1983

Modern and Classical Languages

Wynona H. Wilkins  
*University of North Dakota*

Rosine Tenenbaum  
*University of North Dakota*

William I. Morgan  
*University of North Dakota*

Paul J. Schwartz  
*University of North Dakota*

Bruno Hildebrandt  
*University of North Dakota*

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The founders of the University of North Dakota believed that students at this new institution on the barren plains of the Upper Midwest should receive the same classical education as their fellows in the Eastern United States. The general entrance requirements set up at the time of the founding were identical to those of any other traditional university of the period: examinations in algebra, geometry, English composition and literature, chemistry, history of Greece and Rome, United States history, and Caesar. Entrance to the B.A. curriculum required a special examination in Xenophon while that for the B.S. required one in French. The B.A. degree program prescribed three years each of Greek, Latin, mathematics, English, French, and German. The student was given a choice in his senior year of three programs: one in advanced Latin and Greek; a second concentrating in modern languages; and the third, history and the social sciences. The only difference between the B.A. and the B.S. programs was that the latter omitted Greek and required only one year of Latin.

Webster Merrifield, the first professor of Latin and Greek, was appointed to the faculty in July 1884. A graduate of Yale in 1878, he had been a tutor there from 1879 to 1883; from 1878 to 1880 he had also taught at the Siglar School for Boys at Newburgh, New York. There he met the Twamley family, prominent in the founding of the University of North Dakota, and they persuaded him to make the move to the Upper Midwest. In his new position, Merrifield taught Latin and Greek grammar, Caesar and Xenophon, as well as algebra and geometry.

With enrollment increasing the administration soon appointed two other faculty members, both with impressive credentials from foreign and American universities. In 1885 John Macnie was hired, on Merrifield's recommendation. Born in Scotland in 1836, he grew up in France and Germany, graduated from the University of Glasgow, and received an honorary M.A. from Yale in 1874. In 1891 St. John Perrott came as instructor in Latin and Greek. Born in Stratford-on-Avon in 1857, he received the B.A. at Oxford in 1878. He had come to the United States with several other young adventurers to take part in the Dakota land boom. His speculative venture failed, but he remained at the University until his death in 1916.
In 1891 the state legislature passed a law requiring the teaching of Scandinavian languages at the University. The Regents opposed the law, which had been pushed by the Norwegian minority in the state as early as 1884 when a group from Fargo had petitioned for the appointment of one of their "race" to the faculty of the state university. When the act was passed, only 10 of 129 students at the University were of Norwegian origin and Lutheran by affiliation. The first professor of Norwegian was a clergyman, the Reverend George T. Rygh, appointed assistant professor of English and Norwegian. Because there was so little demand for Norwegian instruction, he spent most of his time teaching Greek and English as well as courses in American history. In 1893 he taught only one Norwegian course per semester—the largest class with 8 students, the smallest with one. He resigned in 1895, and no successor was appointed until 1898. In the interim C. J. Rollefson, professor of physics, taught a few Norwegian classes. Only after 1900 was a chair of Scandinavian languages established, more for political expediency than as a result of student demand.

The University dropped the B.S. degree in 1894 because of, in Merrifield's words, "a simple recognition...that prolonged courses in Latin and Greek and mathematics are no longer considered the sole condition precedent to a liberal education." The new B.A. program contained three options: (1) the classical course, Latin and Greek; (2) the Latin-science combination in which modern languages and literature took the place of Greek; and (3) a straight scientific course requiring neither Latin nor Greek but four years of French and German with a concentration in science.

In 1894 a one-year M.A. graduate program was introduced with the following requirements: one advanced course in the major, two advanced courses in regular subjects, not previously taken; a thesis; and a general examination. Of the five enrolled that year, only one completed the work—Harrison Bronson of Grand Forks, later Judge Bronson, a benefactor of the University. His advanced course was Latin and his minor Greek; his thesis was a study of Greek life as shown in the plays of Terence. His advisor, George Thomas, professor of Latin and Greek, had arrived in January 1893 when Merrifield gave up his teaching duties because of administrative pressures. Thomas had taught Latin and Greek at Louisiana State University and then studied for the Ph.D. at Leipzig.

