

Wendell W. Wooten, Jr.
79 Broad St.
Marlboro, Massachusetts
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To Whom It May Concern:

As a recent graduate of Economics from the College of the Holy Cross, 2006, I wish to say my thanks to Professor Sanchez. He forced me to challenge everything, and work hard to discover the truth, concerning academic and world knowledge, as opposed to taking the word of others as fact. Thus, I have been greatly affected by taking his course on Growth Economics and by knowing him as a person. So, I will now take a moment to discuss some aspects of his teaching style that make his courses so unique.

On the first day of his course in the fall semester of my senior year (which was when I first met him) I knew he had a different teaching style than any other professor I had experienced. He asked that for one of our first assignments we go to the Economics website and review his web page so that we may know something about him and where he came from. This practice differs from most other professors because most professors ask for information about the students (which he did too), but most do not assign students to read-up on information about them as well. I found that to be interesting to say the least.

As all of his students realize early on, he expects a lot from them, and if you put the effort in the benefits will become apparent. Everyday of lecture, all students were expected and required to do the assigned readings. If anyone had not done them it would have become quite obvious since he asks everyone to make a comment on the assignment as well as answer questions. Each student is then asked to elaborate on his or her convictions with some type of supporting argument. This led to a very interactive learning environment that facilitated the bonding of all the students.

Professor Sanchez's tests were another demanding aspect of his curriculum. Prior to taking his course I recall hearing stories about this professor who administered five-hour exams. I thought it was just some sort of urban legend but came to find out it was true. His exams, although difficult, were rewarding, because after completing an exam you felt as though you had just sat through another lecture in which you were required to think critically, develop your own thoughts, and support them with not just hearsay, but statistical and factual data. So, in essence his exams were like long lectures, or research assignments that forced you to internalize what you had learned to that point, think about that knowledge, do your own research, and make come to your own conclusions.

In addition, he advised me to take a couple of courses during my final spring semester, which I of course did, in order to improve in the areas he felt I could use some work on. He is an honest, caring, and inspiring individual. I am fortunate to have had the privilege to refer to him as my teacher, mentor, and most importantly as my friend.

Sincerely,

Wendell W. Wooten, Jr.

Class of 2006