

History of the Department of Foreign Languages, CSU Sacramento, 1948-2002  
by Mark Riley

The department's history has been marked by years of consolidation and slow development punctuated by two periods of rapid change, one from 1966-74, the other from 2000 to the present. In the first period many new faculty members were hired, several new languages were introduced, and the department moved into new, larger quarters. In the second, new faculty members were and are being hired to replace the veterans of 1966-74, several new languages are being introduced and the department has again moved into larger quarters. This brief narrative emphasizes the earlier period, when the writer himself came to Sacramento State College (SSC), as it was then known. The next generation can write the history of the department in the 21<sup>st</sup> century, which promises to be as lively as the 20<sup>th</sup>.

### The Early Years – 1950's

Instruction in foreign languages dates to the first years of SSC. In fall 1948 the college first listed an ambitious series of language classes: three in French, two in German, two in Spanish. All were upper division literature or conversation/composition classes, since only juniors and seniors were admitted to SSC in the years from 1947-53. Enrollment failed to justify so many classes; only Spanish 101 (conversation and composition) and Spanish 103 (literature) were actually given, with an enrollment of five and four respectively. The instructor was George William Creel, assistant professor of English. In these early years faculty members from several other areas taught language classes. In 1950-52 Victor Kaupas (Ph.D. University of Munich) from the division of social sciences taught one French and one German class per semester. In 1950 a part-time instructor, Vernon Smith, taught Spanish; when he left Spanish disappeared from the schedule until Joe McCullough<sup>1</sup> arrived in fall 1952. In that semester McCullough taught one French and two Spanish classes with a total of 10 students. With him in 1952 was Albert Wiederhold, a philosophy instructor, who taught several advanced German classes. After James Holton arrived in 1953 to help with French and Spanish, McCullough took over the German classes.

In fall 1953, after SSC moved to the present J Street campus, freshmen and sophomores were first admitted and the foreign language program began its growth at the college, with the two instructors, McCullough and Holton, dividing all the classes between them. In that fall 1953 semester McCullough taught French, German, and Spanish, while Holton taught French and Spanish. Minors in the three languages were offered to some enthusiastic students. In April 1955, for example, McCullough's French 2B class put on Molière's *Le médecin malgré lui* for the college community.

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<sup>1</sup> McCullough, born in Ohio in 1911, earned a B.A. at Ohio University and an M.A. from Harvard. He served in the US Navy in WW II. In 1946 he ran a cultural center for the US Information Service in Medellín, Colombia, where he met his wife Louise, who worked for the State Department. Returning to the US, he attended UC Berkeley, from which he received his doctorate shortly after coming to SSC. He was head of the language area and chairman of the department until 1966. He retired in 1975 and died in 1994. Holton was also a UC Berkeley alumnus.

McCullough and the early faculty established the policies which have governed foreign language instruction at CSUS until today. First, they believed that instruction should emphasize practical face-to-face communication rather than the literary study of written works. Language students at older universities studied primarily foreign literature, rather than the foreign languages themselves. In McCullough's opinion, language study at that time was almost everywhere confined to classes in which the student studied grammar, learned a basic reading vocabulary, and practiced translating progressively more difficult written materials until he could read the literary works studied in upper division classes. The model language class was Latin.

The post-war generation of instructors planned to alter this "grammar translation" method. In the older universities these young instructors faced entrenched traditions and procedures, but at institutions like SSC they could implement new procedures. In doing so, however, they faced a problem which still bedevils foreign language programs, that is, articulation between high school and college. The students arriving from high school had been taught using the older methods, and when they arrived with their two years of high school study, expecting to enter second-year classes at SSC, they found that they could not understand the instructor, could not speak sufficiently well — in short, could not do second year college work. In addition some students felt cheated when asked to take diagnostic tests instead of being placed automatically in second year classes.

McCullough attributed this problem, which he and Holton faced in the 1950's, to antiquated teaching methods in the high schools. Looking back from 2002 and knowing that exactly the same issue is agitating students today (particularly in Spanish), one might suspect that the gap between achievement in high school and readiness for college classes is due to the teaching conditions in high school, immaturity of high school students, failure to take learning seriously, and other fairly obvious factors, not just out-of-date methods of the overworked high school teachers.

In any event, McCullough and Holton developed conversation classes to bring new students up to speed. They also put students in small groups to encourage speaking and listening. These methods continue to this day in the French, German, and Spanish 5 series of classes. Moreover, the faculty spent years planning a language lab where students could improve and practice their speaking and listening. In 1956 the language program ("departments" did not exist at SSC until 1961) took over a temporary building which had formerly been used by the Music department. (It was on the site where Eureka Hall now stands.) Listening and recording equipment, a tape/record library, small practice rooms, and a classroom occupied that building. In the late 1950's McCullough and his associates designed and had built a custom-made language lab which they found to be quite effective. This single lab served the language program until the temporary building, now in bad repair, was demolished in 1969 to make way for the Education Building (now Eureka Hall).

The new building had been planned to meet the needs of the three departments of French, German, and Spanish which were created from the old Foreign Language department. The building included three language laboratories. A company called GEL installed three reel-to-reel labs with about 35 stations each (EUR 307G, 313E, 320); a sound-proofed recording room was also included (EUR 313D). These labs did not survive the pressure of enrollment during the 1970's and

the resulting increase in the number of language classes. In the mid 1970's the French lab (EUR 320) was completely removed and the room converted to a classroom. Its console room became first the German department office, then a faculty office for Spanish. The equipment in the Spanish lab (EUR 313E) remained until 2000, but sat unused, and that room too became a much-needed classroom.<sup>2</sup> The sound-proofed recording room was first used for storage, then became a computer room, finally in the late 1980's a faculty office. Only the German lab (EUR 307G) remained in use, being upgraded in the late 1980's with new Sony tape recorders and a new multi-function console.<sup>3</sup> But in fact by that time tape labs had become obsolete and were being replaced with CD's and audio-video computer workstations. The department was fortunate to have enough money in 1999-2000 to purchase the state-of-the-art computer lab now installed in MRP 2000 and 2002.

