



JOHN CARROLL BUILDING
IN DEPARTMENT OF HISTORY



OHIO
UNIVERSITY

The Department of Modern Languages



A Bicentennial History 1804-2004

Preface & Acknowledgements

"History is bunk!" So, allegedly, proclaimed Henry Ford. Of course, one can only legitimately make that judgement if one is informed about the past. The Department of Modern Languages at Ohio University has enjoyed a long and interesting history, although many of the facts, figures and stories have lain buried in the archives and much invaluable first-hand knowledge has been lost as succeeding older generations of faculty leave the scene. This bicentennial project arose from the realization that many members of the Department of Modern Languages have little knowledge of the history and traditions of the department. Not surprising, since there has been almost a 100% turnover in the last ten to fifteen years. My first approach to connecting this "missing link" was simply to create a list of all the chairs of the department, which might provide some sense of the continuity of language teaching at Ohio University. However, the question soon arose as to when the separate departments of Romance Languages and German/Russian actually became one Department of Modern Languages. In researching both these topics it became clear that modern languages had played a role in the growth of Ohio University from soon after the initiation of classes in the early 19th century, and so, rather than just compiling a list of chairs, it seemed appropriate to include the whole history of the five languages now housed in the Department of Modern Languages at Ohio University. Creating an accurate list of chairs proved to be a difficult undertaking, since chairs are not officially designated in the catalogues until 1947. Constructing the general outlines of the departmental history was a somewhat easier task, since the archives department of Alden Library possesses a wealth of valuable sources. The devil, of course, is in the details, and, as indicated in the endnotes, a couple of vexing problems could not be fully elucidated.

This project would not have been possible without the invaluable assistance of the staff in the Archives Department of Alden Library (George W. Bain, Head of the Mahn Center for Archives & Special Collections; Sheppard Black, Special Collections Librarian; Judy Connick, Special Collections Librarian; Doug McCabe, Curator of Manuscripts; Karen Jones, Administrative Associate. In particular I must mention Bill Kimock, University Archivist, Janet Carleton, Digital Projects Librarian, and Doug McCabe, Curator of Manuscripts, who were especially helpful in the later stages of my research and document completion. Like their colleagues, their

patience and courteousness was surpassed only by their professional competence in locating even the most obscure sources.

I am indebted to my colleague at the University of Cincinnati, Dr. Don Heinrich Tolzmann, Curator of the German-Americana Collection, who generously provided me with information from his research on attitudes toward German culture during the First World War and on the later teaching and writing career of Professor Emil Doernenburg.

In the Department of Modern Languages I owe thanks to several colleagues: to Lois Vines for her careful reading of the document and her many good suggestions; to Phil Richardson, who filled in many of the missing pieces from the 1960s; to the chairman, Fred Toner, who even in tight budget times assured that the history would be published; to Leslie Johnson, Administrative Assistant, who contributed significantly to developing the list of faculty; and Jan Harmon, Departmental Administrator, for her interest and creative contributions. To Wendy Kaaz, Media Resources Co-ordinator, goes the credit and my thanks for the attractive design and lay-out of the document, as well as for her unlimited patience in dealing with the almost weekly revisions I sent in.

This publication lays no claim to completeness. As with the Department itself, the history is a work in progress which, one hopes, will continue to provide a better understanding of the past while building a bridge to the future.

--Barry G. Thomas
Professor of German Emeritus
August 2003



A WORD FROM THE CHAIR

I would like to begin by expressing my gratitude to Barry Thomas for the fine work he has done in authoring this bicentennial history. The finished product represents many hours of research, and Barry has been extraordinarily successful in unearthing details that help illuminate the human side of our academic history. It is gratifying to "meet" the colleagues who preceded us and who shared our mission of opening the students' eyes to a larger world. I take pride in being part of this tradition.



While Barry has eloquently traced the history, I would like to focus my remarks on the present and the future of the Department of Modern Languages. As a quick inspection of our departmental web site will attest, we have a young and vibrant new faculty. We continue to make a significant contribution to the profession, and the number of articles and books authored by our faculty keeps increasing every year. Without exaggeration I can say that our faculty are recognized nationally and internationally for the quality of their scholarship.

We are also known in the university community for the excellence of our teaching, a reputation that is justified by the number of major teaching awards received by our instructors. In the last three years, faculty members from the Department of Modern Languages have won three Jeanette Grasselli Brown awards and one Presidential Teaching Award. Our students are distinguishing themselves, as well. In the last two years, five of our students have won Fulbright grants and two have won National Security Exchange Program scholarships. For these awards, our students compete with the best students in the nation. We are justifiably proud of their accomplishments.

As we step into the third century, there is every reason for optimism. We are housed in the renovated Gordy Hall, which offers an attractive and inviting learning space and state-of-the-art technology. The Language Resource Center offers a wealth of tools to facilitate the task of teacher and student. Several new initiatives to stimulate student engagement are already producing results. Our new Learning Portfolio Project gives talented language students the opportunity to work with faculty mentors on individual research projects from the beginning of their college careers. We have begun to discuss the possibility of reestablishing the language houses that, as Barry's history explains, played an important role on campus in the past. As another renewed legacy from the past, there are plans being made for summer language camps that would offer high school teachers advanced training in language acquisition theory and a forum in which to perfect their language skills. We continue to expand the opportunities for internships for our students in environments where they can use and improve their language skills. The study abroad programs that our department sponsors in Austria, Ecuador, France, Mexico, Russia, and Spain continue to offer students a quality educational-and often life-changing-experience. New summer programs are being discussed for Italy, Quebec, and Spain.

In many ways, our students and instructors have advantages over those who studied and taught in the Department of Modern Languages in the first two centuries. I marvel at the magic of technology as I enter my office in the morning, read *Le Monde* on line and click on a video of the day's news at a French television channel's web site. It is so much easier now, than it was when I began my career, to make contact with the cultures of the languages we study. We can expect even greater ease in interacting with other cultures as technology develops. Even so, technology is only a tool and will never replace the person-to-person contact, the human side of academia, that is essential to understanding a culture and learning a language. Our department continues to be known precisely for this personal contact and the active engagement of students and faculty in a worthy intellectual pursuit. In this pursuit we link arms with those who preceded us.

If you are in Athens, please stop by our department and introduce yourselves. You are invited to meet our faculty and students, to sit in on our classes, and to tour our facility. If you are not able to visit in person, we would be delighted to hear from you. We enthusiastically invite you to join us in what promises to be an exciting and successful third century!

The Department of Modern Languages: A Bicentennial History 1804-2004

In the Beginning . . .

From the founding of Ohio University in 1804 until about 1830 the formal study of languages meant Latin and Greek. Both languages were an integral part of the curriculum. The first recorded deviation from this standard occurred in April 1831, when the trustees permitted the entrance of students who sought training for teaching in the common schools but did not desire to learn the "dead languages" (Hoover, 64). The first mention of modern language study appears in the same year, when during the winter session 1830-31 some students were permitted to take French lessons "during their leisure hours." The Trustees Minutes state that "during the past term study of the French language was introduced for the first time. It was taught by Mr. Gauthiere," a Gentleman lately come from Paris" (Minutes, April 13, 1830, p. XII & p. 122). Gauthiere also taught during the summer session, but there is no further mention of him on the faculty rolls. Although the trustees considered "the French language from its general diffusion throughout the civilized world as forming an essential part of modern education" (Hoover, 64), they also anticipated later periods of luke-warm support for modern languages by approving only \$50 as salary and requiring an enrollment of 40 students (out of a total student body of 101): "plus ça change . . .!"¹

There are two intriguing entries in the faculty minutes of 1840 that bear on the question of language instruction. On Thursday, April 24, the faculty declared: "in exercise of the power vested in the faculty by the Board to that effect, the Faculty proceeded to arrange upon a new plan for the departments of Instruction. To each Professor was assigned the charge of his Department respectively throughout the whole course of Study. To the President was given that of Mental and Moral Philosophy. To Professor Andrews was assigned History, Geography, the Elements of English grammar and Rhetoric, with the French Language." At their next meeting on May 16, 1840, the faculty resolved "that the daily College Routine should be as follows: Faculty Meeting for French at 5 a.m." Based on the subsequent minutes of trustees meetings it appears that the board members were surprised by this initia-

tive of the faculty, which seems to be the first time that the concept of a department head or chair is raised officially. The resolutions also provide some insight into why modern languages teachers are rarely mentioned during the early years, although French and German are being offered: apparently faculty in other disciplines (such as Professor Andrews in French, and later [1879] Classics professor Super in German) took on these duties.

In the "General Catalogue of Ohio University for the years 1804-1857" there are no professors of modern languages listed (p. 7). However, the catalogue for 1855-56 states that "throughout the College course there will be weekly recitations in the Greek testament by the College class. Instruction in Modern Languages or Hebrew will be given if desired"(p.13). A similar statement appears in subsequent Bulletins through 1872-73, although sometimes Hebrew stands alone. Only two modern language teachers are mentioned by name during this time. In the 1858 catalogue we find: "Fredric Dolmetsch, Teacher of French and German" (p. 5), although the course listings show no offerings in modern languages. In any case, Mr. Dolmetsch is not mentioned as a faculty member after 1858. In 1860-61 a Leo. Reinman is listed as Professor of German and French, but he also vanishes after one year. The statement about Hebrew and French/Modern Languages disappears with the 1873-74 catalogue, and German is offered; as an elective in the Junior Year. The catalogue states that "if German is elected it must be continued through the year" (p. 16). As usual, no foreign language teachers are listed.

William Henry Scott, who accepts the presidency in 1872, is intent on reviving the "Classical Course" [i.e., Curriculum], which included Latin and Greek, but during his tenure the "Scientific Course" is also revised to include "modern languages and courses in science sufficient to make it comparable in time and work to the classical course" (Hoover, 154). There is no mention of a modern language faculty or which languages would be offered, but French and German are the only languages ever to appear in the curriculum to this point.

The Rise of a Foreign Language Faculty

In 1879 Charles W. Super is appointed as Professor of Greek and German. This seems to be the first instance of a faculty member in the professorial rank being appointed to teach a modern language. Super is a potential one man language department, since in addition to Latin, Greek and German he knows French, Spanish, Italian, Arabic, Hebrew and Sanskrit (Hoover, 160). On the catalogue faculty rolls for 1879-1883 Super is generally listed as Professor of Greek and Instructor in German. By the time Super was appointed president of the university in 1884 modern language study seems to have been firmly established. As far back as 1873-74 German is listed as an elective in the two curricula (Catalogue, p. 16). For 1881-82 the classical and scientific curricula include German grammar and readings, and in 1883 the "Philosophical Curriculum" includes French and German (Catalogues).

The expanded language offerings coincide with the arrival of Miss Emily J. Wheeler, who serves as professor of modern languages and English from early 1884 until the fall of 1886, when she leaves for a higher salary at Alleghany College. ²

Wheeler is replaced by Magdalene A. Ebert of Wolfenbuettel, Germany, who because of her excellent work is appointed full-time instructor in June 1887. After Ebert leaves during the winter of 1888 due to illness, she is replaced temporarily by Miss Mary Townsend. In the fall of 1888 Miss Kate Cranz, just returned from study in Germany, is appointed to teach German and French (Hoover, 171).



Kate Cranz

In the same year (1888) John P. Gordy, who received his Ph.D. from the University of Leipzig in 1884, and after whom Gordy Hall, the present home of Modern Languages, is named, introduces a "Pedagogics Curriculum," which is intended to provide the student with a broad, well-rounded education. This course of study includes four years of modern language study, which at the time meant German or French (Hoover, 165-167).

By 1889 German is being offered in all the college curricula (Preparatory, Classical, and Philosophical), and in the Pedagogical curriculum at least one year of a "Foreign Language" is required (Catalogue). This seems to be the first recorded instance of a modern language requirement at Ohio University. In the 1890-91 catalogue (pp. 21-22) we read that there are four degrees with varying language requirements:

- 1) Bachelor of Arts: Latin and Greek: two years each;
- 2) Bachelor of Philosophy: Latin, German, French: one year each;
- 3) Bachelor of Pedagogics: Foreign Language: two years;
- 4) Bachelor of Science: German, Latin, French: one year each.

