



Department of French Studies
Wright Hall 131
Smith College
Northampton, Massachusetts 01063
T (413) 585-3360 F (413) 585-3339

June 19, 2006

To Whom It May Concern:

It is a great pleasure to write on behalf of Cheryl Demharter and to recommend her as a person of extraordinary talent and abilities as a teacher. I am very sorry the Department of French Studies at Smith could not offer her a full-time position for 2006-07. We would have if we could.

Cheryl came as a Visiting Assistant Professor to the French Department in the Fall of 2005. Although she was new to the department and to Smith College, she made a very quick and smooth transition to her new environment. No doubt that having taught at Mount Holyoke the year before prepared her well for teaching at a small Liberal Arts college. Yet, I was very impressed with how seamlessly and effortlessly Cheryl became a part of the department, even though she started under conditions that were less than ideal. One of the two courses she was teaching was a High Intermediate language course (FRN 220). Although Cheryl has taught that level many times, she found herself teaching the course with another instructor who was herself new to Smith College and had no prior teaching experience; meanwhile all the sections in FRN 220 were overenrolled and there were not enough textbooks to go around. Yet, Cheryl and her colleague took the situation into their hands, and quickly and graciously restored law and order to one of our core language courses.

During the year she was with us, Cheryl's classes were visited twice (I was one of her visitors). All the reports underline her heightened professionalism: Cheryl is by every account a very conscientious and extremely dedicated teacher, who expects the best from her students and is willing to go the extra mile to help them get there. Her French is that of a native: the pronunciation is flawless, as well as her writing. Her grammar exercises, some of which she created for her own private enterprise, Frenchsounds, LLC, amply demonstrate her familiarity with the pedagogy of second-language acquisition and her absolute mastery of the intricacies of the French language. In addition, Cheryl has proved herself to be an excellent team player. The whole year she was with us, Cheryl also taught our year-long elementary French course (FRN 101 and FRN 102), which uses the French in Action method. This course has typically three sections, all of them working in tight synch with one another. Ann Leone, the director of the course, has often indicated to me what a pleasure it was for her to teach FRN 101 with Cheryl, whom she describes as thoroughly reliable, always ready to contribute, and a great "facilitator." I know Cheryl will be sorely missed in that course next year.

In my capacity as Chair of the department, I have also had many opportunities to appreciate Cheryl's sense of collegiality and responsibility. Although Smith College is a one-hour commute

from where she lives, and although, as a part-time visiting assistant professor, she was not obliged to attend them, Cheryl never missed any of our departmental meetings. She listened carefully and quickly familiarized herself with the "culture" of her new workplace. Throughout the year, she contributed very insightful comments about the language sequence in our department and other aspects of our language courses. When the Department asked her if she would like to give a presentation at our Five-College French seminar, she readily agreed and gave us a very well-received and eye-opening talk about the many different levels of spoken French each of us uses every day without even realizing it, depending on the situation and whom we are talking to.

Last but not least, I would like to share an anecdote that illustrates Cheryl's deep sense of collegiality. Last January, it became obvious to me that I would not be able to offer our adjunct and visiting faculty in 2006-07 as many sections as I had originally hoped for. Distributing the few sections that were available was going to be a very thorny endeavor until Cheryl graciously withdrew from the race. Her decision was, of course, based on her own parameters but she could have waited until we had distributed the sections to let us know that she was not contemplating teaching part-time for another year. Being the "facilitator" that she is, she did not wait and made her decision known at the time it could most help us.

I have greatly enjoyed having Cheryl as a member of the department of French Studies this year and I can only hope the same opportunity will present itself again soon.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Martine Gantrel', written in a cursive style.

Martine Gantrel, Professor and Chair
Department of French Studies
Smith College



Department of French Studies
Wright Hall 131
Smith College
Northampton, Massachusetts 01063
T (413) 585-3360 F (413) 585-3339

1 June 2006

Cheryl Demharter joined our department last fall and team-taught two courses with me this year, beginning and intermediate French. Smith uses the Yale program *French in Action* for both courses. In 4-day, 4-hour weeks over the course of the academic year, we cover all the grammatical material of the text, while adding literary readings. In the second half of the second semester, students write three 2-3 page papers on those readings. Our best students move directly into our first literary and cultural studies course, which is writing intensive. All motivated students who do well in this course can take enough French courses in their second year to qualify for Smith's junior year abroad programs in Paris and Geneva. I mention all of this to make clear how important it is that the team of three colleagues work smoothly and aggressively.

