

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

1 - Reason for taking the course (complete all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	5	38.46%		
Major-elective	(5)	8	61.54%		
Minor-required	(4)	0	0.00%		
Minor-elective	(3)	0	0.00%		
General Education Requirement	(2)	0	0.00%		
Free Elective	(1)	0	0.00%		
Response Rate		13/16 (81.25%)			

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman	(6)	0	0.00%		
Sophomore	(5)	0	0.00%		
Junior	(4)	5	38.46%		
Senior	(3)	8	61.54%		
Graduate	(2)	0	0.00%		
Other	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
13/16 (81.25%)				3.38	0.51
					Median
					3.00

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4.0	(13)	5	38.46%		
3.7	(12)	3	23.08%		
3.3	(11)	2	15.38%		
3.0	(10)	1	7.69%		
2.7	(9)	0	0.00%		
2.3	(8)	1	7.69%		
2.0	(7)	1	7.69%		
1.7	(6)	0	0.00%		
1.3	(5)	0	0.00%		
1.0	(4)	0	0.00%		
0.0	(3)	0	0.00%		
S	(2)	0	0.00%		
U	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
13/16 (81.25%)				11.38	1.98
					Median
					12.00

4 - I attended class:

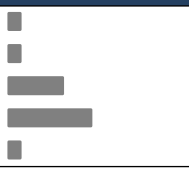
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(5)	11	84.62%		
Frequently	(4)	2	15.38%		
Moderately	(3)	0	0.00%		
Occasionally	(2)	0	0.00%		
Rarely	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
13/16 (81.25%)				4.85	0.38
					Median
					5.00

SUNY Potsdam

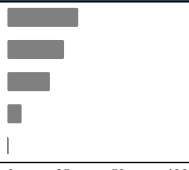
Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

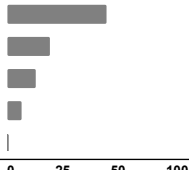
5 - How many hours outside of class did you devote to this course on average per week?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
9+	(5)	1	7.69%		2.62			
6-8	(4)	1	7.69%					
4-5	(3)	4	30.77%					
2-3	(2)	6	46.15%					
0-1	(1)	1	7.69%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				2.62		1.04		2.00

6 - Rate the level of your participation in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	5	38.46%		4.00			
Active	(4)	4	30.77%					
Moderate	(3)	3	23.08%					
Minimal	(2)	1	7.69%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.00		1.00		4.00

7 - What overall rating would you give yourself as a student in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	7	53.85%		4.23			
Good	(4)	3	23.08%					
Adequate	(3)	2	15.38%					
Poor	(2)	1	7.69%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.23		1.01		5.00

8 - Erin Brooks demonstrates competence in the subject area. -

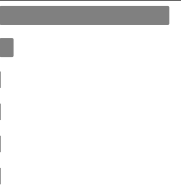
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	13	100.00%		5.00			
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				5.00		0.00		5.00

SUNY Potsdam

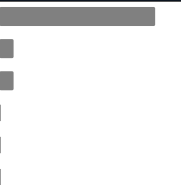
Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

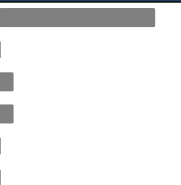
9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%			4.92		
Agree	(4)	1	7.69%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.92		0.28		5.00

10 - Erin Brooks is concerned with students' progress in the course. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	11	84.62%			4.77		
Agree	(4)	1	7.69%					
Neutral	(3)	1	7.69%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.77		0.60		5.00

11 - Erin Brooks is available to students outside of class -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	11	84.62%			4.62		
Agree	(4)	0	0.00%					
Neutral	(3)	1	7.69%					
Disagree	(2)	1	7.69%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.62		0.96		5.00

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	9	69.23%			5.00		
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	4	30.77%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				5.00		0.00		5.00

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

13 - The work required in this course relates well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%					
Agree	(4)	1	7.69%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.92		0.28		5.00

