

A History of the Romance Languages

at Mizzou, 1843-1992

by

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University of Missouri-Columbia
1995

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For the Archives,
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Foreword

The plan to write this account was formed in the early 1980's, when Dean Armon Yanders was encouraging senior faculty members in the College to do a history of their departments. I promised our Chairman Edward Mullen at that time to undertake ours, but accomplished only a modest amount of research, based on printed university catalogs, before getting caught up in more pressing duties. Progress was rapid after my retirement in June, 1992, as I found a good amount of unexpected material about earlier periods in the University Archives and in the Western Historical Manuscripts Collection. In the spring of 1993, I was able to give a talk about the Romance Languages at Missouri before the first World War. Work on the period between the wars and up to 1958 then also proceeded smoothly, but I found to my surprise that the following three and half decades, which I had experienced, were much harder to write about than the times for which I was dependent on documents. It was enough to make me share Jean-Paul Sartre's conviction that most written history is neat and patterned only because its authors are out of touch with the ambiguous reality of the times about which they write. The well-remembered ambiguities of developments since 1958 made devising a coherent account difficult. The project thus suffered serious interruptions, but I finally pressed on, resigned to failure in presenting a completely balanced picture.

For the earlier times I have often expressed some judgment about various leaders of the department, but for the more recent ones I have been very loath to do so because some of the subjects are still around and all are remembered. That change of tone no doubt detracts somewhat from the interest of the narrative. On the other hand, I have been unable to refrain from showing a personal opinion regarding some of the changes that have come to our profession and to the campus during my career, and that too may take away from the interest for many people. It is certain that noone today would undertake to read the account for the purpose of discovering its author's views on scholarship and academic life, but those views may acquire a purely historical interest for any researcher looking at the text forty or fifty years from now. Certainly, for my own research, I was always delighted to find any trace of personal opinions in the correspondence of colleagues in the distant past. In any case, to have banned all suggestion of opinion from the last chapters would have made them still more colorless than the absence of individual judgments had already done.

In emulation of Professor Leon Dickinson's excellent history of the English department, I have tried to prepare appendices with lists of all full-time faculty members and all students who had earned graduate degrees, with the dates of their service or graduation. For the first hundred years, I have had to find my information in places other than departmental files, principally in university catalogs (for the faculty) and in Graduate School copies of commencement programs (for the degrees). Despite great diligence, I have almost certainly left a few faculty and a few graduates out, and, because of the nature of catalogs, my dates for faculty are probably

sometimes in error by one year, either for the beginning of their service or for its end. I have meant to list only full-time faculty, without trying to include graduate assistants and other part-time teachers, but such distinctions are not always clear, particularly for the earlier years, and there are doubtless some mistakes in that regard. For any omissions of individual teachers and graduates, and for other errors in those appendices, I apologize heartily.

Finally, although I mention many faculty members by name in the narrative and may also indicate some of their contributions to the development of the department, I have not undertaken to do justice to anyone's scholarly accomplishments, or, except fleetingly for Professor Raymond Weeks, to assess anyone's standing in the profession. It follows that anyone reading this account in the hope of finding a balanced and informed appreciation of his or her own career will certainly be disappointed. *C'est autre chose.*

For help in early research for this project, I am very much indebted, first, to our late colleague Professor Bredelle Jesse, who gave me his collection of university catalogs starting in 1890 and shared some recollections from his own long career and from memories of his father's presidency. Mrs. Esther Hepple and Professor Frances Maupin also helped to orient me, particularly for the decades of the Thirties and the Forties. For help in later work, I am very grateful to staff in the University Archives (especially Mrs. D.J. Di Ciacca), in the Office of the Board of Curators (especially Mrs. Patty Dreyer), in the Western Historical Manuscripts Collection, in the Graduate School (especially Frances Malloy), in the College of Arts and Science, and, finally, in our own departmental office, where my irritating requests for hard-to-dig-out information are well known. As the writing progressed, Professor Margaret Peden was kind enough to read some of the early chapters and offer an opinion. For all the toil in preparing this history for printing, I must thank Professor Daniel Scroggins, who has had to deal with my incomprehension of computer terminology and to put up with my handing him the text in installments instead of all at once. Last, I am grateful to Professor Margaret Sommers and to her imminent successor as Chair Professor Mary Jo Muratore for allowing the account to be printed under departmental auspices.

Bonner Mitchell
Columbia, summer 1995

The Poor Relations, 1843-1895

Most American state universities began as land grant institutions, but the very oldest ones, including Missouri, were founded as liberal arts colleges and as such gave the study of languages a prominent place in their curriculum from the beginning. In keeping with the humanistic climate of the early and mid-nineteenth century, of course, the modern languages were very poor relations of the classical ones. Missouri had entrance requirements not just in Latin but in Greek as well, and study of both tongues with their literatures continued for two to four years after entry, depending on the curriculum. Modern languages were not required in the early days, and when one did study them it was for a rather short time, often as little as one semester. From the present vantage point, this seems a strange situation, but the prolonged study of Latin and Greek produced many highly literate undergraduates, and it must have been splendid when all one's beginning students in French were versed in Latin and Greek grammar.

The earliest teacher of modern languages at Missouri I have been able to trace, the first on the true university faculty,¹ was George Pratt, hired in 1843 and listed in the first university catalog, printed that year.² Mr. Pratt was a graduate of Amherst College and had been teaching at the Bonne Femme Academy, a private high school just south of Columbia. In his new post, the university paid him \$250 a year, plus \$2.50 for each student in his classes. He had to do both classical and modern languages. Although the teaching of Latin and Greek must have left him little time, he proposed in the first year to offer not only French and German but also Spanish, an extremely rare thing in this country before the Civil War. In the rigid curriculum of the time, which was structured like that of high schools, French was to be taken in a student's third year, German or Spanish in the fourth. Like many new teachers Professor Pratt had been too ambitious in his plans, for both German and Spanish disappeared from subsequent catalogs, with only French surviving. The German was to return before long, but nothing further would be heard of Spanish for nearly three decades.

For several years after Mr. Pratt's departure in 1850, there is no mention of French in the catalogs either, although Mr. W.C. Shields, styled "Tutor of Languages," may have taught a bit of it. To fill the gap in the curriculum, the board moved in 1857 to hire a special teacher of French and German. Their first offer was made to a Mr. Carlo De Haro, but he "returned a petulant rejection" because he was not to be given the title of Professor and because "he considered the salary contemptible."³ The position was then offered to Mr. Ignace Hainer, a Hungarian refugee from one

of the failed revolutionary movements of 1848. He and some compatriots of like opinion had established a farming community in Iowa. He accepted the university appointment despite its low salary, apparently happy to be employed again in intellectual pursuits. The university catalogue for 1857-58 announced proudly:

The Modern Languages taught in the University are French and German. The officer who gives this instruction is a Hungarian gentleman who speaks the above languages with as much fluency as he does his native tongue. (p. 32)

In his first year he taught only French in the main curriculum but held "an extra recitation from 2 to 3 PM for the convenience of the select course, and for such seniors as prefer German to French (*loc. cit.*)."⁴ The new teacher worked hard, and President Hudson reported in his 1857 letter to the Board that: "Mr. Hainer's classes have expressed a high degree of satisfaction with him, both as to ability and fidelity."⁴ The position of instructor was, however, precarious in the extreme. In 1860, the Board corresponded with an eager applicant named A.G. Wilkinson, who was about to spend a summer in Europe. Wilkinson's main preparation was in the classics, but he was also good at French and German. His own proud explanation of his training sheds light on the world of humanistic scholarship in those days:

[German] I acquired principally as an auxiliary in learning ... [Latin and Greek], as I wished to have the best editions of the classics, which are never translated into English. I acquired French for nearly the same purpose and also with a view of teaching Modern Languages in connection with the Ancient should it ever be required of me. For four years I have been in the house with both German and French educated men and of course have enjoyed the best facilities for acquiring a perfect pronunciation of both. I shall of course perfect myself further during the summer in Paris, Berlin, and Heidelberg.

In Germany, Mr. Wilkinson doubtless meant to study not only the Germanic but also the Romance philology, for the universities of that country were then considered the best for nearly every humanistic and scientific subject, and aspiring American university teachers were always glad to have some German graduate work on their records. The first American Ph.D. program did not start at Johns Hopkins till 1876.

Besides his scholarly qualifications, Mr. Wilkinson had two other powerful advantages in the eyes of the Curators, both set forth in the letter quoted above. First, he had private means and would not be difficult about salary. Indeed, part of his salary might be returned to the university for other uses! Second, the young man made a point of assuring the Board that despite his Yankee origins, he did not hold Abolitionist opinions.⁵ To some politicians and businessmen he must have seemed the ideal candidate. The Board was so pleased that it not only offered him the position but even gave permission to delay his arrival for a year so that he could "follow a course of philological lectures in some German university."

Meanwhile Mr. Hainer had been told that his services would no longer be required, although two years remained in what he regarded as a five-year contract. He wrote several letters to the Board, making the point that the University had sought him out and that he had sold his holdings in Iowa to come teach for a low salary. Despite his foreign origin, the English of his pleas was remarkably eloquent:

Thus am I left a stranger in a strange land, and with my family clinging around me, and calling on me for that support, dug from the parent to the child, and from the husband to wife, without the means of meeting their demands.

There was also a petition in Mr. Hainer's favor, signed by fifteen members of the French Club and seven of the German Club, but nothing availed.

Faculty positions rested on shaky foundations in those days. Tenure had not been thought of, and governing boards felt free to act highhandedly. Some years later, in 1869, petitions from students and townspeople failed to save George C. Matthews, prominent professor of Greek and Classical Philology, who was being forced to resign because he had become hard of hearing.⁸ In 1895 the Board was informed privately that the wife of Professor Wiener was "in great anxiety" that her husband might lose his job in a proposed reorganization.⁹ Two decades before, when the Board had been in fact preparing to reorganize the whole institution to take advantage of the Morrill Act, its special committee had recommended that all positions below that of President be "held and declared vacant from and after the close of the University session, 1871."¹⁰ One can imagine the feelings of the incumbent faculty. University professors enjoyed a great deal of prestige in those days, far more than now, but beneath the dignified surface their professional circumstances could be distressing.

Mr. Wilkinson was back from Europe and on hand for the fall semester of 1861. In that year's catalogue (p.13), the section on modern languages was headed by the following rather self-promoting paragraphs:

It is confidently believed that an American well taught in his Mother Tongue, who has carefully learned a foreign language, enjoys some advantages in imparting instruction to his own countrymen which no foreigner can; as he knows just the difficulties to be overcome, and has far better command of the English Language, the medium of communication between Teacher and Pupil, in command of which foreigners are generally deficient and without which precision and accuracy of expression are unattainable.

Hence the Department of Modern Languages is under the charge of an American, who besides residing in a family in America for several years where he had daily opportunities of speaking both French and German, also, spent some time in Europe perfecting his pronunciation.

So much for the usefulness of native teachers! The section continues:

The officer in charge conducts the instruction upon the plan that he found adopted in most of the German institutions, and which he also pursues to a great extent in his classes in Ancient Languages. Each recitation from the text book is accompanied by original exercises upon the blackboard, and, as soon as the class has made sufficient advancement, by conversational exercises.

In French, the advanced class read Fontenelle's *Télémaque*, Alexandre Dumas' *Napoléon*, and some "Chefs-d'oeuvre de Racine."

Professor Wilkinson did not have much time to practice his eager new methods before the Civil War broke out in 1861. The citizens of Columbia were bitterly divided, and the town was soon occupied by Federal troops. They used Academic Hall as a barracks, and the university practically shut down for several years. No new catalogue was brought out till 1865. From that publication it appears that Professor Wilkinson had left in 1862 and that there had been no Department of Modern

Languages since then, although the tutor Henry Ess may have taught a bit of German along with Mathematics. In 1867 a new Professor of English was hired, Oren Root Jr., who could do some French and German as well. He continued to render this service for several years, but the modern languages department was not soon revived. French and German seem to have been optional for sophomores in the Classical and Scientific programs, while in the Normal College, men had to do both Latin and Greek, but women could substitute French or German for the Greek. A more substantial curriculum was offered in German than in French.

After the War, the Curators moved to take advantage of the 1862 Morrill Act which had granted federal lands for the establishment of state colleges to teach agricultural and mechanical arts. A general reorganization of the University was thought to be necessary, and a special committee was appointed to make recommendations. The resulting report issued in 1870 contained formal statements about every major field of study. Although the scope of this "document" was similar to that of numerous planning "task forces" of recent years, its English was as yet undefiled by jargon. Here is the main statement about modern languages:

Not rejecting the culture of the ancient languages, we surely cannot pass by or neglect that of the principal European languages, and especially the German and French. Ample provision is now made for the study of these languages, with the literature belonging to them, in most of the principal schools in the country of every kind. They are made a requirement, not only in the colleges of letters, but equally so in the scientific and technical schools. In the earlier part of the present century, the modern languages were not considered necessary for the professional man, and if any provision whatever was made for them, it was accidental and temporary, and never from the permanent fund of the institution. But the changed relations of the world have produced the change referred to in our various institutions of learning. In Cornell University, for example, there are no less than three professors of German, two of French, and one even of Chinese. In Harvard, there is now provided for this department a professor, an assistant professor, and two tutors. In Michigan University, there is first the full professor, and then an assistant in the French, and one also in German.¹

Harvard was, of course, regarded by most academic people as the ultimate measure in liberal education, while Cornell was the model of a progressive land-grant institution. Michigan figured as Missouri's only worthy rival in the Midwest, the Universities of Iowa, Wisconsin, and Illinois having a markedly inferior status. The recommendation continued:

The requirement should be imperative upon graduates of both the scientific department and that of arts, that they should be able to read the German and French; and that in the elective courses to be provided, these languages be made optional for longer courses. (p. 15)

The Committee finally becomes almost lyrical in its appreciation of linguistic study:

The Latin, Greek, French, and German are indispensable now, and few would regard the University as complete without the Italian and Spanish. While we certainly reject the one-sided course which makes Latin and Greek the whole of a liberal education, we do not forget that the most lasting monuments of our race are the languages in which they are created.

When not a vestige shall be left of the Pantheon or the Parthenon, the words of Homer & Virgil, of Plato & Cicero, will remain a possession of our race forever. (p. 16)

The faculty responsible for linguistic and literary study were so delighted with the report that they quoted long passages from it in the catalog of 1872-73, and for several years thereafter.

During much of the early 70's, instruction in French and German was done mainly by Miss Mary B. Read, daughter of President Daniel Read, who has left his name to Read Hall. The Professor of English, James W. Abert, also gave some foreign language instruction. In the catalogue of 1872-73, a Spanish course is mentioned for the first time since 1843, but the language disappears again from succeeding catalogues. In 1873, Professor Paul Schweitzer taught German while waiting for his chemical laboratory to be equipped. At the same time, the Professor of Latin, Edward Twining, did some teaching of French. Miss Read was off in Europe that year studying with Professor Otto of Heidelberg, with Professor Feder of Darmstadt, and at the College of Languages in Paris. She returned to teach French and German, three years of the former and two of the latter. The Missouri catalogue of 1874-75 announced:

Miss Read returned from Europe in November, since which time she has been in full charge of the classes in German and French. The object of her residence for a year and a half in Germany and in France was for the special purpose of perfecting herself in the languages of those countries ... and of fitting herself for giving in them the most thorough and scholarly instruction.

The merely empirical manner in which these languages have too generally been taught in our country by persons having little knowledge of the philosophy or methods of teaching, have caused them, as studies, to be looked upon with disfavor, and as having little or no value as a means of mental discipline, or even linguistic culture of the highest type. Whereas, in point of fact, if properly taught, they are no less valuable for discipline than next thing to indispensable in the commercial and ordinary business intercourse of modern civilized life, as well as in all literary and scientific pursuits and investigations.

In Missouri especially these languages must be taught in the best and most thorough manner, and the ample means must be afforded in her University. (pp. 46-47)

Miss Read had, however, little time to demonstrate her mastery of modern pedagogy, for she too soon resigned the job, giving up her career in December, 1875, in order to marry. She is not the first foreign language teacher we have seen leave the University shortly after having issued a brave manifesto; the program was low in university priorities and had little continuity. Just before Miss Read's departure, however, the Curators had created a Department of Modern Languages, with a permanent chair. The new professor, who began early in 1876, was Benoni S. Newland. He too had ideas about reform, and in the catalogue of 1877-78 presented a somewhat self-promoting report to the Curators:

The increase in this Department since my taking charge of it eighteen months since, has been over fifty per cent., and a reference to the reports will show that of those who entered this Department a larger proportion than formerly remained in it, and that a number of students have taken it extra. This indicates a healthy condition. (p. 43)

From a low of 66 in 1874, second-semester enrollment had risen to 124 in 1877. (There were apparently more students in the second term than in the first because that was when French 1 was offered.) President Benjamin Laws had decided that modern language teachers, and also the Professors of Greek, Latin, and English, should be responsible for teaching the history of the countries where their languages were or had been spoken. Professor Newland was eager to do so for France and Germany, but his six recitations per day of purely linguistic instruction had left him little time for historical preparation (pp. 43-44). The hard-pressed professor ventures to point out as well that "the library is very poorly supplied with works pertaining to

this department" (p. 44). He would like to have subscriptions to two periodicals each in French and German and asks for a library appropriation of at least \$200.

A year later, he had departed in his turn. The Professor of Hebrew, Alexander Meyrowitz, took over the teaching of German, and French was done by Professor Leonard of Greek and Comparative Philology. Seeking a replacement for Newland, the Curators entered into negotiations with an American woman studying in Paris, Mrs. J. P. Fuller. She accepted a written offer of \$1200, but under protest, pointing out that originally nothing had been said about her having to teach German, as well as French and English.¹² Moreover she will also be expected to help chaperone women students!