Cheryl was an ideal colleague throughout this course. She has, of course, complete mastery of the French language, from its most colloquial to its most formal and abstruse forms. She both adapted to our approach and helped to improve it, offering suggestions for more interesting and productive exercises and tests, suggesting teaching tactics that were new to me and our third colleague, and collaborating generously and thoughtfully.

I observed one session of Cheryl's class last October. In my notes, I commented that it was a "thorough, pleasant and clear" class, showing a fine rapport between Cheryl and her students. She has a professional, focused, and calm presence, at once in control and completely approachable. Her students were at ease, and also paying close attention to every exercise, with very good participation. After watching her teach, I have changed and improved aspects of my teaching in first-year French.

Cheryl's lecture at the Five-College French Faculty Seminar this spring, on levels of language as cultural indicators, was erudite and lively. If funding had allowed us to keep her position, I would have loved for her to teach an advanced course on this topic. The Department was unanimous in our wish to keep her among us, but her position was cut by the administration. My hope is that we will be able to invite her back soon. I regret very much losing her as a colleague who made both courses we shared newly interesting and enriched. I recommend her with the highest admiration and respect for her teaching and her collegial qualities.

Ann Leone
Professor of French Studies

MOUNT HOLYOKE

Mount Holyoke College
Department of French
115 Ciruti Center for Foreign Languages
50 College Street, South Hadley, MA 01075-6430
tel 413-538-2074 fax 413-538-2231

April 6, 2005

To Whom It May Concern:

I am pleased to write on behalf of Cheryl Demharter, who is applying for a position in your French Department. Since – to our good fortune – Ms. Demharter joined the Mount Holyoke College French Department in September 2004, I have come to appreciate her considerable talents as a teacher and her qualities as a colleague.

Because of very high enrollments in French last fall, we were able to hire Ms. Demharter as a part-time Visiting Assistant Professor for the year. Her extensive experience teaching French language both at various universities and in the language school she herself founded made her a particularly attractive candidate. When I interviewed her and heard her impeccable spoken French, I knew we were lucky to have her.


Professor Demharter's teaching has more than fulfilled our expectations. She has brought her expertise in language pedagogy to two of our courses: French 101-102, a year long class in "Elementary French" for absolute beginners; and, French 201, "Intermediate French," for students with one to two years of training whose knowledge of French is shaky. Both courses emphasize all four skills – listening, speaking, reading, and writing – and instructors are free to choose their preferred method, provided they bring their students to the required level of proficiency. From the outset, Ms. Demharter was able to gauge the level of her classes and aim her teaching appropriately; she has something akin to perfect pitch in determining her students' specific needs. Thoroughly familiar with the French in Action method, she has used it in the elementary course, with impressive success. What is more, all her students were eager to continue French the second semester and, to a person, wished to continue with Ms. Demharter (they had the option of switching sections and instructors). Similarly, in French 201, she chose to adopt the course materials I use in my own section, the *Interaction* program. Here, too, she sensed right away how to manipulate the multimedia materials so they would best suit her pedagogy and her students' needs. I had the opportunity to read Professor Demharter's student evaluations for the first semester, and they were extremely positive. It was clear her students appreciated her excellent organization and her attentive concern that they do their very best. In brief, in regard to teaching French language, Professor Demharter is a true professional.

Ms. Demharter has been a fine colleague as well, going beyond what one would expect from a temporary part-time hire. She has consistently sought out resources at the College that can help her students outside the classroom. Even more impressive – and unsolicited – she submitted an evaluation of the online test we use to place students in appropriate French courses. Her astute comments and critiques will help us make better use of the information the test provides.