But back to the 1950's. Another policy established by the early faculty was that the department should emphasize teacher training. Indeed, most language majors became teachers. Until the late 1960's, California required a fifth year of college for those wishing to get a secondary school credential. Some of these post-graduate units could be in the student's major or minor field, and most language students took advantage of this option by taking advanced language classes. For these students graduate seminars (French 296, German 296, Spanish 296) were offered in spring 1956, a year before any language major was approved.

Before fall 1956, students specializing in a foreign language could take a "Language Arts" major, which filled out the limited number of language classes with classes in English and Speech. Full majors for French and Spanish began in 1956-7 and for German in 1958-9. The first language major was Karl Schnetz, who graduated in French at mid-year 1956-7. In June 1957, Ms. Beverly Gould graduated in Spanish. The first German major was Robert Lee Johnson in 1959. Another early graduate was Ms. Rosabianca LoVerso, who graduated in French in 1961, took a Ph.D. at UC Davis, and returned in 1967 as a full-time faculty member in French. She was chairman of the French department in the 1970's and retired to San Francisco in 1991.

The increasing number of students at SSC demanded more classes and more instructors. Ralph Lowet<sup>4</sup> arrived in 1956 to teach German and French, Werner Suttner<sup>5</sup> to teach German and Gerard Cleisz<sup>6</sup> to teach French, both in 1960. During

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<sup>2</sup> The equipment was finally removed by the School of Education in 2001.

<sup>3</sup> The video functions were used far more than the tape decks.

<sup>4</sup> Lowet escaped from Europe through Lisbon at the start of WW II and came to the US, where he earned a Ph.D. at Penn. Before coming to SSC he worked at Hershey Community College in Hershey PA, where the faculty received yearly bonuses at Christmas — boxes of chocolates. He died in 1982.

<sup>5</sup> Suttner, a Sudeten German, earned his Ph.D. at Charles University in Prague at the beginning of WW II. He then served as a private in the German army in the Balkans. Surviving that and reuniting with his wife and daughter, who had been expelled from Czechoslovakia by the Benes decrees, he taught German for the US army in Bavaria. Immigrating to the US, he taught in Idaho and elsewhere before coming to SSC. He retired in 1982 and died in 1998.

<sup>6</sup> Cleisz, born in France in 1910, came to the US in 1939, where he took an American B.A. at Ohio State; he completed his doctorate there in 1958. During WW II he worked in Washington as an analyst for a branch of the OSS. After the war he worked in Montreal and

the 1950's other faculty, some from UC Berkeley, McCullough's and Holton's graduate alma mater, taught for a year or so, then left.<sup>7</sup>

During the 1950's and later, language faculty, besides training local teachers, also taught summer seminars and methods classes. (Summer classes were more important and relatively more numerous in those years than now, since teachers were attending to earn required in-service units.) Teachers from as far away as Placerville and Marysville/Yuba City came to SSC for these classes. As a result of these contacts, local high school and college teachers came together to form the Sacramento Area Language Teachers group (SALT), which soon became today's large Foreign Language Association of Greater Sacramento (FLAGS), an affiliate of state and national teachers' associations. These early seminars and methods classes developed into today's EDTE 385, the methods class taught each year in the School of Education, and EDTE 480, the title for the department's supervision of French, German, and Spanish student teachers throughout the entire Sacramento area.

Part of the department's teacher training program was its efforts to send students abroad for immersion in their language. In the early 1960's (after Sputnik) the federal government gave funding under the National Defense Education Act to colleges and universities to administer special institutes for training language teachers. Institutes for Spanish were held at SSC in 1964 and 1965, the second time under the direction of Kermit Smith (1962), who had replaced Holton.<sup>8</sup> Smith then proposed an advanced level institute to be held abroad in Burgos, Spain. This proposal was approved for federal funding, and the first Burgos programs were held in the summers of 1968 and 1969. No tuition was charged and participants received a stipend of \$75 per week, but they had to pay transportation from New York to Burgos (\$700) and living expenses while in Spain. Federal funding was redirected to other uses after 1969, but by then the program had become self-supporting and in the 1970's developed into today's successful summer M.A. program. Smith continued as director for several years until he was replaced by Jorge Santana (1972), who was still director in 2002, with assistance from other department faculty members. (More on the summer programs below.) Summer trips to Mexico had begun in 1960 with James Holton, continued intermittently after Holton left SSC for the University of Hawaii, and resumed on a yearly basis in 1976 under the direction of Harry Dennis (1970).

Overseas programs were available in other languages. The International Program of the CSU system has operated since 1963 and is available to all students, not just language majors. Several faculty members have been IP program directors (Smith in Spain, Olaf Perfler in Germany, Mario Pietralunga in Italy). Specific to the department are the graduate exchange programs with institutions in France,

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taught in various colleges and universities before coming to SSC in 1960. He retired in 1973 and died in 1988.

<sup>7</sup> The part-time instructors Margarete Hagner (1958-61) and Arthur Kimmel (1959-62) were both Berkeley doctoral candidates. Lucie Horner (full-time 1955-58) was a Chicago Ph.D. Celia Nussenbaum (1955-61) was a part-time instructor of French and German. Don Hawley (1957-61, Iowa Ph.D.) taught Spanish.