Kate Cranz must have been quite successful as a teacher, since by 1894-95 she is an Associate Professor of German and French. Her position was perhaps strengthened by the fact that the Bachelor of Pedagogics curriculum, which had been developed by Professor Gordy, now required three years of a foreign language. ³

A New Century

In 1901 Cranz is replaced by Edwin Tausch, Ph.D. At this point the curriculum includes German, French, Italian for pronunciation (in the Music department), and Spanish as an elective only. Interestingly, prior to his appointment as a modern language teacher Tausch was a professor of Philosophy and assistant in Latin at OU. He remained in his language position until his resignation in 1907. ⁴

In 1902 a State Normal College (i.e., Teachers College) is established at Ohio University. The restructured university now consists of a College of Liberal Arts, which includes the B.A., B.Ph. and B.S., and a Normal College, where the B. Ped. is awarded. It appears that the earlier two-year foreign language requirement in this latter program has been reduced to one year. At least, the 1903 Catalogue (New Series, vol. 1, no. 1, p. 29) states only that the Secondary Education curriculum requires a foreign language in the Freshman year and a Methods and Observation course for Greek, Latin and Modern Languages in the Junior year.

For the period 1901 through the summer of 1907 Edwin Tausch is listed as the professor in French

and German, offering beginning and advanced work in both languages, and even Scientific German (on demand). After his resignation he is replaced by Peter A. Claassen, Ph.D., Professor of Modern Languages (German and French). Claassen is soon joined by Lillian Gonzalez Robinson, Ph.M., Dr. ès Lettres, and more advanced Spanish is offered for the first time, although still not to the same level as French and German.

Over the next few years several personnel and structural changes occur. In 1911 Emil Doernenburg, Ph.D., joins the German staff as an Assistant Professor; the German and French/Spanish offerings are now listed separately (no "Modern Languages" department); by 1912 Claassen is gone and Frederick E. von Riethdorf, Ph.D., Associate Professor of German shares teaching duties with Doernenburg; Robinson has been joined by Lena E. Corn, A.M., Instructor in French



Frederick E.



and Spanish, and Wilbur R. McReynolds as a part-time Assistant in French; and that department is now called "Romance Languages," with formal Italian courses being offered for the first time (pp. 53, 55). In 1914-15 Allan L. Carter, A.M., is listed as an Instructor in German (replacing von Riethdorf); and two new courses are offered: "The Teaching

of German in Grammar and Secondary Schools"; and "Scientific French" (pp. 61, 63). Perhaps the most notable addition for 1914 is the hiring of Mary T. Noss, A.B., as a professor of Romance Languages. Miss Noss was an influential promoter of French studies in the department for over 40 years, and even after her retirement she continued to support the use of the French language in the community. The Mary T. Noss scholarship serves today to support French majors at the university. ⁵

War Drums

The period 1914-1920 brings many changes to the foreign language departments, although World War I does not immediately affect the faculty until the USA joins the hostilities. The 1914-15 catalogue shows that Italian is no longer offered, and German is now

called German Language and Literature. It is not clear whether such name changes, which occur regularly over the years in the Romance Language department as well, are of any real significance. ⁶



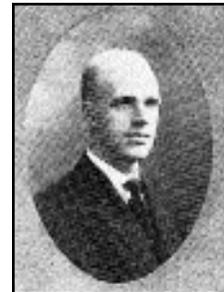
Frank V.

In a more far-reaching structural change, "all educational effort at the university is included in the work of the College of Liberal Arts and the State Normal College" (OU Bulletin, 1914-15, p. 15), that is, we are seeing the embryonic versions of the College of Arts and Sciences and the College of Education. Mary Noss is on leave in 1916-17 and is replaced by Lucy Gregory, A.B., Professor of Romance Languages. She teaches French, although apparently not too successfully. In the President's Annual report for 1917-18 he notes: "Last year we were unfortunate in the selection of a substitute to teach the French class of Miss Noss"(p.



Allan Carter

12). Under "Spanish" the catalogue states: "A professor for this department will be appointed and the number of courses augmented" (p. 82). Indeed, by 1917-18 Professor Frank V. Whitehouse, A.M., has been appointed to teach Spanish, Professor Noss is back in French, assisted by Maude Ethel Cryder, A.B., who is also instructing German in place of Doernenburg. The German instructor Allan Carter is on indefinite leave of absence.



By 1918-19 the war has had a significant impact on the language faculty and programs at Ohio University. Under "French Language" Mary Noss is joined by Chilton R. Stearns, A.M., Assistant Professor of French and Spanish, while W.S. Barney, Ph.D., Professor of French and Spanish, is teaching in "Spanish Language and Literature," having replaced Whitehouse who is on war leave. Several names on the general faculty list have this designation. In the 1915 Bulletin (p. 94) we read that the pro-ally feeling affecting German enrollments in Eastern and Northeastern colleges do not prevail at Ohio University, where "never before have the

German classes been so large . . ." Unfortunately, Ohio University doesn't long remain immune to the anti-German hysteria of the time: by 1918 both the German faculty and the curriculum have disappeared and remain absent until 1921.⁷



Giovanni Terzano

Between the Wars

Whitehouse returns to the faculty in 1919-20, and two new faculty appear in French: Stearns is replaced by Giovanni Terzano, A.M., Professor of French and Spanish, and Armando T. Bissiri, A.B., J.D. (the record is not clear whether the latter gentleman actually taught); and Miss Helen Barbary Hockenberry, A.B., Instructor in French. German is still missing from the curriculum, but the 1919-20 catalogue promises (not without a nod to the political correctness of the time) that "during the year 1920-21 the Department of German will be revived. An American [emphasis added] will be placed at the head of the department"(p. 80). True to the university's word, the 1920-21 catalogue states that "the department has been revived at Ohio University to meet the demand in various fields of education and scientific investigation," although the initial offerings are limited: Beginning, Intermediate, Reading for Science Students, and Advanced (apparently independent/arranged).⁸ Interestingly, the first post-war instructor is Victor D. Hill, A.B., Instructor of Greek and German (p. 77), that is, we have come full circle from the appointment of Charles Super in 1879 in Classics and German. Happily, the future soon



looks brighter for German Studies. In 1921-22 W. Loring Hall, A.M. (who also comes from the Classics Department), is hired as an Assistant Professor of German and is offering a full 4-year program. The following year Hall is replaced by Associate Professor Maude C. Matthews, the former Maude Cryder, who has returned from graduate school.

Meanwhile, in Romance Languages Professor of French Gerald Thomas Wilkinson has begun teaching Italian (1921-22), and by 1923-24 French, Spanish and Italian are included in the newly named "Romance Languages and

Literature" department. During the next several years a number of new Romance Language faculty arrive for varying lengths of time; and in 1928-29 a course in "Spanish-American Literature" is offered for the first time. This is part of a curriculum expansion that has been under way in all languages for several years. Of note in German is the arrival in 1927-28 of John Hess, who often serves as chair until his retirement in 1955.



During the 1930's there are a number of interesting personnel and curriculum developments. Bertram Renkenberger, a recent graduate of Ohio University, is listed as an Assistant in Modern Languages (1930). Bert, as he was affectionately known, went on to more than 40 years of teaching and frequent service as chair, first of Romance Languages and then of the new Department of Modern Languages, before retiring in 1972. Mary T. Noss, another of the long-time language faculty (1914-1956), has a new degree, Docteur d'Université; Romance Philology is listed as a distinct sub-program for the first time; Italian begins offering advanced courses and is recognized as a major (1932-33); the language pedagogy courses "Teaching of French/Spanish/German", which had been offered since 1919 (French), 1922 (Spanish) and 1929 (German), are now listed under a College of Education number, but are still taught by language faculty (1936). Eventually their successor courses will return to the department under the "Modern Languages" rubric. Paul Krauss, like Renkenberger and Noss destined to become a fixture in the department, is appointed as a Visiting Professor of German in 1936 and stays until his retirement in 1974. To Professor Krauss the department owes the 1958 chartering of Delta Phi Alpha, the German Honor Society.

War and Peace

Unlike during the First World War, this time the German program survives World War II intact; apparently the responsible faculty, administrators and politicians decide it is better to know the language of your adversary than to remain ignorant of it.⁹ World War II also seems to have little significant effect on the other language programs. Professor Rice is on a military leave of absence from 1943-1945. The curriculum is enhanced in 1940-41 by the establishment of a Masters Degree in Romance

Languages; by Beginning Portuguese; and in 1944-45 by the addition of two German courses designed for the times: "Readings in Military German" and "German for Overseas Service".

The post-war period marks the beginning of the "Baker Years," with a growing emphasis on internationalism. In 1946-47 Elementary Chinese is offered for the first time, though not in the language department. The instructor is Associate Professor of History Wilfred James Smith, and it seems to have been taught only once. Perhaps in recognition of the changing balance of power, and well in advance of "Sputnik," Thekla Hammer of the German Department begins offering Russian in 1947-48.¹⁰ Despite this encouraging sign all is not well with modern languages as the 1950s get under way. In a series of memos between President Baker and Dean Gamertsfelder, both men express their concern about the future of the language program if enrollments don't rise and methodologies don't change. Fortunately the two administrators take a very proactive and supportive approach to "modernizing" the modern language curriculum. Speakers are brought in and faculty are encouraged to experiment with new teaching approaches, such as the "Army Method."¹¹

From the late thirties into the fifties there is very little change in programs and permanent faculty. In the 1958-1960 catalogue, however, we see the first signs of significant developments that will soon be occurring.

Rapid Expansion

From 1912 until 1960 the distinction between the



RUSSIAN LANGUAGE HOUSE—FIRST ROW: M. Rodgers, C. Taylor, A. Jeffrey, J. Crosby, C.

"German Department" and the "Department of Romance Languages" was generally maintained. According to the catalogue of 1960-62, however, German and Romance Languages find themselves once again housed under the rubric "Modern Languages," at first with chairs for each of the two sections, but subsequently with a single departmental chair. This change coincides with the beginning of a tremendous growth of the department as well as the university. For example, in the 1964-66 catalogue, under the heading "The Challenge of Rapid Growth," we read that "in September 1963, 10,200 students enrolled on the Athens campus and 5,000 . . . on the seven branches. The 1973 student population of the University may reach 26,000." This optimism (or hubris, depending on one's point of view) will soon be proven false, with serious consequences for the university, its programs and the faculty. Before that unfortunate development, however, the Department of Modern Languages participates fully in the expansion. For example, between 1960 and 1973 over 100 new full- and part-time faculty join the department for varying lengths of time.¹² In 1967-68 we are able to establish yearlong study abroad programs in Austria, France and Spain in cooperation with Bowling Green State University, and shorter programs in Mexico. The 1964-66 catalogue also boasts that "to facilitate understanding and fluency in modern languages, five language houses have been created by student groups on campus—a French House, a Spanish House, two(!) [astonishment added] German Houses and a Russian House." With the prospect of ever increasing enrollments the department also begins making plans for a Ph.D. program in French, German and Spanish.

. . . . and Painful Contraction

Then comes the day (or, more accurately, the years) of reckoning. For a number of political and economic reasons the student population, which had reached some 18,000, begins what the spin-doctors of the time called a period of "negative growth." Within three years enrollment drops by about a third, and once again the Department of Modern Languages follows the trend. From 41 full- and part-time faculty in 1972-73 the number shrinks to 23 in 1977-78. Between 1973 and 1985 only one new faculty member is added. This is a difficult time for the department, since basically all the new, untenured faculty have to be let go, which means that when hiring begins again in the eighties and nineties the department lacks a "middle" generation of faculty.

Another casualty of the enrollment decline is the yearlong study abroad programs, which are phased out by 1975. Happily, they are soon replaced by Spring and/or Winter Quarter programs in Austria, France and Mexico, so that students still have an opportunity to experience the target culture and language, albeit for a much shorter period. The doctoral program proposed in the giddy days of unlimited growth has come to naught, but the department does manage to maintain the French, German, and Spanish masters programs, although by the late seventies the German faculty has faced the consequences of declining demand and cancelled that program.

Every Cloud has a Silver Lining!