In less than a year, Ms. Demharter has proven to be a valuable member of the French Department. If I could, I would invite her to stay on, but that is not financially possible. Utterly responsible and reliable, she has been a pleasure to work with. I recommend her enthusiastically.

Please feel free to contact me, should you have any further questions.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'E. Gelfand', with a stylized flourish at the end.

Elissa Gelfand, Chair
French Department
Dorothy Rooke McCulloch
Professor of French



UNIVERSITY
of
HARTFORD

DEPARTMENT OF MODERN LANGUAGES

200 Bloomfield Avenue West Hartford, CT 06117 860.768.4733 Fax 860.768.5254 www.hartford.edu

June 27, 2003

To Whom It May Concern:

It is a pleasure to write on behalf of Dr. Cheryl Demharter who taught introductory French and Spanish as a part-time faculty member in our department from fall semester 1999 until spring semester 2002. During this time Dr. Demharter distinguished herself as an outstanding adjunct faculty member. She has a clear command of her materials as well as an understanding of the pedagogical issues pertaining to introductory language teaching. Dr. Demharter's accessibility and her willingness to spend time with students outside of class was notable, and particularly laudable in light of her position as a poorly paid part-time faculty member. Her students responded well to her high standards and quiet competence. They consistently evaluated her teaching as "Outstanding," the highest category on our four-point scale. It was a major loss to our department and our students when Dr. Demharter decided that her growing business required more of her time and attention, and that she would no longer be able to teach at the University of Hartford. Based on her work at the University of Hartford, I feel confident enthusiastically recommending Dr. Cheryl Demharter for a range of teaching opportunities in both French and Spanish. If I can be of further assistance, feel free to contact me (860.768.4218).

Sincerely,

Jilda M. Aliotta, Ph.D.
Chair

Alexander J. Fortier, M.D., P.C.

100 RETREAT AVE., SUITE 903
HARTFORD, CONNECTICUT 06106

TELEPHONE: (203) 522-0554

January 9, 1999

To Whom it May Concern:

It is with the greatest of pleasure that we recommend Cheryl Demharter as a French Tutor. Our daughter, Lorna, was a junior in Avon High School, taking fourth year French, and experiencing great frustration and difficulty, when we sought Cheryl's help. Lorna's reading and writing of French seemed adequate, but her listening and speaking skills were quite weak, and she was receiving poor grades. At that point, Lorna just wanted to improve her grade, finish the year, and be done with high-school French.

Cheryl Demharter began tutoring Lorna around March, and Lorna usually met with her twice a week for the rest of the year. The improvement in Lorna's French was remarkable. Cheryl took the time to find the gaps in Lorna's knowledge, so her reading and writing became better, and she worked on all her French skills so Lorna's total performance improved.

However, the most amazing improvement was in Lorna's attitude towards French. She came to love the language and feel confident that she could succeed in it. She decided to continue French senior year, taking a fifth-year, advanced placement course, and her work became a pleasure. She took the SAT II French test and scored so well (100 points higher than her score the year before) that she could have been exempted from college French. However, her fondness for French has grown immensely and she fully intends to continue it in college.


We know, first hand, how much the colleges like to see students take harder courses and continue in their languages. Having five years of French on her transcript, along with good grades in it, certainly paid off in college acceptance letters for Lorna.

We can not thank Cheryl enough for the change she made in Lorna's French academic picture. Cheryl is an incredibly knowledgeable, supportive, patient and diligent teacher. She made an effort far beyond what was expected to find our daughter's weaknesses and repair them, and to encourage our daughter to achieve success.

Lorna also personally enjoys Cheryl- her warmth and sense of humor make tutoring time fun. Obviously, we can not say enough good things about Cheryl Demharter, and we only wish that all teachers possessed her ability to educate and inspire their students.

Please feel free to contact us if you have any further questions.

Sincerely,



Carol & Alexander Fortier

Tulane

Career Planning and Placement Center
Tulane University
New Orleans, Louisiana 70118-5698
(504) 865-5107

Evaluative Statement on: Cheryl A. Demharter Degree/Year Ph.D. 1981

(In writing this statement, please feel free to comment on factors relating to the registrant's probable performance or to present a critical analysis in terms of strengths and weaknesses. Qualities very often covered include such factors as personality, attitude, dependability, accuracy, adaptability, application, leadership, conduct, resourcefulness, neatness, enthusiasm, knowledge of subject, integrity and health.)