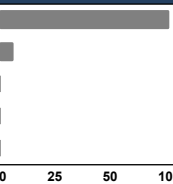
14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	11	84.62%					
Agree	(4)	1	7.69%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	1	7.69%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.92		0.29		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%					
Agree	(4)	1	7.69%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.92		0.28		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	12	92.31%					
Good	(4)	1	7.69%					
Adequate	(3)	0	0.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.92		0.28		5.00

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020

Instructor: Erin Brooks *

Response Rate: 13/16 (81.25 %)

17 - THE COURSE: Please comment on course content, requirement or any other aspect of the course.

Response Rate	12/16 (75%)
- The readings, although often long, were all very interesting to read, and the way the course it set up ensures the student's best chance at success. Fair deadlines, worthwhile work, as well as opportunities to be social in a setting that is absolutely unforgiving to socializing. Very effective. - I learned a great deal in this course on disabilities that I had never even heard of. - This course is designed to have a better understanding about the history of music and disabilities. - The readings for this course were a bit long, but that is to be expected, it is an upper division after all. The biggest thing for me was the Podcast. I think that this format may a bit outdated for a final project. I personally never listen to podcasts, and I don't know that many people that still do. I personally think that a research paper would make more sense for a class like this, especially since we have been reading so many of them throughout the semester. - This course was very interesting and I enjoyed it very much. - I liked the format of the virtual class of async one class day and meeting sync the other. I liked the opportunity to talk in smaller groups and allowing us to interact either by talking or writing in the chat. The reading were very intriguing and interesting. I had some issues with readings sometimes and found myself having dictionary.com open while reading but untimely I think it helped grow my vocabulary in the subject. - All course content was very informative and useful - This course was very adaptable to the current learning circumstances and I loved the way it was structured. There was a lot of content covered and included a wide variety of diversity and shedding light on representation in the disability community. - I was grateful that the way the class was run was consistent. However, I personally just don't enjoy being asynchronous one day and synchronous the next. Being asynchronous in general is sometimes hard for me because having a set schedule is important to me. But that's why I was thankful that the set up didn't change. I didn't particularly like when we went into breakout rooms every class because I enjoyed discussing as a whole class more. I understand why we did it, I just preferred the time where we would discuss as a whole class more. - Each week we would have an assigned reading about one aspect of music and disability and would be required to write down our thoughts on a forum post. We would then discuss our answers in class. - This course was extremely eye-opening and I believe that every Crane student should take this course because the only other course in Crane that talks about music and disability is Music and Special Education. I personally feel that there should be more courses like this one offered at Crane. Dr. Brooks does a phenomenal job at examining several different genres and time periods in this class history course. She is a stellar educator, and she is so intelligent. In this course, Dr. Brooks makes us think and question everything which is so important because most of us did not learn to examine history in this way. This is the third course I have elected to take with Dr. Brooks because she is that good and I know that I will learn a great deal in her classes, and I have. - The course content was relevant, thought-provoking, and we had really engaging class discussions - despite being virtual!	

18 - THE INSTRUCTOR: Please comment on the strengths and weaknesses of Erin Brooks. Would you take another course from this instructor? -

