

'European Novel'

Course open to juniors, seniors

"The European Novel," a one semester course, will be open to juniors and seniors, if approved, without prerequisite as to foreign language training.

An objective of the course is to acquaint the students with specific novels and short novels by selected Russian, French and German authors of the 19th and 20th centuries. Also included as objectives are: "To encourage the student to read other works by these authors and by others not studied in depth in class; to acquaint the student with the broad historical, social and cultural forces at work in Russia, France and Germany during the 19th and 20th centuries; to suggest methods by means of which a prose work can be studied as an entity without consideration of its cultural or personal context; to develop critical capacities in judging prose works, and to give the student an appreciation for the literary achievements and cultural heritage represented by each work."

The required readings of the class will be grouped by language of the original, as follows: Russian: Dostoevsky, *Crime and Punishment*; Pasternak, *Doctor Zhivago*; French: Flaubert, *Madame Bovary*; St. Exupery, *The Little Prince*; Camus, *The Plague*; German: Kafka, *The Trial*, *The Metamorphosis*; Mann, *Death in Venice*; Hesse, *Demian*, *Siddhartha*. In addition the student will be supplied with an extensive list of readings, of which they will be responsible for reading a specified number. Other works can be added according to the interests of the students and the teacher.

While the student will be encouraged to consider each work as an entity and to derive meaning from it primarily through close reading of the text, the historical, social and cultural context of each work will also be examined. Students will be

free to explore those aspects of culture which especially interest them and to share their discoveries with the class. It will be possible to offer some students the option to read part or all of the works in the original.

In addition to the required readings mentioned previously, a recent basic history of each country will be made available.

Students will be evaluated through: assigned short papers on individual works, or on portions of them. Such papers would involve textual reference rather than "research;" 2) similar, briefer written exercises to be completed during the class period; 3) tests on their knowledge and understanding of the historical-cultural material presented, and on their ability to relate such materials to literary works read; 4) contributions to class discussion; and 5) receptiveness to and respect for the literary works, and the cultures studied and for the ideas presented by members of the class.

This proposal has been approved by the faculty and administration, and awaits approval from the School Board.

One-semester course

'The Film' for upperclassmen

Entitled "The Film," a one-semester course, would be open to juniors and seniors in 1970-71, and to sophomores and juniors in 1971-72.

This class would compare the relation of the film to other arts and would analyze the value content of films. The members would study the production in

Drama due for overhauling as result of course proposal

The faculty and administration have approved a new drama format for next year. "It appears that the drama courses at Grant need some overhauling for several reasons," Mrs. Foster explained.

THE FIRST "and most important" reason is that the present program is not reaching a broad enough base of students. Many white and black students and their parents have expressed to Mrs. Foster a concern that the drama program is not offered at the lower levels where it would be most beneficial to many students. Another reason is that the programs now seem to be duplicating—which is a waste of time and materials. As a result of these problems, the proposal asks that six courses be offered. We now have six courses, but this proposes to distribute them differently.

The proposal is generally along these lines: since stage crew has expanded, it appears that there is no longer a need for a separate stage arts course on the drama department. Since the Stage Arts and the stage crew are duplications of the same program, the Stage Arts crew in the drama department should be discontinued.

THE FRESHMEN and sophomore classes should set up on a team-teaching arrangement. These classes could be a combination of academic and performance arts. A teacher who is qualified to teach the academic part of the program could work with Mrs. Foster, and they could handle the course on a three-day to two-day arrangement, or a half-period arrangement.

"I do feel that drama should be a full year class," Mrs. Foster emphasized. "Drama is a cumulative subject. A student needs to gain knowledge in many components before he feels able to produce or perform—which is his ultimate incentive."

MAJOR PRODUCTIONS would remain the same. The first, major production would be by the senior drama class, the second by the juniors, and the third by all students enrolled in the class—freshmen through seniors.

The proposal then goes on to outline the classes which the student would take, and what would be offered in those drama classes. Drama 1-2 for freshmen would be an elective, and would contain a history of the western theatre (Greek, Roman, Shakespearean, Italian, and French). The enrolled students would build mini-theatres, modeled after various types throughout the world. The class would study the use of masks, and would study the play *A Midsummer Night's Dream*. This play would also be produced for the Freshman English classes. The enrollees would study pantomime, improvisation, skits, and scenes from various plays.

DRAMA 3-4 for sophomores only would also be an elective course—there would be no prerequisite. The class would have a comprehensive study of the plays of the western theatre—Greek (Oedipus Rex, Medea, Frogs, Birds); Shakespeare (Historical). The class would also study costume design, Seridan, Wilde, and plays of the 17th century. Civil War Plays and the lives and Careers of Famous Theatrical Families is also included on the agenda. The students in this class would study the same basics of performance as would the freshmen, except that productions would be for the sophomore class, and this group would receive basic fundamentals in Stage Craft.

