the media center for their own projects. And I'm much more interested in this latter aspect of things . . .

For the last two years, I've co-taught a course called "History thru Media" and the purpose of that was to allow students to produce historical documentaries. We try



to encourage students to do primary research — to use documents that other people have not used before — and we've produced a couple of presentations. One that we took out to California last year and showed at fifteen universities throughout California. This is the kind of thing I'm interested in . . .

I use media in my survey course but I've always been convinced that students should have the opportunity to use media, too. Otherwise . . . you're not active in the process at all . . . It's also very rewarding to see them able to learn history thru working with photographs or having to write a script. And the students that I've worked with have been really excited about showing their work to others. I don't know what it is but . . . you just aren't able to take a term paper and say O.K. you're going to stand up in class and read a term paper — but if four or five of you get together and put together a slide show, there's a lot of interest in trying to get people to see that.

We are offering a course on The American Dream as seen by Hollywood in various films. I think film is a very exciting medium for the historian because it can students involved in a particular period in the past while at the same time, I think it's really a reflection of the time in which the film was made.

BLUE HEN: Do you like the way the university is being run now? Would you like to see any changes?

CURTIS: The perpetual issue which is really involved here is on what basis do you evaluate your faculty. I don't see, given the current state of the market place, much deviation from the old "tried and true" principals of publish or perish and I think there ought to be. I'm not convinced that the scholarly activity that we get involved in translates immediately into the classroom. We spend 95% of our time in graduate school being trained for something we will spend 5% of our time doing when we get out and start teaching. But that's where the rewards are! Somehow we feel that we can judge scholarly talent but we do not feel we are not able to judge teaching effectiveness. I was very pleasantly surprised that our Instructional Improvement Grant for the faculty is something that is interesting other schools.

Student evaluations seem to be only one aspect of the idea of evaluating teaching effectiveness. I think student evaluations are a good index but sometimes they tend to resemble popularity contests more than anything else. Yet a popular course may probably be an interesting one. Professors should be encouraged to spend time improving their courses — right now there is no incentive aside from these occasional instructional improvement grants. It seems to me, the biggest incentive is going to be the support of the students. If the students will respond to something new and you can find a way to communicate that to the professor, I think something might be achieved.



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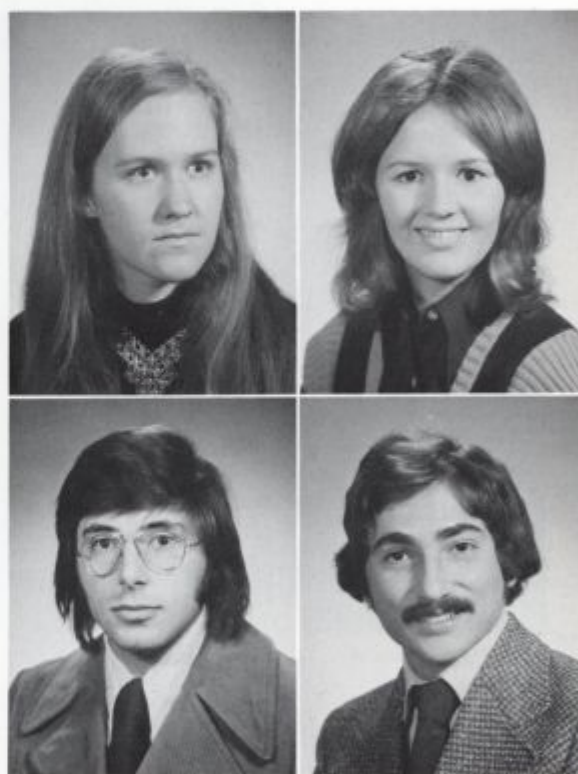




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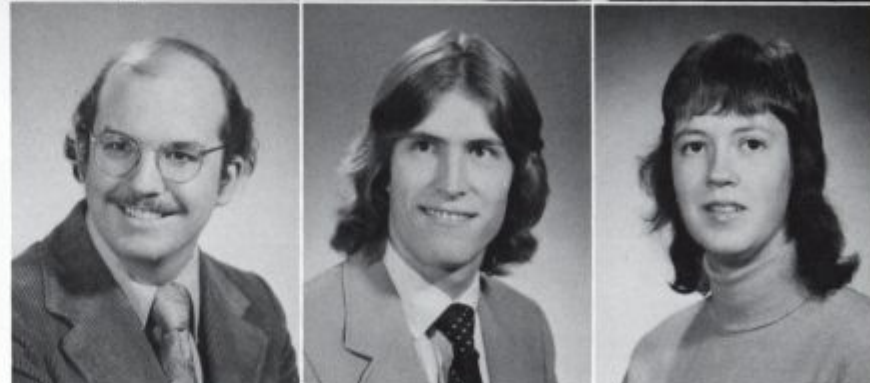
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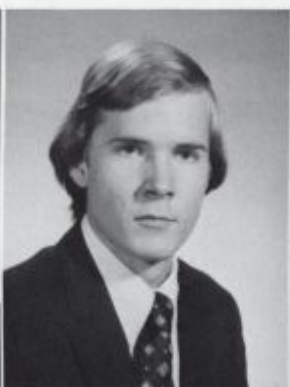
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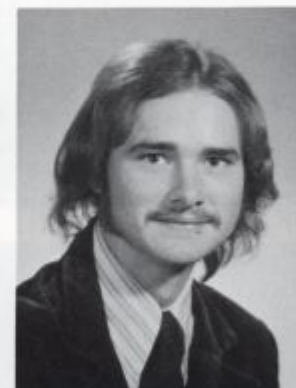
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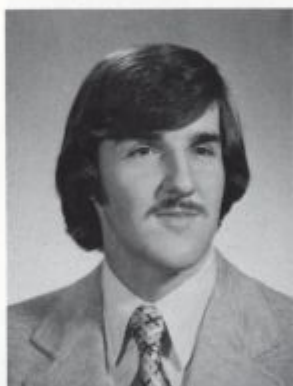
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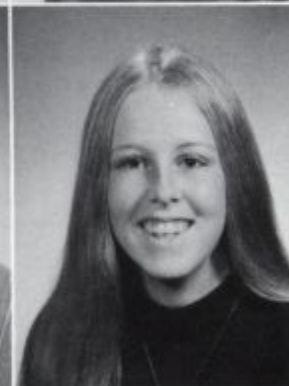
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