An indication of the strong position of languages may be seen in the early University catalogs where languages occupied the first place in course listings for a number of years. By 1898 a trend away from Latin and Greek was noted, but the classical tradition was still strong. In 1900 Hult was hired as professor of Classics. Hult (M.A. Minnesota), who had been a professor of English at the Agricultural College at Fargo from 1901 to 1908, was a poet who published regularly in Century magazine. "I wrote upon my arrival, "to work for the evening of the University with the Greek spirit."

John Tinglestad arrived in 1901 as the first full-time professor of Scandinavian languages, and he taught German courses as well. He had come to the United States from Norway in 1878 at the age of seventeen and graduated from Luther College in Decorah, Iowa. For fifteen years he was a Lutheran minister and principal of a private academy. His appointment to the University was deferred for a year so that he could spend time in Norway and Iceland. Within a few months of his arrival in Grand Forks, the University's Icelandic alumni had formed an Icelandic Association and planned to buy the "finest Icelandic library in the world." The next year, Asle J. Gronna, member of the Board of Trustees and later U.S. Senator, launched a campaign among Norwegians to obtain 5000 volumes for the library. In 1905 Tinglestad went to Europe to get the first installment of the collection. It was officially inaugurated on May 17, 1906 with an all-day celebration. The new prestige of the department brought an increase in the number of Scandinavian students. In 1904-1905, 78 of the 337 students enrolled at the University were Norwegian either by birth or ancestry.

French had been taught from the inception of the University, but Spanish was added to the Department of Romance Languages in 1900 when Macnie taught the first course in this language. The catalog of that year lists both elementary and advanced Spanish, with an annotation by Macnie: "the aim of these courses being to make the work as practical as possible by reducing the study of book-grammar to a minimum and devoting much time to practice in conversation."

In 1907 Henry Le Deun (A.B. Harvard, M.A. Ohio Wesleyan) replaced Macnie in Romance Languages. A native of French Switzerland, he had been an instructor at Iowa and Northwestern. In 1908 he published an edition of Rostand's Les Romanceres. At the time of his death from pneumonia in 1918, he had just completed a study of Don Quijote and was working on a revision of the international phonetic alphabet with the aim of revolutionizing the teaching of modern languages. Le Deun's successor, Henry Brush (Ph.D. Chicago), also taught both French and Spanish.

When George Thomas retired as Professor of Classics in 1911 he was not replaced because modern languages were expanding at the expense of the Classics. In that year William G. Bek (Ph.D. Pennsylvania) came from the University of Missouri to head the new Department of German (now separate from Scandinavian). His popularity among students brought an increased demand for German classes, and a second teacher was hired a year later. During World War I the department came under fire from various patriotic elements and agencies. Bek, who pleaded for moderation, was verbally attacked by other members of the University faculty but stood his ground. At a time when German was banned in all other schools in the state, his classes were permitted to continue, although enrollment in them dropped to almost nothing. University enrollment was down by 11 per cent in the 1917 term, causing other languages to suffer in proportion but not to the same extent as German.

Growth after the war and throughout most of the 1920's was in the direction of modern languages. In 1924 the Classics department still retained two faculty members. When Hult retired in 1930 to spend the rest of his life on the study of IbSEN, he was replaced by Adolph Rovestad (Ph.D., Michigan). Resurgence of German began early in the decade, and in 1930, William Belk, then hired only by a part-time assistant, asked the administration to provide a full-time instructor.

It was in the Department of Romance Languages, however, that the greatest increase in enrollment occurred. Henry E. Haxo (Ph.D., Chicago), who had come to UND in 1918 and became chairman on Brush's resignation in 1921, taught French, Spanish, and an occasional Italian class. A number of young instructors in Spanish and French came and went, including several women.
1927 two members arrived, both of whom would spend many years on the
campus: Emilio Acosta (M.A. Illinois) in Spanish and Joseph Tamborra (M.A. 
Chicago), who taught both French and Italian. Marie Gabrielle Bentegest 
Thornodsegard (Bac. Bordeaux, B.A. University of North Dakota) had arrived 
as a student assistant in French at the end of World War I and returned to 
the University in 1926 after teaching in Indiana. She served as part-time in-
structor over a period of many years and is remembered today for an award 
given annually in her name.

Haxo published two French-language textbooks widely used throughout the 
country and an edition of The Man in the Iron Mask. He translated into English the Journal of La Verendrye, the French explorer who in 1738-1739 was 
the first European to visit what is now North Dakota. Although an earlier 
Canadian translation existed, critics said that the Haxo version was superior 
because of his specialized knowledge of the language of the early eighteenth 
century.