For the next 15 years or so there is basically no faculty growth. However, despite the dismal enrollment and funding situation the university community is urged by the president not to "hunker down and retreat into a protective shell." Heeding this call even in the face of the severe financial and personnel constraints, the remaining language faculty continue to develop outreach programs and interdisciplinary curriculum initiatives. In 1974 the department begins holding a popular annual language fair for high school students. In the eighties, with the help of a federal grant, French and Spanish courses are developed for Journalism students at the Intermediate and Advanced levels. In 1983 the Ohio Valley Foreign Language Alliance is founded to provide a venue for college and K-12 language teachers to pursue professional development opportunities.

Language Houses, Camp and Fair, Language Outreach Everywhere!

In the Trustees Minutes for October 16, 1962 Vice-president Smith reports that "we have also established three language houses this year; one in German and two in French." As noted above, this number grew to five within a few years. However, these developments were by no means the earliest attempts to provide students with a language experience outside the classroom. During most of the period since about 1900, numerous organizations and activities were created to this end: Der Deutsche Verein; Le Cercle français; Alliance française; the Spanish Club 1927; and in 1933 the Hispanic-

American Club, serving Spanish and History students.¹³

In addition to these more formal arrangements there is also ample documentation for dramatic productions by students dating back to at least 1910 in German,¹⁴ and in French to the arrival of Mary Noss (1914), who staged numerous ambitious productions during her tenure. From the late sixties until her retirement in 1991, Ursula Lawson directed an annual German production, a tradition continued by Kristina von Held in 1999-2001; in French, Rich Danner arranged for several dramatic readings by students; and in Spanish, Pepo Delgado and Daniel Torres have recently presented a number of outstanding performances involving students, faculty and community members.

Of more recent origin are the language honor societies. Since 1958 German students have been invited to join Delta Phi Alpha in recognition of their outstanding achievements in German Studies. Paul Krauss, the founding advisor, served in that capacity until 1974, when the position was assumed by Barry Thomas until his retirement in 2000. Similar opportunities exist also for French, Spanish, Italian and Russian students. The indefatigable Mary Noss was advisor to both the Cercle français and the Alliance française, which served as the original French Honor Society. These two organizations have since been replaced by a local chapter (Sigma Xi, 1967) of the National Foreign Language Honorary, Phi Sigma Iota. In 1986 Professor Abelardo Moncayo promoted the creation of a local chapter (Pi Rho) of the Spanish National Honorary, Sigma Delta Pi; since the first initiation on May 17, 1986, more than 300 students and faculty have been inducted into the organization, which also supports the activities of the Spanish section with respect to Hispanic culture and literature.

Though smaller in number, Italian students, under the long-time guidance of Bart Martello, and more recently Molly Morrison, have been active in conversation hours and club activities, including a food table at the street fair, bocce ball games, pizza parties, film showings, and Italian dinners on special weekends, which parents or siblings may attend. In 1992 the students of Russian professor Eloise Boyle (the successor to Joseph Ipacs, who nurtured the program in the face of many enrollment and financial challenges before his untimely death) reinvigorated the Russian Club (Slava), which is devoted to the promotion of Russian culture in the OU campus and community. Now under the direction of Karen

Evans-Romaine, Russian students continue to participate in activities such as the OU International Fair each May, an (almost) annual Russian dinner, usually called the borscht bash, films, speakers, and other cultural events related to Russian life and culture.

In addition to clubs and honor societies, students have enjoyed for at least the last 40 years an opportunity to use the foreign language at regular "Conversation Hours" in various locales, including the late, lamented Language Houses, private homes, bars and restaurants. In German these gatherings are documented as far back as 1907. Here students of all skill levels can gather and converse or just listen to the target language being spoken around them. It's not the same as being immersed in the foreign country, but it does offer an almost authentic experience.

At the initiative of Phil Richardson, Director of the Language Learning Labs, two projects are begun in 1972 and 1974, respectively. One is a French, Spanish and German summer immersion camp for high schoolers, the first of its kind in Ohio, that draws participants from several states. Richardson then suggests that the department might provide a service to local high school language programs by holding a foreign language fair, with presentations, competitions and trophies (if athletics can do it, why not academics?!). Despite the skepticism of some colleagues, invitations are sent out and the response is overwhelming. If I may be permitted a personal observation, the sight of a hoard of high school students ascending the stairs to the Baker Center ballroom, with a (not quite life-sized) Spanish castle made of Graham Crackers floating Icarus-like above the crowd, is a memory not soon forgotten, especially when it became necessary in the Exhibit Hall to warn students not to eat the crackers, which had been coated with a toxic substance! With the assistance of many Department of Modern Languages faculty, every year for over twenty years the fair brought up to 2,000 high school teachers and students to campus to promote the university and the study of foreign languages and cultures. ¹⁵

Another successful initiative to address the needs of foreign language high school teachers, and indirectly their students, is the creation in 1983 of the Ohio Valley Foreign Language Alliance, with Muskingum College, Marietta College and later Washington State Community College as cooperating members. This still active alliance promotes communication and professional development opportunities among high school and college teachers. In 1989 a grant of \$9,300 from the Jennings Foundation makes it pos-

sible for the OVFLA to establish a network of language alliances around the state. ¹⁶

In addition to these outreach efforts, the department also strives to keep in touch with alumni/ae through the departmental newsletter, Say There, begun in 1976. This annual publication includes information about departmental activities and faculty, and allows former students to publicize developments in their lives and keep up with fellow alums.

International Opportunities

In its first 150 years Ohio University was not lacking in international contacts. Although foreign students were rare, many of the faculty were either foreign or had studied abroad. Among these were Professors Super, who had studied in Leipzig, Germany; Gordy (Dr. Phil. from Leipzig); Noss (Docteur d'Université); Robinson (Docteur ès Letters); Tausch, from Halle, Germany; Doernenburg, from Germany; Le Rossignol (Canada); and many more.

With the arrival of President Baker in 1945, however, international education receives a big boost. By 1950, after the ravages of WW II have been somewhat repaired, the OU catalogue contains a statement welcoming qualified students "from outside the continental limits of the United States." Interested students should apply to the Advisor of Foreign Students (p.34). The first advisor was probably Professor Whitehouse (Spanish), who died in 1954 and was replaced by Professor Renkenberger (French). In the same year, under "Cultural Opportunities," the catalogue lists foreign study and exchange programs in France and Spain for the summer and the junior year (pp. 37-38). These



Charles P. Richardson and Mary Jane Kelley

appear to be the first foreign study programs offered by the language departments. For later developments the reader may consult the College of Arts and Sciences publication "Studying Abroad at Ohio University: 1967-1999."

Technology or: Brave New World

In his history of John Baker's years as president of Ohio University, Paul Fontaine notes that "in the spring of 1959, audio-visual aids were coming into increasing use in such popular courses as journalism, home economics, and fine arts. The future of such aids at Ohio University is not in doubt, although the details of adaptation must await each advance. The technical proficiency is provided . . . and ready to move with the opportunity"(pp. 125-126). In the same year a report to the trustees outlines "the need for a Foreign Language Laboratory . . . and the growing importance of foreign languages in a University education. . . . It was agreed unanimously that \$8000 be appropriated for the construction of a Foreign Language Laboratory." Even with competition from other projects the trustees agree that the

laboratory "should be started as soon as possible." (September 24, 1959, p. 127) The construction of the new lab coincides with the long-awaited renovation of Ellis Hall, which President Baker called a "fire-trap." The first director of the lab is Olivier Chesaux, who leaves the university unexpectedly and is replaced in 1964 by Phil Richardson, aka Chuck, Charlie, Phil, and Mr. R, this latter designation bestowed upon him by the multitude of student lab workers ("labbies") during the 35 years he served as director. Since 1999 the lab (now designated as the "Charles Phillip Richardson Language Resource Center") has been under the direction of Dr. Jörg Waltje, who, among other initiatives, has expanded the number of faculty workshops in the pedagogical application of the internet to language teaching.

From a single reel-to-reel tape recorder set up in the library by Professor of German Herbert Lederer around 1960, the facilities eventually featured cassette decks and computers in Ellis Hall's four labs. Now housed in the Gordy Hall complex of four audio and computer labs, they offer students and faculty access to the latest technology at 133 stations, plus



Award Winning Faculty and Staff: Greg Weinfurtner, Outstanding Classified Employee 2001; Lois Vines, Professor of French, Presidential Teacher Award 2002; Daniel Torres, Associate Professor of Spanish, Puerto Rican PEN Club Award 2002; Molly Morrison, Assistant Professor of Italian,

a 21-position mobile lab for classroom use. As Fontaine recommended, we are striving to adapt to each technological advance and have moved "with the opportunity."

New Challenges, New Horizons



Theophile

By the early nineties the faculty, which had remained basically unchanged since the mid-seventies, is slowly taking on a new shape. Retirements from the "sixties generation," increased enrollments, and the introduction of a more equitable teaching load for incoming faculty commensurate with the normal Arts & Sciences standard, are combining to create a need for more faculty. In 2003 the department consists of 23 full-time and 27 part-time faculty, plus 24 graduate teaching assistants. With an active research agenda, award-winning excellence in teaching and exciting curricular initiatives, the faculty is well qualified to help lead Ohio University into its third century.

Oh mon Dieu! Scandal?

Theophile Dambac, professor of French since 1916, is fired by the trustees for incompetence. At the trustees meeting of September 10, 1918, the review committee reports to the President and Board of Trustees: "Your committee appointed at the June session to take testimony and report as to the legality of the suspension of Prof. Theophile Dambac, instructor in Romance Languages, beg leave to report that pursuant to ample notice to all parties, we held a meeting at the office of President Ellis in Athens, Ohio, on the 9th of day of September, 1918, at one o'clock P.M., and after examining a number of witnesses, including Prof. Dambac, and being fully advised in the premises, we do find that the suspension was fully justified, on the grounds of incompetence and want of ability to enlist and retain the interest of his students, whereby his classes were rapidly becoming disorganized and demoralized to the great detriment of the University. We therefore recommend that the action of President Ellis is [sic] permanently suspending Prof. Dambac be affirmed. But it appearing that President Ellis, in view of the short notice given Prof. Dambac of his suspension, offered to give him one month's salary, we further recommend that, without admitting any liability what-

ever, that said amount be paid him upon receipting in full all alleged claims against the university."

This view of Dambac contrasts starkly with his description as a new faculty member: "Professor Theophile Dambac comes from the University of Maine with strong recommendations from the President and Secretary of the University and from the Head of the German Department of that institution. He is a graduate of the University of Grenoble, France. He lived for several years in South America where he gained familiarity with the Spanish language. He takes the professorship of Romance languages held by Miss Mary T. Noss, A.B., who in June last was granted a year's leave of absence to allow her to take up advanced work at Columbia University" (Annual Report, 1916-17, p. 68).

Perhaps the glowing recommendations reflected Maine's eagerness to be rid of him. It probably wasn't the first time, and certainly not the last, that letters of reference would give an incomplete picture of an applicant. President Ellis, who did not hesitate to express his opinions forthrightly, suggests as much in a letter to the president of Maine University (Judson Aley) outlining the reasons for Dambac's mid-year dismissal. Ellis offers Aley a not-so-subtle reproof with respect to puffery in recommendations: "I think you ought to be made conversant with these facts to the end that a little more care might be exercised in giving instructors a favorable recommendation when they were not entitled to such" (February 14, 1917).

Vive l'amour! Why they are called "Romance" Languages

Helen Barbary Hockenberry (great name!) taught French from 1920-22, then returned in 1925 as Helen B. Whitehouse, that is, the wife of Frank Whitehouse, professor of Spanish (1917-54). One can only speculate to what extent Ms. Hockenberry was influenced in her choice by a 1923 student evaluation of faculty that ranked Whitehouse second in "the best-dressed" category, while his French colleague Gerald Wilkinson ranked second as "the best-looking" (Athena, p. 373).

Every Silver Lining Has a Cloud

This good news/bad news item comes from the 1915 Bulletin, p. 94:

“DEPARTMENTS FILLED TO CAPACITY THIS YEAR
German, Spanish, and French Show Increase
Science Courses are Crowded with Students

Unannounced, the flood of new students hit the several departments of Ohio University pretty hard. It has been necessary to get several assistants since the first week of school. [...]