Mrs. Fuller resided in Columbia only one year before seeking greener pastures. The rapid succession of short-term modern language teachers since the founding of the university had scarcely given the program to get off the ground. The next professor in the area was, however, to stay for a while and to imprint his personality upon the curriculum.

* * * * *

James Shannon Blackwell was remarkable for a number of things besides his 15-year tenure (1879-1894). He was the first modern language teacher at Missouri to hold a Ph.D. (honorary, to be sure). He was the first in his field to attain prominence on campus, serving for several years as Chairman of the Faculty and, during a vacancy of the presidency in 1894, as executive head of the university. Finally, he was an extraordinary polyglot, declaring himself prepared to offer instruction in more than a dozen languages. If the name Pangloss were not associated with philosophical naïveté, it would suit him well.

It is true that he did not have a cosmopolitan background, having grown up in small towns of Kentucky, before doing a B.A. at Hanover College of Indiana in 1868.¹³ By that time, however, he was apparently master of Greek, Latin, Sanskrit, and several modern languages. The same year, at age 24, he became president of Ghent College. He taught at several other Kentucky colleges before coming to Missouri in 1879, at 35, to take the Chairs of Semitic and Modern Languages. Later, he also held that of Sanskrit. Besides Hebrew, Sanskrit, German, and French, he taught Aramaic, Syriac, Italian, Spanish, Portuguese, Dutch, and Persian. Or at least he proposed courses in them all; it is not sure he always found students. He is said by his son, moreover, to have known an additional score of languages beyond those mentioned.¹⁴ Scholars who have acquired their commands of one or two foreign tongues by much sweat and patience may doubt the profundity of Professor Blackwell's familiarity with some of those he claimed to possess, but there is no doubt that he had a great deal of linguistic talent and knowledge.

The flyer he issued to announce language courses in the summer session of 1890 has survived. (See Appendix C.) In those days, professors did their own advertising for summer school and were allowed to keep the tuition fees of the

students they recruited. The flyer mentions instruction in German, French, Hebrew, and Sanskrit and carries the additional comment: "Other languages, Semitic or Aryan, may be studied, and advanced pupils will be provided for if sufficient numbers apply."

Professor Blackwell gave a great impetus to the study of the Romance Languages, as well as German, for in addition to French he was soon offering Italian and Spanish as well. It is true that instruction in these tongues was brief. Although a full year's work was offered in French (and two in German), Spanish and Italian received only half a semester each, being given together in a single term to advanced French students. This peculiar arrangement was in force for several years, and if no great proficiency was acquired, numbers of students obtained at least as smattering in the two "exotic" Romance languages. The catalogue for 1883-4 mentions 33 students in Italian for the year before, and 46 in Spanish. No doubt Professor Blackwell carried the good students of French into the extra semester by force of his teaching personality. Moreover, some of them seem to have progressed quite far; in 1886 the professor spoke of a post-graduate course that included "studies in Valera, Calderón, Cervantes, Alfieri, Tasso, Dante, Comparative Romance Morphology, and work in Catalonian and Provençal."¹⁵

From the mid-eighties he had an Assistant Professor to help him, that title originally meaning just what it said. One of the first holders of the post was Benjamin Hoffman, who was later to occupy the chair of German for several decades. There were also one or two student "tutors."

In 1891 the President of the Board praised Professor Blackwell highly for the way in which he had carried out the duties of Chairman of the Faculty during the vacancy of the presidency. He deserved the highest commendation and had demonstrated again that the University "owes much to her able body of professors."¹⁶ His teaching was also clearly successful, and he had become a respected man in town, having married a woman from a prominent local family. None of these things was, however, able to save him in 1894 when he acquired some enemies and became a subject of controversy. The issues of the controversy are complicated and no longer very clear, despite the survival of a good number of papers relating to it in the collection of the Executive Board of the Board of Curators, and additional information in biographies of two of Dr. Blackwell's enemies.¹⁷ One principal antagonist was the brilliant and difficult Professor of Physics (later of Mathematics) William Benjamin Smith, who reportedly practiced a ruse to demonstrate that Professor Blackwell did not really know very much Hebrew, despite his holding the Chair of Semitic Languages. Another was an equally brilliant and arrogant undergraduate, Thomas Jefferson Jackson See, a protégé of Smith whom Blackwell and others had denounced for plagiarism. The bitterest enemies were, however, a woman student and her mother. The professor had rashly and publicly accused the girl of theft, without having any proof. The family brought suit for slander and eventually won the case.¹⁸ Meanwhile, the mother wrote letter after letter to President Jesse and the Board, demanding the firing of Dr. Blackwell and his friend Professor Purinton of Biology, in whose home the supposed theft had taken place.

She threatened to go to the legislature if nothing was done. Mr. See, now at the University of Chicago, was also writing to the same purpose, and getting other alumni to write as well. The Board seems to have tried to ignore all this pressure, and President Richard Jesse, always fair, pointed out that he had seen no hard evidence against the two men (letter to the Board of June 27, 1892), but persistence paid off and both were forced to resign in 1894. There was no A.A.U.P. to defend them.

We are too far away to judge the merits of the two factions, except perhaps to say that both seem at times to have been unreasonable, but James Blackwell must have credit for having given a new stimulus to the study of modern languages at Missouri. He later taught in several other colleges, finishing his career at the University of Louisville. He also did a good deal of translation for the federal government, while his friend John G. Carlisle was Speaker of the House of Representatives.

In the year following Blackwell's resignation, the Assistant Professor, Leo Wiener, had to handle everything with the help of an instructor and a tutor. He wrote to the Board on January 31, 1895 to say that his instructor was teaching 17 hours a week and that his own work was very heavy.¹⁹ He said that another class of beginning German could not be taught without more money for the tutor, and he recommended not offering beginning French for the moment. Things were, however, about to look up.

II

Aurea Aetas: Raymond Weeks and the First Department of Romance Languages (1895-1926)

Richard H Jesse, who had become President in 1891, proved to be a strong proponent of academic scholarship, and in the seventeen years before retiring in 1908, he was to lead the university to a markedly higher level of scholarly distinction. In 1895, he urged the Curators to divide the Chair of Modern Languages into separate ones of Germanic and Romance Languages, saying familiarly in a letter of March 18:

Universities of good rank do not now unite both Germanic and Romance Languages in one chair. The men that are really able to fill the chairs of Germanic Languages are not able to fill that of Romance Languages and vice versa. This was not true twenty years ago, but it is true today, and if we intend to get the best results we must conform to modern usage.²⁰

The German chair was given to Benjamin Hoffman, who had once been a student at Missouri, and who was now to stay on the faculty till retirement in 1930. The Romance one went to Raymond Weeks, who, with the moral and material support of President Jesse, established a distinguished scholarly tradition in our field at Missouri. Weeks had been born in Iowa, but of Eastern stock, and he was educated at Harvard, earning a B.A. in 1890 and an M.A. the next year. The Ph.D., also from Harvard, came later, in 1897, apparently in general recognition of his scholarly achievements rather than for any formal graduate work. Weeks taught first at Michigan, 1891-93. Then he went to Europe on a two-year Harvard Travelling Fellowship. At the Sorbonne he became acquainted with several of the most eminent philologists of the time and worked in what was apparently the world's first laboratory of phonetics. Like so many Romance scholars of that day, he himself was primarily a philologist and, in literature, a medievalist. He was doing research in Europe when the offer came from Missouri, to whom he had been highly recommended by people both at Harvard and at the Sorbonne. In a frank letter dated July 27, 1895, President Jesse said to him: "I hope you will [accept] and render it sure that the second choice of the Board will not get the place."²¹ The salary was to be \$1500 a year, with a promise of a raise to a handsome \$2000 as soon as the extra money could be found.

Weeks did accept, and soon set about establishing a scholarly department. At first, he had no Assistant Professor to help him, only a fellow, and the teaching load was heavy. His report to the President of October 27, 1896, describes the situation:

The total enrollment in the department of Romance Languages thus far this year is 138 . . .

There [are] . . . one professor and one fellow. During the past year my fellow taught the regulation number of hours, and I taught 18, of which 17 count according to the regulations of the Board.

Probably the greatest need of my dept. is additional teaching force. This year two courses for which there were the requisite number of applicants could not be given as I already had 17 hours all of which counted. Without additional help it is impossible to give Spanish every year, and the demand for this language for commercial purposes is considerable, especially among those who intend to study, or are studying, Law.

.....
I therefore express the hope that a way will be found to allow me at least an instructor to assist me.

.....
To speak of the lack of books in my line is so distressing that I pass to something else.²²

He did soon get an instructor, and an assistant professor, fellow Harvard man Ralph Emerson Bassett. Serious students were attracted by Week's teaching and his reputation, and in 1898 an M.A. was given, to Hugh Allison Smith for a thesis on the very up-to-date subject of "La Condition de la femme dans les vieilles chansons de geste." This was, so far as I have been able to discover, the first earned M.A. in a Romance Language at Missouri.²³

Weeks was always in the vanguard of research in his field, contributing regularly to journals and corresponding with scholars in the East and in a number of European countries. His papers in the Western Historical Manuscripts Collection include letters from Émile Picot, Paul Passy, Paul Rousselot, Joseph Bédier, Gaston Paris, Alfred Foulet, Wendeln Förster, Otto Jespersen, Nyrop, Pio Rajna, and R.S. Cuervo. He also kept extremely close ties with Harvard, corresponding with his old teacher E.S. Sheldon, with C.H. Grandgent, with President Charles W. Eliot, and with Charles Eliot Norton, founder of the Dante Society. He seems to have worked to get jobs at Missouri for Harvard men,²⁴ and he used his influence to get good Missouri students into graduate school at Harvard. One of the latter was Olin H. Moore, who on March 27, 1903, addressed the following pitiful lamentation to his old teacher:

I have spent most of the year teaching at the Prairie Hill Academy, at the salary of \$45 a month, and that almost impossible to collect, --nine of the muddiest miles in America from a railroad, and in a center of illiteracy.²⁵

Professor Weeks got him into Harvard Graduate School, where he did a Ph.D. Moore subsequently had a career as a medievalist at Ohio State University, and I knew him as a retired professor there more than half a century after the dispatch of his desperate letter.

By 1902 the Romance Languages program at Missouri was impressive. That year the department published a handsome and full description of its offerings (now in the Weeks Papers, folder 14). There were three faculty members: Weeks, who did French, Phonetics, and probably some Romance Philology; Assistant Professor Ralph Emerson Bassett, who did French, Italian, and Spanish; and Miss Grace Sara Williams, full-time instructor, who did French and Italian. Three years of French were offered "for undergraduates," one year "for graduates and undergraduates," and four courses "primarily for graduates." The advanced undergraduate courses included a literary survey (Weeks), "French Literature in the Eighteenth Century" (Bassett), and "French Literature in the Seventeenth Century" (Weeks). The graduate courses were sixteenth-century literature (Bassett), Old French (Weeks), Phonetics (Weeks), and a "Seminary," also given by Weeks. Two years of study were offered in Italian and in Spanish. The advanced course in Italian (Bassett) included readings in the sixteenth century and in Dante. That in Spanish (also by Bassett) concerned "the nineteenth century and Cervantes." In the summer session there were French courses at two different levels, and plans were afoot to give Spanish as well in a year or two.

This curriculum of 90 years ago is a recognizable ancestor of our own, except for the subordinate position given to Spanish. A good number of students majored in French (often combining it with German for high school teaching), and it was possible to sustain an M.A. program. After six master's degrees were awarded in the late 90's

and 1900 (three of them in the last year), there were five between 1901 and 1910, and six in the next decade. One of the three theses in 1900, that of Ralph Emerson House, concerned Italian vowels. In the second decade of the century two of the M.A.'s were in Spanish, the first of these, in 1918, seeming, like the first French thesis of twenty years earlier, remarkably up-to-date in subject: "Feminism in Lope de Vega," by Mary Lovell Million. The first Ph.D. was given in 1908, as Weeks approved Theodore Ely Hamilton's dissertation on "The Cyclic Relation of the *Chanson de Willaume*." Another came in 1912: "The Evolution of the French Novel Prior to the *Astrée*," by Jacob Warshaw.

When Weeks left Missouri in 1908, the department published an account of 41 former students who had gone on to further philological study or to teaching careers. It is clear that this man had attracted a real following of academic disciples, and he had indisputably raised the scholarly level of work in our field at Missouri. Readers will perhaps not be entirely surprised, however, to learn that not everyone was pleased with the new emphasis on research and scholarly publication. When in 1902 President Jesse sent around to the faculty a notice that evidence of these accomplishments would be required thereafter for promotions, he enraged, among others, the assistant professor in Romance Languages, who was moved to write sarcastically to his chairman:

I have been interested in the President's recent impudent and imbecillic circular letter. Not having enough to keep him busy he devises these inane utterances for the *réjouissance* of the Unwashed and the mortification of the others. He insists upon publication (however unripe does not appear to make any difference) as an indispensable qualification for promotion. Jesse frankly takes the position that effective teaching constitutes no claim to recognition of official favors. Him whom the gods wish to destroy they first make mad.²⁶

The writer of the letter notes viciously that of the half dozen professors receiving the highest salaries on campus, only two, Weeks and Frank Thilly of Philosophy, "produce anything regularly" and goes on to denounce several well-paid people who he thinks are overrated. One of these is the highly regarded chairman of English, Edward Allen, for whom the auditorium in our building is now named, but who is assessed by the indignant young man as a "sommolent son of the Old Dominion." All this carping sounds very familiar today, although the enemies of the research and publication requirement have lost a great deal more ground.

Raymond Weeks had always had a return to the East in the back of his mind and his Harvard friends kept an eye out for him. He turned down an offer from Dartmouth because he would have been required to give most of his attention to German. Later he was a candidate for a different sort of position, in the Midwest, namely, the presidency of the University of Nebraska. President Eliot of Harvard assured him it was just as well that didn't work out because Nebraska was "an uncomfortable place."²⁷ Earlier, after Weeks' refusal of the Dartmouth chair, Eliot had also expressed satisfaction at the decision to stay at Missouri: "You have indeed a hard position there, but it is one worth holding You have the satisfaction of knowing that you are serving the highest interests of man."²⁸ President Jesse did his best to favor Weeks, granting him, for example, a rare sabbatical leave in 1904-05, and always providing moral encouragement. When the President himself decided, however, to retire for reasons of health, Weeks's attachment to Missouri snapped, and

he accepted a handsome offer from Illinois. A salary of \$3500 and \$2000 per year for books! In vain President Jesse made a personal appeal and argued that the University of Illinois had nothing like so fine a future as Missouri. After writing a warm personal letter of appreciation to the President, Weeks left for Illinois.²⁹ Only a year later he accepted an offer from Columbia, where he was to spend the rest of his distinguished career. In 1922 he was elected president of the Modern Language Association.

* * * * *

At Missouri, in the less ambitious administration of President Albert Ross Hill, Weeks was replaced by an assistant professor, and it was to be several decades before the department regained the relative level of scholarly distinction it had enjoyed under President Jesse and Raymond Weeks. The new man was Chester Murray, a Cornell graduate, who was to stay until 1921. During that time he was sometimes the only Ph.D. in the department, but there is no evidence that he promoted the study of any particular field, or that he pursued a very active scholarly career himself. The enrollment of the university was, however, growing, with corresponding increases in the number of courses and number of faculty. Several courses in Italian were maintained for most of the period (successively taught by the instructors Mr. Cavicchia and Mr. Cherubini, and Professor Trombly), and Assistant Professor Warshaw seems to have introduced Beginning Portuguese in 1915. The number of M.A.'s was only five from 1911 through 1920, four in French and one (the first) in Spanish, but there were 17 from 1920 through 1926, six of them in Spanish.

These remaining years of the first united department saw the beginnings of several long careers. Jacob Warshaw came as an instructor of Spanish in 1909. After doing a Ph.D. here in 1912, and becoming an Assistant Professor, he had gone away in 1920, only to return in 1926 as a full Professor. He was soon to be the chair of a separate Spanish department, holding the post until 1943. Dr. Ida Bohannon came as an instructor of Spanish in 1920 and remained almost until the end of World War II. The fact that she was never promoted, despite her Ph.D. from Denver, suggests she may have been the victim of the unequal treatment sometimes given to women in those days. Nell Walker, another instructor in Spanish, came first in 1917 and then, after going away, returned in 1921 to stay until retirement after the second war. Mildred Johnson, also in Spanish, came in 1923 and remained until retirement in 1959. I remember well the informative talk about earlier days in the department she gave at her retirement luncheon. She had a Ph.D. from Iowa and, unlike Dr. Bohannon, was promoted twice.