The provisions of the Family Educational Rights and Privacy Act of 1974 require that letters of recommendation be made available to the candidate upon request, unless this right has been waived. (If waiver is signed, please countersign to indicate your awareness of this action.)

I waive my right of access of this recommendation.

Signature of candidate

Date

Countersignature of author

I am happy to write on behalf of my former colleague, Cheryl A. Demharter, who taught with me from 1981 to early 1986 in the Department of French and Italian at the University of Texas at Austin. Cheryl and I were hired the same year in tenure-track positions, both of us fresh from our respective doctoral programs in French. We quickly became friends and shared office space together for most of her stay at UT-Austin.

Cheryl was hired as the department's French Phonetician, and she discharged those duties with much fervor and accuracy. I vividly recall her numerous meetings with her Phonetics students in our joint office and the incredible patience she displayed giving them individual help; having myself taught a practical Phonetics course, I am aware of the special efforts involved in helping students improve their pronunciation of a foreign language. Cheryl did an excellent job in this regard, and she enjoyed doing it.

After Cheryl left UT-Austin to take an administrative position at the Modern Language Association in New York City, we remained in touch. She stayed at the MLA for two years during which time she became well acquainted with the administrative and procedural side of our profession. She interacted with chairpersons, deans, foreign consulate officials, and many others both nationally and internationally. It was a time for strong professional growth for her.

When Cheryl left the MLA in 1988, she embarked on a year of extensive international travel. I remember meeting with her after she had just returned from spending several months immersed in mainland Chinese culture. As she recounted her various experiences of traveling alone throughout China while learning Mandarin, I was impressed by her courage to undertake such an adventure. She eventually traveled to Iowa City, where she met her future husband and settled into a full-time maternal role.

I was most pleased to learn of Cheryl's recent decision to reemerge into the professional arena, now that her children are older. She has many talents and abilities that deserve a forum. She is eminently qualified to teach French pronunciation and has an excellent personal manner that

should serve her well in her new tutoring service. I recommend her most highly.

Signature: Eglal Doss Quinby

Name (printed or typed): EGLAL DOSS-QUINBY

Official Position: Associate Professor of French

Organization: Smith College Northampton, MA 01063

Address: Department of French Language & Literature

Date: 13 February 1998

(Please use separate sheet for continuation.)

Tulane

Career Planning and Placement Center
Tulane University
New Orleans, Louisiana 70118-5698
(504) 865-5107

Evaluative Statement on: Cheryl A. Demharter Degree/Year Ph.D. / 1981

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I waive my right of access of this recommendation.

Signature of candidate

Date

Countersignature of author

When I met Cheryl Demharter in the late spring of 1989 I could not believe my good fortune. She had settled in Iowa City after her stint in New York with the MLA main office. I was still chairman of this department with an urgent need to fill a temporary vacancy in our French faculty and, happily, with funds to do so. Cheryl was more than qualified for our needs, with her doctorate in hand, native speaking ability, and an impressive record of professional service. I therefore offered her an appointment as visiting assistant professor for the fall semester and she accepted. I was able to renew the appointment for the spring semester, which she also accepted but only, at her request, on a half-time basis. Over the two semesters she taught one course in French literature of the 17th and 18th centuries, and two sections of our advanced composition course. I found her to be a fully effective teacher, and a responsible and cooperative colleague as well. She melded easily with other members of the department and with our students, and adapted readily to our procedures and policies.

Without reservation I can say that I was pleased by her contributions during that year, and I took as a compliment her statement of pleasure in having had the experience of serving in our program. If circumstances had permitted, and she were agreeable, I would have recommended her for a regular tenurable position in this department. I am pleased to make the same recommendation for any potential appointment for which she is qualified.