In the Eastern colleges there has been a decided decrease in enrollment in the German classes due largely to the pro-ally feeling that seems to prevail through the Eastern and Northeastern schools. But there is no such condition here. Never before have the German classes been so large, a total of 227 being enrolled. Likewise throughout the Middle and Western states a decided spirit of neutrality seems to exist if the attitude toward German subjects can be relied upon as a guide.

The French Department is so crowded that it was necessary to employ another instructor to handle the classes. In the Spanish class there are now enrolled sixty against the twenty students of last year. Many of the students are enrolling in this department because of the expected increase in trade relations with the South American countries. There is evident now a marked need of Americans who have a knowledge of Spanish.

In the Science Hall the Chemistry Department was worst hit by the avalanche of students.[. . .] When the new Science Building was erected four years ago it was never thought that in such a short time any of the departments located there would be so overcrowded.”

Right Thoughts, Wrong Discipline: Aufwiedersehen!

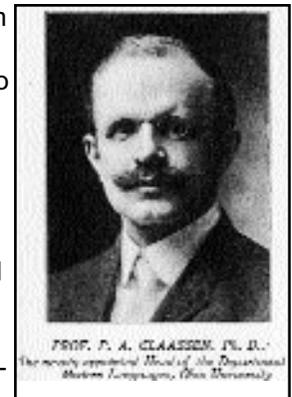
In a 1913 essay entitled "Some Thoughts on Education," German Professor Emil Doernenburg concludes with the following comments: "A most efficient asset of a broad culture is the knowledge of one or two of our modern languages. Not long ago we came into possession of the Philippines; we are constantly extending our commercial and political influence eastward over the Antilles into South America, and the completion of the Panama Canal is

opening a new and promising field for American commercial activity. All these facts should induce our students to pay more attention to the Spanish language. Next to English, the German is the most important modern language, and young men desiring a position in great commercial establishments should know German. The same might be said of French, the language of European courts and second mother tongue of the Educated Russian. [. . .] Such knowledge [also] opens up to us vast treasures of the literature of nations

The Americans are called the 'one language nation'. The average high-school or college student will study a foreign language for two or three years, only to drop it after that time never to take it up again. The futility of such an action is only too evident"(Bulletin, 1913, pp. 205-6).



In 1918 the German program was dropped and Professor Doernenburg resigned due to the anti-German feelings of the time. After his forced departure from Ohio University, Doernenburg taught at the University of Pennsylvania (1917-30), and La Salle College (1931-1933). In Robert A. Ward's "Bio-Bibliography of German-American Writers, 1670-1970" (Kraus International Publications, White Plains, NY) Doernenburg is listed as an Essayist and Poet, with several publications to his credit. Unfortunately, this is not the last time that the department would lose an excellent faculty member due to external exigencies. One need only consider the loss of so many promising young language faculty during the 1970's budget and enrollment crisis.



All in the Family

This same Professor Doernenburg (1911-1917) was earlier the victim of a vicious, not to say paranoid, attack by his colleague, Peter A. Claassen (department chair, 1907-1912). In a series of apparently orchestrated supporting letters and trumped up charges, Claassen approached the trustees in the hope of having Doernenburg released. Among other

claims, Claassen and his supporters accused Doernenburg of theft, not repaying loans, adultery and general crude and lewd behavior, in addition to being an utter failure as a teacher. Claassen also referred to his French colleague, Lillian Robinson, as incompetent, and complained about another teacher "who for three years has been trying to undermine my position." However, Claassen seriously damaged his case, first by going over the head of President Ellis to the trustees, and then by insulting both the president and the trustees in a letter to the governor of Ohio. Claassen's campaign ended when his offer of resignation on August 29, 1912 was quickly accepted by President Ellis ("I hasten to acknowledge receipt of your communication. . .": September 3). Ellis had nothing but praise for Doernenburg, whom he called "a very fine young man." Ellis may have been influenced in part by a letter from George Curme, the renowned Germanist and English Grammarian, offering strong support for Doernenburg (August 19, 1912).

History's Mysteries

Despite a search of the obvious and not so obvious documents in the library archives, a major question remains unresolved: when was the present Department of Modern Languages officially created out of the Department of German/Russian and the Department of Romance Languages? Circumstantial evidence gives us some clues:

- 1) In the 1958-60 catalogue the departments are listed separately.
- 2) On January 31, 1958, Professor Rice writes to President Baker: "I shall be happy to serve as Chairman of the Romance Languages Department from Feb. 1, 1958 to Feb. 1, 1959." On January 28, 1958, Benson thanks Baker for his "reappointment as chair of the Department of German", presumably for the same period as Rice (February-February, the usual term at the time).
- 3) In 1959-60 Benson and Renkenberger are listed as chairs for the respective departments.
- 4) In the 1960-62 catalogue we find "Modern Languages" as the main heading, with German/Russian and Romance Languages faculty listed separately; a chair for each department/section is also listed (Benson and Renkenberger, respectively).
- 5) In the Executive Committee Minutes of December 28, 1960, there is a reference to the Department of Modern Languages; and in the Administrative Committee Minutes of May 10, 1961,

we read: "Presented request of Modern Languages Department for permission to establish Honors sections."

Based on the above, it appears that the most likely date for the merging of the two departments was Fall Semester 1960, with perhaps a transition period with two chairs for the respective "language sections." However, in a private communication from Herbert Lederer, Professor of German at OU from Fall 1957 to Spring 1961, he states that during his tenure a merger of the two departments was only under discussion and that most of the faculty were not in favor of a merger. He notes that "it could not have happened before 1961." This seems to contradict the information above, but since there were still two chairs during this time, it may be that the merger, although formally proposed, was not yet an administrative 'fait accompli.'

With this merger the different languages have actually returned to their 19th-century administrative structure, since from at least 1891 to 1911 French and German were listed under "Modern Languages." The arrival of Lillian Robinson in 1908 meant that the German professor was no longer responsible for the French classes.

Home, Sweet Home

In a description of the German Department for the 1926 Athena (p. 31), Professor Maude Matthews writes that "after wandering about for sometime like the lost tribes of Israel, the German Department now has pleasant and permanent quarters in Ellis Hall." Apparently Romance Languages were already ensconced there, since in a letter to President Ellis from Professor Whitehouse (Spanish) the latter requests a specific room in Ellis Hall (July 18, 1919). With the exception of a two-year renovation of Ellis Hall in the early sixties, the departments remained there until 1998, when the Department of Modern Languages moved to the renovated and expanded Gordy Hall.

Returning to the Nest

Two graduates of Ohio University returned to become chairs of the German and Romance Language departments, respectively. The above-mentioned Maude Matthews (née Cryder) received her B.A. from OU in 1917 and taught during the AY

1917-18 (presumably as a replacement for the departed Doernenburg). After receiving her M.A. from Chicago in 1920 while teaching high school, she returned to OU in 1922 as chair when German was reintroduced. Under pressure from the administration to obtain a higher degree, she retired in 1936.

Bert Renkenberger graduated in 1930 and served as a part-time instructor in Spanish before joining the faculty full-time as a French instructor. After receiving his Ph.D. he went on to teach and serve as chair on various occasions until his retirement in 1971.

Russians Infiltrate Ohio Political System!

Well, not exactly, but the Department of Modern Languages can lay claim to having two future Ohio politicians as students of Russian. In the 1958 Athena, the future governor and senator George V. Voinovich is pictured as a member of the Russian Club (p. 239). On the local scene Sara Hendricker, who served as Mayor of Athens for eight years, earned a major in Russian and later taught as a part-time instructor from 1979-83. It was claimed, probably accurately, that Athens had the only mayor in Ohio who could carry on a fluent conversation with members of trade missions from the Soviet Union.

ENDNOTES

1. Trustees Minutes, April 13, 1830, p. 122: "During four months of last term some of our Students have daily devoted their leisure time to the Study of the French language under the tuition of Mr. Gauthiere, Gentleman from Paris, who is well qualified to teach that language"; and Minutes, September 21, 1830, p. 136: "Mr. Gauthiere, our French teacher, has been with us through the summer, but has been enabled to do much less than was expected. The regular studies of those disposed to learn that language, were difficult and pressing: a few, however, have availed themselves of the Opportunity and made some progress in the language."

2. President's report, Trustees Minutes, June Session 1887, p. 349: "You are no doubt aware that Miss Wheeler left us last fall to accept a larger salary at Allegheny College. I was so fortunate as to

find a very competent German lady to take her place, and her work so far has been very satisfactory. Though she has been in this Country but a few years she speaks English almost perfectly, has good health and is willing to work. She has been receiving but \$50 per month so far. I recommend that this Sum be paid her for July and August and that she be regularly elected Instructor in German and French for next year at \$600."

3. Additionally, a new program in Music required 540 hours of foreign language (out of a total of 2500 course hours). This enlightened approach by the music staff was apparently short-lived, since in the 1895-96 catalogue the language requirement is not listed and we read: "Students who have had three years of lessons on the piano, two per week, and one of theory, or an equivalent, may be excused from all language study in the Preparatory Department" (p. 79).

Whether this apparent change in the Music curriculum seriously affected language enrollments is not clear (the requirements for the four degree programs did not change), but in any case the advanced language offerings are reduced at least through 1900, especially in French.

4. Trustees Minutes, June 19, 1907, p. 15: Tausch tendered his resignation to the Board by letter at this meeting and again at the June 17, 1908 meeting, which they accepted with much praise for Tausch as "a gentleman and citizen of sterling integrity and a teacher of special merit . . ." (p. 37)

5. Of Mary Noss the Annual Report for 1913-14 (pp. 27-28) has the following to say: "Miss Noss comes from Southwestern State Normal School, California, Pa., where for the last five years she has been a teacher of French and German. [She is replacing] Professor Lillian G. Robinson, whose resignation was accepted in June, 1914. Miss Noss is a graduate of the State Normal School, California, Pa.. Her degree was taken at Wellesley College in 1909. She was a student at The Sorbonne, Paris, in 1906-07. [The principal of the Normal School] says of her: 'She is enthusiastic in her work and has been very successful in every particular. She is very helpful in the social life of the institution, . . . is remarkably gifted in Music and has been most helpful in every way'."

6. Annual Report, 1916-17, p. 8: "The work of the

Department of Romance Languages has been divided. Formerly, all instruction was given by Prof. Noss with occasional help from some other member of the Faculty. Hereafter, Prof. Noss will give instruction to the classes in French and Prof. Frank V. Whitehouse, A.M., a new employe and recently a graduate student at Columbia University, will have charge of the classes in Spanish."

7. A relatively mild attack on the evils of recent aspects of German civilization is found in the annual sermon by Bishop Earl Cranston, D.D., Class of 1861 (Bulletin, 1917, pp. 70-80). In decrying German rationalism and the usurpation of God for state purposes ("God and Kaiser"), the bishop claims that the ideals of the German Christian church "have been lost in the tide of a militarized and commercialized nationalism to the will of an ambitious autocrat." (75) He laments further: ". . . little did we imagine in the days of our thralldom to German degrees, that deified culture could be a thing so deadly, that its high priests could in times of world peace deliberately formulate a ritual of war that for hatred, cruelty, robbery, murder of innocents, violation of womanhood, wanton desecration of altars, and the enslavement of civilian captives, would leave to mankind no marks of atrocious degeneracy by which hereafter to distinguish the barbarian, or prevent the pirate of the high seas from being rated as a model of highly cultured courtesy." (77) To preserve the reverence of American scholarship he concludes that ". . . the day of leadership has come for distinctly American universities. Gentlemen of the Faculty, the highest places in American colleges should no longer fall that word is well chosen-to the candidate bearing a German diploma . . ."(79) A second example is found in the Annual Report for 1917-18, where the president mentions the declining enrollments caused by the war, but asks the question: "Who is there who would have it otherwise? College training based upon Prussian ideals and dominated by German 'Kultur' would be a poor exchange for conditions which the war has brought, and will bring, into college halls"(23).