In 1918, the department engaged Germaine Sansot Hudson, wife of a professor of philosophy, to teach advanced French language courses. She continued as our "resident native speaker" until after the second war, striving to correct the vowels and syntax of several generations of young Missourians. In 1920, Bredelle Jesse began an even longer career in French here. The son of President Jesse, he had studied at Dijon, just after the First World War, and then at the University of Chicago. He never finished his Ph.D. after discovering that a German scholar had edited the medieval epic he had been working on for years. It was typical of his modest character that he never complained about this bad fortune. His favorite courses were

that in French phonetics (where he took up Weeks's example) and that in seventeenth-century drama. He excelled at reading aloud the comic lines of Molière's characters, and the tragic laments of Racine. Many students now in their own elder years remember him as much for his gentlemanly and kindly nature as for his lessons in French pronunciation and literature. Professor Caroline Stewart, who came to the department during the first World War, was also to teach French for a long time--almost till the second war. Her case is unique, for she was not new to the university, having taught German here since 1902, after doing a Ph.D. at Berlin. Anti-German sentiment during the first war had reduced the demand for German instruction so drastically that only two teachers, the chairman and an assistant professor, could be retained. Like many scholars of her time, Professor Stewart had been trained in French as well as in German, and she moved easily to our department. In scholarship, she seems to have shifted readily from German linguistic studies to doing college editions of French classics for Oxford University Press.³⁰ Howard Davis, one of her former students and a distinguished alumnus of the university, recalls her strong individuality and her insistence upon hard work.³¹

Professor Albert Trombly was hired in 1922 as a fortunate successor to Professor Murray, and he remained until I came to replace him 36 years later. For many of his years here, he was chairman of a separate department of French and Italian, the counterpart of Jacob Warshaw in Spanish. Although he taught a number of French courses, his preferred subject was Italian, and his favorite course was on Dante, whom he had had the privilege of studying as a young man under the legendary C. H. Grandgent at Harvard. In its last years, the united department also had some highly promising temporary faculty at the beginning of their careers. Two young French medievalists, Alexander Schutz and Urban T. Holmes, Jr., met here in the early 1920's. They became close friends and later collaborated on scholarly projects after Schutz had moved to Ohio State and Holmes to North Carolina. When I decided to come to Missouri, the former gentleman gave me a great deal of information about Columbia, including the useful fact that when leaving town by train one always had to change at Centralia, even if he was on his way to Hell. Since Holmes and Schutz were here simultaneously with Bredelle Jesse, three of our four people of professorial rank were then medievalists. That probably did not seem like a major imbalance in those days, when at least half of all doctoral dissertations seemed to be editions of medieval epic poems.

III

The Separate Departments (1926-1953) and the Early Years of the New Union (1953-61)

Although Albert Trombly had been hired in 1922 to replace Chester Murray as the chairman of Romance Languages, he seems to have made no protest at a division into departments of Spanish and of French and Italian that came four years later.³² It was Jacob Warshaw, our second Ph.D., returning to Missouri in 1925, who led the campaign to separate French and Spanish. He had apparently been assured on hiring that he would be allowed to handle the Spanish side of the department; now he worked to effect a total separation. He wrote to Hispanists around the country seeking support for his arguments, sometimes obtaining it, and sometimes not.³³ There may have been personal reasons for the intensity of his resentment at the domination of French common in Romance departments at that time. In Missouri records, one finds a curious confusion about the subject of his doctoral dissertation in 1912. The correct title is "The Evolution of the French Novel before *L'Astrée*," as I ascertained by examining the actual volume in the library, but in Graduate School archives one finds "The Treatment of the Historical Novel by Perez Galdós." Had Mr. Warshaw started writing on Galdós and been forced to switch to a French subject by his adviser Chester Murray? He was also bitter about the usual requirement for a reading knowledge of French rather than Spanish for the Ph.D., and worked fervently to refute the common remark that Spain had made no contributions to science.³⁴

Other Romance faculty apparently went along with Mr. Warshaw on the question of division, and in 1926 Dean Tisdell created the two new departments of Spanish and of French and Italian, with Mr. Warshaw as chairman of the first, and Albert Trombly that of the latter. Each was to hold his post for a very long time, there being no rotating chairmanships in those days. Decision making was easy. I recall seeing a one-sentence letter of Professor Trombly to the Dean concerning a 1936 opening in French. It read: "I recommend that you hire Mr.³⁵ for our vacant position in French. Sincerely yours." Period. And that was that. In 1925 Mr. Warshaw gave three precise reasons to a young instructor complaining about not receiving a raise.³⁶ The first was rather surprising; it was the young man's "concert method of teaching," which disturbed neighboring classes. Apparently he was an early practitioner of the oral method. The second reason was his indifference to reasonable administrative requests. Presumably he ignored questionnaires and was late with reports. Perhaps he was also late getting in his grades--an offense more difficult to forgive. The final reason was, however, the conclusive one: "You do nothing in your own field beyond teaching routine classes." And that was that. There was no appeal to a grievance committee, no lawsuit.

The relative amount of literary scholarship done in the two departments during this period declined markedly in comparison to the time of Raymond Weeks, and it compares badly also, of course, to later times. Professor Warshaw was very prominent in his profession, but most of his writing was aimed at promoting the study of Spanish and an understanding of Latin America. Professor Trombly was a creative writer, like several other people in French, and published several volumes of poetry, some of it inspired by observations of life in Little Dixie. Ward Dorrance, who did a

dissertation here on the surviving French of Ste. Genevieve in 1938, and became an assistant professor, acquired a very considerable reputation as a novelist and a short story writer. Gilbert Fess, who came in 1927, also wrote poetry, although he found time as well for a book on Balzac and another on treatment of the American Revolution in French literature.³⁷ I recall Boyd Carter's saying that when he visited our campus during the Second World War, he found the faculty here engaged in creative writing rather than literary research. That was an exaggeration, but not entirely without foundation.

Enrollments were fairly small, especially during the Depression and during the war years, but literary studies continued in all three languages: French, Spanish, and Italian, and Professor Elliott Scherr, who had settled here in 1929, also gave some linguistic instruction in Portuguese. It was a genteel time, when university professors still had considerable prestige and students respected academic accomplishment even if they did not all seek it. In our fields, there was a great cultivation of literary sensibility, and much reading aloud of poetry, as in Professor Bredelle Jesse's seventeenth-century courses or his phonetics class, and famous passages were committed to memory. Although enrollments were low, there were always a few good students to go on to advanced literary study. The graduate program was kept alive. From 1931 through 1940, French gave 20 M.A.'s and Spanish 21, with three others listed simply as "Romance Languages" which were probably on philological subjects. There was one Ph.D. in Spanish and two in French.

American entry into World War II caused enrollment to drop drastically. French, like German, recouped in part by teaching the language to Army recruits in the A.A.S.T.P. program. It was known that these two languages would be needed in the invasion of the continent. After the war, in a rapid change, veterans arrived by the thousands to study under the G.I. Bill, and there was a great need for new teachers. Frances Maupin, who taught for us nearly 40 years, and who sponsored our once-active chapter of Phi Sigma Iota, was hired in 1946. There were also changes in the chairmanships. Professor Warshaw had died after a long illness in 1944, after having been succeeded in his administrative duties by Elliott Scherr the year before.³⁸ In 1941, Gilbert Fess replaced Albert Trombly as head of French and Italian. In the Forties, Spanish added two young men who were to stay for a long time and make their mark on both undergraduate and graduate language teaching here: John S. Brushwood and Albert Brent. Martin Stabb, another long-time Spanish colleague, arrived in the mid-50's, French also acquired new long-term people in the Fifties: Herbert Gershman, Kernan Whitworth, and myself. By this time the two departments had been brought together again as Romance Languages. I always thought Professors Brushwood and Brent had been responsible for the merger, but the latter says not. Dean Elmer Ellis of Arts and Science decided on the change in 1953 and wrote to members of the faculty explaining his reasons.³⁹

The Dean obviously desired to get younger and more energetic leadership, and Professor Brushwood was made chair of the new combined department. For a number of years thereafter, he and Albert Brent sort of passed the chairmanship back and forth between them. I was hired by Al, but Stubbs was chairman again by the time I arrived. Then, as the next generation was deemed to be mature, we started a system of rotation based mainly on seniority. It was understood that everybody would

be willing to serve a term at the proper time. This was all decided by the senior faculty, or, as a historian friend of mine said, talking about the same system in her department: "Our chairmen are chosen by the elders of the tribe." Four people served in this way: Martin Stabb, Herbert Gershman, Kernan Whitworth, and myself. There was a referendum at the beginning of my term, but it was probably not taken very seriously; I had been chosen by the elders.

The language offices had resided in Jesse Hall ever since that building was opened in 1895 (just as they had been in old Academic Hall before the fire). Romance Languages, German, and Classical Languages were all up on the third floor. The five professors in French were all together in one very large, high-ceilinged room, Jesse 311, which has now been divided for administrative offices. The Spanish professorial staff were in another room, and the Teaching Assistants in still another. There was only one telephone, in the tiny chairman's office facing the quadrangle, but we could all be buzzed, in our various rooms. Buzzes were rare, and we went galloping over to see what was up. Across from the French professors' room, and next to the chairman's office, another great room had been given over to a language laboratory. Miraculous results were then expected from this technology. Students of courses 1 and 2 were subjected to two uninterrupted lab sessions of 50 minutes each every week. I had no responsibility in that area but recall Martin Stabb's constant battles with broken down machinery and tapes that did not work.

In 1961, we moved over to the new Arts and Science Building, along with German, History, English, and the soon-to-be autonomous language laboratory. Everyone now had his own office, but it was tiny, and without architectural character or dignity. Arts and Science was put up in a time of jerrybuilding, the products of those years being the shoddiest on campus. It was said that a faculty committee had insisted our offices be minuscule so that the administration would never be able to put two people in them. That may not be true. Now our fellow departments have escaped, and we are the only academic unit left in the dreary building.

A new era of rapid expansion began for the department around the time of our move in 1961. In 1957 the Russians had launched their first satellite, Sputnik, showing that they were well ahead of the American space scientists. Congress was panicked into voting a large sum of money to improve the study of science and language. This was the National Defense Education Act, soon referred to familiarly as the N.D.E.A.

IV

Argentea Aetas: The Boom in Graduate Work, 1961-1975

The National Defense Education Act provided for the generous encouragement of advanced study not just in the sciences, but also in foreign languages, and this coupling was most fortunate for us. The government perceived an urgent need for more Ph.D.'s in both areas, and provided money to finance relatively handsome three-year fellowships for doctoral candidates. We were fortunate enough to get some of the funds quite early and were soon advertising our own N.D.E.A. Fellowships across the country. Applications were plentiful, and we got very good students. The terms of the Fellowships were staggered, so that two or three new people in French and Spanish arrived every year. Soon we had a number of N.D.E.A. doctoral candidates in each language, at various stages of their studies. They were not required to teach for their money, but we encouraged them to do so for a semester or two to acquire experience for the *curricula vitae*. Numerous other graduate students were also drawn to the department, in the new pro-language academic climate, and at one time we had a total of nearly a hundred in Spanish and French together! The regular faculty were soon needed to teach two literature courses a term each, and standard teaching loads dropped as a result. When I had come in 1958, and for some time afterward, everyone normally taught 11 hours a term: a 1 or 2, a sophomore language course, and a literature one. Now assistant and associate professors did only nine, and full professors six.⁴⁰

Regular period courses in French and Spanish literature came up once a year, and a real variety of seminars was offered each term. Italian and Portuguese literary studies enjoyed a relative prosperity as well, for French doctoral candidates usually minored in Italian and Spanish ones not infrequently did Portuguese. Ebion De Lima had more than enough work in Portuguese to fill his schedule, and we hired additional tenure-track people in Italian, two of whom, Anthony De Bellis and Wallace Craft, were to remain thirteen and eleven years respectively. At our peak, there were three full-time people in Italian, along with part-time service in that language from Russell Giffin and myself. Undergraduates were also attracted, and a B.A. in Italian was established. I was able to teach both Dante and the Renaissance on a regular basis, and the other people offered classes on the literature of more recent periods. Our advanced courses, made up of about half Italian undergraduate majors and half doctoral candidates from French, were relatively small, but there was no looking askance at small classes then, and the learning atmosphere was excellent.

The N.D.E.A. provided money as well for training high school language teachers in the summer, and once again we got in at the very beginning, thanks largely to the enterprise of Professor Brushwood and Dean Francis English. Secondary teachers of French and Spanish were given summer stipends to attend intensive language courses, and our faculty were paid rather handsomely to teach them. My colleagues did several such Summer N.D.E.A. Institutes, no doubt raising the level of high school language teaching in Missouri significantly.⁴¹ At about this time, we also instituted a new graduate degree for secondary teachers called the Master of Arts in Teaching, or M.A.T. for short. It had more advanced language

training and a little less literary study than the standard M.A., but far more "subject matter" work than the usual M.Ed. For the latter reason, it was hotly opposed by the College of Education. Because we then always offered several advanced courses in the summer, it was almost possible to do the new degree without taking off a year to come to Columbia, although most people did spend one or two full semesters with us. Like the Summer Institutes, this degree program did much to improve language teaching in Missouri high schools. Now it has been allowed to die, and our summer program, like most others in Arts and Science, is but a shadow of what it was in the Sixties and early Seventies. Most high school language teachers again do an M.Ed., with little or none of their work in the subject they teach.

Linguistics, now moribund according to colleagues in the area, is another special program that enjoyed relative prosperity during the N.D.E.A. years. A number of departments were involved--to the point that linguistics' cross-listing of courses became the despair of the college curriculum committee--but Romance Languages probably had a greater stake in the program than any other. Besides our literary people who worked also in linguistics, such as Herbert Gershman and Daniel Gulstad, we also had a full-time person in the subject: first Charles Carlton, and then John Howie. The linguistics people took a big hand in the N.D.E.A. Institutes, and their theoretical courses were often elected by our regular graduate students as well as by candidates for the M.A. in Linguistics. After the relative drying up of federal funds, however, and the slightly later arrival of hard times for the university in its dealings with the state legislature, support for the linguistics program fell decisively. In the "reallocations," "shrinking" and "downsizing" of recent years, the linguistics master's degree has been offered as a living sacrifice, like the B.A. in Italian.

The Sixties and early Seventies had been a time of increasing state appropriations for the university, as well one of federal largesse. Faculty salaries rose steadily,⁴² and we were also allowed to hire a number of new people. Among the new long-term colleagues hired during the period, I may mention Margaret "Petch" Peden, Vern Williamsen, Daniel Gulstad, Daniel Scroggins, Harold Jones, and Howard Mancing in Spanish; Richard Dixon, Margaret "Paula" Sommers, Benjamin Honeycutt, and James Wallace in French; Ebion De Lima in Portuguese, Anthony De Bellis and Wallace Craft in Italian. It was a seller's market in those distant days, and good doctoral candidates could easily get a fine tenure-track job while still working on their dissertations, or even before having started it.⁴³ We lured Paula Sommers away from her dissertation on D'Aubigné at Stanford, and Dan Gulstad from his philological one at Illinois. Our own advanced doctoral students and young faculty were similarly often wooed by other universities. Among tenure-track people who came during the boom period and stayed for only for a few years before going on elsewhere I may cite: Mallory Masters, James Villas, and Edward Montgomery in French; Alberto Porqueras and Felipe Lapuente in Spanish; Judy Barnard in Portuguese; and Michael Shelsy and John Ahern in Italian.

The relative prosperity of these years also had a great effect on library appropriations. Being urged to build the collection in our areas of specialization, we young faculty spent a great deal of time furiously typing Book Purchase Requests for new titles listed in catalogs and the *Livres du Mois*. We also ordered many new periodical subscriptions, often with the lavish request that the library try to acquire as

well back numbers from preceding years. Some of us were even encouraged to order while abroad. For several summers I picked out hundreds of literary and scholarly *nouveautés* in the Gallimard bookshop at St. Germain-des-Près in Paris; and a couple of times I did the same at the Libreria Marzocco in Florence. The booksellers (to whom I was understandably a *cliente graditissimo*) then typed up voluminous lists and sent them to the acquisitions librarian in Columbia, our good friend Sam Hitt. There was, of course, no guarantee that everything I proposed would be purchased, but it usually was. How far away and utopian such library prosperity seems now.

The campus Library Committee then had far more say about policy than it does now, and it made sure that as much money as possible went into the book and periodical budgets.⁴⁴ For a number of years its chairman was Professor Homer Thomas of Art History, who had a truly bibliophilic passion for building collections. It is largely to him that we owe today's extremely rich holdings in the acts of local French, Italian, and Spanish academies, and the long runs of such prominent nineteenth-century journals as the *Revue des Deux Mondes*. He and other committee members of the time had also had the fine idea of setting aside special funds for the purchase of out-of-print books. This money, called the Research Fund, was held by the campus library committee until second semester, when departments were invited to propose special collections or individual old books for purchase. Romance Languages was always one of the most eager applicants, and we had more than our share of the "retrospective" money.

Everyone at this time regarded our department as one of the strongest and most energetic in the College and in the Graduate School, and our people were appointed or elected to virtually all the important committees. English, in contrast, was considered at least at the beginning of the period to be a bit sleepy, like German and Classics--or like French and Spanish of a few years before--and we preferred to seek our allies and models in History, energetic and forward-looking like ourselves! Now, with the decline of literary history in our department, the increasingly social-science, rather than humanistic, orientation of History, and the remarkable new *engouement* of the English faculty for various schools of French *nouvelle critique*, most of my Romance Language colleagues seem to feel closer to the latter department.

The favorable economic situation at the base of this fortunate period did not last. Partly because of a decreasing fear of Russian superiority in science, partly as a result of national economic troubles, federal and state funds became less generous. At the same time, a falling birth rate slowed the rapid growth of enrollment. Finally, the attitude of undergraduates turned against language study in the late 1960's. The politically and socially activist students of that time liked classes in which they could discuss contemporary issues, or express their personalities, and chafed at any discipline requiring a learning of facts, such as the study of grammar and the memorizing of vocabulary. One had to go a long way in the study of a foreign language before it was possible to express much of one's personality in it, and few had the patience. Moreover, all basic skills and general education requirements were bitterly resented as a matter of principle in this time of proclaimed individualism and "doing one's own thing." In many universities, including a number of the most famous, undergraduates and their faculty sympathizers succeeded in getting the language requirement (and

various others) abolished. They did not succeed here, but our fields were unpopular, and the number of undergraduate majors fell.