Signature: John Nothnagle

Name (printed or typed): John Nothnagle

Official Position: Professor

Organization: The University of Iowa

Address: Department of French and Italian

Date: April 13, 1992

(Please use separate sheet for continuation.)

Tulane

Career Planning and Placement Center
Tulane University
New Orleans, Louisiana 70118-5698
(504) 865-5107

Evaluative Statement on: Cheryl A. Demharter Degree/Year Ph.D. 1981

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I waive my right of access of this recommendation.

Signature of candidate

Date

Countersignature of author

I am happy to write on behalf of my former colleague Dr. Cheryl A. Demharter, who served until earlier this year as Director of Foreign Language Programs for the Modern Language Association of America (MLA) and Director of the Association of Departments of Foreign Languages (ADFL), a subsidiary organization of the MLA. For two years, from January 1986 until January 1988, Dr. Demharter served on our staff with great distinction and a record of significant accomplishment. Hired as Assistant Director of Foreign Language Programs, Dr. Demharter competed for the vacant position of Director after only six months in the organization, and was promoted to the Directorship in July 1986.

Dr. Demharter's service at the MLA was marked by several outstanding achievements. She completed a number of research projects that had begun prior to her appointment and inaugurated others that she was able to complete during her own tenure. She edited and published the first edition of the MLA's Directory of Masters Programs in Foreign Languages, Foreign Literatures, and Linguistics; she edited several issues of the ADFL's major professional periodical, the ADFL Bulletin, redesigned its format and organization and revised its editorial policy; she planned, organized, and conducted four professional development seminars for department administrators in foreign languages; organized other special meetings and conferences; coordinated the work of two standing committees; and conducted meetings and negotiations leading to the inauguration of a major new professional program in foreign languages, supported by external grants.

In all of her work for the MLA, Dr. Demharter exhibited a high level of professionalism, sensitivity to complex issues, attention to detail, and responsiveness to the diverse needs and interests of the MLA's constituencies. She is above all a person who is sensitive to nuances, conscious at all times of the need for tact and diplomacy in her dealings with colleagues and constituents, and impeccable in meeting commitments and in responding to requests for time and assistance.

Signature: _____

Richard I. Brod

Name (printed or typed): Richard Brod

Official Position: Director, Special Projects

Organization: Modern Language Association

Address: 10 Astor Place, New York, NY 10003

Date: 10/14/88

(Please use separate sheet for continuation.)

To: Tulane University Career Planning and Placement Center
Evaluative Statement on: Cheryl A. Demharter, Ph.D. 1981

Page 2

She is, moreover, an excellent communicator, a fine speaker and writer who has represented the MLA and the profession very ably at many meetings and conferences.

Dr. Demharter came to her work at the MLA with an excellent record of teaching and research that built on the excellent scholarly training she received at Tulane University. It was a source of gratification to her that she was able to continue her research, maintain her scholarly contacts, and participate in professional conferences in her field while still working full-time at the MLA office. Knowing her strong commitment and sense of professionalism, I am certain that Dr. Demharter will continue to build on her fine record and remain active and productive as she pursues new interests.

Richard Brod
Modern Language Association

Tulane

Career Planning and Placement Service
Tulane University
New Orleans, Louisiana 70118

Evaluative Statement on: Cheryl A. Demharter

Class of: 1981

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PLEASE TYPE OR PRINT WITH BLACK INK TO INSURE CLEAR REPRODUCTION.

My acquaintance with this person has been as: ☒ Employer ☒ Advisor or Training Supervisor ☐ High School Teacher
☐ College Teacher ☐ Personal Friend ☐ Family Friend ☐ Co-worker