<sup>8</sup> Smith, after service in the US Navy from 1944-46, attended Oregon State, then went on a two and one half year church mission to Argentina, where his life-long interest in Spanish blossomed. (His mother had been born in a Mormon colony in Mexico.) He returned to BYU, where he received his B.A. and M.A. After receiving his doctorate from UCLA, he came to SSC in 1962 to replace Holton. He retired in 1990 and now lives in Wilton.

Germany, and Spain. Werner Suttner began a graduate student exchange in the early 1970's with the Johannes-Gutenberg-Universität in Mainz, Germany.<sup>9</sup> In the 1990's an additional exchange was arranged with Flensburg, Germany. Since 1972 the department has had an exchange with a French university (location arranged through the French government), and since the 1980's, with Valladolid in Spain. Several of the exchange students who came from Europe stayed in the US to become teachers. In addition to the academic overseas programs, since 1984 the German area has actively promoted a summer work program in Europe and Japan. This program, begun by Gunter Seefeldt, formerly of Foothill College in the Bay area, is open to any student who has had one year of a foreign language. Students of German have been this program's main beneficiaries.

In 1964 the language department was still small: French had Gerard Cleiz, assistant professor, and two instructors, Andre Martin and Margaret Sullivan, both of whom soon left; German had Ralph Lowet, associate professor, and Werner Suttner, assistant professor; Spanish had Joe McCullough, professor and chairman of the department, Kermit Smith, assistant professor, and Duane Mylerberg, instructor, who soon returned to the University of Washington to finish his degree. But rapid expansion, both new faculty and new languages, was near at hand.

#### The Years of Expansion 1965-1973; the Split

Until 1961 French, German, and Spanish were the only languages taught at SSC. M.A. programs in those languages were approved by the Board of Trustees in 1965. The Board had no questions about the French or Spanish M.A., but did express some doubt that there was enough demand for the German M.A. Nevertheless all three programs became active in 1967-8. The first M.A. went to Bryant Creel in Spanish (January 1968) and later in 1968 Donald Negri and Annik Vickers (now Gunter) received M.A.'s in French. The first German M.A.'s went to Ilsa Ingeborg Field and Albert Reynolds in 1970. In 2002 the Spanish M.A., essential for secondary school teacher training, was as strong as ever, but the M.A. programs in French and German had been phased out in the late 1990's, mostly in response to the decline of French and the vanishing of German from Sacramento area schools.

There had always been demands for other languages at SSC. In 1959-60 Walter Lobay, an older SSC student, taught Russian on KVIE TV. In 1966 a student group called "Bunka" taught conversational Japanese. The first regular SSC language class outside the three major languages was Russian, begun in fall 1959 and taught by Nicholas Kreismanis, a part-time instructor in History. Russian 1B was offered in spring 1960 and 2A in fall 1960. It became a permanent offering in 1967, when John Shaw was hired; Shaw was succeeded by Ronald Breininger in 1970. In 1966 Latin began, taught by Rachel Laurgaard, an English M.A.

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<sup>9</sup> The exchange was made possible when SSC became CSUS (i.e. a university) in 1972. This apparently trivial occurrence meant a great deal to the German government. The German government and its branches, including the universities, considered a "college" to be some kind of secondary institution, and they would have nothing to do with SSC. When CSUS became a university, everything changed: exchanges were established; the Goethe Institute (the German cultural agency for overseas) sent lecturers to CSUS; the West German government gave large donations of German books to the CSUS library. Werner Suttner should get the credit for these successes of the German department.

graduate.<sup>10</sup> She was succeeded by a full-time instructor, Mark Riley, in 1969. Rosabianca LoVerso, a full-time French instructor, began teaching Italian as well in fall 1968. Another instructor in Italian, Alberico Lolli, was hired in 1969, succeeded by Mario Pietralunga in 1971. Portuguese was introduced in 1969 by Sam Hill, who had been hired in 1968 as a Spanish instructor.

Along with the introduction of these new languages, the existing programs expanded rapidly during the governorship of Ronald Reagan (1967-75), who was the most generous of all California governors to the CSU.<sup>11</sup> By 1970 the department, now headed by Ralph Lowet, who had succeeded Joe McCullough in 1966, had outgrown the original building, especially the ramshackle language lab. Most of the faculty were housed in temporary buildings resembling construction trailers, parked on the site of the west parking garage. Faculty members shared offices in Temporary V (TV), TR, TW, TX. Some Social Work faculty members also shared these temporaries. In the late 1960's a new building was planned and constructed, the Education Building, now Eureka Hall. It opened in fall 1970, but expansion had been so rapid that all of the language faculty could not be housed there, and the temporaries were kept for another decade.

This is perhaps the place for a personal memory. When this writer arrived in 1969, the department inhabited a different world from that of 2002. The new Education Building was under construction, but until that was finished, the department office remained in TR-3. Ralph Lowet was chairman, and he had two secretaries, Anita Eckerman (later to be the secretary for Spanish before transferring to the Summer Session office in 1975) and Helen Granzella (later to be secretary for the School of Arts and Sciences; she retired in 1991). There were in addition student assistants and clerical staff. Lowet did not type — few of the foreign-born faculty did, or wanted to — and he dictated memos to the secretaries, who then typed the document for his signature. They also typed dittos for the faculty, or failing that, the faculty wrote dittos by hand. The office was always filled with the clack of the ditto machine's rotating cylinder and the smell of the fluid, now a source of nostalgia for old-timers. The secretaries made each semester's class schedule, routed telephone calls, posted notices, forwarded messages to faculty, and occasionally made treats for the entire office. Once Helen Granzella brought in an entire tray of baba au rum, sweet rolls soaked in rum, and very strong. In short, the department had a larger clerical staff for a smaller number of instructors than it does now. Of course, these were the days before computers and Xerox copiers (How did we manage?), and the secretaries did many things which instructors can and must do for themselves today. Most classrooms were in the temporaries, and by that year the floors were buckling, the interiors were grimy, and the trains passing on the nearby tracks stopped all lectures twice an hour. Moreover there was plenty of opportunity to teach the Latin words for "ant," "mouse," and other vermin using live specimens as props.