Response Rate	12/16 (75%)
- Dr. Brooks has been an amazing professor this semester. She has had so much understanding that these times aren't normal, and it reflects with the appropriate amount of work she gives to the class, giving extensions in cases where a student is in a dire situation (without questioning or patronizing them), and doing her best to keep a positive environment during this situation. It rubs off onto the students, and makes the class all that much more enjoyable. I would take another course from her. - Dr. Brooks is kind, caring, and is very knowledgeable in her field. I would take another course with her. - Dr. Brooks is such a wonderful professor. I really enjoyed my time in all three semesters that I have been with her. I have learned an incredible amount from her and I so grateful that I had a chance to be in her classes during my time at Crane. - Dr. Brooks is a good professor, the only negative is that she is that she is very delayed in responding to emails, and sometimes gets back to you about a question after the assignment is due, so it is essentially useless. - Dr. Brooks is amazing. She cares so much about each of her students and it was a pleasure to be in this class. I appreciated that we were invited to share how our week was going during every class and how she was available to talk if we needed help with anything. - Very flexible with deadlines and understanding of both personal situations and the global pandemic. I plan to take more classes with them. - Strengths - Excellent at discussing important topics and helping students Weakness - Not any in particular - Dr. Brooks is an excellent professor. She is always clear about her expectations and is very accommodating. She sends multiple reminders with all information needed and is very comprehensible. I would love to take another course with her. - Dr. Brooks is very organized and professional. I would absolutely take another class from her. She is always available to help her students and she cares deeply about her students and about getting to know them as people. I learn so much from listening to her lecture as well as the discussions she leads. She is incredibly knowledgeable but is still always open to our ideas and genuinely wants to know what we think about the topics she brings to class. During the pandemic, especially, I have been very appreciative of Dr. Brooks' patience, understanding, compassion, and organization. - Dr. Brooks is a phenomenal teacher. She has organized this class in a way for me to feel successful. I like discussion based classes and she showed us she wanted to hear what we are thinking and made it a safe environment to speak our thoughts. - Dr. Brooks is very approachable and caring. She is intelligent and it is so clear that she wants to hear student's thoughts and opinions. I do wish that students who take her class would understand that participating in discussion is the biggest element of this class, because sometimes it was frustrating for the same people who would always volunteer to talk over and over again. I'm not sure if Dr. Brooks could do more to try and encourage students because she already encourages students everyday at the beginning of class to speak, so maybe it should be more clear in the course description about what this course entails regarding participation. Dr. Brooks also gives great specific feedback after every person speaks which feels really good because I know she's listening and it helps everyone feel more comfortable. One thing I will say is that it would be nice if there was a 20 page cap for articles/readings. I would rather spend a lot of time analyzing a reading that was 10 pages long than trying to sift through a reading that was more like 32 pages long. Again, this happened rarely, but it's just one thing to consider. Dr. Brooks, thank you so much for being an amazing educator at this school. She is one of the best professors at this school. - Dr. Brooks is one of my favorite professors at Crane. She cares about her students, is easily accessible outside of class, and is so knowledgeable!	

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

19 - The teacher's interaction with you: did the teacher give you the attention and time you believe you needed in this course?

Response Rate 13/16 (81.25%)

- Absolutely
- Yes.
- Yes
- I believe that Dr. Brooks showed that she really cares about her students in all of her classes. She is the best!
- yes, but maybe faster email responses.
- Yes. Dr. Brooks was always available for students needs while in class and outside of class.
- Yes
- Yes
- Yes! It really seems like Dr. Brooks likes to get to know her students as well as she can, and caters to their different needs and learning styles.
- Yes, I believe so. There were a couple times where I didn't hear from her on questions I had for a while, but during this time with all of the emails we are getting everyday, I can't imagine how many my professors are getting, so I completely understand.
- Yes! Dr. Brooks has met with me on a couple of different occasions to help me and guide me with projects and assignments. I also talked with her about life things and she always offered to help and to listen.
- Dr. Brooks was always available to me as a student. She did give me plenty of attention as she gives really wonderful feedback.
- Yes, absolutely!

20 - Did she explain all matters, topics, objectives?

Response Rate 13/16 (81.25%)

- Yes
- Yes, very clearly.
- Yes
- I love the matters, topics, and objectives that was covered in this course was so interesting and I found interest in the final project topics that people are going to talk about.
- yes.
- yes
- Yes very clearly. Assignment had documents to reference back to as well.
- Yes
- I believe we got through a great deal of information in this course on various topics.
- I believe so.
- Yes. She explains materials in class in email and on moodle.
- Yes. Dr. Brooks always addresses as much rich discussion as possible to fit into the class time.
- Dr. Brooks was so organized throughout the whole semester!