8. In his Annual Report for 1920, President Ellis says that "it is my earnest wish to reestablish the Department of German at the beginning of the next college year" (p. 14). However, none of the documents consulted include a reference to the cessation of the program or the release of the German faculty. German is simply not offered in 1918-20 and no German faculty are listed on the rolls. Some conclusions may be drawn from a letter from German professor Emil Doernenburg to President Ellis. The for-

mer is petitioning the trustees for his last month's salary because of the high cost of living in Washington, where he is residing following his resignation due to the "hysteric spirit against everything German sweeping now over the country" and Ellis' "demand" that the German Department be abolished. I could find no evidence of a response from Ellis. Nor are there any documents confirming that Ellis ever replied to two outside requests in 1918 for information about the effect of the war on the university curriculum, specifically whether German would continue to be offered.

9. Other events, however, suggest that Athens and the university had not suddenly become a hotbed of tolerance for outsiders and other suspect types. Some examples from the papers of President Herman James (1935-1943) illustrate the prevailing, and in view of the times, perhaps understandable attitudes:

1) the acceptance of a German exchange student is deemed inadvisable because of anti-Nazi sentiment (1938).

2) despite strong academic recommendations, James is unable to consider the appointment of Dr. Felix Wassermann, a university educated German-Jew refugee. James points out that even should Wassermann obtain US citizenship, "he still has the hurdle of his foreign and racial background to overcome", and he continues: "The great mass of freshwater, religious and state-supported institutions will have trouble making a place for such a man, however competent and deserving he may be" (November 24, 1941).

3) in response to a request from the National Student Relocation Council concerning the placement of some American-Japanese nursing students (September 16, 1942) James writes: "I am very sorry to have to report that after much consultation, discussion, and deliberation, I am unable to state that the attitude of the community is such that these students may reside here without being molested". (September 22, 1942) To a follow-up request from the National Nursing Council for War Service (October 16, 1942), James replies: "I regret greatly to say that, after our original proposal to take Japanese students was publicized, local pressure caused its withdrawal" (October 19, 1942).

In a letter to the attorney for the relocation project (September 23, 1943), Jame's successor, W. Gamertsfelder, identifies the opposition more specifically as the "citizens of Athens and the Mayor." Gamertsfelder takes a more generous approach in a message to Earl Shively, Chairman of the OU Board

of Trustees. The Trustees are requested by the Campus Religious Council to "lift the ban on admission of Americans of Japanese ancestry (Nisei) to Ohio University." Gamertsfelder confirms that "the opposition to the admission of Nisei comes from the townspeople and not from the faculty or students," but despite having a son "fighting his way toward Tokyo," Gamertsfelder sees no reason why he should "be opposed to the admission of Americans of Japanese ancestry." After all, he points out, "General Eisenhower is no Nazi simply because his ancestors came from Germany" (November 20, 1944: Box 2, File 39).

The stereotyping evident in some of the above statements, which of course are not unique to their times, lend emphasis to the critical role that a Department of Modern Languages can play in contributing to intercultural understanding.

10. The Gamertsfelder papers contain a new course proposal of October 10, 1944 for Slavic 1-2, submitted by G. Starcher (not a member of the MLD). The instructor is listed as David I. K. Hecht, an instructor in History. The course is not listed with ML offerings, but a Gamertsfelder memo of May 15, 1945 suggests that it was taught. Hecht was not reappointed for 1945-46 (Gamertsfelder, Box 2, File 110; Box 3, File 133). On February 21, 1946 Gamertsfelder, now dean of Arts and Sciences, suggests to the newly appointed President Baker that "we could bring in a teacher who could assist with German and start the work in Russian."

11. For example, students are complaining "that the language instruction is old-fashioned, very little emphasis on conversation, and practically no use of any modern methods"; (Baker, Jan 17, 1949) "If we don't do something to stir up interest in foreign languages, I am afraid they will go the road of classical languages"; (Baker, Feb 25, 1950) "I suggested to [Dr. Renkenberger] . . . that we consider introducing language courses which accent the spoken language" (Gamertsfelder, Feb. 28, 1950). "Another student pointed out that foreign language as taught did not make the student proficient in writing and speaking the language" (Baker, March 17, 1950). President Baker is clearly a proponent of the spoken language: "I was delighted to know that next year emphasis will be placed on the oral use of language. This may go a long way in impressing students of the 'use' value of a foreign language" (Baker, May 17, 1950). One bright light in the methodological wilderness seems to have been Professor of Spanish James Rice. Already on October 16, 1948 George

Starcher, dean of University College, reports enthusiastically to Gamertsfelder on his invited visit to Rice's Spanish 1 class to observe "a new technique for teaching foreign language." Among Starcher's observations: every member of the class was interested and actively participating; students were required to make some contribution; they asked questions; and, Starcher notes somewhat pointedly, teachers in other foreign languages would find this work very interesting. The correspondence is located in Gamertsfelder Box 3, Files 131 & 132.

12. To put that number in perspective, it is approximately 40 percent of all full- and part-time faculty who have ever taught in the department.

13. One early example for many: in the Bulletin for 1907 (p. 20) we read that the German Club ". . . meets every other Monday evening for the purpose of gaining power in the use of the German language. It usually meets at the home of one of the professors of Modern Languages. Conversation, German songs, recitations, and other German exercises are followed by light refreshments.

"My Fair Lady"



Colleen Crawford-Dillon discusses her upcoming dance performance at the annual Language Fair with professor of Spanish

14. There is even a reference as early as 1885 to Miss Emily Wheeler's German students learning by heart "anecdotes, poems and the little comedy of Eigensinn" (Catalogue, p.39), although this was likely a class exercise and not a formal performance.

15. On the 10th anniversary of the fair, Richardson's leadership role in this undertaking was commemorated in verse by Barry Thomas:

ODE TO A FAIR FELLOW

(April 21, 1984)

In days of yore, quite long before
It came to be the fashion,
Phil came to us and said we must
Create a Fair so we can share
With high school students everywhere
Our language love and passion.
Barry protested it couldn't be done:
"Just think of the complications!"
Said Phil (sly fox): "Let's try just one"--
A shameless fabrication!
We should have known he wouldn't stop
Till the Fair had grown and reached the top!
And so tonight we participate
In a toast to this auspicious date:
A full ten years the Fair has flourished,
A full ten years by Phillip nourished.
And if the truth I must confess,
I knew from the start it was bound for success!
To mark the occasion--and before we dine--
We present you now with a pewter stein.

16. For more information on the OVFLA and its accomplishments, see the 10th anniversary booklet (a Department of Modern Languages publication, 1993): "Ohio Valley Foreign Language Alliance, Bridging the Gap Between Schools & Colleges: A Decade of Collaboration."

"Language Houses: Here Today, Gone Tomorrow"

Linguists to reside in cottages

By Mary Ellen Eisen

Kahler and Noss Cottages will become language houses in September, housing upperclass women who are majoring in French or German and wish to learn the language by speaking it, announced Miss Erna Anderson, assistant dean of women.

The cottages will continue to be run just as in the past except that women living in them will be selected by their respective language department, Miss Anderson said.

SHE SAID the German department has already made its selection of women to live in Noss Cottage and the French department has had interested women apply and will make selections soon.

Senior professors in the cottages will be appointed both for their qualifications to serve in this capacity and for their knowledge of the language.

Dr. Paul G. Krauss, professor of German, Charles A. Ferguson and Carrol F. Coates, both instructors in romance languages, have set up the program.

In regard to the protests of the present residents of the cottages Miss Anderson said, "They were notified as soon as the final decision had been made. A choice had to be made as to whether to put this program into operation in September or wait a year.

"WE ARE SORRY that these girls will not be able to return to their cottages, but we know no other solution. We must all realize that there would never be a year in which such a change could be made without upsetting someone," Miss Anderson added.

She explained that the present residents of the cottages were permitted to draw in the dorms of their first choice during the Monday night drawing. This allowed them to draw on equal basis with the girls now living in the dorms.

Also, these girls have been given first choice on the vacancies in Church Street Cottage, Miss Anderson said.

The movement for language houses was started by a group of language majors who were interested in living together and speaking only the language they are studying.

Next year's program will be experimental and will be carefully evaluated throughout the year.

ity **Post**
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1962

No. 90

for slogan

names and addresses. Entries may be left at any dormitory phone desk, or the box near the car pool board in Baker Center, or they may be mailed to Perkins Hall, Box 160.

The Perkins Hall Executive Committee will index all entries and an-

For German students?

Men try for language cottage

By Sandy Levenson

Following the administration's move to institute women's language cottages, a group of Ohio University men are trying to start a similar move of their own.

If the plan goes into effect, approximately 10 men will be able to reside in a house for German speakers study.

STEVE LEVY, Steve, and Ed Morris, Fukard, both sophomores and leaders of the group, explained that such a plan would enable students taking German courses to obtain a speaking knowledge of the language.

"The house would be open to anyone taking any German course, whether beginning or advanced," Morris said. "Anyone who can speak German fluently but who is not registered in a course can also live there."

Levy and Morris said that Dean of Housing A. M. Bois love expressed approval of the project.

THEY SAID also that Dr. Paul G. Krauss, head of the German department, is "completely behind it."

The two will try to locate houses in Athens which might be used for the group. If a house seems suitable but is unapproved, they will try to have Bois inspect it and put it on the approved list.

"If we get the house," Levy said, "we plan to have interviews with the

women's German language cottage."

Other members of the group include Howard Gordon, Horst Ginnagy and Lou Berringer.

The group will hold a meeting Friday at 4:30 p.m. in the Ohio Room of Baker Center. All interested students are invited to attend.

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Maison, casa, haus are home to students

By NANCY DOHERTY
Staff Writer

Most people don't know they even exist, but four language houses are part of the College Green residence facilities.

They house upperclass women taking an intermediate level of above language courses or are native speakers of the language. The residents do not have to major in the language but must take one course per quarter.

The houses are University-subsidized housing so residents pay dormitory rates. Each house is comparable to an honor dorm in that they have no hours and only a student prefect in charge. All the girls are in nearby West Quad.

One language house is at 48 University Terrace while the other three are neighbors on St. Malberry Pl.

The main objective of the houses is to familiarize students with the culture and give them a chance to use the language under everyday circumstances, according to Eliza Shadrach, of the French house. They are also for students and professors who wish to retain fluency in a language outside the class.

The French House is full this quarter with 14 women. A conversation hour is held in the house from 4 to 5:30 p.m. every other Tuesday. This is open to all who wish to keep up their French, improve it, or just have a good time with others speaking French, Eliza Shadrach noted.

The German House is active in helping non-German students. The girls translate material for graduate students, help students fill out the forms for the German Work Program, take courses 1 and 2 and even translate letters, according to Alice Froyde. The Katho Klatch, every Thursday from 3 to 5 p.m. attracts many who just want to speak German.

Of the 18 in the house, at present, four are German natives and only four have not been in Germany yet. Russian House residents are not required to speak Russian at meals because they feel their residents would feel self-conscious with 12 women chattering in a strange tongue, according to President Marilyn Rodgers.

At present there is one vacancy but next quarter there will be three.

Opportunities for Russian-speaking women, she stated. There is a conversation hour every Thursday from 3 to 5 p.m. and a Russian club and choir.

Only three of the 14 available openings in the Spanish house are filled, said Lynn Topfald, treasurer.

Functions include a conversation hour, Christmas carding, faculty tea, and a Christmas party for the

Spanish professors' children, she stated.

At present there are no language houses for men but those interested are housed on a specified floor section in Brown Hall, Miss Rodgers noted.

Ohio University ranks high with four language houses, Ohio State, nearby trips this year, had only two houses for development in language, a German house resident told.



A Russian House resident hedges up on her grammar for the weekly conversation hour.

Language houses face shutdown

By NANCY DANIELS
Staff Writer

The four language houses may not be a part of this campus next August.

According to Christa Kustin, prefect of the German House, the girls of each house were advised last year by the director of the College Green to make plans for new houses.

The University-owned houses seem to be destined to become offices, Nicholas Schilman, prefect of the French House, added.

Reports of this nature have been circulating for the past few years with no action taken of confirmation, but the girls seem to feel there is some truth to the stories.

According to Marilyn Rodgers, prefect of the Russian House, a man from Union-Knoxville is quoted the structure for year but no action has yet been taken.