Students in general were much more drawn toward subjects like sociology and psychology than toward the humanities or, for that matter, the "hard" sciences. It was the time of the 1968 student revolution in France (which had begun in the University of Paris' Institute of Sociology at Nanterre), and, in this country, that of the violent student insurrections at Columbia, Berkeley, and Madison. Everywhere, the ideals of a liberal education were challenged, as though they were allied to social injustice. The revolutionaries in France, always more systematic than elsewhere, theorized that the classical literary education and the rationalist tradition had both been devised by the bourgeois establishment to pull the wool over the eyes of the oppressed classes. Such a sweeping conception was scarcely understood by our undergraduates, but they caught the spirit of the time. There was less *contestation* of policies and confrontation with the administration here than in a number of major universities, but we did have one day of near violence in the spring of 1970, after the invasion of Cambodia ordered by President Nixon, and the immediately subsequent shooting of several students at Kent State. An enormous angry crowd had gathered on Francis Quadrangle, and some had pushed their way into Jesse Hall to block Chancellor John Schwada in his office. I was lecturing that morning in an auditorium of Electrical Engineering Building to the combined sections of French Reading 103.⁴⁵ Attendance was understandably small that day, and one student interrupted truculently to ask me how I could possibly talk quietly about the French seventeenth century while U.S. forces were invading a neutral country. I replied that while students were at liberty to attend the class or not, I did not feel free to cancel it as a political protest. (Several professors in sociology had loudly announced that they were going on strike, thereby enraging the curators and the Missouri legislature.) Some students then left the auditorium, and a few remained. Meanwhile, at the back of the room, several graduate assistants who taught the individual sections of the course and were required to attend my weekly lectures, chafed at the bit to get out and join the action on the Quadrangle. I let them go, and they galloped over immediately to the very front of the crowd, just in time to be arrested and driven away in a paddy wagon of the Columbia police. They were released downtown, without having been arraigned, but their names were in the newspapers next day. Thus it happened that although our department was not really very activist, a remarkable percentage of the people arrested for rioting were graduate students in French.

After a day of confrontation, the faculty council and administration yielded to an extraordinary demand from the demonstrating students: to wit, that they all be released from the obligation to take final exams so that they could go home and work for peace. This petty and selfish demand is a blot on the idealism of the student movement, and one may marvel that we faculty and the other university authorities gave in to it. Those were, however, extraordinary times, and no one was quite in his or her right mind.⁴⁶

With a stabilizing birth rate and harder economic times, there was much less demand for new faculty, with the result that the job market in our field (and in the hard sciences) changed rapidly. Our first new Ph.D.'s in the N.D.E.A. period found good positions readily, but at the end many had difficulty, and some left the

profession in despair of ever being able to earn their livings in the work for which they had been trained. In a few cases, half-finished dissertations were abandoned, to the intense intellectual frustration of both authors and directors. National newspapers carried anecdotes about Ph.D.'s in literature or physics who were driving taxis or working as salesmen. (In fact, many more re-tooled themselves handsomely by going to law school or studying international business.) It became evident to everyone that we had trained too many people during the boom period; for that, I think, the national government bears the main responsibility, with its lack of foresight, but it must be said that academic people had given no useful advice in the matter.

Soon, of course, there were many fewer applicants for graduate study in our field, particularly for doctoral work. Members of the doctoral faculty⁴⁷ had the melancholy consolation of having much less dissertation work to do. Thus, although I recall a moment when three people were handing me dissertation chapters, by the time I retired I had not directed a dissertation for several years. We had also to reduce the number of graduate seminars given, and most of us went back to doing one second-year language class each term.

College funds for graduate assistants and other part-time teaching staff were also to shrink. During my chairmanship, 1972-75, there had always been more than enough money to hire teachers to do every class for which students could be found, and I actually turned funds back to the Dean at the end of each year. We could always spare two or three regular faculty members a term to teach in the Honors College, or in some other interdisciplinary program.

The spirit and ambiance of our department in the Sixties were not altered just by economic troubles but also by very grievous losses of personnel. During the period of the favorable job market, offers from other institutions came to a number of our established people as well as to new Ph.D.'s and junior faculty, and several accepted them. The first grave loss came in 1966, when J.S. Brushwood, virtually the father of the new united department, took an endowed chair at Kansas. In 1970 my contemporaries and close friends Martin Stabb and Herbert Gershman accepted a chairmanship at Pennsylvania State and a professorship at Washington University. The loss of Professor Brushwood was felt so severely that we were allowed to replace him immediately with another well-established full professor in Latin-American literature. This was Boyd Carter, whose wit and powerful individuality were to flavor departmental proceedings for nine years till his retirement in 1976. By 1970, times were a bit harder and it was not possible to replace Professors Stabb or Gershman at the same rank, or even immediately, although eventually we did acquire people to take care of the main Latin-American specialties of Professor Stabb, and after a few years Allen Thiher became our specialist in twentieth-century French literature. During these years several other new long-term people were hired to replace departing junior staff members. Daniel Scroggins came for Latin-American literature in 1969. Harold Jones and Howard Mancing were new specialists in Spanish medieval and Golden Age literature respectively (1968 and 1970). Benjamin Honeycutt became the new French medievalist in 1970, and James Wallace the new French nineteenth-century specialist in 1971. All of these people except Professors Carter, Jones, and Mancing are still here in 1995.

During most of the era of prosperity arrangements for departmental governance were informal. Many decisions were made by consensus of senior staff, although hiring, tenure, and promotion questions were already handled by formal departmental votes in accordance with the principles of the A.A.U.P. In 1968 we created a formal Executive Council, made up of all full professors, to advise the chair on raises and other personnel matters. As I have indicated earlier, the choice of chairmen was still made essentially by the senior staff, with, of course, the approval of the Dean. It was generally considered that everyone had a duty to do a term in the office as his or her time came in the general order of seniority. Martin Stabb served under this system from 1962 to 1965, Herbert Gershman from 1965 to 1968, Kernan Whitworth from 1968 to 1972, and I from 1972 to 1975. There had been a referendum at the beginning of my term, but I was essentially taking my turn in the unofficial but predictable list of succession. In the late Seventies, the Eighties, and the early Nineties, however, the mood was to be all for codification and the guarantee of due process for all departmental decisions. Most of our junior people had been students during the activist Sixties, and they were wary of any appearance of a privileged senior establishment. Things were about to become a great deal more formal.

In concluding my nostalgic recollection of this period of Romance Language history (which corresponds, perhaps suspiciously, to that of my own youthful vigor and optimism), I will mention another, more subjective reason for seeing it as a Silver Age. Faculty morale was high, and interpersonal relations were easy and confident. Our field, and the University, seemed destined to prosper more and more, and everyone was pleased at his or her choice of profession. On another plane, there existed what I now recognize to have been a truly exceptional harmony between generations and among colleagues generally. We had differences of opinion, of course, most notably on questions of tenure and promotion, as scholarly requirements rose steadily, but there were no permanent factions, and, most importantly, there was no basic mistrust of one age group for another. We younger people had absolutely no sense of needing to challenge and defeat our elders in order to make our marks or obtain justice. On the contrary, we had frequent evidence that the older people were promoting our interests and encouraging our progress up the scholarly ladder. Much of this mutual trust and encouragement was due to the examples of the two Spanish professors who had come in the 1940's and who had been the first chairmen of the new united department: J.S. Brushwood and Albert Brent. Professor Brushwood in particular took a persistent interest in the research of assistant professors and made it plain he hoped that their scholarship would prosper. Newcomers simply followed the example of the older professors and integrated themselves into the trustful ambience. It was understood that the professional success of individual faculty members would redound to the success of us all. This sensible attitude is much rarer than it ought to be in academic units, and when it does prevail, it is worth preserving at almost any cost. Graduate students benefit along with faculty when collegial trust exists--and suffer horribly when it is gone. During this Silver Age the Graduate Students had shared the faculty optimism about the future of our fields and participated in our various intellectual passions. They were a bright, hard-working lot, and there existed among them, it seems to me now, a really remarkable cordiality and esprit de corps. It is very painful to remember that some of them later had to face an unfriendly job market.

Reallocation, Codification, and Deconstruction
1975-1992

When Margaret Peden became chair in 1975 we were still accustomed to a pattern of academic growth and general improvement, but economic conditions for the university and for our discipline in particular had in fact entered into a period of deterioration that was to last until the late 1980's. Annual increases in the legislature's appropriations became smaller, and in our fields the job market grew to be more and more unfavorable. Harder times were felt in various ways. We found it much less easy, first, to recruit good graduate students. Then, with the shortage of doctoral candidates, especially in French, it was more difficult to argue for new faculty, or even replacements, in our various scholarly fields (although, of course, we continued to do so). At the same time, with the depressed national market, there were fewer outside offers to our people, and we had less turnover in regular faculty.

Because of the decline in graduate enrollment, we could no longer offer the same number of advanced, literature courses each term, and most graduate faculty now had to teach at least one middle-level language course, after having done virtually their whole load in literary courses during the boom. The decrease in the number of French and Spanish doctoral students was catastrophic for advanced study in our two smaller language programs, which had depended upon those doing Italian or Portuguese minors for at least half the enrollment in their literary classes. Italian's loss was even greater when during one of the many long range planning and reallocation exercises of the period, its struggling B. A. program was offered up as a public demonstration of cost cutting.⁴⁸ Austerity led as well to stricter requirements for the size of all classes, and we had to cancel some that did not attract a minimum number of students. More often, we just did not schedule courses, especially advanced ones, that might not "make."

There was also, of course, less money for faculty raises, and, on a couple of occasions, no raise at all. Often the average increase scarcely covered the rise in cost of living--a scandalous state of affairs for those of us who started our careers in better times. Competition for the shrinking raise funds naturally grew fiercer both within and outside the department. The occasional campus or college requirement that departments choose a few people for "merit raises," with its implication that the remaining staff had no merit, was pernicious for collegial relations.

A final, only superficially less important, result of hard times has been a great relative decrease in funds available for library book purchases. The deterioration has been a national phenomenon, but here it is made worse by a concurrent decline of faculty influence over library policy. The old faculty library committee (now diluted with student and staff members) had to relinquish most of its control over the budget to a committee of librarians, and the humanities, particularly the historical disciplines, have lost ground in the general process. Moreover, a number of administrators, including, it is said, our current president, believe that books are becoming less

important for research and that more resources should be put into computers and other new "information" technology. The result of all this is not only that we can no longer try to keep respectable collections in all the main Romance literary and linguistic fields, as it was once our ambition to do, but that individual faculty members can sometimes not even acquire all the new things needed for their own research. Large scale retrospective buying is virtually impossible, and faculty are asked every couple of years to choose journals for cancellation.

The decline in our material prosperity has been accompanied paradoxically by a rise in the scholarly production of individual faculty members and perhaps by an enhanced scholarly reputation of the department, although the fact that increased publication has been a national phenomenon makes it uncertain whether our relative position is higher than before. It is a rare year, however, when there are not several new faculty books, and articles are very numerous indeed. The department is home to a scholarly journal, the *Afro-Hispanic Review*, we have a scholarly conference each spring (planned by our enterprising graduate students), and a number of our faculty hold important jobs in national organizations. Several members of the department faculty have been chosen at different times to hold for a term one of the new endowed Middlebush chairs.

The most palpable result of increased research and writing, and of the change in the national "market," was a marked raising of the requirements for tenure and promotion. Much more, at least in measurable quantity, is now expected of young faculty, who, after facing fierce competition to get their first jobs, then have a very hard row to hoe for tenure. When I was an assistant professor in the early sixties, three or four articles, often brief ones, were usually sufficient "demonstration of scholarly promise," provided one had a good reputation in teaching and service, the other two areas of the academic trinity. Now one is often expected to do a book (along with a larger number of articles) while still an assistant professor. Thirty years ago, a single solid book was often enough for promotion to full professor, provided that other accomplishments were respectable; now several are expected. Moreover, there is a disturbing and potentially pernicious new tendency to draw sharp, almost mathematical distinctions between different kinds of books and different scholarly journals. This development is part of a general trend toward quantification of faculty achievement that involves not only research but also teaching. Student teaching evaluation forms were introduced some twenty years ago, and eventually became compulsory for all courses, at least in Romance Languages⁴⁹. The forms, more or less standardized for different kinds of courses, became scientific proof of professional worth in the eyes of some faculty (usually those who got high scores), and a degrading kind of Nielsen ratings in the eyes of others (often those who got lower scores). Reliance on the forms grew throughout the College, and reluctant departments were pressured by the Dean's Personnel Committee and its successor the Tenure and Promotion Committee to follow the example of progressive ones like Romance Languages, which had led the way in this kind of development. At times there were serious attempts to reduce all evaluation forms to a number scale, so that each faculty member in the College could have an apparently scientific rating of his value as a teacher. Fortunately such a system proved too difficult to devise, and there was also increasingly courageous opposition by people alarmed at the anti-humane nature of the quantifying tendency. Our department, however, set up in the

late seventies a numerical scheme for its new Advisory Council's rating of individual faculty achievement and worth. Votes of Council members on colleagues' teaching, research, and service were combined in the ratio of 40-40-20 to produce a single numerical rating for achievement in one year, and it became possible thus to establish a descending numerical scale of all faculty in the department. This scale, although derived from individual subjective judgments, came to represent in some eyes a quasi-scientific analysis of value. For years it was known in its totality only to the chairman, and in its majority only to Council members, but I understand that now individual faculty members are apprised of their numerical rank within the department, and invited to come argue with the Council about it. Of course, there have always been differences in individual raises, particularly at Missouri, which has no salary scale tied to rank and seniority, but the new diligent reduction of individual differences to a numerical pattern does seem to be especially at odds with the old ideal of academic collegiality.

Untenured faculty thus lead a more stressful existence than in the past, having to worry not only about making a substantial start to a career in scholarly publication but also about maintaining a high level of student satisfaction, and ultimately, about their yearly rankings. On the positive side, it is probable that the increased pressure for research has imposed habits of industry on some people who might have been tempted to let their scholarly work slide, and the reliance on teaching evaluations may have obliged some disorganized teachers to put order into their course plans. On the negative side, people have undoubtedly sometimes rushed into print with studies that needed a longer period of gestation, and, in teaching, some of us would say, there has been hesitation to demand a great deal of work from students, or to displease them, even temporarily, in any other way.

Partly because the chairman selection process had not gone smoothly in 1975, but more fundamentally because of discontent with the new austerity and a growing faith in formal rules, the department decided in 1977 to adopt a written constitution. That spring a committee of three people chaired by Albert Brent presented a draft which, after great discussion and much amending, was eventually adopted. The new by-laws provided most notably for making public the results of all referenda on changes of chairmanship (which the dean, in his legal rights, can never recognize as elections), and for the annual election of a new Advisory Council to deal with personnel matters. The old Executive Council of full professors, seen as a vestige of feudalism, was abolished. The new system has probably brought more democracy to the conduct of departmental affairs, but may arguably not have brought more harmony, because its annual elections have inevitably led to some politicization of collegial relations.

The whole codifying and legalizing development is one in which our department has been in the vanguard for the College, although we have perhaps now been passed in that tendency by English, for whom our formal polity was originally a model. Relations between the chairman and individual faculty members are particularly well formalized. The head must now write annually to each untenured assistant professor to assess his or her performance of duties, keeping always in mind that if tenure is not granted, such letters may be scrutinized by lawyers to make sure no unjustified hope had been given. Fortunately, it is not yet required to write

similar letters to senior colleagues. Even if the chair had a byzantine mastery of obfuscatory prose, that practice would certainly lead to many hard feelings.

The new procedures for choosing a chairman, or, rather, for recommending one to the Dean, were first used in 1977. Howard Mancing became the chair, and the first Advisory Council was elected. In 1980, the chairmanship passed to Edward Mullen, who served two terms, until 1986. Margaret Paula Sommers served until 1989 and then, after a third term by Professor Mullen, began a new one herself in 1992. The job had been made more attractive in the early seventies when Dean Armon Yanders succeeded in getting eleven-month appointments, with increased pay, for his chairmen. The Director of Graduate Studies, who is also elected under the new system, receives, however, no reward beyond that of a reduced teaching load, and it is usually hard to find willing candidates for that very heavy job. The Associate Chairmen, who handle course scheduling for the the major language which is not that of the chairman, also receive some reduction of teaching load. They, too, are formally elected, but in practice are chosen by the incoming chair, with the faculty retaining a theoretical right of veto on the choice.

Things have not always gone well in the referenda and elections, for there have been not just differences of opinion but much personal resentment. In the present political climate, however, there can be no question of going back to the old system of governance based on seniority.

Among the various questions argued repeatedly in department meetings of the last 20 years, that of teaching loads has been one of the touchiest. When I came, virtually everyone taught 11 hours, one five-hour freshman language course and two more advanced three-hour courses. Toward the end of the *ancien régime*, based on seniority, loads had been made to depend upon rank. Full professors had been given a reduced assignment of two courses per term (although people, no longer active in scholarly research, had conscientiously declined the reduction). Then, after the advent of the constitution, load was made to depend upon a combination of rank and membership on the new doctoral faculty. Some effort was made to lighten the teaching assignments of the ever more hard-pressed assistant professors, at least by a periodic reduction. The general subject of course loads is still one of great concern and is often discussed. Advocates of further reduction point to departments in the sciences whose members teach far less than we, but periodic agitations in the legislature about college professors who do not work enough discourage any new moves in that direction.