I write this recommendation for Cheryl Demharter with mixed feelings, for my preference would be that she remain with us. Her contributions to this department have been very valuable indeed. They are threefold: supervision of our second-semester multi-section course for students who have placed out of the beginners' course; her instruction of our junior-level phonetics course; her establishment and instruction of courses in Quebec studies at both the undergraduate and the graduate levels. In these three areas, Professor Demharter has discharged her responsibilities with demonstrated effectiveness and distinction. Her successful stewardship of our second-semester course was marked by improved student performance levels and notable staff efficiency. In her capacity as phonetician, she has achieved excellent results, judging from the much improved pronunciation skills possessed by her students as they exited her courses and enrolled in subsequent courses, as well as from the very laudatory student comments on the course evaluations. It is perhaps in the area of French-Canadian studies, however, that Professor Demharter has blossomed most impressively in the past two or three years. She is pursuing intensive research in contemporary Québécois letters, with promising results. At this writing, she has completed the first chapter of her projected book on the changing role of women in Quebec society and its literature today. Her other publications and the papers she has given at professional meetings further attest to her considerable expertise in this field. Prior to her accepting a position with us in 1981, there were no French-Canadian studies here at all. Now, a little over four years later, we are offering, thanks to her initiative and guidance, courses on French Canada at both the undergraduate and graduate levels. That is no small achievement in Texas, where Canada tends to be seen as a distant planet. Finally, in connection with her scholarly interests, I should mention her work in Cajun French.

As a colleague, Cheryl is always cooperative and pleasant, possessing maturity of character and professionalism of a high order. I can vouch for her reliability and commitment in the exercise of her teaching and administrative duties as well as in the pursuit of her scholarly objectives. Her desire to seek a position elsewhere should not be construed as reflecting adversely on her standing in this department nor, I hope, on her perception of us. Rather, it stems from the fact that there does not exist here a natural constituency that would justify building French-Canadian studies beyond their current status. Understandably, she would like to be in an environment where there is a native or at least geographically close support system related to her principal field of interest. Speaking from my own standpoint, I would be dismayed if she were to leave us.

Signature:

Jean-Pierre Cauvin

Name (printed or typed): Jean-Pierre Cauvin

Official Position: Chairman, Dept. of French/Italian
Organization: University of Texas

Address: OMB 2.120 Austin, TX 78712

Date: November 12, 1985

N.B. Under the provisions of the "Family Educational Rights and Privacy Act of 1974" the contents of this form may be examined by the student in whose file it is maintained

Tulane

Career Planning and Placement Service
Tulane University
New Orleans, Louisiana 70118

Evaluative Statement on: Cheryl A. Demharter

Class of: 1981

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My acquaintance with this person has been as: ☐ Employer ☐ Advisor or Training Supervisor ☐ High School Teacher
☐ College Teacher ☐ Personal Friend ☐ Family Friend ☐ Co-worker
☒ Colleague

Cheryl Demharter has made an outstanding contribution to this Department. She has taught a wide range of courses and has assumed major administrative responsibilities. She has taught First-year French, Phonetics, and Québécois Culture and Literature at the undergraduate level, and Québécois Civilization at the graduate level. She has served on several important departmental committees and supervised French 308K, a special first-year course designed to accommodate students who are not proficient enough in French to go into regular second-semester French. This assignment has entailed not only the careful preparation of a syllabus, but the supervision of teaching assistants and lecturers in eight to ten sections every semester.

Dr. Demharter is an exceptionally conscientious teacher. It is not uncommon to see her in her office spending two or three hours at a stretch working with her students. She is intent on maintaining high standards in lower division teaching. She initiated validity testing in lower-division French sections last year to enable us to more accurately place our students and evaluate their proficiency. Dr. Demharter has also contributed to both student and faculty enrichment by twice obtaining funding to bring Québécois writers here to read from their work.

Dr. Demharter has maintained an active professional life as well. She has attended many conferences at which she has given papers, has completed two articles, and has written numerous reviews. She is currently on leave working on a book on the changing role of women in contemporary Québécois society and its literature. She is very enthusiastic about this latest project, and eager to share her insights.

As a colleague, Dr. Demharter is most congenial. She is outgoing, and has a good sense of humor. The Department would find her very hard to replace if she were to leave, and I personally hope that she will decide to stay here.

N.B. Under the provisions of the "Family Educational Rights and Privacy Act of 1974" the contents of this form may be examined by the student in whose file it is maintained.