Robert A. Howe, director of

housing, said, however, that Mr. Kovalovich did not reflect the possibility of changing the houses into office buildings. He considered the possibility of eventually building dormitories on the site of the language houses, but this would not be in the near future.

University Planner Alvin H. Cuyler denied all rumors of changing the houses into offices or elevating new dormitories. He added that the area is an academic area and if anything were done, it would be the building of new dormitories. There are no plans at this time to change the present set-up of language houses, he said.

Until the girls have difficulty, they are continuing to plan activities for the academic year.

The French House, located at 58 St. Malberry St., houses 12 girls. To qualify for admission, a girl must be fluent in French, have at least a

12 accumulative average, and pass a screening.

The girls hold a conversation every second Thursday for any person interested in living at the house.

The 12 occupants of the German residence hold an open house every Wednesday from 3 to 5 p.m. A girl need not be a German major or even fluent in the language to qualify for admission, but fluency does play a determining role in the language's spoken most of the time.

The Russian House has several vacancies at this time, with the only qualification being that the girl be a student of Russian. Anyone interested in living in the house is invited to stop in at St. University Terrace.

The Spanish House, at E. McBerry St., is "home" to 13 female students of "Hispanic." Conversation hours are held every Thursday from 3:30 to 5 p.m.

"ALL WORK & NO PLAY...Extra-Curricular Activities"



One of the big events of the past year for the Ohio University French Club was the annual Mardi Gras Banquet. This affair was held on the Sunday before Lent (March 31st). Watson Ladd, the president, acted as toastmaster. A reunion of the club in Paris in 1940 provided material for many interesting and entertaining toasts. This banquet at the Colonial has been made an annual occasion and is looked forward to by all members of the club.

Preparations are now being made for the presentation of the "Farce de Maître Patelin". This is one of the outstanding of the French farces that has been handed down from the Middle Ages.

The club recently sponsored the showing, locally, of the motion picture of Rafael Sabatini's "Scaramouche". The returns will aid materially in the club's work.



The Spanish Play "Farsa del Amor Compradito": Spring 1991



Pictured are Aileen Pagan and Maureen Weissenrieder

German satire set by class for tonight

Former members of a German drama class will stage a Max Frisch play at 8 p.m. tonight that has all the indications of being an unordinary campus event.

The group's production, "Biedermann und die Brandstifter," satirizes man's general complacency, his failure to free himself from bourgeois beliefs and his hopeless incapability for seeing things the way they are.

Biedermann (Mike Eager) is a dishonest little hair tonic manufacturer who allows two match-happy promaniacs "the firebugs," to inhabit his attic.

Rather than risk the immediate loss of their own house, the middle-class man and his Frau (Sally Grant) choose to cater to every whim of the firebugs (Peter Vogel, David Boas).

A chorus of fireman (David Erskind, Rosetta McGee, Gerry Kuhn Evelyn Hamulak, Suzanne Albrecht, David Matheny, Ronald Leiko) offer constant warnings that are overlooked.

The other actors (Margery Bridstrup, Lewis Barker, Richard Jentarra, Suzanne Albrecht) appear to the audience first in Biedermann's house and later in hell, as the whole town burns down.

There were no formal tryouts for the play; students simply put in requests for the parts they wanted. Director Ursula Lawson stated that she was excited with the idea of putting on the amateur production. "I know everybody at heart is an actor. People took parts in which they were interested," she added.

The group is strictly non-profit, and the 25 cent admission fee will be used to cover costs of props and lighting.

Father William Black has offered the basement of the Good Shepherd Church for the production.



All lines of "Biedermann" are delivered as Frisch wrote them, but English copies of the plot will

be provided at the door for students with limited or no background in the German language.

Letters

The Post welcomes letters to the editors from its readers. The only requirements are that the letters be relatively short, signed in ink, and include the name and telephone number of the sender. Letters should be typed.

Names will not be withheld from publication. Letters should be brought or mailed to the Post office on the ground floor of Baker Center.

Top senior wins \$350

James W. Busek, a senior in the College of Business Administration, has been named winner of the 1969 University Shop for Men and received a check for \$350 from shop manager John Rowe.

The annual award goes to an outstanding student in the field of retail management and merchandising. Busek currently maintains a

Cercle Francais



Top Row—Henry, L. Floyd, Floyd, Moskoffan, Hens, O'Hearke, Lisa
Middle Row—Spence, Latic, Roberts, Ness, Leech, Gillen, Thomas.
Bottom Row—Arpa, Chubb, Gillan, Winter, Stitt, Lash.

Der Deutsche Verein



First row: Robert Ledner, Kathryn A. Johnson, Paul G. Krantz. Second
row: Lash Manning, Nelsie Kote, Jerry Yates, William Stein,
Nettie Noren, Roy Van Dufale, In Mook Lee. Third row: Marie Platt,
Narda Gillette, Audrey Balesky, John C. Wynne, Dick McDonald, Richard
Davis, Gerald T. Gallina. Fourth row: Bernard Zaharow, Diane
Gillespie, Thomas Paelling, Jody McPherson, Beth Hoyle, Robert Harner,
Layne Longfellow.

Russian Language Club



Row one: Myra Edelstein, Mary Centofanti, Marie Platt, Marilee Greer, Regina Wood,
Dr. Martin Benson (advisor), George Munster (president), Sonia Dianiska,
Glenna Rummel, Arlene Pilst, In Mook Lee. Row two: Kitty Lewand, Bob Erzen,
Peter Lucak, Jack Ramsey, Fox Lenihan, George Thielhorn, Jerry Wertis, Paul
Rock, John Lent, George V. Voinovich, Alex Andreoff, Karl Reed. Row three: John
Koonz, William Crossgrove, Dick Young, Gene Kudlik, Dietrich Orlow, William
Bruschel, Jon Leeth, Elise Szafi, Meredith Livingstone, Dennis Sadtick,
Robert Harner.

FACULTY 1923

Department of French Language and Literature



MISS MARY T. NEES

MISS MARY T. NEES, A.M., Professor
G. T. WILKINSON, A.M., Professor
MISS CONSTANCE G. LORRY, A.M., Instructor

The department of French which had one class in 1895 now numbers 265 students in ten classes with four teachers. It is the aim of the department to give not only instruction in the reading, writing and speaking of the French language, but also an acquaintance with French literature, history, geography, customs, and current events.

The library, containing some 500 French books and several periodicals, offers opportunity for collateral reading. Nearly 100 students are carrying on a correspondence with students in France which has proved very interesting and profitable to all concerned. For those who are preparing to teach French, a special teachers' course is offered in alternate years.

Department of Spanish and Literature

V. WITTENBERG, A.M., Professor
G. T. WILKINSON, A.M., Professor

As far back as 1901 Spanish was taught at Ohio University. But the courses were very limited; only three semesters' work could be done. This was a creditable showing as at that time Spanish classes were exceedingly rare in many American colleges.

In 1909, six semesters of the language were offered, but in 1912 only two years were offered. In 1917, the Department of Spanish was created and has had a steady growth since then.

The department aims to give students a rounded knowledge of the language, literature, customs and civilization of Spain.



VICTOR WITTENBERG

Department of Italian



G. T. WILKINSON

G. T. WILKINSON, A.M., Professor

Realizing that the Italian language and literature have not been accorded the serious attention to which they have been, and are entitled, Ohio University this year established this department.

At the present time a course for beginners is being offered, and it is the earnest desire of the University and of the department that additional and advanced work be offered in this field at the earliest possible time. The extent to which this will be done will naturally depend, in some degree, upon the number and quality of the students who elect to study the Italian language and literature.

Judged from the standpoint of culture, literary value, and linguistic beauty, Italian is the equal of any other language. The civilization of modern Italy has exercised an almost incalculable influence upon English literature, and its importance can scarcely be over-emphasized.

Finally, this tongue merits special consideration by reason of the fact that our association with the Italians during the great war has awakened a mutual interest and esteem which can best be preserved through, according to the idiom and institutions of modern Italy, effort and study comparable to that accorded English and Anglo Saxon institutions by the schools of Italy.

Department of German Language and Literature



Mrs. Myrtle C. Matthews, A.M., Assistant Professor

German has been a subject of study at Ohio University since 1858, when a chair of Modern Foreign Languages was first established here. For almost fifty years, instruction in both French and German was given by one teacher alone, whose rank varied oddly up and down between that of tutor and that of professor. One reason for this, perhaps, was the doubtful value placed at that time upon modern languages, even English, as a necessary part of a college curriculum. Not until after the turn of the century did these gain definite standing. After awhile the Department of German and that of Romance Languages became distinct. In 1916 about one-fourth of the student body was enrolled in German classes. In 1917 the United States entered the World War, and the German Department went into sudden eclipse.

Since the war, classes in German have again been organized in response, especially, to the need of students taking pre-medical courses or interested in one of the sciences. Many of the larger universities make a reading knowledge of German prerequisite to advanced work in such courses. Two years of German are now being offered, and another—Scientific German—is being planned to serve the practical needs of those students who desire a knowledge of German scientific terminology.

FACULTY 1937

Bottom Row: V. D. Hill, Professor of Classical Languages; L. Colley, Instructor in Classical Languages; M. K. Brokaw, Instructor in Classical Languages; H. Davis, Instructor in Classical Languages; P. G. Krauss, Visiting Instructor in German; J. A. Hess, Professor of German; M. Valk, Visiting Instructor in German. **Second Row:** V. Whitehouse, Professor of Spanish; M. B. Jones, Visiting Instructor in Romance Languages; M. T. Ness, Professor of French; C. G. Lette, Assistant Professor of Romance Languages; G. T. Wilkinson, Professor of Romance Languages; L. A. Ondis, Associate Professor of Spanish.



Chairs of the German, Romance Languages and Modern Languages Departments, 1883-2003

Creating a list of chairs proved to be a difficult task, since chairs are not officially designated in the catalogues until 1947. As far back as 1843 the Catalogue states that "each Professor has the charge and control of all the instructors in his own Department" (p. 14). This policy seems to have prevailed at least into the 1930s, so that one can assume, with some reservations, that generally the senior faculty member was the chair of the German and Romance Language departments. In at least one year (1923), however, each of the Romance languages is represented in the Athena Yearbook as a "Department" with a designated chair, and in a 1933 reference to salary cuts the Board of Trustees mentions the Departments of German (Hess, Matthews, Mueller), French (Noss), Spanish (Whitehouse, Ondis) and Romance Languages (Wilkinson, Leete, Renkenberger). In each instance the senior ranking member is listed first, suggesting that they are considered head of the department. While the Athena entries could be a simple case of undergraduate license, the Trustees' reference reflects an occasional ambivalence on the part of the administration about the administrative structure of the Romance Language programs. Nevertheless, it seems clear from most documents that French, Spanish, Italian and later Portuguese are all considered part of a Department of Romance Languages. The appended list of chairs represents both documented information and "best guesses".