The nature of scholarship in our fields has changed a great deal in the last twenty years, at Missouri as well as nationally and internationally. The main impetus for these changes has come from France, which now has an enormous international influence in critical theory, after having lost much of its leadership in the novel and other creative genres.⁵⁰ The names of Roland Barthes, Michel Foucault, Gérard Genette, Jacques Derrida, Jacques Lacan (whose various ideas are not always mutually compatible) are well known to scholars in various literatures, including our colleagues here in English and German. For old-fashioned francophiles, any satisfaction at the new area of French prestige may be tempered by a perception that much of the new theory has more to do with the social sciences than with the

humanities, and that it is occasionally outright anti-humanistic, as when some critics, or their over-eager disciples, state that rationalism and humanism themselves were devised by the bourgeoisie to pull the wool over the eyes of the oppressed classes.⁵¹ The male bourgeoisie, of course, since women of even that social class have at least an honorary status as *opprimées*. Old-fashioned francophiles are also alarmed at the growth of jargon and the passing of the national ideal of clarity (which can also be denounced as a self-serving bourgeois myth). It is certain that Rivarol could no longer say "Ce qui n'est pas clair, n'est pas français."

Like many revolutionaries, including the leaders of the civil insurrections ("les Événements") of 1968, the new critics often seemed more interested in talking than in listening, or, more properly, in writing rather than reading. A few pages of literary text could give rise to hundreds of pages of commentary, and the published output of some critics has been astounding—and a cause for academic dismay, since keeping up with even the most prominent ones has meant a nearly full-time commitment.⁵²

Despite the decreased faculty mobility in the late 1970's and the 1980's, there were enough departures and retirements, with replacements, to bring about a great turnover in department personnel. Thus, in peninsular Spanish, Harold Jones and Howard Mancing left during the eighties, while Albert Brent, Vern Williamsen, and Daniel Gulstad retired. William Shoemaker, who had finished an earlier career at Illinois before giving us several years as a distinguished Visiting Professor in nineteenth-century Spanish literature, took his definitive retirement in 1980. Frances Maupin, who had taught and supervised a variety of middle-level Spanish language courses during a career of nearly 40 years, retired in the late Seventies. Latin-American studies lost Margaret Peden to retirement at the end of the Eighties, and René Campos left two years later. John Howie, Kernan Whitworth, Simone Parks, Richard Dixon, and I retired in French, and Donna Kuizenga, who had been here since 1974, left in the late Eighties. Ebion De Lima retired in 1986 after many years as our man in Portuguese. Italian lost all the people it had had in the seventies and early eighties, including Wallace Craft, Anthony De Bellis, Mary Ricciardi, and myself.⁵³

Austerity notwithstanding, there was a compensating influx of new staff in virtually all scholarly fields. Peninsular Spanish gained Michael Ugarte in 1979, Anna Rueda in 1985, and Henry Sullivan in 1989. Latin-American recruited Madelena García-Pinto in 1980, Marvin Lewis in 1986, and Juanamaria Cordones-Cook in 1989. The French faculty replaced its losses with Mary Joe Muratore (1983), Flore Zéphir (1988), Béa Gallimore (1990), and Marie-Magdeleine Chirol (1991). Glenn Pierce came as a new full-time member of the Italian staff in 1985, and Pedro Fonseca became the new Portuguese man in 1992. In the three years since that year, the term of this study, there have been further additions to the staff.

In the short run the composition of a large departmental faculty may seem to young teachers nearly fixed, and large changes can scarcely be imagined, but in the long run all teachers are replaced—unless their positions are abolished. For several years before I retired in 1992, I no longer had a single colleague from among those who had hired me in 1958. Nor were there any remaining college or campus administrators from that time. During the the last two and a half decades of changes

in teaching personnel, in chairmen, and in college and campus officers, however, our department has possessed one element of continuity and stability in the person of our chief administrative officer, Ms. Barbara Blunt. Hired as a beginning and green secretary by Martin Stabb in 1967,⁵⁴ she has progressed in knowledge of clerical procedures and human psychology to the post of administrative associate. She has had to assimilate many changes in college and campus procedure (usually tending toward greater complexity), and has witnessed technological progress from the manual typewriter to the electric one and on to the computer. She has had to adapt to the eccentricities of nearly a dozen different holders of the chairmanship (as they have also had to adapt to hers). Unlike a former clerical head in another Humanities department, who was said to have a nervous breakdown every time a new chair took office, Barbara has generally managed to weather all storms with superficial composure, although not, perhaps, without some grinding of teeth, and certainly not without the formation of pronounced private opinions. If she were writing this history instead of me, it would perhaps be a great deal more colorful.

While the traditional departmental fields of scholarship have survived, detailed subject matter has changed a great deal, alongside the development of new critical approaches. The latter have often entailed the study of minor, "non-masterpiece" literary works that are seen to have special social significance. The department's involvement in interdisciplinary studies has remained very high, but the nature of those studies is now often different. Medieval and Renaissance studies, in which we have long been campus leaders, remain strong, and the department still provides at least its share of crack teachers for the four-semester Honors Humanities sequence, but the interests of young scholars in the former are somewhat more in line with social history than with intellectual, and the Humanities staff have altered the canon of their curriculum to bring in more women writers and more *contestataires*. Linguistics, for which we once provided a core of scholars, has declined dramatically within the department as well as throughout the College. We are, on the other hand, leaders now in two new interdisciplinary fields: Black studies and women studies. With Marvin Lewis, Edward Mullen, Flore Zéphir, and Béa Gallimore, we are a real national center for Romance work in the first field and are also, as noted earlier, the home of a national journal. Women studies remain strong, despite the departure of fierce early champion Donna Kuizenga, and Madalena Garcia-Pinto is the current campus director. Another department member, Michael Ugarte, has been the chairman for Peace Studies.

Foreign travel has become much easier, both for faculty and for students. Although we have never gathered enough steam to establish junior years abroad in any of the Romance countries, we have had successful summer study programs in France, Spain, and Mexico for several years. For each program, one of our own faculty recruits students and then supervises their work while abroad. Since the Seventies, we and several other departments in the College have also participated in a very rewarding exchange program with the Universität Saarlands in Saarbrücken, Germany. Most of the students we send over there are, understandably, German majors, and those who come to us from there are generally most interested in studying American literature or history, but we have had a most stimulating exchange of Romance faculty. Uwe Dettloff, Helmut Schwartz, and Jochen Schlobach have spent a year each teaching our advanced French majors and graduate students here,

while Donna Kuizenga, Allen Thiher, and I have taught there. The reward in cross-fertilization is very great. The students on both sides are generally delighted at the novelty of having a foreign professor (although the most narrowly career-minded may among them not be eager to do their hardest work for someone who is not going to sit on their exams for the degree), and the faculty have their views broadened by seeing how *Romanistik* is handled in another culture.

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No account of changes in our department would be complete without some attention to progress in clerical and "informational" technology. During the first half century of the university's life, virtually all formal communications among faculty and administrative officers, as well as between faculty and students, was written out in longhand, with printing being reserved for very important documents and standardized forms. Examinations were written on the blackboard, as was still done in the public schools of my youth. Many teachers and future teachers prided themselves on their calligraphy, and some beautiful hands can be seen in the university archives. Formal research papers, as well as theses, were written out with extreme care and sent to learned journals in that form. If I may judge from my acquaintance with the archives and with the professorial correspondences in the Western Historical Manuscripts, the typewriter arrived on campus in the 1890's. It was probably confined at first to the offices of high administrative personages, such as President Jesse, and then extended to department heads, while a few enterprising faculty members, such as the Assistant Professor of Romance Languages who complained about President Jesse's promotion policy in 1902,⁵⁵ bought their own. By the time I entered the profession, virtually everyone owned a manual machine, either a heavy upright or a lighter portable, and a few were made available in faculty offices, two for the five regular staff in French, as I recall. Several years later, the first electric typewriters were given to secretaries, and then to faculty. We all got our own such machines, to keep in our private offices, in the 1970's. This was great munificence, and people were saying that the secretaries would not have enough work to do anymore since teachers could make their own perfect copies of exams, letters, and research papers. The same premature prediction was made again in the late 1980's, when Dean Milton Glick suddenly gave every regular faculty member in the College a Macintosh computer, with access to a WordPerfect word processing program. Some of us already had our own computers and word processing at home, and for a short time a communal IBM machine had also been available to a few adventuresome faculty members in the department, with Daniel Scroggins serving as resident expert. Those of us used to doing word processing at home usually had IBM's as well, and adjusting to the Macintoshes, with their unpleasant little mice, was a difficult experience, again guided by Daniel Scroggins. There is no doubt that the physical production of examinations, letters, research papers, and books has become much less burdensome and time consuming than in the past. Just as, however, some old-fashioned French *bourgeois* say that electric household appliances are less useful than a *bonne à tout faire*, a few old-fashioned scholars would rather have unlimited access to a secretary than a computer.⁵⁶

In the area of copying, progress has been just as striking. At first handwritten copies had to be made of important correspondence and other papers. Carbon paper must have made its appearance soon after the typewriter, and it was around for a very long time. Some of us can remember what a bother it was to use the stuff, particularly for long papers requiring two or three copies. For making more numerous copies, the hectograph and mimeograph became common between the two wars. I had a toy hectograph as a boy and considered it to be a marvel of technology. The mimeograph was better for heavy-duty work and was used in the department for exams and class hand-outs until a decade or two ago. There was always some disagreement about whether faculty members should have to cut their own stencils or could get that done by the secretaries. Today's ditto machine, used for the most ordinary copying, is a descendant of the mimeograph. It is apparently easier to operate but turns out much less readable work. The preparation of more important copies, or those in smaller numbers, has, however, been made far more convenient, if a little more expensive, by the popular distribution of the xerox machine. The department has owned one for a number of years and has used it heavily, although, in the interest of economy, it has never been made freely available to the faculty as in some other departments. The presence of such machines in our library, and in others, has altered the practice of library research, since very important passages can be xeroxed instead of copied out by longhand (except, of course, in the cases of rare books and manuscripts). The change may not have been wholly good, since xeroxers usually have not digested their material so well as if they had been obliged to take detailed notes. There is, however, great satisfaction in being able to build up a specialized collection of xeroxed material that can be kept in one's study.

Bibliographical research is also rapidly being changed, except for older material, as the MLA computerized bibliography replaces the annual published volumes. Our library has even stopped buying the latter. The new way of searching is far from being more convenient in all respects, just as the computerized record of library holdings is often less handy than the old card catalog, but there is clearly no turning back. One day, we are told, it will be possible to call up rare books and journals from the Library of Congress on one's personal computer, and perhaps even print them out. That would be a vast improvement over our present torpid interlibrary loan system, but less fun than travelling to great libraries in this country and abroad.

Research is thus somewhat easier than it was years ago (especially if one factors in increased possibilities of foreign travel), and getting final copy ready for journals and presses is far less trouble. Teaching has also been affected by advances in technology, although not altered so radically as some communications experts like to think. Our early leader Raymond Weeks had been a pioneer in the field of phonetics, working with primitive recording machines at the Sorbonne, and he established an enduring interest in that science here.⁵⁷ When I came, Bredelle Jesse was teaching a strong upper-level course in French phonetics that was required of all undergraduate majors and many graduate students. By then, however, there was also a rather rudimentary language laboratory, set up across from the French office on the third floor of Jesse Hall, and supervised with vast expenditure of effort by Martin Stabb. In 1961, when we moved to the new Arts and Science Building, a more elaborate lab was set up in the basement, first supervised by Richard Dixon and then removed from control of the language departments under the ambitious and

misleading new name of Learning Center. There have been several improvements of equipment since. In general the very high expectations first inspired by language labs have been disappointed, mainly because of the essentially boring nature of listening reverently through a headphone for long periods of time. The most motivated students have, however, drawn profit from them. Moreover, the laboratory now offers foreign language videotapes as well, and these have had far more success with students who were brought up on television. Some teaching now also takes place on computer screens, as programs to impart verb forms and syntax are devised. It was thought that students who had been fascinated by computer games would also take pleasure in computerized language lessons. Whether that expectation has proved true I do not know.

Finally in this chronicle of technological progress, one must note a big change in the ease and frequency of communication with distant colleagues and publishers. Mail within this country and to and from Europe has actually slowed down during my career, if one excepts the various express services, but that decline has been more than compensated for by a greater use of the telephone and newer means of communication. We acquired individual telephones on moving to Arts and Science Building in 1961. That made interdepartmental conversations much more frequent (while not cutting down on the number of memos). In the 70's, we were given access to Watts lines for long distance calls. Soon the lines were overcrowded, and restrictions had to be imposed, but long distance conversations are still far more frequent than before, and written correspondence for professional purposes is lighter. At least mailed correspondence is lighter; just before I retired, a few people began using the E Mail, or Internet, for cost-free chats with colleagues both at home and abroad. Soon our department will doubtless also have its own Fax machine (not cost-free) for the transmission of scholarly papers and important documents.⁵⁸

All these technological changes have altered professors' daily lives very much on the surface but have not revolutionized the nature of our disciplines. Learning a foreign language is still a major undertaking, requiring lots of patient work, and, although new critical methods may seem to offer sudden understanding of difficult things, there is no short cut to a wide and sophisticated acquaintance with a great literature.

It would be unprofitable to try to summarize this history in a concluding paragraph, and foolish to try to make precise predictions for the future. There is comfort in thinking that because our languages have been the medium for great literatures there will always be a significant place for our work in universities, but that would be reckoning without changes in political realities and human tastes. The intrinsic values of Greek and Latin literatures have not kept the profession of classicist from giving up a tremendous amount of ground since 1843. In the time of my own experience at Missouri, French has lost a good deal of importance in relation to Spanish. Just after the War, it was universally stronger in the East, Southeast, and Northwest, while Spanish had recently become dominant in the Southwest and southern California. Here they were just about equal in number of students and faculty. Now, the burgeoning population in Latin America, and the huge immigration from Cuba, Puerto Rico, and Mexico have combined with the reduced political importance of France to make the Spanish side of the department grow to be

considerably larger than the French. Professor Warshaw, who suffered so bitterly from the culturally superior attitudes of French colleagues, might now be rubbing his hands in glee. Italian, which had never benefited from political considerations, has held its own, while Portuguese has profited from the increased importance of Brazil. These changes have not been decided by a weighing of the relative merits of Racine, Cervantes, Dante, and Camoens, but by social and political factors. Now the new emphasis on multiculturalism, superficially favorable to language study, threatens to reduce the study of all the cultures and literatures of Western civilization. French, Spanish, and Portuguese language study may, however, benefit from the fact that Haiti, Francophone Africa, and Latin America are classified as belonging to the Third World. At any rate, it would be impossible for graduate students or new faculty members to foresee what our profession will be like at the end of their careers. Changes will doubtless be greater and come faster than during mine.

Notes

ABBREVIATIONS:

- UA = University of Missouri Archives (Lewis Hall)
WHMss = Western Historical Manuscripts Collection (Ellis Library)

1. Instruction during the first three or four years of the university's official existence was actually carried out by the teachers of the old Columbia College, on Fourth Street.
2. See the *Annual Report and Catalog* for 1843-44, kept in the University Archives, Columbia. These annual publications usually reported on the activities and graduations of one academic year and announced the courses for the next.
3. See President W.W. Hudson's report to the Board, dated July 1, 1857. Board of Curators Papers (UA), Box 1, folder 16.
4. Curators' Papers (UA), Box 1, folder 16, p. 13.
5. Letter to the board dated from Washington April 28, 1860, in Curators' Papers (UA), Box 1, Folder 18A. The underlining is Mr. Wilkinson's.
6. In point of fact, the Board and faculty were not all champions of slavery, although the first President, Hiram Lathrop, seems to have been forced out because of his lack of appreciation for that institution, and he had been replaced by a fiery apologist for slavery, James Shannon. See the chapter "Sectionalism and Sectarianism," in Jonas Viles et al., *The University of Missouri: A Centennial History 1839-1939* (Columbia: University of Missouri Press, 1939), pp. 52-78.
7. Letter dated June 26, 1860, Curators' Papers (UA), Box 1, File 18A.
8. See Frank Stephens, *A History of the University of Missouri* (Columbia: Univ. of Missouri Press, 1962), pp. 252-253.
9. 1895 Letter from Gardiner Lathrop, Curators' Papers (UA), box 9, folder 4A.
10. See the "Report of the Committee on the Reorganization and Enlargement of the University of the State of Missouri, Presented to the Board of Curators, at their Meeting, December 20, 1870," p. 3. Daniel Read Papers (WHMss, shelf mark 153), folder 1.

15. 11. "Report of the Committee on the Reorganization ..." (note 10 above), p. 15.

12. Letter from Paris dated August 26, 1878, Curators' Papers (UA), Box 4, folder 3A.

13. Most of the general information about his life, as distinguished from that concerning his career at the university, is taken from a short biographical sketch presented by his son Paul S. Blackwell to the Western Historical Manuscripts Collection (shelf no. 995, vol. VIII, folder 166).

14. In the biographical sketch cited in 13 above.

15. 1866 university catalog (UA), p. 77.

16. Report from the Board to the Governor, university catalogue of 1891-92 (UA), p. 11. The naïve wording of the observation about the importance of teachers must have struck faculty of that time, as it does us, as an arrogant, or at best insensitive, understatement.

17. Papers of the Executive Committee, Board of Curators (UA), Box 3, folder 3; Warren Browne, *Titan vs. Taboo: The Life of William Benjamin Smith* (Tucson, Arizona: The Diogenes Press, pp. 55-57; and Charles J. Peterson, unpub. typescript entitled "Visionary and Dangerous Genius: the Life and Career of the Unparalleled Thomas Jefferson See," pp. 15-23. I am indebted to the author for permission to consult the last work. See also Viles, *Centennial History*, pp. 181-182.

18. See "Hancock vs. Blackwell," and "Courtney vs. Blackwell," in *Reports of Cases Determined in the Supreme Court of Missouri*, vol. CXXXIX, pp. 440-456; and vol. CL, pp. 245-282, respectively.