Signature: Mary J. Baker
Name (printed or typed): MARY J. BAKER
Official Position: Associate Professor of French
Organization: Department of French & Italian
Address: The University of Texas
Date: Oct. 1, 1985 Austin, Texas 78712



EVALUATIVE STATEMENT ON: Cheryl A. Demharter Class of: 1980

(In writing this statement, please feel free to comment on factors relating to the registrant's probable performance or to present a critical analysis in terms of strengths and weaknesses. Qualities very often covered include such factors as personality, attitude, dependability, accuracy, adaptability, application, leadership, conduct, resourcefulness, neatness, enthusiasm, knowledge of subject, integrity and health.)

My acquaintance with this person has been as: Employer _____; Advisor or Training Supervisor _____; Teacher: High School _____, College _____; Friend: Personal _____, Family _____; Co-worker _____

I am most pleased to write on behalf of Cheryl A. Demharter who is currently writing her dissertation, "A Phonological Study of the French of Sainte-Flore, Quebec." She is making good progress as of this date and if she is able to maintain her present schedule, she should be able to receive her Ph.D. by August, 1980.

She is a careful and meticulous researcher and I believe that her study holds considerable promise; her dissertation should prove to be of great interest to linguists working in Canadian French.

Ms. Demharter is currently one of our best graduate students. She is an excellent teacher and has had considerable experience teaching French on the lower and intermediate levels during her apprenticeship here at Tulane. She has received extremely favorable reports from faculty who have visited her classes. Although she is a demanding teacher, she is well-liked and respected by her students. I can say categorically, that students coming out of her classes are always extremely well prepared and consistently perform at very high levels in upper level courses. She is thoroughly professional, dedicated, and takes pride in the success of her students. Her background in linguistics and language pedagogy makes her an exceptionally qualified teacher of French into the bargain.

As a student in three of my courses, I am pleased to report that she received honors grades, all A's. Her overall performance reveals a near straight A record in graduate studies. I should add that she passed her final oral exam with flying colors.

Cheryl is a most pleasant young woman who is conscientious to a fault. She is amazingly self-disciplined and conscientious. She speaks standard French fluently. In all respects, scholarship, teaching, and research potential, I consider her to be an outstanding applicant at any level of instruction in French.

Weber D. Donaldson Jr.

Signature:

Name (Printed or Typed): Weber D. Donaldson, Jr.

Official Position: Chairman

Organization: Department of French + Italian

Address: Tulane University-N.O. La

Date: March 19, 1980

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EVALUATIVE STATEMENT ON: Cheryl A. Demharter Class of: 1980

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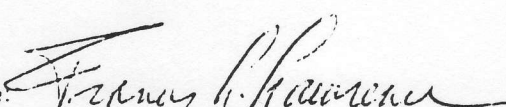
My acquaintance with this person has been as: Employer _____; Advisor or Training Supervisor _____; Teacher: High School _____, College X; Friend: Personal _____, Family _____; Co-worker _____

Ms. Demharter is, to my knowledge, the best graduate student we have had in the last five years. I first knew her through her participation in one of my courses. Her quick intelligence, her native perceptivity, and her excellent presentation made her oral contributions and her essays stand far above the ordinary level. I also sat on the board for her oral Ph.D. preliminary examinations, which were simply brilliant. Everything I've heard of her performance in courses given by other faculty members confirms my excellent opinion of her: she is universally respected.

In addition to her considerable intellectual talents, Ms. Demharter possesses other qualities essential to an effective, desirable colleague. She is an excellent teacher, a fact which we know both from our regularly scheduled student evaluations and from visits by our faculty members to her classes. Her character is amiable and pleasing; her appearance attractive. She has succeeded in pleasing and maintaining cordial relationships with the entire department.

Cheryl Demharter is a most promising scholar and a superior teacher. Even in the very tight job market of today, her intellectual and personal qualifications should win her serious consideration for a good position.

N.B. Under the provisions of the "Family Educational Rights and Privacy Act of 1974" the contents of this form may be examined by the student in whose file it is maintained.

Signature: 

Name (Printed or Typed): Francis L. Lawrence

Official Position: Deputy Provost & Professor of French

Organization: Tulane University

Address: New Orleans, La. 70118

Date: March 10, 1980