21 - Evaluate the teacher's presentation, attitude, and performance. Was she usually prompt or late to class? Did she come prepared for the day's lesson?

Response Rate 13/16 (81.25%)

- Prompt, positive, and always had a plan that she never strayed from.
- This teacher always comes to class with a positive attitude and is always prepared.
- Great
- Dr. Brooks presentations, attitude, and performance was always so informative and you were always on time and ready for discussions.
- She was prompt and prepared.
- Dr. Brooks was always on time and prepared. Her attitude was always positive even when the semester began getting stressful.
- Always on time and ready to teach and prepared with slides and discussion questions. They also took the time before class to read our thoughts on the reading to get an idea of where we were at and what questions we had before class.
- She was prepared and ready to go with a great attitude.
- Dr. Brooks is outstanding in this category. She is always extremely well prepared and well spoken. She is also extremely knowledgeable and that translated well into her teaching. She was always on time and prepared for the day.
- She was always prompt, prepared, and organized.
- She was very positive and encouraging with her attitude and presentation. She was on time and always prepared with very well and thought out lessons.
- Dr. Brooks was always on time to Zoom. She is very professional, but she does not talk down to students. I have always felt comfortable and respected in her classes.
- Dr. Brooks always was prepared and eager to have discussions with us!

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

22 - If applicable, what is one thing you found enjoyable about this class?

Response Rate	13/16 (81.25%)
• The interactivity between the content and our peers. It made it feel more social as if we were in person still. • The final podcast! I was able to explore an amazing topic that I was interested in. • All • I believe just talk about the disability studies and how music can play a role into what composers can create. • It was interesting learning about all the composers and performers that had disabilities. • I feel that the seminar class type was very different and made it even more enjoyable because it was so different from any other class I was taking. • I loved learning about all these topic in a sort of timeline. • The readings we were assigned were by far the most enjoyable • I loved taking about autonomy within the disability community. • I liked the whole class discussions. • I enjoyed every reading in this class! It was so interesting and the discussions were valuable. • I loved reading the articles. Dr. Brooks picks really good articles and I usually always enjoy the topics and musicians she brings to class. • I loved our weekly discussions about the readings she assigned, they were engaging and genuinely fun!	

23 - If applicable, what is one thing you found particularly challenging about this class?

Response Rate	13/16 (81.25%)
• Balancing the workload on top of graduate school applications and recording projects. No fault of the instructor though. • Some of the readings were very tough to read with words that I had trouble understanding as a college student. • Nah • I thought there were no challenges part about this class. • To complete all the readings, they were long. • I am not a morning person and the class was relatively early but that is not the professors fault • I personally struggle with academic confidence so my main challenge was trying not to sound dumb or ignorant, especially with the subject of this class because I respect the work so much. • Sometimes we were assigned long readings and for me that was a bit of a struggle but it is a necessary evil in order to enhance our reading skills. • I found it difficult to focus on the longer readings. • Some of the readings were a little too long in my opinion. Sometimes I honestly didn't feel like I needed the whole reading to understand the topic. • No. Life things got in the way of time management for me sometimes but nothing on her end. • Sometimes the readings were a little too long, but it's okay! I also found it frustrating when not all people would participate in our conversations. • Sometimes the readings were difficult, but once we talked about them in class I understood them completely!	

24 - Please name one or more readings or class subjects that you found particularly interesting or useful. (You may name more than one, and you may offer details).