19. Papers of the Board's Executive Committee (UA), Box 3, folder 12.

20. Papers of the Board of Curators (UA), Box 9, folder 8A.

21. Raymond Weeks Papers, WHMss (shelf mark 1045), Box 1, folder 23.

22. M. U. President's Office Papers, UA (shelf mark 2582), folder 5029. In the margin next to Weeks' remark about the poverty in books, President Jesse has made the notation "1000" --no doubt an exceptionally munificent departmental allotment.

23. It is possible that some language teacher may earlier have been granted an M.A. for professional achievement, rather than for graduate study. In the early decades of the University, such honorary M.A.'s were sometimes given to graduates in recognition of their having practiced a learned profession for at least three years.

24. In a letter of February 18, 1908, President Eliot thanked him for "aiding many Harvard men to get important places of influence in the University of Missouri." Weeks Papers (WHMss), folder 45. Another paragraph of the letter implies that Weeks had complained about the influence of Johns Hopkins graduates at Missouri.

25. Weeks Papers, folder 31.

26. Letter of Ralph Emerson Bassett, dated October 15, 1902, Weeks Papers (WHMss), folder 30.

27. Letter of December 12, 1899, Weeks Papers, folder 27.

28. Letter of July 14, 1899, Weeks Papers, folder 27.

29. For these discussions, see the Weeks Papers, folders 45-46.

30. Chateaubriand's *Atala* and *René*, and Eugène Fromentin's *Dominique*.

31. In letters to me, 1991-1993.

32. See a collective departmental letter to Dean Tisdell dated April 21, 1925, in the Jacob Warshaw Papers (WHMss, shelf no. 36), folder 501.

33. See folders 495-496 of the Warshaw Papers.

34. See his article "Spanish Scholarship and Science," *Hispania*, vol. IX (1926), pp. 69-85, in which he charged (p. 85) that "a conspiracy of silence and depreciation [had] obscured the scholarly and scientific achievements of Spaniards."

35. The young man was Russell Giffin, a French medievalist and Italianist, who was to teach here till retirement in 1970.

36. Letter to Mr. Willis Burner, dated February 17, 1925, Warshaw Papers, folder 498.

37. When Professor Fess wrote to the Dean on January 17, 1945, asking to be considered for promotion, he stated that "For some time I have been about the only man in modern foreign languages doing research....," but he mentioned his personal record in creative writing as well as his scholarly one. M.U. Arts and Science Deans' Papers, (WHMss, shelf mark 28), folder 245.

38. Mrs. Esther Hepple, one of his last graduate students, remembers that in the final months of his life, his seminar met at his home on Stewart Road.

39. See his letter to Professor Mildred Johnson, dated July 27, 1953, in the collection of Arts & Science Dean's Papers (WHMss, shelf mark 3406).

40. Complicated and hotly contested changes were later made to this arrangement, after the institution of a university doctoral faculty in 1974 and the codification of departmental polity in 1977.

41. A trivial but pleasant by-product of our first Institute in 1959 was a *breuvage* later known as "Institute Punch." This potion, consisting of equal parts of soda water, dry white wine, and cognac, was introduced by Stubbs and Caroline Brushwood at an entertainment for Institute faculty and students. It knew immediate success and was served for a number of years afterward at official departmental entertainments. The custom has, however, long been in disuse and only a few old-timers remember the dry delights of the mixture.

42. Those of us in good standing always received merit raises well in excess of rises in the cost of living; moreover, we were told about them in April, rather than in late summer!

43. It was at this time that the new term A.B.D. was coined to describe such people at the M.L.A. job market.

44. Not everyone was happy with with this emphasis on spending for books; there was a widespread opinion that more money should have gone to raises for incumbent librarians and the hiring of new ones. After the retirement of Director Ralph Parker, whose views generally coincided with those of the faculty committee, the latter clashed with his successor and then, with the decreasing prosperity of our university (and others), accompanied by a publication explosion, lost much of its influence over library policies.

45. In order to give more experience in oral comprehension, for several semesters we experimented with bringing all the sections together once a week to hear a lecture in French.

46. The Curators and the legislature were enraged by all this, with the result that the former acted impetuously, and without due process, to dock the pay of the striking sociologists. In turn, the American Association of University Professors placed Missouri on its censured list, and it was a number of years before Vice President Melvyn George was able to get us restored to favor.

47. This was a new term. It was paradoxically just as doctoral candidates became scarcer, at least in the humanities and the hard sciences, that the university formalized and raised its standards for the qualification of dissertation supervisor. The new Doctoral Faculty was created in 1974, with rather specific requirements of continuing scholarly publication for membership. It still exists today, although the requirements have been somewhat relaxed. There has no doubt been some beneficent influence in the promotion of faculty research, but at the beginning there was a great deal of hard feeling as some long-time dissertation supervisors became disqualified.

48. Since then, provosts and deans have taken many occasions to point to this sacrifice as an example of their having the courage to eliminate a program. Friends seeing the periodic reports of this cut in the newspapers have often assumed no Italian courses were offered any more at all, and I have been able to reassure them that we still maintain a modest curriculum in the language, as had been done for nearly 80 years before the B.A. was established.

49. Not long before my retirement, the rule was relaxed somewhat, notably for small graduate literature courses, where the use of the forms was particularly embarrassing both for students and for faculty.

50. In my undergraduate days the so-called Existentialist novelists and playwrights, including not just Sartre but also Camus and Malraux, exerted enormous international influence, particularly upon young people. A little later, the *nouveau roman* and the Theatre of the Absurd (neither of which was completely unrelated to Existentialist theory) were widely emulated, the former with really remarkable success in Latin America. Now the foreign public hears relatively little about contemporary France's novelists, playwrights, or even poets, but its theoretical critics have more prestige abroad than any compatriot since Boileau in the seventeenth century.

51. Sartre, it is true, sometimes implied nearly the same thing in "Qu'est-ce que la littérature?" (1947), but his own thought was so obviously the product of humanistic education that one hardly paid attention.

52. Here, too, the Sartre of later years was a precursor, taking several volumes of *L'Idiot de la famille* to reach the year 1857 in his biography of Flaubert. He and others with similar tendencies toward prolixity might have profited by posing to themselves the question "Pour qui écrivez-vous?" recommended in *Qu'est-ce que la littérature?*

53. In addition to these losses of long-term people, all four languages also saw the departure of other people who had stayed for a shorter time.

54. I have promised not to reveal the nickname he had for her at that time.

55. See note 26 above.

56. Until recently, a senior colleague--one of our most productive in publications--resisted learning to type, much less to use a computer. Whether he has been able to maintain that pure record to this day, I do not know.

57. In his 1896 report to President Jesse, he had pled for money to set up on campus what would be the first such laboratory in America: "We are supposed to be a practical nation. Here is a most excellent opportunity to preempt a desirable field." Letter dated October 27, 1896, MU Presidential Papers, folder 5929.

58. Last year I received proofs of a book by fax and returned them in corrected form all the way to Germany. They were messy and not easy to work with, but doubtless there will be improvements.

APPENDIX A

Full-time Faculty, 1843-1992

*ABERT, A.M. (Professor of English): French and German, 1871-72
AHERN, John: Italian, 1975-1977
ARMSTRONG, Argentina Quesada: Spanish, 1946-1960
AUSTIN, Horace Rosser: French, 1927-1930
BACH, Emma O.: French, 1921-22
BASSETT, Ralph Emerson: French, Spanish, & Italian, 1900-1903
BEDFORD, Elizabeth: French, 1905-06
BERNARD, Judith Ann: Portuguese, 1963-64
BLACK, James: French & German, 1883-1887
*BLACKWELL, James Shannon: French, Spanish, Italian, Portuguese
German, Sanskrit & various other Indo-European or Semitic
languages, 1879-1894
BLOSSMAN, Ellen: Spanish, 1989-1995
BOHANNON, Ida: Spanish, 1920-1947
BOHÈME, Daniel: French, 1967-1973.
BRANDON, Edgar: French & Italian, 1896-97
*BRENT, Albert: Spanish, 1949-1984
BROOKS, Martin E.: French, 1915-1917
BROWN, Calvin S.: French, 1904-05
*BRUSHWOOD, John Stubbs: Spanish, 1946-1967
BUFFUM, Mary E.: Spanish, 1925-1937
BUHRMANN, Lloyd W.: French, 1954-1957
BURBACH, Dorothea: French, 1921-1923
BURNER, Willis Judson: Spanish, 1919-1928
CAMPOS, René: Spanish, 1984-1991
CARLTON, Charles M.: Linguistics & French, 1962-1966
CARTER, Boyd: Spanish, 1967-1976
CAVICCHIA, Gaetano: French & Italian, 1910-1913
CHEMRIS, Crystal: Spanish, 1987-1989
CHERUBINI, Giuseppe: Italian & French, 1914-1917
CHIROL, Marie-Magdeleine: French, 1991-
*CLARK, John Taggart: French, 1904-05
CORDONES-COOK, Juanamaría: Spanish, 1989-
CRAFT, Wallace: Italian, 1969-1980
DE BELLIS, Anthony: Italian, 1966-1981
DE LIMA, Ebon: Portuguese, 1964-1987
DETTLOFF, Uwe: French, 1978-79 & 1985-86
DE MOLINA, Mateo Alvarez: Spanish, 1920-21
*DEY, William Norton: French & Spanish, 1906-1909
DIXON, Richard: French, 1960-1992
DONAN, Dwight Fountin: French, 1921-22

DORRANCE, Ward Allison: French, 1931-1953
 EVERS, Hélène Margaret: French, 1905-1909
 FATIO, Alfred: French, 1921-22
 *FESS, Gilbert Malcolm, French, 1927-1956
 FONSECA, Pedro: Portuguese, 1991-
 FRENCH, Reginald Foster: French, 1930-31
 *FULLER, Mrs. J.P.: French & German, 1878-79
 GALLIMORE, Rangira: French, 1990-
 GARCIA-PINTO, Magdalena: Spanish, 1980-
 GENTRY, William Richard: French, Italian & German, 1893-94
 GERIG, John Lawrence: French & Spanish, 1898-99
 *GERSHMAN, Herbert S.: French & Linguistics, 1956-1970
 GIANNONE, Giuseppe: Italian, 1966-1971
 GIFFIN, Russell V.: French & Italian, 1937-71
 GULSTAD, Daniel: Spanish & Linguistics, 1967-1992
 HACKER, Emil Frederik: French, 1917-1919
 *HAINER, Ignace: French & German, 1856-1860
 HAMILTON, Theodore Ely: French, 1907-1909
 HAWKINS, Richmond Laurin: French, 1899-1902
 HOLMES, Urban Tigner Jr.: French, 1923-1925
 HONEYCUTT, Benjamin: French, 1970-
 HOWIE, John M.: Linguistics & French, 1966-1982
 HUDSON, Germaine Sansot: French, 1918-1956
 HUSER, Paul: French & Italian, 1921-1923
 JARAUSCH, Hannelore: French, 1968-1970
 JESSE, Bredelle: French, 1919-1965
 JOHNSON, Mildred Edith: Spanish, 1923-1959
 JONES, Harold G. III: Spanish, 1968-1979
 KIDWELL, Minna: French & Spanish, 1895-96
 KUIZENGA, Donna: French, 1974-1989
 KING, Adele C.: French, 1976-77
 LAPUENTE, Felipe: Spanish, 1966-1970
 LEE, Sara Elizabeth: Spanish, 1982-83
 *LEONARD, John M. (Prof. of Greek): French, 1877-79
 +LEWIS, Marvin: Spanish, 1986-
 LOPEZ, Leonor: Spanish, 1920-21
 MALOIT, Pauline Germaine: French, 1921-22
 *MANCING, Howard: Spanish, 1970-1979
 MARCH, Kathleen: Spanish, 1979-80
 MARTHAN, Joseph: French, 1979-80
 MASTERS, Mallory: French, 1964-1966
 MATHIEU, Eduard: French, 1914-15
 MAUPIN, Frances: Spanish, 1946-1977
 *MITCHELL, M. Bonner: French & Italian, 1958-1992
 MONTGOMERY, Edward D. Jr.: French, 1967-1969
 MUELLER, John H.: French, 1921-22
 *MULLEN, Edward: Spanish, 1971-

MUÑOZ, José Millanes: Spanish, 1989-90
 MURATORE, Mary Jo: French, 1983-
 *MURRAY, Chester: French & Italian, 1908-1921
 NELSON, Iver: Spanish, 1921-1923
 NELSON, Josef Fredrik: Italian, 1909-1912
 *NEWLAND, Benoni S.: French & German, 1875-1877
 PARKS, Simone Robertson: French, 1966-1987
 *+PEDEN, Margaret Sayers: Spanish, 1966-1989
 PEREZ-GUTIERREZ, Leticia: Spanish, 1977-78
 PENICK, Sarah: French, 1983-84
 PIERCE, Glenn: Italian, 1985-
 PORQUERAS-MAYO, Alberto: Spanish & Catalan, 1960-1968
 POULIN, Norman: French, 1977-1980
 *PRATT, George C.: French & German, 1843-1850
 *READ, Mary A.: French & German, ca. 1870-73 & 1874-75
 RICCIARDI, Mary: Italian, 1978-1984
 RIESMAN-BUTLER, Phyllis: Portuguese, 1988-1990
 ROBERTSON, Alton Kim: French, 1990-
 RUEDA, Ana: Spanish, 1985-
 ROGERS, Paul R.: Spanish, 1928-29 & 1967-1970
 SCHLOBACH, Jochen: French, 1991-92
 *SCHERR, Elliott B.: Spanish & Portuguese, 1923-1925 & 1929-1963
 SCHORR, James L.: French, 1979-1980
 SCHUTZ, Alexander H.: French, 1923-1927
 SCHWARTZ, Helmut: French, 1986-87
 SCROGGINS, Daniel: Spanish, 1969-
 SELBERT, Louis: French & Spanish, 1913-1919
 SHELSY, Michael: Italian, 1971-1978
 SHIELDS, W.C. (Ass't. Prof. of Latin): French & German, 1850-1856
 SHOEMAKER, William H.: Spanish, 1970-1980
 SINGLETON, Charles S.: French & Italian, 1936-37
 SMITH, Hugh Allyn: French, 1897-98
 *SOMMERS, Margaret Paula: French, 1968-
 SPAULDING, Geraldine: French, 1925-1927
 *STABB, Martin S.: Spanish & Portuguese, 1955-1970
 STANGER, Cecilia E.: French, 1919-20
 STEWART, Caroline T.: German, 1902-1919; French, 1919-1936
 STEWART, Roland Clifford: French, 1930-1932
 +SULLIVAN, Henry: Spanish, 1989-
 SUPPAN, Steven: Spanish, 1990-91
 TAMANTINI, Raymond: Spanish, 1968-69
 +THIHER, Allen: French, 1976-
 *TROMBLY, Albert Edmund: French & Italian, 1922-1958
 UGARTE, Michael: Spanish, 1979-
 UNDERWOOD, George Arthur: French, 1911-1913
 VESPER, Donald: Linguistics, 1972-73
 VILLAS, James: French, 1966-1969

VIRUMBRALES, Pablo: Spanish, 1977-1979
 WALKER, Nell: Spanish: 1917-1950
 WALLACE, James: French, 1971-
 WALLACE, Katherine: French, 1973-74
 *WARSHAW, Jacob: Spanish & French, 1909-1920 & 1926-1944
 *WEEKS, Raymond: French & Provençal, 1895-1908
 *WHITWORTH, Kernan B. Jr.: French, 1957-1983
 *WIENER, Leo: French, Spanish, Italian, German & Russian,
 1892-1895
 WILHELMSSEN, Elizabeth: Spanish, 1980-81
 *WILKINSON, A.G.: (Prof. of Greek): French & German, 1860-61
 WILLIAMS, Grace Sara: French & Italian, 1902-1908
 WILLIAMSEN, Vern G.: Spanish, 1968-1988
 WOLFNER, Bessie J.: French, 1919-1921
 ZÉPHIR, Flore: French, 1988-

While part-time appointments, including those of graduate assistants, are not included in the list above, mention should be made of several teachers who have given us years of such service in recent decades. Those who come immediately to mind are Molly Devlin, Françoise Bien, Sarah Penick, Kathryn Wallace, and Silvana Robertson in French; Argentina Armstrong, Dorothy Burggraaff, and Judy Elliott in Spanish. I am doubtless failing to recall others. A number of our graduate students listed in Appendix B also taught for more than the usual two or three years, and the experienced ones were sometimes given third- and fourth-semester classes as well as freshman ones.

It is proper to note as well that several distinguished scholars from other institutions have held summer appointments here in recent decades. I recall particularly Lawrence Wilson and Alphonse Roche in French; and Joseph Schraibman in Spanish.

An asterisk * indicates faculty members who have served as department chairmen, or, before the creation of departments, those who had the primary (or sole) responsibility for instruction in the modern foreign languages. A cross + identifies recent holders of the new Middlebush chairs.