Tingelstad retired in 1929 as head of the Scandinavian department, and Richard 
Beck (Ph.D., Cornell) took the position in the fall of that year. Beck, of 
Icelandic origin, wrote many volumes of verse as well as numerous articles on 
Icelandic and other Scandinavian subjects. He published two major works: 
History of Scandinavian Literature (Dial Press, 1939) and History of Icelandic 
Poets, 1800-1930 (Cornell University Press, 1940).

Conditions remained fairly static during the Depression days of the 1930’s. 
Joseph Meidt (M.A. Minnesota) came in 1932 as instructor of German and was 
promoted to assistant professor in 1938. This was the only addition to the 
faculty during the decade.

The University kept a record of grade averages by subject and instructor over 
a period of years, and it is of some interest to compare the averages of 
foreign-language students in 1928-1929 with the over-all University average of 
81.08 per cent for that academic year:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romance</td>
<td>81.07</td>
</tr>
<tr>
<td>German</td>
<td>78.3</td>
</tr>
<tr>
<td>Scandinavian</td>
<td>81.8</td>
</tr>
<tr>
<td>Classics</td>
<td>82.03</td>
</tr>
</tbody>
</table>

One can only speculate whether this comparison shows the quality of foreign-
language students or merely individual differences used by the faculty in 
grading.

A study of enrollment figures in foreign languages from different years before 
World War II shows some interesting trends:

<table>
<thead>
<tr>
<th>Year</th>
<th>German</th>
<th>French</th>
<th>Norwegian</th>
<th>Latin &amp; Greek</th>
<th>Spanish</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>2nd sem.</td>
<td>2nd sem.</td>
<td>2nd sem.</td>
<td>2nd sem.</td>
<td>2nd sem.</td>
<td>2nd sem.</td>
</tr>
<tr>
<td></td>
<td>129</td>
<td>290</td>
<td>77</td>
<td>96</td>
<td>88</td>
<td>(not shown)</td>
</tr>
<tr>
<td>Total UND enrollment:</td>
<td>1,702</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1938-39 (Semester not indicated) Total UND enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>German</th>
<th>French</th>
<th>Norwegian</th>
<th>Latin &amp; Greek</th>
<th>Spanish</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938-39</td>
<td>14</td>
<td>77</td>
<td>69</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1939-40</td>
<td>18</td>
<td>54</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1940-41</td>
<td>25</td>
<td>54</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1947-48</td>
<td>55</td>
<td>55</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One reason which may account for the decline in foreign-language enrollment 
after 1935 was the creation of the Ph. B. degree in that year. This degree 
required no languages for graduation, and curiously enough, it was William G. 
Bek, Professor of German and Dean of the College of Science, Literature, and 
Arts (later Arts and Sciences) who pushed for its adoption. Its relative 
popularity among students may be seen in the following table which shows the 
number of Ph.B.’s in relation to other undergraduate degrees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ph.B.</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938-39</td>
<td>14</td>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td>1939-40</td>
<td>18</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td>1940-41</td>
<td>25</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>1947-48</td>
<td>55</td>
<td>55</td>
<td>24</td>
</tr>
</tbody>
</table>

The trend toward an increase in foreign-language course enrollment in 1940-41 
may possibly be explained by the war in Europe and a new awareness of inter-
national affairs, but this is by no means certain.
In 1940-1941 the University catalog listed the following teachers in four separate language departments: Gottfried Hult and Adolph Rovelstad, Classical Languages; William Bek, Dean of the College of Arts and Sciences, and Joseph Meidt, German, Emilio Acosta, Henry Haxo, and Joseph Tamborra, Romance Languages; and Richard Beck, Scandinavian Languages. In addition to the usual courses in the various languages, the French Department offered one in scientific French, and there were a few graduate courses offered in French, Latin, Spanish, and German. In 1944 the graduate courses in Latin and French were eliminated.

Few changes occurred during the war. In 1942 Emilio Acosta went on leave to join the United States armed forces. He remained on leave until December 1945 and resumed teaching at the University during the spring semester of 1946. Marie Bentegaard Thermognard, whose husband was Dean of the College of Law, returned as instructor of elementary French in the fall of 1945, replacing Acosta. Her salary was $20 per week. She remained an instructor until 1946 when a permanent faculty member was appointed.