Response Rate	13/16 (81.25%)
• The HIV/AIDS article was particularly interesting. • The readings on Beethoven's hearing loss and the Music and Madness reading. • Stevie Wonder reading • I feel like all of the readings were so imformative! • I thought the beginning topics we covered about overcoming your disabilities was useful. • I enjoyed our class discussion about madness and thought it was very interesting. I also enjoyed our introduction at the very beginning of the course and how it opened our eyes to a lot of things that we were not aware of. • Black eye peas, Stevie wonder, Civil war injuries, The Wiggins article • Glenn Gould Autistic Savant Any of the readings discussing race such as the Blackface Minstrelsy • My two favorite reading were the Stevie Wonder article, and the Black Eyed Peas article. • I liked a lot of the earlier readings about opera, the ideas of cure and kill, and being deaf and being a musician. • We did readings where we analyzed music and disability today and how it existed during the times of Beethoven, Mozart ect. • Ethel Smyth, Black-eyed peas, Stevie Wonder, Wittgenstein, Berlioz, Music and Malady • I loved the week when we talked about Glenn Gould's performance practices and how scholars were critical of them and assigned a perceived disability to explain his unconventional behaviors.	

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 95207_MUCH495.001_brooksem_FALL20: MUSIC & DISABILITY STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

25 - Please name one or more readings or class subjects that you disliked or found particularly confusing. (You may name more than one, and you may offer details).

Response Rate	13/16 (81.25%)
• I can't say there were really any I disliked, just some nights of reading half asleep and not fully absorbing the content. • I did not dislike any. • Not sure • I didn't have anything that was really confusing for me as a student. • I believe it was the very first reading, it had a lot of references to plays and operas but not much context with them so I had no idea what they were referring to. • I enjoyed all of the required readings in the course. I feel it was very informative. • - • N/A • I did not like the reading about Glenn Gould as much as the others. • The last reading we did about the "Let's Get it Started" song had me thinking for a long time afterwards but I honestly just didn't like it very much. While I'm glad I now know the truth about that song, I found the article confusing. • N/A • The beginning articles were a little tricky, but that could also be because it was our first taste of understanding music and disability. • I can't really think of any that I disliked	

26 - If you had to take a class like this one again, how would you change your own approach as a student? (Considering such things as time allotted, preparation approach, etc)

Response Rate	13/16 (81.25%)
• Time management - starting a plan earlier in the semester. Thanksgiving break onward seemed to be much better, like weeks 1-3. • I would not change anything except the difficulty of the readings. • No this approach was very effective for me. • I think that I was very successful in my approach as a student. • I would definitely get started on the readings earlier in the week to be better prepared for them. • Start the research project earlier in the semester • I would not change much about this class. In a perfect world, the conversation would flow better in person but that is not anything against the prof or school. • I would make sure to schedule my time better to hand everything in on time. • I would break the larger readings up into smaller chunks to not get overwhelmed. • I would try to set a time to do the readings since I would always save them for the day of as well as take more notes while reading. • No • I think I would try to read a bit more about music and disability, so that I could just know more about terminology. • I don't think I would really change anything.	

27 - If applicable, please name at least one thing from this class that might change your approach to your own musicianship or pedagogy. (You may name more than one).

Response Rate	13/16 (81.25%)
• Thinking more big picture regarding people. Not assuming things based on sight, and having a deeper sense of empathy towards people and subjects. • I am now more aware of different disabilities in the classroom and of many famous composers. I am more aware of the feelings of people with disabilities. • Nothing Erin Brooks is awesome! • I think for my career as a performer and educator, I think that we can find more research that we can use in our prospective careers. • Knowing the history of the composer is extremely important, and that would probably have an effect on my musicianship. • Attempt to make music a more accepting environment and ending stigma of people with disabilities in music • I would add a reading on vocal nodes or how a teacher in the disability community teaches their students. • N/A • Catering to different learning styles. • I will definitely be taking with me moving forward the idea of cure and kill and how disability is portrayed and casted in operas and musical theater. • Thinking about how this subject is rather new so paying attention to what comes out. I look at certain things differently now. • I will definitely think more about song interpretation and how I consider composer's intent. I think I will also just questions everything more, which is good! • A lot changed for me actually! I've come to think twice before assigning problematic disability tropes to famous composers that I'm familiar with, such as Beethoven and Schumann.	