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<sup>10</sup> Mrs. Lauregaard was the author of *Patty Reed's Doll*, a children's story about the Donner Party. (Patty Reed was a child who reached Sacramento in 1849, after a hard winter in the Sierras.) For years her doll has been on display at Sutter's Fort. Mrs. Lauregaard's book has been in print since 1956. It was translated into German by Eva Ackermann in the 1990's.

<sup>11</sup> "Biting the hand that feeds you" well applies to the university faculty, who have consistently vilified Gov. Reagan.

As mentioned above, the faculty had only recently become so numerous, and in 1969 Lowet was still trying to maintain the hospitable practice of inviting all the instructors and staff to a Christmas party. The number, however, was so large that he (really his wife) had to enlist outside help and the buffet went on until almost midnight. He gave up department parties after that experience.

The opening of the Education Building was a suitable time for a split into separate departments of French, German, and Spanish. The building had been carefully planned to meet the needs of the new departments.<sup>12</sup> Each new department had its own department office and secretary, its own language lab and seminar rooms, and its own budget and autonomy. Everyone was delighted at the split and the scope which the split seemed to promise for the unique development of each major language. The minor languages which had been added in the previous few years were distributed by agreement: Italian was taught in part by a French faculty member (LoVerso), so Italian went to French; Portuguese was taught by a Spanish faculty member (Hill), so it went to Spanish; only the German faculty were interested in the continuance of Latin and Russian, so those languages went to German, along with Japanese and Chinese. (Balancing the number of faculty in each department was also a consideration.) Soon after the split, in 1974, the full-time foreign language faculty reached its maximum number. From eight faculty members in 1964 (with a college FTE of 6382 in fall 1964), the departments taken together had grown to 30 and one-half<sup>13</sup> full-time instructors in 1974 (with a university FTE of 14873 in fall 1974). The department had grown proportionally more than the university itself. The roster in 1974 follows, with the person's highest degree and the date of arrival at what was now CSUS, since the change to university status in 1972. Some comments are included about departures and recent arrivals.

#### French Department in 1974, including Italian:

Christiane Andel (1968. She did not finish her degree and left in the mid-1970's. She remained in Sacramento and taught as a part-time instructor in the late 1970's and early 80's.),

Gerard Cleisz (Ph.D. Ohio State; 1960, chairman until he retired 1973; died 1988),

Claude Duval (M.A. UBC; 1969, retired 1999)<sup>14</sup>,

Robert Eisner (Ph.D. Occidental; 1967; chairman 1979-82, retired 1991),

Valdo Herby (Ph.D. USC; 1969. He became dissatisfied with teaching and left the profession in 1975. He still lives in the Sacramento area),

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<sup>12</sup> Too carefully perhaps. A constant criticism during the language program's tenure in Eureka was the building's lack of flexibility. Each faculty office seemed to be a different size — some held one person, some two, one "suite" held three, another four; the original department offices had to be remodeled into faculty offices, a layout which required an office within another office; classrooms all had different equipment. Some faculty members had the impression that in the planning for Eureka, specific persons were assigned to each office, and that the size of the office reflected that person's needs and status.

<sup>13</sup> Mary Giles was the half.

<sup>14</sup> Duval, after service in the US Army, came to SSC in 1962. He was a student and part-time instructor in 1963-66. He left for graduate work at the Univ. of British Columbia in Vancouver, British Columbia, where he received an M.A., and a teaching position in the Yukon, returning to SSC in 1969. He became the department's chairman in 1986-94, serving three terms, longer than anyone else before or since.

Alphonse Tekpetey (Ph.D. Wisconsin; 1973-1976, French and Swahili, the start of a long and futile effort to introduce African languages at CSUS),

Robert Tzakiri (Ph.D. UCSB; 1973; retired 1998),

Annik Vickers/Gunter (Ph.D. UCD; 1970; retired 2001),

Rosabianca LoVerso (Ph.D. UCD; 1967, chairman of French for most of the 1970's; retired 1991)

Mario Pietralunga (Ph.D. Univ. of Bologna; 1971, retired 1998).

Jacques Malet (Ph.D. Illinois; 1975; retired 2001) and Donald Webb (Ph.D.

Wisconsin; 1975; retired 1997) were added to the faculty after Cleisz retired and Herby left.

Alexandre Kimenyi (Ph.D. UCLA) came in 1976 to replace Tekpetey and taught French and (occasionally) Swahili. John Shoka of Government also taught Swahili during the 1970's.

French had a few part-time instructors, including Lily Tyler, who taught classes until the mid-1990's, and Simone Clay, who taught in the 1980's.

French eventually was to include Japanese and Chinese as well.

German Department in 1974, including Classics and Russian:

Robert Catura (Ph.D. Michigan; 1972, died 1988)<sup>15</sup>,

Walter Hurley (1969, did not complete his Ph.D. and left in 1974),

Ralph Lowet (Ph. D. Pennsylvania; 1956, died 1982),

Olaf Perfler (Ph.D. Vienna; 1967, succeeded Suttner as chairman in 1976, retired in 2000),

William Sullivan (Ph.D. Johns Hopkins; 1970, briefly chairman in 1979 before becoming Associate Dean and later Dean of Arts and Sciences),

Werner Suttner (Ph.D. Prague; 1960, chairman 1970-76, retired 1982, died 1998),

Russian was taught by Ronald Breininger (Ph.D. Pittsburgh; 1970; retired 2001),

Latin and Ancient Greek were taught by Mark Riley (Ph.D. Stanford; 1969,

chairman of German 1979-82, chairman of the reunited department 1994-2000).<sup>16</sup>

Marjorie Wade (Ph.D. Michigan; 1974) replaced Hurley. Ernst Dobbert, a German teacher at Foothill High School, taught an occasional class as a part-time instructor of German.<sup>17</sup>

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<sup>15</sup> Catura had taught at SSC in the 60's, but had left to complete his Ph.D., without which he could not have become a full-time instructor.