Joseph Meidt's appointment was not renewed in the spring of 1946 because of the decline in German enrollment. The department, which had until that time offered a number of graduate courses, reduced these to one, a course in modern German Literature.

It is interesting to note that during this period the Languages department offered a course on Masterpieces of European Literature, a course which is presently offered by the English department. Old Icelandic was still in the catalog at this time.

After the war, several new professors and instructors were appointed, especially in the Romance Languages department, although many of them stayed only one or two years. In March 1947, Marguerite (Mrs. B. T.) Rodgers joined the German department as an instructor teaching beginning German (Joseph Meidt's position had not been replaced by a full position). A note from President John C. West specified that Mrs. Rodgers, as a married woman, was not tenurable.

In 1948-49 languages were still compartmentalized in four individual departments. Adolph Rovelstad had replaced Gottfried Hult as head of Classical Languages; William Bek and Marguerite Rodgers taught German; Henry Haxo headed Romance Languages in a department which included Emilio Acosta, Joseph Tamborra, and Margaret Lavin; Richard Beck still headed the department of Scandinavian Languages.

The 1949-51 biennium saw a wider development of the Languages departments. Several teaching assistants helped to staff the German department until a full-time position was added in 1950 with Gerard Mertens appointed to the post. Both Spanish and French had student assistants, and in 1949 a French exchange student came to the campus as a teaching assistant.

In 1953 the various languages taught at the University were united in the Department of Modern and Classical Languages. Adolph M. Rovelstad, Classics, and Henry Haxo, French, had retired after long careers, leaving Richard Beck, who had been teaching Scandinavian languages since 1929, as the senior faculty member. He became head of the newly united department and served in this capacity until 1963.

Six other teachers staffed the department in 1953. Emilio Acosta was the only Spanish teacher. French was taught for the next few years by Margaret Lavin and the newly appointed Jay Minn. The German department consisted of Marguerite Rodgers and William Morgan, who was also appointed in 1953. Demetrios Georgacou (Ph.D., Berlin) replaced Rovelstad in Classics.

Minn stayed until 1957 and left largely because he was unable to retain his university housing. He was replaced by James Glennen who was active nationally as the administrator of the American Association of Teachers of French (AATF) high school contest and who remained here until 1963. Some of the other teachers in French, the language in which the most faculty changes occurred during the years of great faculty mobility in the 1960's were: John Green (1960-63), who was particularly active in promoting the use of the language laboratory, which had been installed in 1960; Virginia Larsen, who taught German as well as French, beginning in 1961 and continuing, with interruptions, until 1969; and Hoover Clark from 1962 to 1964. Gottlieb and Margrett Anderson, the department's first husband-and-wife appointment, taught from 1962 until 1965, with M. Anderson also teaching German. After the Andersons left, Yves and Barbara Lemeunier taught French until 1970. The most striking case of extreme mobility is Robert Hooper, who taught French at UND during four different academic years between 1960 and 1969 with a year off between each year of teaching for travel in the Near East. Roberto de la Torre was senior French professor from 1965 until his retirement in 1972. Women teachers joined the department in 1967 and have remained. The French language laboratory, which has been particularly active as editor of FLAND News and in writing about the history of North Dakota, Bernhardt Leser was appointed to teach French and Esther Leser to teach German in 1969. They have also promoted Scandinavian languages and culture, particularly Swedish.

The German teaching staff was only slightly more stable during these years. William Morgan has remained at UND since his appointment in 1953, except for a year in Germany in 1958-59. He was chairman of the department from 1963 to 1966. It was during this period that the first- and second-year language courses were increased from six to eight credit hours each. The German M.A. program was also started in 1965. It was largely the brain-child of Abram Friesen, who taught here from 1964 to 1968 and was chairman of the department the last two of those years. Marguerite Rodgers continued teaching in the department until her retirement in 1963. Among other German teachers who remained here longer than one academic year were the following: Richard Marlowe (1960-63), John McMillan (1962-63), Richard Roten (1960-67), Birgit Janader (1967-69), and Herbert Bosau was appointed in Germany in 1965 and has remained; he has been particularly active in teaching language methods courses and in maintaining liaison with high school foreign
language teachers. He was acting chairman in 1968-69, during which period he was largely responsible for rescuing the German graduate program from attempted abdication by the founder of the program, who was leaving the University. Jerome Bakken and David Nelson, both graduates of our German B.A. and M.A. programs, were appointed in 1968 and 1969. Also in 1969, in addition to Esther Lesser, already mentioned above, Bruno and Lieselotte Hildebrandt joined the German faculty, the former as director of the graduate program, the latter specializing in German phonetics.