CHAIRS OF THE MODERN LANGUAGES DEPARTMENT & ITS PREDECESSORS: 1883-2003

DEPARTMENT	NAME	LANGUAGE	TERM
Modern Languages	Emily Wheeler	German/French	1883-86
Modern Languages	Magdalena Ebert	German/French	1886-88
Modern Languages	Kate Cranz	German/French	1888-01
Modern Languages	Edwin Tausch	German/French	1901-07
Modern Languages	Peter Claassen	German/French	1907-12
German	Emil Doernenburg	German	1912-17 German cancelled 1918-20
German	Maude Cryder Mathews	German	1922-27
German	John Hess	German	1927-50
German	Paul Krauss	German	1950-57 On Leave 1954-55
German	Morton Benson	German	1957-61
Romance	Lillian Robinson	French/Spanish	1911-14
Romance 1925-26	Mary Noss	French	1914-36 On leave 1916-17;
Romance	Victor Whitehouse	Spanish	1916-17; 25-26; 36-37
Romance	Gerald Wilkinson	French	1937-38
Romance	Lewis Ondis	Spanish	1938-39
Romance	Gerald Wilkinson	French	1939-40
Romance	Lewis Ondis	Spanish	1940-41
Romance	Gerald Wilkinson	French	1941?-44
Romance	Victor Whitehouse	Spanish	1944-45
Romance	Lewis A. Ondis	Spanish	1945-47
Romance	Bert Renkenberger	French	1947-56
Romance	James V. Rice	French	1956-59
Romance	Bert Renkenberger	French	1959-61
Modern Languages	Bert Renkenberger	French	1961-67
Modern Languages	Wallace Cameron	Spanish	1967-69
Modern Languages	Lawrence LaJohn	Spanish	1969-72
Modern Languages	William Wrage	French	1972-77
Modern Languages	Barry Thomas	German	1977-87
Modern Languages	Richard Danner	French	1987-92
Modern Languages	Maureen Weissenrieder	Spanish	1992-96
Modern Languages	Mary Jane Kelley	Spanish	1996-01
Modern Languages	Fred Toner	French	2001-

Department of Modern Languages Faculty

NAME	DEGREE	LANG	APPT. YEARS IN DEPT		FINAL OR CURRENT RANK ER = Early Retired
Gauthiere		French	1830	1830-1	Extracurricular Tutor
Dolmetsch, Fredric		French/German	1857	1857-58	Teacher
Super, Charles	Ph.D.	Greek/German	1879	1879-83	Professor OU President, 1884
Wheeler, Emily		ML/Ger/Eng	1883	1883-87	Professor
Cranz, Kate	M.A.	German/French	1888	1888-1901	Associate Professor
Schott, John A.		German	1891	1891-92	Tutor in German
Tausch, Edwin	Ph.D.	German/French	1901	1901-07	Professor
Claassen, P.A.	A.B.	German	1907	1907-12	Professor
Robinson, Lillian Gonzalez	Ph.M., Dr. es Lettres	French/Spanish	1908	1908-14	Professor
Doernenburg, Emil	Ph.B.	German	1911	1911-17	Professor
Corn, Lena	M.A.	French/Spanish	1912	1912-13	Instructor
Riethendorf, Frederick E. von	Ph.D.	German	1912	1912-13	Associate Professor
Carter, Allan L.	M.A.	German	1913	1913-18	Assistant Professor
McReynolds, Wilbur R.		French	1913	1913-14	Assistant in French, PT
Noss, Mary Theodora	Docteur d'Universite	French/Spanish	1914	1914-1956	Professor Leave, 1916-17; 25-26
Dambac, Theophile	B. es L.	Romance Lang	1916	1916-17	Professor
Gregory, Lucy	A.B.	French	1916	1916-17	Professor
Matthews, Maude Cryder	M.A.	German	1917	1917-18; 1922-36	Associate Professor
Whitehouse, Frank V.	M.A.	Spanish	1917	1917-54	Professor War Leave, 1918-19
Barney, W.S.	Ph.D.	Spanish	1918	1918-19	Professor
Cartwright, Claude	Ph.B.	Spanish	1918	1918-19	Instructor
Morton, Joshua R.	M.S.	French/Spanish	1918	1918-20	Professor
Stearns, Chilton R.	M.A.	French	1918	1918-19	Assistant Professor
Terzano, Giovanni	M.A.	French	1919	1919-20	Professor
Bissiri, Armando T.	A.B., J.D.	Spanish & French	1920	1920-?	Professor
Hill, Victor D.	A.B.	Greek/German	1920	1920-21	Professor
Hockenberry, Helen Barbary	A.B.	French	1920	1920-22(27)	Instructor later Whitehouse
Wilkey, Lucile	B.A.	Romance Lang	1920	1920-?	
Wilkinson, Gerald Thomas	M.A.	French	1920	1920-1960	Professor Leave, 1927-28
Hall, Loring	M.A.	German	1921	1921-22	Assistant Professor
Conklin, Elizabeth B.P.	M.A.	French	1925	1925-27	Assistant Professor
Ellis, Oscar Frederick William	M.A.	Spanish	1925	1925-26	Assistant Professor
Blanco, Enrique	M.A.	Spanish	1926	1926-28	Associate Professor
Leete, Constance Grosvenor	M.A.	French	1926	1926-56	Associate Professor
Barr, Helen	M.A.	Romance Lang	1927	1927-28	Assistant Professor
Dick, Russell	M.A.	French	1927	1927-28	Assistant Professor
Hess, John	Ph.D.	German	1927	1927-1955	Professor
Gayford, Dorothy	M.A.	Romance Lang	1929	1929-30	Assistant Professor
Ondis, Lewis Amadeus	Ph.D.	Spanish	1930	1930-61	Professor
Renkenberger, Bertram	Ph.D.	French	1930	1930-1971	Professor Leave, 1937-38
Mueller, Eugen Hartmuth	Ph.D.	German	1931	1931-43	Assistant Professor Leave, 1936-37
Desio, Paul Joseph	A.B.	French	1936	1936-37; 40-41	Grad. Fellow in RL; PT Instr.
Jones, Malcom Bancroft	Ph.D.	Romance Lang	1936	1936-38	Visiting Instructor
Krauss, Paul Gerhardt	Ph.D.	German	1936	1936-75	Professor
Valk, Melvin Ehrman	Ph.D.	German	1936	1936-37	Visiting Instructor
Rice, James Van Nostrant	Ph.D.	French	1938	1938-65(66?)	Associate Professor
Roberts, William	M.A.	Spanish	1940	1940-41	Visiting Lecturer
Hammer, Thekla	Ph.D.	German/Russian	1946	1946-54; 1961-66	Assistant Professor
Stormes, Rita Lane	A.B.	Romance Lang	1946	1946?-47	PT Act. Instructor
Witsberger, Bernhard Henry	M.A.	Romance Lang	1947	1947-50	Instructor
Henderson, Gene Kinsel	A.B.	Romance Lang	1948	1948-49	Instructor
Schmalz, Guenther George	M.A.	German	1948	1948-49	Instructor?
Goettler, John Frederick	Ph.B.	German	1949	1949-50	Act. Instructor
Benson, Morton	Ph.D.	German/Russian	1956	1956-62?	Assistant Professor?
Cameron, Wallace	Ph.D.	Spanish	1956	1956-84	Professor ER 1984-92
Naumann, Walter Friederich	Ph.D.	German	1956	1956-57(58?)	Visiting Lecturer
Bolen, Jacqueline	M.A.	French	1956	1956-84	Instructor
Johnson, Kathryn Ann	M.A.	German	1957	1957-61	Instructor
Kreps, Shirley Ruth		Spanish	1958	1958-?	Act. Instructor
Lederer, Herbert	Ph.D.	German	1958	1958-62	Associate Professor

Andrade, Graciela	Ph.D.	Romance Lang	1960	1960-?	Assistant Professor
Fugate, Joseph Kemp	M.A.	German	1960	1960-62	Instructor
Ipacs, Joseph	M.A.	Russian	1960	1960-91	Lecturer
Zahareas, Anthony Nicholas	M.A.	Romance Lang	1960	1960-?	Instructor
Baker, Clayton	M.A.	Modern Languages	1962	1962-63(64?)	Instructor
Bald, Waltraud Etterich	M.A.	German	1962	1962-94 passim	Instructor
Calvo, Juan Antonio	LL.B., M.A.	Spanish	1962	1962-63(64?)	Instructor
Chesaux, Olivier Rene	M.A.	French	1962	1962-64?	Instructor/Lab Director
Coates, Carrol Franklin	M.A.	French/Russian	1962	1962-63(64?)	Instructor
Coates, Betty Boone	B.A.	Modern Languages	1962	1962-63(64?)	P.T. Instructor
Ferguson, Charles Anthony	M.A.	French	1962	1962-63(64?)	Instructor
Haberl, Franz?			1962	1962-63?	
Jennings, Lucile High	B.A., B.M.	French	1962	1962-63(64?)	P.T. Instructor
Perez, Amelia Inclain	A.B.	Spanish	1962	1962-69	Instructor
Weller, Hubert	M.A.	Modern Languages	1962	1962-64	Instructor
Worthington, Mildred Goard	M.A.	Modern Languages	1962	1962-65(66?)	PT Instructor
Wragge, John Dietrich	M.A.	German	1962	1962-64	Instructor
Burns, Joseph	M.A.	German	1963	1963-96	Instructor
Fiber, Louise Ann	M.A.	French	1963	1963-65	Instructor
Richardson, Charles Phillip	M.A.	German/Lang. Lab	1963	1963-99	Associate Professor
Smith, Sandra Jo	M.A.	German	1963	1963-68?	Instructor
Vines, Lois Lee (Davis)	Ph.D.	French	1963	1963-66; 1969-	Professor
Flum, Philip Newton	Ph.D.	French	1963	1963-87	Professor
Anderson, Janice Elaine	MS.Ed.	Spanish	1964	1964-65(66?)	Instructor
Brantley, Franklin Oakes	M.A.	Modern Languages	1964	1964-65(66?)	Instructor
Brogan, Susan Merritt	M.A.	Modern Languages	1964	1964-68	Instructor
Carrier, Carl	Ph.D.	German	1964	1964-99	Associate Professor
Franks, Gerald Murray Kendal	M.A.	Russian	1964	1964-69	Instructor
Frink, Orrin	Ph.D.	Russian	1964	1964-75	Professor
Gomez-Gil, Manuel Orlando	B.L., LL.D.	Modern Languages	1964	1964-65(66?)	Assistant Professor
LaJohn, Lawrence	Ph.D.	Spanish	1964	1964-86	Professor
Lynch, Theophilis Shoemaker	Ph.D.	Spanish	1964	1964-65(66?)	Assistant Professor
Martello, Bartolomeo	M.A.	Spanish/Italian	1964	1964-1999	Lecturer
O'Nan, Martha	Ph.D.	French	1964	1964-69	Professor
Silver, Henry	M.A.	French	1964	1964-93	Lecturer
Ziomek, Henryk	Ph.D.	Spanish	1964	1964-67	Associate Professor
Adams, Brenda	M.A.	French	1965	1965-1970	Instructor
Bartlow, Paula M.	M.A.	French	1965	1965-69	Instructor
Borchette, Margot	M.A.	French	1965	1965-70	Instructor
Conliffe, Grafton J.	M.A.	Spanish	1965	1965-92	Associate Pofessor ER 1992-2002
Kepler, Barbara	M.A.	Spanish	1965	1965-66; 69-70	Instructor
Thomas, Barry G.	Ph.D.	German	1965	1965-2000	Professor ER 2001-
Torres, Jose D.	MPA	Spanish	1965	1965-69	Instructor
Barstad, Noel	Ph.D.	German	1966	1966-93	Associate Professor ER 1993-
Boggs, W. Dixon	M.A.	Ctr. For Int. Stud	1966	1966?-67	State Dept. Fellow
Cannaday, Robert	Ph.D.	French	1966	1966-68	Associate Pofessor
Chappel, Alan	Ph.D.	German	1966	1966-67	Assistant Professor
Frankman, Patricia	M.A.	French	1966	1966-69	Instructor
Gilderman, Martin	M.A.	Spanish	1966	1966-69	Instructor
Goepper, Jane	Ph.D.	French	1966	1966-68	PT Instructor
Landon, Rosemary	M.A.	French	1966	1966-67	PT Instructor
Mahler, Michael	M.A.	Spanish	1966	1966-69	Instructor
Mitchell			1966	1966-67	
Nieto, Maria R.		Spanish	1966	1966?-67	Instructor
Nybakken, Ruth	Ph.D.	French	1966	1966-71;1978-	Associate Professor
Straub			1966	1966?-67	
Fife, Edward	Ph.D.	Spanish	1966	1966-70	Instructor
Serna-Maytorena, Tony	Ph.D.	Spanish	1966	1966-91	Professor ER 1991-94
Axelrod, Charles	M.A.	German	1967	1967-68	Instructor
Baysden, Martha	M.A.	French	1967	1967-69	Asst. Instructor
Cannaday, Norhma	M.A.	Spanish	1967	1966-69	Instructor
Cotton, Mary Christine	M.A.	French/Education	1967	1967-1972	Instructor
Danner, G. Richard	Ph.D.	French	1967	1967-99	Professor ER 1999-
Danner, Cathy	M.A.	French	1967	1967-69	Instructor
Denman, Joanna	M.A.	German	1967	1967-72	Instructor
Hinkle, Douglas	M.A.	Spanish	1967	1967-85	Lecturer ER 1985-93
Hunsberger, Deborah	M.A.	German	1967	1967-1970	Instructor
Konforti, David	M.A.	French	1967	1967-68?	Instructor