APPENDIX B

Graduate Degrees Awarded, 1898-1992

ADAMS, Linda Darlene Woodruff: M.A. in French, 1988
AGEE, Wilma Louise: M.A. in French, 1930
AGUILAR, Argeles: M.A. in Spanish, 1960
ALBATHROSS, Amanda: M.A. in Spanish, 1991
ALCALA, Susan Vesper: M.A.T. in Spanish, 1966
ALLEN, Edith Marion: M.A. in Spanish, 1928
ALLGOOD, Agnes Lucille: M.A. in Spanish, 1978
ALMEIDA, Joe Augustine: M.A. in Spanish, 1964; Ph.D., 1967
ALMEIDA, Maritza Barros: M.A. in Spanish, 1965; Ph.D., 1970
AL-SOUDI, Siaf: M.A. in French, 1992
ALVARADO, Teresita D.: M.A. in Spanish, 1972
ANDERSON, Laura: M.A. in French, 1983; Ph.D., 1991
ARGÜEZ, Samuel: Ph.D. in Spanish, 1973
ARMSTRONG, Argentina: Ph.D., in Spanish, 1965
ATTOUN, Franklin Ytro: M.A. in French, 1967
AUSTIN, Horace Rosser: M.A. in French, 1928
BAGBY, Albert Ian, Jr.: M.A. in Spanish, 1963
BAILEY, Marcia Honora: M.A. in French, 1969
BAKEGULSKY, Wolf: M.A. in Spanish, 1972
BAKER, Janice Lorena: M.A. in Spanish, 1969
BAKER, Jennie Lillian: M.A. in Spanish, 1933
BAKEWELL, John R.: M.A. in Spanish, 1976
BARKER, Mary Jean: M.A. in Spanish, 1969
BASHANDI, Lois D.: M.A. in Spanish, 1974
BAUM, Robert Crans: M.A. in Spanish, 1972
BAUMAN, Barbara Curry: M.A. in French, 1986
BAUMANN, Hildred Inez: M.A. in French, 1946
BAUR, Roberta: M.A. in Spanish, 1930
BEAHM, Barbara Jean: M.A. in French, 1971
BECCHETTI, Freddie: M.A. in Spanish, 1949
BEDFORD, Elizabeth: M.A. in French, 1903
BELIVEAU, Geri Elaine: M.A.T. in French, 1967
BELL, Henry Wilfrid: M.A. in French, 1931
BELLEHUMEUR, Michael Joseph Sylvio: M.A. in French, 1968
BERENS, Robert Lawrence: M.A. in Romance Languages, 1957
BERGMAN, Jacqueline R.: M.A.T. in Spanish, 1971
BERRY, Marian Elizabeth: M.A. in Spanish, 1951
BICKLEY, John Ross: M.A. in French, 1932
BLACKBURN, Catherine A.: M.A. in Spanish, 1974
BLOOM, Mary Helen: M.A. in French, 1933
BOKAMPER, Mary F.: M.A.T. in Spanish, 1971

BOLDRIDGE, Effie Jolene: M.A. in Spanish, 1966; Ph.D., 1970
BOTNER, Linda G.: M.A. in Spanish, 1972
BOUNIOU, Eileen Collier: Ph.D. in French, 1963
BOUNOUS, Joel Daniel: M.A. in French, 1926
BOURGEOIS, Denise V.: M.A. in French, 1975
BOWERS, Alice H.T.: Ph.D. in French, 1968
BRADLEY, Carol Ann J.: M.A. in French, 1968
BRADLEY, Charles Lee: M.A. in French, 1965
BRADY, Annette: M.A. in French, 1970
BRADY, Patrick: M.A. in Spanish, 1987
BRAIK, Thelma Lucretia: M.A. in Spanish, 1936
BRANDAU, Judith K.: M.A.T. in Spanish, 1972
BRANDON, Edgar Ewing: M.A. in Romance Philology, 1897
BRANDON, Mary Eleanor: M.A. in French, 1932
BRATSAS, Dorothy: Ph.D. in Spanish, 1963
BREES, Virginia Damitz: M.A. in French, 1970
BROCKMAN, Roberta Ann Y.: M.A. in Spanish, 1962
BROWER, Gary Layne: M.A. in Spanish, 1963; Ph.D., 1966
BRYANT, William H.: Ph.D. in French, 1971
BUCK, Sarah: M.A. in French, 1970
BUELENS, Joy Ann: M.A.T. in Spanish, 1972
BUFFUM, Mary Evelyn: M.A. in Spanish, 1927
BURKEHOLDER, Martha Bliss: M.A. in Spanish, 1931
BURTON, Elsie Elinor: M.A. in Spanish, 1932
BUSHNELL, Luanne M.: M.A. in Spanish, 1974
BYRNE, Loretta Eileen: M.A. in French, 1964
CALLAHAN, Sister Mary de Lourdes: M.A. in French, 1945
CAMPBELL, Catherine E.: Ph.D. in French, 1982
CAMPUZANO, Elizabeth Pound: M.A. in Spanish, 1944
CARMELL, Pamela J.: M.A. in Spanish, 1977
CAULFIELD, Joan: M.A.T. in Spanish, 1965
CEBOLLADA, Francisco Lacosta: Ph.D. in Spanish, 1961
CHANDLER, Richard Eugene: Ph.D. in Spanish, 1940
CLAPPER, William Oba: M.A.T. in Spanish, 1967
CLARY, William Kenneth: M.A. in Spanish, 1988
CLOWNEY, Earle Daguerre: Ph.D. in French, 1968
COBB, Herbert Lyon: M.A. in Spanish, 1937; Ph.D., 1947
COHEN, Sally Ruth Marantz: M.A. in Spanish, 1952
COLE, David V.: M.A.T. in Spanish, 1966
COLLINS, Catherine S.: M.A. in Spanish, 1974
COLLINS, Douglas P.: M.A. in French, 1972; Ph.D., 1978
COLON, Linda M.: M.A. in Spanish, 1974
COLON, Yves E.: M.A. in French, 1978
COLSANT, Lee Charles Jr.: M.A. in French, 1969
COOK, Diane Lynette: M.A. in French, 1966
COSSON, Annie Lucienne: M.A. in French, 1967; Ph.D., 1966
COSTA, Pauline: M.A. in Spanish, 1936

COSTELLO, Vivian Louise: M.A. in French, 1967
COTTON, Mary Christine: M.A. in French, 1964
CRAIG, Virginia Robertson: Ph.D., in Spanish, 1978
CRAWFORD, Mary Lisa: M.A. in Spanish, 1968
CREWS, Martha: M.A. in Spanish, 1932
CROSS, Dorothy Harriet: M.A. in French, 1967
CRUMRINE, Dawn Gay: M.A. in Spanish, 1958
DANIEL, Anne: M.A. in French, 1972
DAUNIC, Pierre G.: M.A. in French, 1968
DAVIS, Allan W.: Ph.D. in French, 1980
DAVIS, Andrea: M.A. in French, 1987
DAVIS, Elizabeth L.: M.A. in French, 1975
DAVIS, John Frank: M.A. in Spanish, 1933; Ph.D., 1939
DAVIS, Lunell Hawes: M.A.T. in Spanish, 1966
DAY, Linda S.: M.A. in Spanish, 1974
DAY, Richard Merton: Ph.D. in French, 1973
DEL CASTILLO, Eduardo: Ph.D. in Spanish, 1974
DELUCA, Joseph A.: M.A. in Spanish, 1973
DE MARS, Roland W. Pierre: M.A. in French, 1963
DEMMEER, Marjorie Louise: M.A. in Spanish, 1963
DENTON, Susan Dee: M.A. in Spanish, 1967
DE SIMONE, Diane: M.A. in Spanish, 1975
DE VEGA, Nelson: Ph.D. in Spanish, 1972
DIAL, Eleanor Maxwell: Ph.D. in Spanish, 1968
DIAL, John Elbert: Ph.D. in Spanish, 1966
DISNEY, William Ellis: M.A. in Spanish, 1958
DOERR, Beulah: M.A. in Spanish, 1945
DORRANCE, Ward Allison: M.A. in French, 1928; Ph.D., 1935
DORSCH, Marguerite: M.A. in French, 1977
DOUGAN, J. Luther: M.A.T. in Spanish, 1966
DOWDY, D. Roger: Ph.D. in Spanish, 1976
DUCKWALL, Pamela C.: M.A. in French, 1977
DUNCAN, Janice Marie: M.A. in French, 1969
DURAN, Victor: M.A. in Spanish, 1982; Ph.D., 1988
DUFFY, Mary R. Montgomery: M.A. in Spanish, 1935
EDWARDS, Sandra Gifford: M.A. in French, 1982
ELDER, Douglas Edward: M.A. in Spanish, 1950
ELLIOTT, Judy: M.A. in Spanish, 1987
ENTIN-BATES, Lee: Ph.D. in French, 1976
EVERS, Helen Mary: M.A. in French, 1902
FAIR, Marsha Rhea: M.A. in French, 1969
FAULK, James Donald: M.A. in Spanish, 1950
FARNSWORTH, Howard Merle: M.A. in Spanish, 1934; Ph.D., 1942
FSK, Donna J.: M.A.T. in Spanish, 1971
FITZGERALD, Suzanne R.: M.A. in Spanish, 1969
FITZMARTIN, Thomas F.: M.A. in French, 1968
FLANAGAN, Elizabeth M.: M.A. in Spanish, 1977

FLATTERY, George Warren: M.A. in French, 1968
 FLEAK, Kenneth P.: M.A. in Spanish, 1975; Ph.D., 1980
 FLOYD, Julia Elizabeth: M.A. in Spanish, 1931
 FLYNN, Michael Elizabeth: M.A.T. in Spanish, 1967
 FORCADAS, Alberto Masso: M.A. in Spanish, 1964; Ph.D., 1966
 FOREMAN, Dorothy: M.A. in Spanish, 1968; Ph.D., 1971
 FOSTER, Betty Jeanne: M.A. in French, 1955
 FRANCIS, Larry Paul: M.A.T. in Spanish, 1972
 FRANCIS, Robert S.: M.A. in French, 1975
 FRANKLYN, Cynthia: M.A. in Spanish, 1980
 FROBURG, Alethea A.: M.A. in French, 1974
 FROST, M.A. in Spanish, 1949
 FUHLAGE, Luisa Gimenez: M.A. in Spanish, 1990
 GADDIS, Marilyn: Ph.D. in French, 1958
 GALBRAITH, Mary Ellen: M.A. in French, 1975
 GALLUP, Jean K.: M.A. in French, 1971
 GARCIA, Arturo Jaime: M.A. in Spanish, 1949
 GARCIA, Marina: M.A.T. in Spanish, 1964
 GATCHELL, Alice Louise Sells: M.A. in Spanish, 1949
 GEHRES, Barbara Ann: M.A. in Spanish, 1949
 GERIG, John Lawrence: M.A. in French, 1899
 GERIG, Rosalie: M.A. in Romance Philology, 1901
 GEX, Robert B.: Ph.D. in French, 1978
 GILDERMAN, Martin Stanley: Ph.D. in Spanish, 1968
 GILETTI, Ronald Charles: M.A. in Spanish, 1964
 GILLESPIE, Harry S.: Ph.D. in Spanish, 1972
 GILMORE, Carole Ruth: M.A. in Spanish, 1966
 GLASER, Sister Mary Frederic: M.A. in French, 1927
 GLYNN, Honey Ann: M.A. in French, 1969
 GOLDBERG, Stuart Warren: M.A. in Spanish, 1966
 GONNERMAN, Madelyn J.: M.A. in French, 1968; Ph.D., 1985
 GOODWIN, Rodney K.G.: M.A. in French, 1972
 GORJANC, Adele Alexandra: M.A. in French, 1963; Ph.D., 1967
 GRAHAM, David Charles: M.A. in Spanish, 1985
 GRAHAM, Georgia: M.A. in Spanish, 1971
 GREEN, Antonia Mary: M.A. Spanish, 1991
 GREEN, Clara Myrick: M.A. in French, 1970
 GREENBERG, Irwin: Ph.D. in French, 1966
 GRIFFIN, Mark O.: M.A. in Spanish, 1991
 GROTTOLA, Robert Otto: M.A. in Spanish, 1966
 GULSTAD, Rita: M.A. in Spanish, 1990
 GURKA, Linda M.: M.A. in French, 1967
 GURKA, William M.: Ph.D. in French, 1971
 GUTERMUTH, Mary Elizabeth: M.A. in French, 1961; Ph.D., 1965
 GUTHRIE, Esther: M.A. in Spanish, 1928
 GUTIERREZ-LISCHWA, A. Teresa: M.A. in Spanish, 1985
 HAENSEL, Angela: M.A. in Spanish, 1987

HALLAK, Najla: M.A. in French, 1989
 HAMILTON, Theodore Ely: M.A. in French, 1900; Ph.D., 1908
 HAMRA, Albert Richard: M.A. in French, 1950
 HANNA, Maria C.: M.A. in French, 1971
 HARDY, William Judson: Ph.D. in Spanish, 1973
 HARRINGTON, Naida M.: M.A. in Spanish, 1976
 HARRIS, Jack Edgar: M.A. in Spanish, 1953
 HARRIS, June Margaret: M.A. in Spanish, 1950
 HARRIS, Patricia Taylor: M.A. in French, 1967
 HARRIS, Stan G.: M.A. in French, 1975
 HASEK, Thomas Edward: M.A. in French, 1969
 HASTY, Nancy: M.A. in Spanish, 1992
 HAVIRD, La Vona: M.A. in French, 1934
 HAWKINS, Lola Mae: M.A. in French, 1926
 HAWKINS, Richard Laurin: M.A. in French, 1900
 HAYDEN, Robert F.: M.A. in French, 1971
 HAYES, Celestine Faye Guyton: M.A. in Spanish, 1966
 HÉBERT, Theresa: M.A. in Spanish, 1992
 HENNING, Eugene A.: M.A. in Spanish, 1935
 HENRY, Louwilla: M.A. in French, 1931
 HERBISON, Sandra Paulette: M.A. in Spanish, 1967
 HINES, L. Wayne: M.A. in Spanish, 1976; Ph.D., 1982
 HINSHAW, Debra Y.: M.A. in Spanish, 1977
 HOEKSTRA, Sidney S.: M.A. in French, 1971
 HOLMAN, William L.: M.A. in Spanish, 1958
 HOPKINS: Patricia Mary: Ph.D. in French, 1969
 HOPPER, Edward W.: M.A. in Spanish, 1964; Ph.D., 1972
 HOPPER, Mary S.: M.A. in Spanish, 1965; Ph.D., 1973
 HORST, M. Boyd: Ph.D. in French, 1980
 HOSMER, E. Ann: M.A. in Spanish, 1977
 HOULT, Stacy Ellen: M.A. in Spanish, 1991
 HOUSE, Ralph Emerson: M.A. in Romance Philology (Italian), 1900
 HOWELL, Jessie Mildred: M.A. in Spanish, 1923
 HOWELL, Merry V.: M.A. in French, 1972
 HULSEMAN, Dorothy Elizabeth: M.A. in French, 1929
 HUNT, Thomas Lee: M.A. in Spanish, 1957
 IMBERT, Louis Etienne: M.A. in French, 1907
 JAMES, Carolyn Sue: M.A. in Spanish, 1989
 JAMES, Marinell: M.A. in Spanish, 1989
 JARVIS, Ida Grace: M.A. in Spanish, 1969
 JASSO, Arturo Fernando: Ph.D. in Spanish, 1970
 JENNINGS, Janelle: M.A. in French, 1972
 JESSE, Bredelle: M.A. in French, 1917
 JESSE, Caroline Elizabeth: M.A. in French, 1909
 JIMENEZ, Vincent: Ph.D. in Spanish, 1971
 JONES, Jennifer: M.A. in French, 1990
 JONES, Zenobia Lane: M. A. in French, 1935

- JORDAN, Matthew R.: M.A. in Spanish, 1973
JOYCE, Alice Anne: M.A. in French, 1966
JULOW, Roy George Jr.: M.A. in French, 1948
KARRASCH, Ida McCabe: M.A. in French, 1941
KEENAN, Richard M.: Ph.D. in Spanish, 1980
KEHR, Judith A.: M.A. in Spanish, 1972
KELLEY, Mona Josephine: M.A. in French, 1926
KELLY, George Walton: M.A. in Spanish, 1934
KELLY, Jane M.: M.A. in French, 1973
KENNEY, Mary Frances: M.A. in French, 1976
KERR, Rosaline Espinosa: M.A. in Spanish, 1928
KESTER, Gary Leroy: M.A. in Spanish, 1967
KILKER, James Anthony: Ph.D. in French, 1961
KINGSLEY, Jessie Evelyn: M.A. in Spanish, 1930
KIRK, Susanne Brooke: Ph.D. in Spanish, 1963
KOOREMAN, Thomas E.: M.A. in Spanish, 1968; Ph.D., 1970
KOPCHKA, Barbara Azar: M.A. in Spanish, 1968
KORNHAUSER, Gisèle E.: M.A. in French, 1974
KUDERER, Donald Richard: M.A. in Spanish, 1985
KUHLMAN, Katherine Jones: M.A. in French, 1928
KUHNS, Karen Joan: M.A. in Spanish, 1967
KUNCAR, Edward Issa: M.A. in French, 1963
KURTZ, Jane: M.A. in French, 1991
KWOK, Gloria: M.A. in French, 1985
LABAT, Joseph: M.A. in French, 1966; Ph.D., 1971
LANDWEHR, Lynne: M.A. in French, 1969
LANE, Martha Ann: see PETERKA, Martha Lane
LAPIDUS, Henry: M.A. in Spanish, 1928
LARSON, Catherine: M.A. in Spanish, 1979
LAUN, Lisa: M.A. in French, 1988
LAURENTI, Joseph Luciano: Ph.D. in Spanish, 1962
LEGGETT, Jeffrey Lin: M.A. in French, 1970
LE JEUNE, Chérie Ann: M.A. in French, 1978
LERNER, Doreen J.: M.A. in Spanish, 1974
LESACK, Linda Ruth Lebowitz: Ph.D. in Spanish, 1973
LEVINSKY, Helen: M.A. in French, 1990
LEVY, Edna: M.A. in Spanish, 1976
LEWIS, Velma Osborne: M.A. in Spanish, 1931
LINARES, Henry A.: M.A. in Spanish, 1969; Ph.D., 1974
LISKEY, Rebecca Maria Z.: M.A. in French, 1965
LISTERMANN, Mary Sue: Ph.D., in Spanish, 1973
LISTERMANN, Randall Wayne: Ph.D. in Spanish, 1971
LONG, David R.: M.A. in Spanish, 1980
LOZADA, Froben: M.A. in Spanish, 1964
LUEDERS, Alma: M.A. in Spanish, 1927
LYONS, Mary Catherine: M.A. in French, 1961