Emilio Acosta continued in Spanish until his retirement in 1965. He was joined by Gene Millard, who promoted Latin American literature (1961-66) and by Graciela Wilborn, initially part-time in 1962, who was increasingly responsible for the relative stability of the Spanish faculty during this period. Dwight Chambers taught for only one extremely traumatic year (1965-66) and was followed by Raymond Doyle (1966-68) and by Channing Patterson (1966 to date), who has been particularly active in liaison with migrant workers programs. Juana Urquiaga was appointed in 1966 and remained until her retirement in 1977. Modesto del Busto joined the faculty in 1968, and Onella del Busto has also taught Spanish part-time and later full-time.

Scandinavian remained a one-man department until 1962, when Arne Brekke (Ph.D., Chicago) joined Richard Beck. Beck was one of the two most active scholars in the department during the period until his retirement in 1969, writing many articles and speaking widely. He was the first speaker in the Faculty Lecture Series. He was promoted to University Professor in 1964 and was awarded an honorary degree by UND after his retirement. Brekke, who also taught German during his first years on campus, has involved in Scandinavian-American activities locally and throughout the state. The appointment of the dean of the department from 1961 to 1975 (1966-68) and by Channing Patterson (1966 to 1978), who has devoted his main efforts to a modern Greek-English dictionary, with notable support as well as some surprising opposition, the general college language requirement from three years at 18 hours to two years at 16 hours, had been introduced by Georgacas. He has taught Latin and Italian since then, except when on leave, and has been active in language organizations locally and nationally. He was acting chairman of the department in 1978-79.

Russian was first taught at UND in 1958. The newly appointed faculty member at UND was Eugene Grimbergs, who started the Russian Studies program and taught Russian in the department until his death in 1978.

In addition to the preceding survey of faculty membership from 1953 to 1971, certain other developments during this period should be mentioned.

The decade of the 1960's brought great changes in the American attitude toward the teaching of foreign languages. When Russia sent its first Sputnik into orbit in 1957, politicians and educators alike in the United States went into shock with the realization that most American schools did not prepare students for the new reality of the twentieth century. Congress passed the National Defense Education Act (NDEA) to remedy this situation in various areas of the curriculum. In the area of foreign languages, the Act provided for the funding of intensive institutes both in this country and abroad to enable high school teachers to upgrade their skills. In addition, it granted money for books and language laboratory facilities for schools, colleges, and universities.

The introduction of Russian into the curriculum at UND was a response to the new interest in the Soviet Union as well as in the expansion of language training. The installation of the department's language laboratory in 1956 was linked to the first NDEA summer institute on the campus, coordinated by Norman Levin in that year. Two subsequent NDEA institutes in the summers of 1961 and 1962 were directed by John Green.

In the late 1950's, the John G. Arneberg scholarships were established for students with particular interest and excellence in French, German, and Norwegian. At first awards were rather small and given to only a few students, but the Arneberg scholarships became increasingly important as the years passed in giving language students an opportunity to study and travel abroad.