MacDonald, Gerald	Ph.D.	Spanish	1967	1967-69	Assistant Professor
Previtali, Giovanni	Ph.D.	Italian	1967	1967-71	Professor Leave, 1970-71
Rauschenberg, Gretchen	M.A.	French	1967	1967-69	Asst. Instructor
Santalo, Joaquin	Ph.D.	Spanish	1967	1967-68	Assistant Professor
Silva, Ruth	M.A.	Spanish	1967	1967-73	Lecturer
Spires, Robert	Ph.D.	French/Portuguese	1967	1967-69	Assistant Professor
Sterlin, Rene	B.A.	French	1967	1967-72	Visiting Instructor
Sterlin, Ann	M.A.	French	1967	1967-71	Acting Instructor
Whalen, Gillian	M.A.	Spanish	1967	1967-68	Assistant Instructor
Araujo, Luis Gonzales	M.A.	Romance Lang	1968	1968-69	Instructor
Dolberg, Glenn	M.A.	German	1968	1968-72	Instructor
Lawson, Ursula	Ph.D.	German	1968	1968-91	Professor
Templer, William	M.A.	German	1968	1968-72	Instructor
Templer, Margherita	Ph.D.	Italian	1968	1968-71	Instructor
Vickers, Judith	M.A.	French	1968	1968-69	Acting Instructor
Comings, Andrew	M.A.	Russian	1968	1968-73	Instructor
Kuk, Zenon	Ph.D.	Russian	1968	1968-75	Assistant Professor
Moncayo-Andrade, Abelardo	Ph.D.	Spanish	1969	1969-	Associate Professor
Mondragon, Sergio		Spanish	1969	1969-70	Visiting Lecturer
Vines, Robert	Ph.D.	Portuguese	1969	1969-73	Assistant Professor
Wrage, William	Ph.D.	French	1969	1969-1996	Professor ER 1996-
Wrage, Marie-Claire	Ph.D.	French	1969	1969-1997	Associate Professor ER 1997-
2003					
Reichenbach, Barbara	M.A.	Spanish	1969	1969-75; 1992-	Instructor
Baran, Leonce			1970	1970-79?	Assistant Professor Belmont
Campus					
Franz, Thomas	Ph.D.	Spanish	1970	1970-	Professor
Hartig, A			1970	1970-72	PT Instructor
Rebolledo				1970	1970-72(71?) Instructor Portsmouth?
Tihaney, Elizabeth	Ph.D.	French	1970	1970-73	Instructor
Buehler, George	Ph.D.	German	1971	1971-73	Assistant Professor
Carter, William	Ph.D.	French	1971	1971-75	Assistant Professor
Genestre, Alain	Ph.D.	French	1971	1971-73	Assistant Professor
Genestre, Judith	Ph.D.	Italian	1971	1971-72	PT Instructor
Gonzalez, Alfonso	Ph.D.	Spanish	1971	1971-75	Assistant Professor
Spera, Gianni	Ph.D.	Italian	1971	1971-73	Assistant Professor
Boyse, James	Ph.D.	French	1972	1972-75	Assistant Professor
Coulson, Graciela	Ph.D.	Spanish	1972	1972-74	Assistant Professor
Fowles, Evelyn			1972	1972-74	Instructor Chillicothe
Weissenrieder, Maureen	Ph.D.	Spanish	1973	1973-	Professor Associate Dean, 1996-
Coady, Miriam	M.A.	Spanish	1978	1978-2001	PT Instructor
Hendricker, Sara	M.A.	Russian	1979	1979-84	PT Instructor
Burton, David	Ph.D.	Spanish	1984	1984-	Associate Pofessor
Gomez, Tulia	Ph.D.	Spanish	1985	1985-88	Visiting Asst. Professor
Loa, Sijifredo	M.A.	Spanish	1985	1985-90	Instructor
Lytte, Pat	M.A.	French	1987	1987-90	Instructor
Rodina, Herta	Ph.D.	French	1987	1987-	Associate Professor
Danner, Mary	M.A.	French	1988	1988-91	Instructor
Dick, Warren	Ph.D.	Russian	1988	1988-89	Visiting Asst. Professor
Luque, Maria	M.A.	Spanish	1988	1988-91	Instructor
Tong, Harriet	Ph.D.	French	1989	1989-94	Assistant Professor
von Hoff, Gladys	Ph.D.	Spanish	1989	1989-91	Assistant Professor
Eschner, Steven	Ph.D.	Russian	1990	1990-91	Visiting Asst. Professor
Partyka, Betsy	Ph.D.	Spanish	1990	1990-	Associate Professor
Porter, Anne	M.A.	Spanish	1990	1990-	Instructor
Boyle, Eloise	Ph.D.	Russian	1991	1991-95	Assistant Professor
Kelley, Mary Jane	Ph.D.	Spanish	1991	1991-	Associate Pofessor
Kisacky, Julia	M.A.	Italian	1991	1991-1994	Visiting Instructor
Montesano, Denise	M.A.	Spanish	1991	1991-94	Instructor
Delgado, Jose	Ph.D.	Spanish	1992	1992-	Associate Pofessor
Mallery, Karen	Ph.D.	French	1992	1992-94	Assistant Professor
Mayberry, David	M.A.	Russian	1992	1992-99	Instructor
Sweeney, Frances	Ph.D.	Spanish	1992	1992-94	Assistant Professor
Torres, Daniel	Ph.D.	Spanish	1992	1992-	Associate Professor
Williams, Josefina	M.A.	Spanish	1992	1992-	Instructor
Wright, Karin	M.A.	German	1992	1992-	Instructor
Salomone, Ann	Ph.D.	Spanish	1993	1993-95	Assistant Professor
Frölich, Margrit	Ph.D.	German	1993	1993-95	Assistant Professor
Bardet, Dominique	M.A.	French	1994	1994-02	Visiting Asst. Professor

Brasil-Laurenzo, Hector	M.A.		Spanish	1994	1994-	Instructor
Duvert, Dominique	Ph.D.		French	1994	1994-	Assistant Professor
Larson, Mark	Ph.D.		Spanish	1994	1994-96	Assistant Professor
Lukens, Carolyn	Ph.D.		Spanish	1994	1994-99	Assistant Professor
Taneska, Sonja	M.A.		Russian	1994	1994-95	Instructor
Allaire, Gloria	Ph.D.		Italian	1995	1995-97	Visiting Asst. Professor
Archangeli, Melanie	Ph.D.		German	1995	1995-99	Assistant Professor
Briker, Boris	Ph.D.		Russian	1995	1995-96	Visiting Asst. Professor
Denbow, Signe	Ph.D.		French	1995	1995-	Assistant Professor
Fritz, Sarah	Ph.D.		Spanish	1995	1995-96	Visiting Instructor
Maier, Edward	Ph.D.		German	1995	1995-97	Assistant Professor
Prince, Marjorie	M.A.		Spanish	1995	1995-97	Visiting Asst. Professor
Wehling-Hassouna, Susan	Ph.D.		Spanish	1995	1995-96	Assistant Professor
Evans-Romaine, Karen	Ph.D.		Russian	1996	1996-	Associate Professor
Gabriel, Hans	Ph.D.		German	1996	1996-97	Visiting Asst. Professor
Marks, Emilia	Ph.D.		Spanish	1996	1996-	Associate Professor
Marks, Jeffrey	M.A.		Spanish	1996	1996-	Assistant Professor
Sellers, Vanisa	Ph.D.		Spanish	1996	1996-2001	Assistant Professor
Toner, Frederick	Ph.D.		French	1996	1996-	Associate Professor
Helm, Yolande	Ph.D.		French	1997	1997-	Associate Professor
Hippolyte, Nelson	Ph.D.		Spanish	1997	1997-	Assistant Professor
McEwen, Rose	M.A.		Spanish	1997	1997-98	Instructor
Woodworth, Karen	M.A.		French	1997	1997-2000	PT Instructor
Danford, Richard	Ph.D.		Spanish	1998	1998-99	Visiting Instructor
Hill, Susanne	Ph.D.		German	1998	1998-2000	Assistant Professor
Morrison, Molly	Ph.D.		Italian	1998	1998-	Assistant Professor
Raden, Matthew	Ph.D.		Spanish	1998	1998-2000	Visiting Asst. Professor
Spitz, Maria	M.A.		Spanish	1998	1998-99	Visiting Instructor
von Held, Kristina	Ph.D.		German	1998	1998-2002	Assistant Professor
Bauer, Matthias	M.A.		German	1999	1999-2001?	PT Instructor
Brown, Kathleen	A.B.		Spanish	1999	1999-	PT Instructor
Perez, Jorge Alberto		Ph.D.	Spanish	1999	1999-2000	Instructor
Steigerwald, Annette		M.A.	German	1999	1999-	Visiting Asst. Professor
Waltje, Jörg	Ph.D.		LRC/German	1999	1999-	Assistant Professor
Wright, Robin	M.A.		Italian	1999	1999-2001	Instructor
Ahrends, Maike	Ph.D.		German	2000	2000-	Assistant Professor
Coski, R. Christopher	Ph.D.		French	2000	2000-	Assistant Professor
Coski, Brigitte	M.A.		French	2000	2000-	Instructor
Pancorbo, Humberto Perez	Ph.D.		Spanish	2000	2000-2003	Visiting Asst. Professor
Plonien, Klaus	Ph.D.		German	2000	2000-	Assistant Professor
Anderson, Donovan	Ph.D.		German	2001	2001-2002	Visiting Asst. Professor
Belousova, Vera	Ph.D.		Russian	2001	2001-	Visiting Asst. Professor
Blanco, Harold	M.A.		Spanish	2001	2001-	Instructor
Candel-Vila, Maria	Ph.D.		Spanish	2001	2001-2	Assistant Professor
Hughes, Arthur	Ph.D.		Spanish	2001	2001-	Assistant Professor
Martinez, Dennis	M.A.		Italian	2001	2001-02	PT Instructor
Mitchell, Joanna L.	Ph.D.		Spanish	2001	2001-	Assistant Professor
Vaughan, Kerry	M.A.		Spanish	2001	2001-	Instructor
Woodall, Keith	M.A.		Spanish	2001	2001-	Instructor
Cloutier, Carole	Ph.D.		Spanish	2002	2002-	Assistant Professor
Lascar, Amado	Ph.D.		Spanish	2002	2002-	Assistant Professor
Rose, Marda	M.A.		Spanish	2002	2002-	Visiting Instructor
Sathe, Nikhil	Ph.D.		German	2002	2002-	Visiting Asst. Professor
Rusch, Chrysty	M.A.		Spanish	2003	2003-	Visiting Instructor
Camera, Riccardo	MBA		Italian	2003	2003-	Visiting Instructor
Martinez, Marcela	M.A.		Italian	2003	2003-	Instructor
Mignosa, Francesca		B.A.	Italian		2003	2003- Instructor
Such, Bärbel	Ph.D.		German	2003	2003-	Visiting Asst. Professor

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President Elmer B. Bryan: Office Files, 1921-34. 1/AA/11, Boxes 1 & 4

President Herman James: Office Files, 1935-43. Boxes 2, 4, 6, 9

President Walter Gamertsfelder: Office Files, 1943-45. Boxes 1-7

Vice-President Thomas Smith: Office Files

A Word from the Author

Greetings to the Alumni/ae and Friends of the Department of Modern Languages. We hope you have enjoyed exploring the history of our department and reading about the many activities and programs that have been evolving for almost two centuries.

These activities remain as important to the department in the 21st century as they were in the 19th and 20th. In the past, both faculty and students have benefited from the generosity of our alums, and we hope that we can rely on your future support as well. Your donations serve many worthwhile purposes that help enhance the reputation of the department and the university, and provide important opportunities for students.



If you wish to support our endeavors you may make a donation to one of the funds listed below. Information about the use to which donations are put may be obtained from Fred Toner, Department Chair (740/593-2765).

Thank you for your continuing interest.

With best wishes,

Barry G. Thomas
Professor of German Emeritus

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