<sup>16</sup> Ancient Greek enjoyed a nationwide boom in the 1970's. At CSUS Greek 1A had 30 or more students for several years. The fad passed and Ancient Greek became an occasional offering.

<sup>17</sup> Dobbert lived through the worst of the 20<sup>th</sup> century. Born in eastern Germany, he escaped from the Russian zone in the 1950's. He went back a year later to rescue his fiancée; she was shot by border guards as they crept through the forest with other escapees. He never forgave himself for the attempt. A horticulturist in Germany, when he came to the US in the early 1960's he became a waiter at the Waldorf-Astoria Hotel in New York. He moved to Los Angeles where he finished his B.A. and got a teaching credential. Coming to Sacramento, he earned an M.A. (1974) and taught in local high schools, as well as at CSUS. He gave many talks to German classes and was a well-known figure locally. He died in 2000.

Spanish Department in 1974, including Portuguese:

Fausto Avendaño (Ph.D. Arizona; 1973; taught Portuguese as well as Spanish),  
Carol Brown (Ph.D. Wisconsin; 1973),  
Harry Dennis (Ph.D. Arizona; 1970, chairman of Spanish 1979-82, chairman of the reunited department 1983-86, retired 2000),  
Sam Hill (Ph.D. Stanford; 1968, retired 2000),  
Jacinto Jenkins (Ph.D. Stanford; 1970, died 1980),  
Joe McCullough (Ph.D. UCB; 1952, retired 1975, died 1994),  
Francisco Porrata (Ph.D. Iowa; he also had a law degree from the Univ. of Havana, Cuba; 1969, retired 1981, died 1990),  
Jorge Santana (Ph.D. Madrid; 1972, chairman of Spanish 1976-79),  
Estela Serrano (M.A. Arizona State; 1964, retired 2000),  
Kermit Smith (Ph.D. UCLA; 1962, chairman of Spanish 1970-76, retired 1990).  
Mary Giles (Ph.D. UCB; 1964) taught half-time in Spanish, half-time in the newly formed Humanities department, until she transferred entirely to Humanities in fall 1974. Thalia Dorwick (1975-76) left to take a job with a textbook publisher.  
Spanish also had several part-time instructors, among whom were Dave Haas and Evangelina DaRosa (Ph.D. UCD), who later became full-time in 1981, retiring in 1996.

It is clear from this list that the foreign language faculty at CSUS was cosmopolitan in origins and outlook. Most had come from outside California, several from abroad. Some instructors came with the intention of moving on in a few years; most stayed for the rest of their careers.

By 1974 the language programs, taken together, had reached their maximum size.<sup>18</sup> Their staffing, procedures, programs, curricula, and off-campus activities showed little change for the next 20 years, as the faculty aged and settled in, until the language requirement of 1991 shook up the department. Few faculty members were added during the 25 years after 1974; most were replacements caused by death or retirements. In Spanish the teacher education specialist Jacinto Jenkins died in 1979. McCullough and Porrata, a Cuban exile already advanced in years when he came to SSC, retired in 1975 and 1981 respectively. They were replaced by Evangelina da Rosa (Ph.D. UCD; 1981), Joseph Klucas (Ph.D. Iowa; 1981), Ada Roscoe (Ed.D. Pontifical Catholic Univ., Lima; 1976; retired 1995, teacher education), Mario Blanc (Ph.D. Kansas; 1990), and João Sedycias (1990), who left within a few years.

German added Marjorie Gelus (Ph.D. UCB; 1983) to replace Lowet and Suttner, and Gerald Carr (Ph.D. Wisconsin; 1989) to replace Catura in Linguistics. German enrollment was already showing signs of weakness. After Webb and Malet (both 1975), no new hiring was done in French for more than 20 years.

Japanese began in 1969, when Shotaro Hayashigatani (M.A. SFSU) was hired as a part-time instructor. In 1971 Hayashigatani filed for permanent status (a green card) in order to hold a full-time position at CSUS, but was denied. The Department of Labor started deportation proceedings. The university appealed to

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<sup>18</sup> in the early 1980's Modern Greek was taught by a series of native speakers. The program lasted only a few years. In the early 1990's Biblical Hebrew was added, taught by Robert Platzner of Religious Studies and Humanities. On his retirement in 2001 the class lapsed.

the Department of Labor and was eventually successful; Hayashigatani was appointed assistant professor in 1972. This appointment affected other instructors. At that time the department was in the habit of hiring new ABD faculty at the rank of Instructor, the lowest possible pay level for full-time teachers. Only after the final award of the Ph.D. could one be promoted to assistant professor. Breininger, Hurley, Riley, and Sullivan, among others, were in this group. When Hayashigatani was appointed assistant professor, the university decided in fairness that the other full-time instructors, even if ABD, should have the same rank with the additional pay. Those affected were delighted. Today the issue of ABD instructors is moot, since the department does not hire ABD's.