The struggle to retain the college language requirement during the academic year 1967-68 was probably the most traumatic event for the department as a whole. The new dean of the college, who favored a change, was motivated in large part by the desire to eliminate the Ph.B. degree, which allowed the student to omit one of the three major requirements for a B.A. or B.S. (foreign language, science/mathematics, social science/history), and which had been introduced by the University Professor with unusual persistence. The increase in the hours of first-year and second-year language courses from six to eight hours each under Morgan's chairmanship and the reduction in the college language requirement from three years at 18 hours to two years at 16 hours, had been an attempt at mitigating this problem. In a series of often quite acrimonious college faculty meetings, at which the requirement received some notable support as well as some surprising opposition, the general college language requirement from three years at 18 hours to two years at 16 hours, had been an attempt at mitigating this problem. In a series of often quite acrimonious college faculty meetings, at which the requirement received some notable support as well as some surprising opposition, the general college language requirement from three years at 18 hours to two years at 16 hours, had been an attempt at mitigating this problem. In a series of often quite acrimonious college faculty meetings, at which the requirement received some notable support as well as some surprising opposition, the general college language requirement from three years at 18 hours to two years at 16 hours, had been an attempt at mitigating this problem. In a series of often quite acrimonious college faculty meetings, at which the requirement received some notable support as well as some surprising opposition, the general college language requirement from three years at 18 hours to two years at 16 hours, had been an attempt at mitigating this problem.
of Western Culture, which was eliminated shortly afterwards. The figures for "Classics," 781 for 1964-65 and 153 for 1970-71, clearly show this. Comparable figures for the other languages for both semesters in these two years were as follows: French 812 and 743, German 901 and 1151, Norwegian 283 and 165, Russian 118 and 49, and Spanish 582 and 672.

The total enrollment figures, which peaked in 1964-65 at about 3,600 students and were down to around 2,500 students for the 1971-72 academic year, remained close to that figure until 1977-78 when they began to decrease again to a low of 1,848 in 1978-79. They began to climb again from 1979 to the present when they have more or less regained the 2,500 level of 1971-72.

One dramatic enrollment change in the 70's was the sudden surge in Spanish enrollments. In 1971-72, the total number of students enrolled in Spanish was less than the number in French or German. By 1980-81, the number of students in Spanish far surpassed the numbers in French and German. This increase is part of the national recognition of the importance of the Spanish language, and also a result of a strengthened teaching staff in Spanish.

Another dramatic enrollment change was the sudden increase (25 per cent first semester, 20 per cent second semester, over the previous year) in the 1980-81 academic year. Many factors contributed to the increase, but the most important is undoubtedly the institution in the fall of 1980 of new university general graduation requirements which encourage language study by permitting students to use beginning language courses to satisfy an increased humanities requirement. This new policy, which has done much to reverse the effects of the abolition in the 1960's of the Arts and Sciences language requirements, immediately swelled the size of 101 classes and seems to have had a similar effect on other classes. Students who enroll in 101 to satisfy the humanities requirement have found the discipline exciting and take other courses.

A decrease in the number of faculty accompanied the decline in the number of students during the 1970's. Our full-time equivalent faculty having reached a peak of 24.42 in 1968-69, declined to 23.07 in 1971-72, and had gone down to around 19 by 1981-82. Loss of faculty occurred in Greek (.53), French (.5), German (1.5) and Norwegian (1).

In the fall of 1971 the Language Department consisted of the following:

**French**
- Faythe Dyrud, lecturer
- Phyllis Harris, assistant instructor, part-time
- Bernhardt Leser, lecturer
- Esther Leser, assistant professor
- Paul Schwartz, assistant professor
- Roberto de la Torre, professor
- Wynona Wilkins, instructor

**German**
- Jerome Bakken, instructor
- Herbert Boswau, assistant professor
- Bruno Hildebrandt, professor
- Lieselotte Hildebrandt, assistant professor
- Peter Koch, instructor
- Esther Leser, assistant professor
- William Morgan, associate professor
- David Nelson, instructor

1971-1982
In 1971, Peter Koch returned to Germany. His position was not filled. The following year, Arne Brekke, associate professor of Norwegian, received his Ph.D. from Yale. Paul Schwartz was on leave for one year to direct the Sweet Briar Junior Year in France Program. Lucy Schwartz received developmental leave during this same year to do research on George Sand.

In 1972, Herbert Boswau was on leave for three years to do graduate work at the University of Washington, and Jerome Bakken for one year to do graduate work at the University of Minnesota. Herbert Boswau for two years to do graduate work at the University of Texas, and Jerome Bakken for one year to do graduate work at the University of Minnesota.

In 1973, Faythe Dyrud resigned to marry Gordon Thureen and was replaced by Rosine Tenenbaum, a native French woman with a Ph.D. from the University of North Carolina. She was subsequently reappointed for two more three-year terms in 1977 and 1980.

In the summer of 1978, Eugene Grinberg, then associate professor of Russian, died suddenly while traveling in Germany. He was replaced for one semester by Frank Cyzewski and then by Ralph Koprince, who received a Ph.D. from the University of Michigan.