Drama 5-6 for juniors only has no prerequisite. This would be a class in performing arts—the students would learn the fundamentals of pantomime, improvisation, all types of acting techniques. Stage-craft, make-up, play production in all phases would also be studied. All types of material would be used—classic, modern, avant garde. The students would participate in one act plays and also in drama contests and conventions.

Drama 7-8 carries a prerequisite of Drama 5-6. It would be an elective with the instructor's permission. These people would study advanced acting, directing, refinement of all forms of acting technique of the Drama 5-6 program. "High standards of performance will be required."

This proposal has met with the approval of the faculty and administration, and is now awaiting the "O.K." of the School Board.

Clothing center needs winter clothes; request sent out for assistance

In bad need of clothing, the Clothing Center located in Child Services Center, 220 N.E. Beech, has sent out an urgent plea for help.

Although they prefer warm winter clothing, they will accept anything except formals or dressy clothes. "We just want good, practical school clothes," explained Mrs. Robert Wack, head of the service.

Anyone who wishes to donate clothing to the center may take it to Child Services Center, or may call Mrs. Wack at 288-3082. The donor may take articles to Mrs. Wack's home, or have Mrs. Wack pick them up.

American literature course for those desiring semester of background

"This course is initiated for the student who desires a background in American literature in one semester," states the proposed American Literature course. The course, which would be open to juniors and seniors, would utilize selections offered in E5-5, "and the objectives and methods of evaluation are comparable to those of the one-year course."

According to the English department requirements, the course must include at least three of the following units: two novels (one classic and one contemporary), poetry, drama, short stories, essays or non-fiction, Shakespeare (Macbeth).

The proposal then offers a number of sources from which selections may be chosen. These include under novels:

Hawthorne: *The Scarlet Letter*
Crane: *The Red Badge of Courage*
Wharton: *Ethan Frome*
Hemingway: *The Old Man and the Sea*
Wouk: *The Caine Mutiny*
Lee: *To Kill a Mockingbird*
Salinger: *Catcher in the Rye*
Knowles: *A Separate Peace*
Lewis: *Arrowsmith*
West: *Friendly Persuasion*

Sources under poetry include these two: *Untermeyer (Ed)*; *Modern American and British Poetry*; and *Poetry I & II*, MacMillan.

Under drama, these selections are listed: *Miller, The Crucible*; *Mileler, Death of a Salesman*; *Shakespeare, Macbeth*, and *Wilder, Our Town*.

These non-fiction readings are sug-

gested: *Non-Fiction I & II*; *Thoreau, Walden*; and *Gehlman, Adventures in American Literature (Anthology)*.

Concluding the suggested list of the proposal are these three short stories: *Crane Reafer* (not adopted), *Short Stories* (Sauer, ed.) and *Ten Modern American Short Stories* (Sohn, ed.)

The proposed course has been approved by the faculty and administration, and now awaits approval of the Administration Building officials.

The Grantonian

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relation to concept, and would study the effect on the viewer, emotionally and intellectually. Also studied would be the origin and development of the film.

The class was proposed for enjoyment, information and understanding of the student's own experience; for awareness to others' problems—personal and social; for comparison to the effectiveness of form, structure, theme, content, and symbols with other media, and for developing a set of valid criteria by which to evaluate films.

Participants would view a film, and submit a review of the film viewed. They would also read books and supplemental materials, and write critical reviews, research reports and reviews for *The Grantonian*. Large group discussions would be held and oral reports would be given. A panel of social reviewers would be initiated. Students would have the option to produce their own film.

Enrollees would be evaluated by individual reports—oral and written—in class, and also out-of-class reports and reviews. Projects would include research reports, and film productions would be tentative and optional.

The proposed course content is as follows:

Unit 1: Film and Literature4-5 weeks
Unit 2: Film Language2 weeks
Unit 3: Comedy2 weeks
Unit 4: The Documentary2 weeks
Unit 5: War: Causes, Results, Reactions1-2 weeks
Unit 6: Film: Art and Fantasy2 weeks
Unit 7: The Western3 weeks
Unit 8: Director and Actor1 week (Selected study of one director and one actor.)
Unit 9: Student Projects

Also included would be a study of selected films. Two or three full length movies would be shown:

Unit 1: "The Informer"—91 minutes (study of novel); Unit 2: "Citizen Kane"—119 minutes; Unit 4-5: "Film and Reality"—103 minutes, and "Memorandum"—58 minutes; Unit 7-8: "Shane"—117 minutes (include story of novel), and "The Maltese Falcon"—100 minutes.

This proposal has met with the approval of faculty and administration here—it awaits the "go-ahead" from the School Board.