In 1970 the Japanese program plus any future Chinese program had been assigned to the German department. Within a few years however, Hayashigatani came to feel that he did not have the German department's full support, financial and otherwise, and he transferred to French, then in 1978 to the Ethnic Studies department, where he remained until his retirement in 2000 — a bureaucratic anomaly, since his entire teaching load was in the language department(s). The duty of scheduling Japanese classes was transferred to French, as well as the entire Chinese program and occasional classes in Swahili taught by Kimenyi. By the time a tenure-track Chinese instructor (Lewis Robinson) was hired in 1987, the departments had been reunited.<sup>19</sup>

Chinese began in 1971, also assigned to the German department. That fall Chinese 1A (Cantonese) was taught by D. Hwang, a part-time instructor. In fall 1972 Hwang taught both Cantonese and Mandarin. Other part-time instructors followed. The Chinese program gained some stability when Richard Shek was hired in fall 1976. He later became a professor in the Humanities department and in spring 1981 was succeeded as a Chinese instructor by his wife Kitty Shek. Both Sheks emphasized the teaching of Cantonese, primarily as a community service class for social workers, nurses and the like, since the Chinese community of Sacramento at the time was primarily Cantonese-speaking. Chinese 1A was Cantonese; Chinese 6A was Mandarin. The teaching of Mandarin became the primary purpose of the Chinese program when Lew Robinson (Ph.D. UCB; 1987) was hired as the first full-time Chinese instructor. Under pressure of enrollment in Mandarin, Cantonese was dropped in the mid-1990's. Help came for Robinson and the overburdened Japanese program in the person of Kenneth Luk (Ph.D. Penn; 1991), who taught Cantonese, Mandarin, and Japanese.

These years of rapid expansion were not free of controversy. The most exciting occurred in the Spanish area. Spanish faculty had long observed that the Mexican-American "native" speakers (often called "heritage" speakers today) faced very different problems in Spanish class than did the Anglo students. The Spanish speakers knew the irregularities of the common verbs and had excellent pronunciation. On the other hand their vocabulary was limited to what they had heard at home, and they had had little practice in reading and spelling. An instructor who had Anglos and Spanish speakers in the same class faced difficulties.

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<sup>19</sup> Japanese had a series of part-time or full-time lecturers over the years: Teiichi Hirano, who established a translation business in Sacramento, taught in the 1980's. Toshikazu Kuwabara and Mariko Enomura taught in the 1990's. Each year several students minored in Japanese. Many of these successfully competed in Japanese speech contests and participated in exchange programs in Japan.

The faculty tried small group practice sessions, but it seemed that separate classes would be the only solution. In 1964 Estela Serrano was hired to teach such special classes for Spanish speakers. First under her direction, later under the direction of Fausto Avendaño, classes which eventually developed into Spanish 15, 16, 17 were offered as literacy classes for Spanish speakers. Enrollment in these classes was never as large as hoped, and they disappeared under the pressure of other demands in the early 1990's.

Serrano also worked with the Mexican-American students to produce and perform plays in Spanish, and in this role she became well-known on campus. As a result, when she came up for tenure in 1968 and was denied, students and faculty were outraged. Department and university policy was and is that all full-time faculty members must possess a Ph.D., except for faculty in fields like music and art, where the doctorate is not usual. On this basis the department denied her tenure. Immediately the Mexican-America Youth Association (MAYA) on campus organized a demonstration and a sit-in in the chairman's (Ralph Lowet) office. Marchers also presented a petition to then-president Robert Johns. The Black Students Union and a number of faculty members joined the protest, including Molly Irwin, the would-be Rosa Luxemburg of the English department, who read her own poem excoriating "empire builders" in education who "care no more for knowledge and the young than Nero did for Rome." Lowet and the tenure committee were stunned and quickly reversed their decision. They gave Serrano tenure on the basis of her teaching skills, her ability to communicate with Mexican-American students, and the need to have representation of minority groups on state college campuses. At the time she was the only Mexican-American full-time teacher in the department, perhaps in the entire university.

By all accounts this demonstration was not encouraged by Serrano herself. She had sent a letter to MAYA asking them not to sit-in. In her public statements she did not denigrate the Ph.D. degree. In fact she was quoted in the student newspaper (May 14, 1968) saying that she planned to resume work on her own doctorate in the near future. She certainly was not responsible for the wilder accusations of some protesters. Ralph Lowet never forgot being called a racist by Robert Arellanes. (Arellanes mellowed in later years and filled several positions in the CSUS administration, including many years as Dean of RCE, before retiring in 2000.)

In later years other faculty members were denied tenure because they had not earned a Ph.D. Walter Hurley left in 1974 and Christiane Andel a few years later for that very reason. The rule was bent for Claude Duval, whose highest degree was an M.A. from the Univ. of British Columbia, and for Shotaro Hayashigatani, who had an M.A. in History from San Francisco State. Duval was granted tenure on the basis of demonstrated teaching ability in language skills classes, Hayashigatani because the department could find no instructors in Japanese with a doctorate.

Department and university policy is still that of no tenure without a Ph.D., but some faculty members have wondered about the value of this policy in a department (indeed, a university) where most students are taught by part-time faculty or full-time lecturers on temporary appointments, who are not expected to have the Ph.D. CSUS now avoids tenure battles like that of 1968 by hiring few tenure-track faculty members and many part-timers. Such was not the policy in the years of expansion.

## The Independent Departments 1970-1982

As mentioned above, everyone in the major languages had welcomed the split into three departments, expecting great developments in each area. To some extent their expectations were fulfilled, especially in German and Spanish. On the other hand serious problems arose in these smaller groups, and the state budget crisis of the late 1970's made this split too expensive to maintain.<sup>20</sup>

The Spanish area used its independence well. During the 1970's the area was able to develop its curriculum so that majors had a comprehensive set of classes in language development (phonetics, grammar, composition), literature, and culture, both of Spain and of Latin America. A well-balanced set of graduate classes, which were especially aimed at secondary school teachers, was developed in the same three areas. The department instituted a series of proficiency tests as part of its curricular reforms. These included placement tests for incoming students, upper-division (U) tests for students moving beyond Spanish 2B, and graduate (G) exams, which served as an exit exam for B.A. students and entrance/proficiency exams for M.A. students. With the increasing number of lower division students in the 1980's and 90's, the placement exams were dropped; the U and the G exams continue.