In 1974-75, several faculty members took leaves during this period. David Nelson was on leave for three years to do graduate work at the University of Washington, Herbert Boswau for two years to do graduate work at the University of Texas, and Jerome Bakken for one year to do graduate work at the University of Minnesota. Herbert Boswau resumed the chairmanship in 1971 and served for three years. He chose not to be a candidate for another term and was succeeded by Paul Schwartz, whose appointment created some controversy because of his inexperience and the presence of his spouse in the department. Schwartz was subsequently reappointed for two more three-year terms in 1977 and 1980.

In 1974-75, the department revised its governance structure. The new bylaws formulated during that year place initial responsibility for recommendations for promotion, tenure, appointment, reappointment and termination in the hands of a departmental advisory committee composed of four elected representatives—one from each of the language groups and the chairman.

The department instituted a faculty evaluation procedure in the mid-70's, which was substantially revised in 1981-82.

Throughout the 1970's and until 1982, Bruno Hildebrandt served as director of the graduate program in Germany.

Jerome Bakken has served as director of the language lab since 1968.

One of the major scholarly activities of the 1970's was the continuation of the Greek Dictionary Project under the direction of Demetrius Georgacas. The project made significant progress with grant support from the National Endowment for the Humanities, the University of North Dakota and other granting agencies in the United States and Greece.

Four other members of the department published books during the 70's: Wynona Wilkins, Bruno Hildebrandt, Lieselotte Hildebrandt and Louis Palanca. Many others published articles and reviews and gave papers at local, national, and international conferences. Members of the department contributed a great deal of energy to local professional organizations such as FLAND, FLARR, The Linguistic Circle of Manitoba and North Dakota, and the AATG, AATF, and AATSP.

Current research interests of the 1982 Language Department faculty include:

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Wynona Wilkins received national attention for both the book on North Dakota history, coauthored with her husband, and her collection of North Dakota humor.

Arne Brekke received the St. Olav medal from the King of Norway for his promotion of Scandinavian culture in the United States.

Louis Palanca received in 1980, the University's Outstanding Teacher Award.

The 1970's and early 1980's witnessed three marriages and something of a baby boom among Language Department faculty members. The Palanca, Bakken and Dyrud-Thureen weddings all took place during the 1970's. The Schwartzes, Bakkens, Dyrud-Thureens, Koprincs, and Stookes all contributed two children and the Broermans, Palancas, and Ericksons one child.

The Language Department sponsored many plays, concerts, readings, and two German Christmas services during the same period. French singer, Jacques Yvart, made four concert appearances on campus and during one of them, recorded a record album which was widely distributed in the U.S. and France. The Department produced five French language plays and one Spanish play, which were taped for television broadcast.

The department received additional scholarship endowments to supplement the Arneberg and Thormogard awards. Donations by Paul Larsen, Marguerite Rodgers, Andrew Honve, and Arthur Saastad created scholarship funds for language study on campus and abroad.

In 1977, the department instituted a foreign study program in Arcachon, France. Former faculty member Guy Daney, who resides in Arcachon, serves as overseas director of the program which has included students from UND and colleges all over the country.

In October, 1964, the department, then under the chairmanship of William I. Morgan, submitted a proposal of a Master's Degree program in German to the administration. The new program was approved by the Graduate Committee in November, and by the State Board of Higher Education in December, 1964—things were moving fast in those days. Abram Friesen became the first director of the program, and the first graduate students enrolled in 1965.

The unique feature of this Master's program was—and still is—the requirement that students, after one year on campus, must study at a German-language university in Europe during their second year of graduate work, for which they receive UND credit. In contrast to other American graduate programs in German, students in the UND program do not go to a particular German university as a group, but each student studies at a German university of his own choice, being on his own, totally immersed in the German academic and social environment, but still remaining under the guidance of the UND graduate director. From the beginning of the program, the Max Kade Foundation has supported the overseas part of the program with generous fellowships for many of the students in the program. These fellowships have increased from $2,000 each in 1965 to $4,500 each in 1982 and have enabled a total of 49 graduate students in this program to study abroad. While only very few UND graduates have entered the program, it has attracted students from almost every state of the U.S. and from Canada.

When Dr. Friesen left UND in 1968, Herbert Boswa directed the program during 1968-69. From 1969 through 1982, Bruno Hildebrandt served as director of graduate studies.