MacELROY, Hélène Marie: M.A. in French, 1990
MACULAN, Mario: M.A. in Spanish, 1963
MAGGI, Donna Lynn: M.A. in French, 1972
MAINGUENÉ, Carolyn Thompson: M.A. in French, 1973
MAITLAND, Barbara Anne: M.A. in French, 1966
MAKLER, Frederic Alan: M.A.T. in Spanish, 1964
MANGRUM, Margaret Lillian: M.A. in French, 1941
MARANGOS, Lawrence John: M.A. in French, 1966
MARANTZ, Ruth S.: M.A. in Spanish, 1952
MARIENFELD, Lea Smiley: M.A. in French, 1971
MARKS, James L.: M.A. in French, 1969
MARTIN, Patricia L.: M.A. in French, 1970
MASSIE, Kathleen: M.A. in Spanish, 1970
MATHEs, David L.: M.A. in Spanish, 1975
MAUPIN, Frances: M.A. in Spanish, 1940
MAYER, Edward H.: Ph.D. in Spanish, 1971
MAESTAS, Sister Mary Loyola: M.A. in Spanish, 1964; Ph.D., 1973
MAYS, Maurine: M.A. in Spanish, 1926
McCRARY, Judith Bruce: M.A. in French, 1967; Ph.D., 1976
McCRARY, Ronald Gene: Ph.D. in French, 1974
McDANIEL, Ruth: M.A. in Spanish, 1928
McDONALD, Martha: M.A. in Spanish, 1936
McKECHNIE, Collen Lane: Ph.D. in Spanish, 1973
McLIN, Robert Armstrong: M.A. in Spanish, 1932
McVICKERS, Cecil Don: Ph.D. in French, 1953
MEADOWS, Shirley Carol: M.A. in Spanish, 1962
MEANS, Shawn Woodhouse: M.A. in French, 1992
MEARS, David: M.A. in French, 1968
MEE, Robert Michael: M.A. in Spanish, 1968
MEINHARDT, Lynn Louise: M.A.T. in Spanish, 1967
MENNESSON, Arnaud: M.A. in French, 1972
MERCADO, Ruth I.: M.A. in Spanish, 1989
MEYER, Stella Sexton: M.A. in Romance Lang., 1926
MILLION, Mary Lovell: M.A. in Spanish, 1918
MITCHELL, Geoffrey: M.A. in Spanish, 1992
MITCHELL, Judith K.: M.A. in French, 1969
MIYAMAE, Kiyoshi: M.A. in Spanish, 1966
MOLAVI, Nancy: M.A. in French, 1970; Ph.D., 1975
MONAHAN, Patrick J., Jr.: Ph.D. in French, 1973
MOONEY, Elizabeth Ann: M.A. in French, 1967
MORELLO, Joseph Gregory: M.A. in French, 1964; Ph.D., 1968
MORENO, Janice June: M.A. in Spanish, 1962
MOSER, Diane Kathleen: M.A. in French, 1967
MOSLEY, Mary A.: M.A. in Spanish, 1969; Ph.D., 1976
MUDD, Christine C.: M.A. in Spanish, 1974
MULLEN, Sister Mary Ignatia: M.A. in French, 1924
MULLETT, Frederic Maurice: Ph.D. in French, 1959

- MULLIES, William Arthur: Ph.D. in Spanish, 1974
MUNSEN, Morris D. Jr.: M.A. in Spanish, 1972
MURPHY, Judy L.: M.A. in Spanish, 1976
MUSICK, Edna Jane: M.A. in Spanish, 1930
NELMS, Donna Lou: M.A. in French, 1960
NEWSON, Olive Mansfield: M.A. in French, 1912
NEWCOMB, Donald Richard: M.A. in French, 1963; Ph.D., 1967
NHUONG, Huynh Q.: M.A. in French, 1974
NICKELL, Karen Burge: M.A. in French, 1969
NIELSEN, Melvin: M.A. in Spanish, 1967
NOEL, Roger Arthur: M.A. in French, 1966
NORTON, James R.: Ph.D. in Spanish, 1977
NORTON, Robert Lee: M.A. in Spanish, 1964; Ph.D., 1974
NOVAK, Stephen Joseph: M.A. in French, 1968
O'BRIEN, MacGregor: Ph.D. in Spanish, 1979
O'HANLON, Kathleen G.: M.A. in Spanish, 1988
ORTHNER, Carl Jr.: M.A. in French, 1966
OUTS, Jo Ann: M.A.T. in French, 1968
OUTS, Robert Truman: M.A. in French, 1968
ORTIZ-GARCÍA, Javier: M.A. in Spanish, 1990
OSBOURNE, Barbara N.P.: M.A. in French, 1958
OWENS, Robert Newton: M.A. in Spanish, 1933
PADILLA, Raul Heriberto: M.A. in Spanish, 1968
PAGE, John Beverly: M.A. in Spanish, 1937
PALO, Martine: M.A. in French, 1978
PAPE, Eulalia: M.A. in French, 1921
PARKER, Cynthia Ann: M.A. in Spanish, 1989
PARSELL, Jack Rogers: M.A. in Romance Lang. (Italian), 1933
PATRICK, Lura Lanson: M.A. in Spanish, 1968
PATRICK, Bert Edward: M.A. in Spanish, 1967; Ph.D., 1972
PEARSON, Louisa Terrell: M.A. in Spanish, 1927
PEDEN, Margaret Sayers: M.A. in Spanish, 1963; Ph.D., 1966
PEÑALVER, Oremia: Ph.D. in Spanish, 1978
PENICK, Sarah Marianne: M.A. in French, 1963; Ph.D., 1967
PEREZ-GUTIERREZ, Leticia: Ph.D. in Spanish, 1978
PERRY, Clarence G.: Ph.D. in French, 1971
PERSEE, Cecilia: M.A. in French, 1982
PETERKA, Martha Lane: M.A. in Spanish, 1978; Ph.D., 1988
PETERKA, Tom J.: M.A. in French, 1983
PHILLIPS, Janice V.: M.A. in Spanish, 1967
PIERSON, Laurence Eugene: M.A.T. in Spanish, 1966
PIERCE, Mary Lee: M.A. in Spanish, 1950
PILLET, Roger Albert: M.A. in French, 1940
PITTON, Hortense Marthe: M.A. in French, 1938
PLEASANTS, Edwin Hemingway: Ph.D. in Spanish, 1959
POBLET, Carlos: M.A. in Spanish, 1974
RAMOS, Elias A.: M.A. in Spanish, 1969; Ph.D., 1976

RAMOS, Jeanne Frances Peters: M.A. in Spanish, 1969
 RAMOS, Virginia Maria: M.A. in Spanish, 1964; Ph.D., 1966
 RANDOLF, James: M.A. in Spanish, 1931
 RANWEZ, Alain: Ph.D. in French, 1974
 RAU, Kathleen: M.A. in French, 1971
 REAVIS, Barbara Lee: M.A. in French, 1928
 RENCURRELL, José: M.A. in Spanish, 1971
 RHODES, Irene: M.A. in Romance Languages, 1926
 RICK, Mary Ellen: M.A. in Spanish, 1969
 RICKS, Melvin Byron: M.A. in Spanish, 1923
 RIDDLE, Anne Wagner: M.A. in French, 1978
 ROBERTSON, Elizabeth K.: M.A. in Spanish, 1941
 ROGERS, Gerhild: M.A. in French, 1969
 ROKAS, Nicholas W.: Ph.D. in Spanish, 1972
 ROLLINS, Benetta: M.A. in Spanish, 1939
 ROSE, Irvina: M.A. in French, 1915
 ROSE, Marilyn Gaddis: see GADDIS
 ROTH, Larry Richard: M.A. in French, 1968
 ROY, Gerald John: M.A. in French, 1969
 RUBIO, Karen Jo Kuncze: M.A. in Spanish, 1983
 RUMMELL, Frances Virginia: M.A. in French, 1930
 RUMSEY, Ruth: M.A. in French, 1928
 SAAVEDRA, Alejandro: M.A. in Spanish, 1985
 SALMON, Carol Christine: M.A. in French, 1983
 SANCHEZ, Arturo: Ph.D. in Spanish, 1972
 SANCHEZ, Miriam A.: M.A. in Spanish, 1970
 SAUNDERS, John Frederick: Ph.D. in Spanish, 1965
 SCHANZER, George Oswald: M.A. in Spanish, 1946
 SCHAPER, Margaret Marie: M.A.T. in French, 1964
 SCHERR, Eliot Brown: M.A. in Spanish, 1930
 SCHIFERL, Diane: M.A. in Spanish, 1990
 SCHMIDT, Ruth Ann: M.A. in Spanish, 1955
 SCHWARTZ, Kessel: M.A. in Spanish, 1941
 SCOTT, William Andrew: M.A.T. in Spanish, 1965
 SEARS, Caroline Eichorn: M.A. in Spanish, 1949
 SEATON, Karen M.: M.A. in Spanish, 1968
 SERNA-MAYTORENA, Manuel Antonio: Ph.D. in Spanish, 1967
 SHINER, Carol J.: M.A. in French, 1970
 SHIRKY, Martha: M.A. in French, 1981
 SHOOP, Christiane: M.A. in French, 1966
 SHORT, David A.: M.A. in Spanish, 1973
 SILLER-PEREZ, Gloria Yolanda: M.A. in Spanish, 1985
 SIMON, Kendall C.: M.A. in French, 1972
 SINK, Samuel Duncan: M.A. in French, 1969
 SLAVENS, Marjorie Ruth: M.A. in Spanish, 1959
 SMITH, Allec Miller: M.A. in French, 1931
 SMITH, Betty J.: M.A. Spanish, 1974

SMITH, Brenda Denise: M.A. in Spanish, 1990
SMITH, Hugh Allison: M.A. in French, 1898
SNEED, Sarah Louise: M.A. in French, 1967
SNIDER, Julia Lauryn: M.A. in Spanish, 1943
SNOW, Emasue: M.A. in French, 1943
SNYDER, Robert Fortney: M.A. in French, 1935
SOHRABPOUR, Edith King: M.A. in French, 1969
SOUZA, Raymond Dale: M.A. in Spanish, 1960; Ph.D., 1964
SPAULDING, Geraldine: M.A. in French & Italian, 1927
SPICER, Julia Racine: M.A. in Spanish, 1928
SPURRIER, Sheila Rose: M.A. in French, 1963
STAPE, John S.: Ph.D. in French, 1976
STARK, Gail Delbert: M.A. in French, 1963
STARKIE, Robert C.: M.A. in Spanish, 1974
STECHLER, Marcia S.: M.A. in French, 1972
STECKMAN, Mary Ella: M.A. in Spanish, 1933
STEGMANN, Vera: M.A. in Spanish, 1981
STEGMANN, Wilhelm Albert K.: M.A. in Spanish, 1953
STEPHENSON, Donna F.K.: M.A. in Spanish, 1958
STEWART, Charles Olson: M.A. in French, 1908
STEWART, Jerry Aldridge: Ph.D. in French, 1967
STRAUSS, Liliane A.: Ph.D. in French, 1968
SUBLETTE, Edith Blanche: M.A. in Spanish, 1932
SUMMERS, Lalla: M.A.T. in Spanish, 1972
SURPHLIS, Ross C.C.: M.A. in French, 1962
SUTHER, Judith Diann: Ph.D. in French, 1967
SWEANY, Suzanne: M.A. in French, 1968; Ph.D., 1973
SWIETLICKI, Catherine M.: M.A. in Spanish, 1976; Ph.D., 1983
TAMANTINI, Raymond: M.A. in Spanish, 1960; Ph.D., 1968
TANAKA, ALAN R.: M.A. in Spanish, 1972
TARACIDO, Jorge Ezequiel: M.A. in Spanish, 1975; Ph.D., 1984
TATE, Donald Reid: M.A. in Spanish, 1969
TERRY, Virginia Eloise: M.A. in French, 1941
THAIN, Harry: M.A. in Spanish, 1932
THATCH, Mary Judith: M.A. in Spanish, 1969
THOMPSON, Earl G. Jr.: M.A. in Spanish, 1969
THOMPSON, Janet: M.A. in Spanish, 1980
THOMPSON, Laura Grace H.: M.A. in French, 1965
THOMURE, Laura Evalyn: M.A.T. in Spanish, 1970
TILMANIS, Agata Julia: M.A. in French, 1960
TIMMONS, Winnie: M.A. in French, 1913
TINDEL, Lucille Agnes: M.A. in Spanish, 1969
TOCK, Shirley A.: Ph.D. in Spanish, 1983
TRACQ, Jeannine Elisabeth: M.A. in French, 1961
TRAMPE, Susan L.: M.A. in French, 1964
TROEN, Carol R.: M.A. in French, 1972
TUCKER, Warren Roger: Ph.D. in French, 1971

TURNER, Thomas Charles: Ph.D. in Spanish, 1970
 ULNER, Arnold A.: Ph.D. in Spanish, 1972
 VALLETTE, Esther Lorene: M.A. in Spanish, 1943
 VAN ORMAN, Cheryl L.: M.A. in Spanish, 1978
 VARGAS, Eduardo Enrique: M.A.T. in Spanish, 1967
 VEDVIK, Jerry Donald: M.A. in French, 1962; Ph.D., 1965
 VENATA, Virginia Lyda: M.A. in Spanish, 1977
 VENTO, Arnold: Ph.D. in Spanish, 1972
 VERA, Catherine Ann: M.A. in Spanish, 1969; Ph.D., 1965
 VILLANUEVA BENAVIDES, Idalia Hermelinda: M.A. in Spanish, 1986
 VOGT, Eric William: M.A. in Spanish, 1983; Ph.D., 1988
 VOUDOURIS, Helen D.: M.A. in French, 1960
 WADDELL, Dorothy Aileen: M.A. in French, 1944
 WADE, Nan Eliza: M.A. in French, 1928; Ph.D., 1938
 WALKER, Bill R.: M.A. in Spanish, 1967
 WALKER, Michele Corcoran: M.A. in French, 1971
 WALKER, Nell: M.A. in Spanish, 1926
 WALKER, Shirley Ann: M.A. in Spanish, 1966
 WALLACE, Penny A.: M.A. in Spanish, 1974
 WALTER, Michele Corcoran: M.A. in French, 1971
 WARSHAW, Hazel Marie: M.A. in Spanish, 1926
 WARSHAW, Jacob: Ph.D. in Romance Languages, 1912
 WATKINS, Lillian Ruth: M.A. in Spanish, 1931
 WATSON, James M.: M.A. in Spanish, 1964; Ph.D., 1972
 WATTS, Grace Mae: M.A. in Spanish, 1953
 WEBER, Marjorie Ruth Martin: M.A. in Spanish, 1931
 WEISS, Anne Marie: M.A. in Spanish, 1968
 WELLS, Dorothy Matilda: M.A. in Spanish, 1932
 WESTBROOKE, Grace Shelton: M.A. in Spanish, 1943
 WHEATLEY, Jacqueline Carole: M.A. in Spanish, 1965
 WILEY, Ruby Samuels: M.A. in Spanish, 1931
 WILLIAMS, Gloria Marja: M.A. in Spanish, 1992
 WILLIAMS, Marlie M.: M.A. in French, 1971
 WILSON, Christine E.: M.A. in French, 1976
 WILLIAMSEN, Vern George: Ph.D. in Spanish, 1968
 WINN, Colette: M.A. in French, 1976; Ph.D., 1980
 WISSMAN, John Thomas: M.A. in French, 1966
 WOLF, Catherine M.: M.A. in French, 1974
 WOODHOUSE, Thelma: M.A. in French & Italian, 1933
 WOODS, Jessica L.: M.A. in French, 1991
 WOODS, Sadie Jane: M.A. in French, 1929
 WOLF, Rosa May: M.A. in French, 1968
 YOUNG, Caroll Mills: M.A. in Spanish, 1976; Ph.D., 1990
 ZAMBRANO, Jaime: M.A. in Spanish, 1986
 ZELSON, Sidney Norman: M.A. in Spanish, 1959
 ZIMNISKI, Francine M.: M.A. in French, 1972

APPENDIX C

SUMMER CLASSES IN Modern Languages, Hebrew Sanskrit.

Beginning July 1, 1890, and continuing four weeks, classes will be offered as follows:

A. In German: Text-books, Whitney's Brief Grammar, and Wenckebach's Anschauungs-Unterricht. Instructions by book and conversation.

B. In French: Text-books, Edgren's Grammar, and Moutonnier's Premiers Pas. Instruction as in German.

C. In Hebrew: Text-books, Harper's Method and Harper's Elements. Students will be enabled to read a chapter of Genesis, and continue the study by themselves.

D. In Sanskrit: Text-books, Perry's Primer, and Whitney's Grammar. Students will read easy sentences and master the initial difficulties.

Other languages, Semitic or Aryan, may be studied, and advanced pupils will be provided for if sufficient numbers apply. Competent assistants will be ready to aid. Terms, \$10, payable on entering, for one course with privilege of entering the others. No fees refunded for any reason.

For further information, address or apply to

J. S. BLACKWELL.

Columbia, Missouri.

University of Missouri.
Columbia, Mo., May 30, 1890.