Under the leadership of Kermit Smith, later Harry Dennis and Jorge Santana, the Spanish department was able to permanently establish the overseas programs which had been begun with federal funding in the late 1960's and which continued into the 21<sup>st</sup> century. Smith developed contacts in Spain who supplied locations, transportation, and housing for the program participants. In 1976 Dennis began a second summer program in Guanajuato, Mexico. (In later years the programs added sites in Peru and Costa Rica/Guatemala.) These programs provided real-life experience in Hispanic cultures for both undergraduates and graduate students, primarily high school teachers. A high school teacher, after attending these overseas programs for three summers, could earn the units necessary for a Spanish M.A. Indeed, since 1968 more than 200 graduate students from all over the United States have earned their degrees in this way. Equally important, Smith, Dennis, and Santana established good relations with the university foundation and its account managers. This made it possible for them to run these programs with a minimum of supervision from Sacramento.<sup>21</sup>

The Spanish department contributed to scholarship as well as to the classroom. In 1972 Francisco Porrata founded the Spanish literary journal, *Explicación de textos literarios*, which continued publication under various editors (Santana, Dennis) and was in 2002 edited by Fausto Avendaño, a well-known dramatist and novelist in his own right. The Spanish area was administered competently, first by Smith as chairman (1970-76), then by Santana (1976-79) and

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<sup>20</sup> This split into three departments coincided with other curricular and administrative changes at SSC: the Women's Studies program began in 1969, Ethnic Studies in fall 1970; the general education program was completely revised in 1969 (more on this below). SSC President Robert Johns suddenly resigned in April 1969 and Otto Butz became acting president in 1969-70. The entire period of the 1970's was an unsettled time for the university.

<sup>21</sup> The programs operated (and still do) in cash-only economies, and the director needed the ability to redirect cash as needed day-by-day. Approval from the foundation for each expenditure was impossible.

Dennis (1979-82), with the help of long-serving secretaries Anita Eckerman and Eva Martinez.

German too was generally successful on its own, after initial problems in 1970-71. Rolf Jansen had come to SSC in 1968.<sup>22</sup> Most colleagues considered him a difficult person, with what seemed to be severe emotional problems. He kept a pet ocelot, perhaps an insight into his personality. He never hesitated to insult colleagues and students; he called one assistant a floozy, one of his colleagues, a small-time schoolteacher (i.e. not a real university professor). He once declared that he was trying to remove Lowet, the chairman, from office by giving him a heart attack. Jansen was not joking, but fortunately did not succeed. Jansen left in 1971 and eventually returned to Europe. The fate of the ocelot is not known.

Despite this episode the independent German department was successful in attracting students to its B.A. and M.A. programs, developing the exchange programs mentioned above, and attracting lecturers from overseas and across the US. In the 1970's and 80's CSUS had the largest German program in the CSU system. In some years the French and German departments together produced more M.A. candidates than did Spanish.<sup>23</sup> The German language lab continued in operation under the direction of Robert Catura, even when the French and Spanish labs were abandoned. The active German club, encouraged by Marjorie Wade, helped attract students to the program. Much of the program's success, however, was due to the work of Werner Suttner, who encouraged ("browbeat" might be another word) students to sign up for advanced classes, who supervised (with the help of William Sullivan) almost all M.A. students, who guided these students through their theses, and who helped find them jobs in high schools or hired them as assistants himself. Suttner and Sullivan had an admirable record of getting international Fulbright scholarships for German majors. Indeed, the German department/area has had a higher per capita award of Fulbrights than any other department on campus. Suttner taught most of the culture and civilization classes, for which he had an extensive slide collection. He devoted all his energies to the German program, and when the departments were reunited in 1982 he retired in great bitterness of heart, thinking that 22 years of his hard work (1960-82) were going down the drain.

But long term changes in the Sacramento community were working to the disadvantage of German and to a lesser extent of French. High school instruction in languages other than Spanish declined during the 1970's and 80's, reducing demand for German teachers, the chief clientele for the M.A. program. Equally important for German was the reduction in force and eventual closing of the local Air Force bases, Mather and McClellan. Many air force personnel had been stationed in Germany and they or their dependents wanted to continue study of the language. As these people were transferred elsewhere, enrollment, especially in advanced classes, declined. The M.A. program was suspended in the late 1990's.

The French/Italian department had some notable achievements during its independence: curricular reform, publications, student teacher and graduate

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<sup>22</sup> As a teenager, he had served in one of the youth brigades drafted to resist the allies in 1945. Surviving, he came to the US about 1950 and was promptly drafted into the US Army. He later earned a Ph.D. from the University of Texas.

<sup>23</sup> See Appendix A for the Bachelor's and Master's degrees in each language.

programs, and faculty exchanges. These achievements, however, were to some extent overshadowed by the quarrelling which marred the late 1970's.

French revised its major in the early 1970's to allow students to concentrate on topics other than literature. A two-track major was established: Track I, intended for teachers and prospective graduate students, included language skill classes, such as grammar and composition, and the traditional literature classes, more than nine of them, French 110 to 118, from the Middle Ages to 20<sup>th</sup> century poetry. Track II ("language and civilization for international careers") included the same skills classes as Track I, but replaced the literature classes with business French, two classes on translating, and several cultural classes. Track II was recommended for students planning to go into international business, diplomacy, and the like. This second track was the department's response to frequent requests from students who liked the language and wished to be fluent, but who had no interest in literature — the TV generation. By 1980 enrollment in French had declined, the department did not have enough instructors to do full justice to the two tracks, and both were merged into one. Also by 1980 the large number of specialized literature classes had been replaced by French 111 and 112, "authors" and "themes" respectively. In these classes the topics changed each semester and could be taken twice for credit. In later years as retirements decimated the French staff, even these classes disappeared or were renamed.

The French faculty began its own literary periodical, *Revue du Pacifique*. Its first issue, edited by Eisner and Herby, appeared in spring 1975, with articles in French and English on Molière, Gide, and one by Malet on Pascal. This biannual periodical was typeset in Spain. Costs eventually became too great and publication had ceased by 1980.

Another noteworthy achievement by the French faculty was the faculty exchange program with educational institutions in Toulouse, France.<sup>24</sup> The impetus came from Toulouse, when in 1981 Jean Claude Coustel of the National School of Aviation wrote to CSUS asking if anyone here wished to exchange jobs for a semester or a year. Annik Vickers immediately volunteered and began an exchange which lasted for 15 years. Soon faculty members from the Institut Universitaire de Technologie (IUT) also began exchanging with CSUS faculty members. These instructors from IUT included Daniele Cambrezy, Michèle Régnier, and Phyllis Terrier, whom many still remember as excellent teachers. In return CSUS faculty members from French (Eisner, Malet), Spanish (Avendaño) and English (Ron Santora) went to Toulouse. By the 1990's most department faculty members, either for reasons of age or because of family responsibilities, did not feel able to go to France for extended periods, and Malet became virtually the full-time CSUS exchange professor, living in France for half of each year. This arrangement soon proved unsatisfactory, and when no one else from CSUS could be found willing to participate, the exchanges ceased, a loss to both institutions.<sup>25</sup>

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<sup>24</sup> Toulouse is the center of the French aerospace industry.

<sup>25</sup> The CSUS administration and the French government, a far more ferocious bureaucracy, approved these exchanges only because each party continued to be paid by his home institution. No hiring or transfers of employment were necessary. Fortunately the pay scales in Sacramento and Toulouse were close enough that each instructor could live on his own pay. The parties commonly exchanged houses and cars.

During the period of independence the French faculty were also supervising student teachers and producing a good number of M.A. candidates, some of whom went on to higher degrees. The department seemed to be running smoothly. Until 1978 Rosabianca LoVerso, a CSUS alumna, ran the department with an eager desire to do everything possible to promote its interests.<sup>26</sup> First Hayashigatani, then the part-time Chinese program moved from German to French. Tekpetey, and after him Kimenyi were already part of the French department, since both taught French as well as Swahili. By the 1977 catalog the department had the lengthy title "Department of French/Italian/Japanese/Chinese/African". LoVerso, who was a popular teacher of Italian (she also taught French), enlarged her own field until Italian comprised four lower-division classes (some with multiple sections) and 10 upper-division classes, all for two instructors. Staffing of these classes was sometimes questionable: it was observed by faculty members in French and elsewhere that LoVerso, as chairman, made informal arrangements with graduate students who spoke Italian to teach classes for herself and her colleague, Pietralunga. Such informal arrangements were (and are) against university policy, but LoVerso was eager to promote Italian, as well as the other languages in the department. (She pushed for a Chinese major.)

A crisis came in 1977, when she appointed her Italian colleague Pietralunga to be acting department chairman while she went on sabbatical. This appointment (instead of a department "election"<sup>27</sup>) was apparently in accord with recently adopted department policies, and the Dean at the time, Roger Leezer, confirmed Pietralunga as acting chairman for a semester, but the whole process had angered the French faculty, who were the majority in the department. At the next election for chairman in spring 1979, LoVerso was voted out and Eisner installed for the term 1979-82. LoVerso was angry at this rebuff. Relations among members of the department became strained and the department began to come apart. Hayashigatani moved to Ethnic Studies; Richard Shek (Chinese) moved to Humanities. LoVerso herself tried to have the Italian program transferred to Ethnic Studies as well, but the effort came to nothing. The situation was not helped by a secretary who seemed mentally unbalanced. Finally the three language departments were merged, an action which put a stop to most of the quarrelling. The California budget crisis of the late 1970's and early 1980's was the primary justification for the merger. The university could save money by replacing each department's separate office, chairman, and secretary with one unified office, one chairman, and a smaller clerical staff.

#### The Reunited Department: 1982-present

The reuniting of the three departments in fall 1982 could have led to bitter competition for students and bad relations among faculty. The other languages also feared that the department would become a mere Spanish department with

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<sup>26</sup> These years included the end of James A. Bond's unsuccessful tenure as president of CSUS (1972-78). At this time there was constant conflict between Bond and the Faculty Senate (which passed a "Declaration" of independence from Bond), the leaders of the School of Arts and Sciences, and other faculty groups. The fact that the president and dean were thus distracted perhaps encouraged LoVerso's ambitions.

<sup>27</sup> Quotation marks, because the Dean of Arts and Letters appoints all chairmen; "elections" are advisory only.

appendices, and everyone feared that the quarrelling which had characterized the French/Italian department would spread. None of these disasters happened, thanks to moderation on all sides and the sensible, hands-off style of Harry Dennis, the first chairman of the reunited department (1982-85) and the enthusiasm of Claude Duval, the second chairman (1985-94). Both Dennis and Duval initially had some difficulty persuading the department's secretaries to work together amicably, but both eventually learned to get along. After Eva Martinez, the senior secretary, retired in 1990 and Verica Dering moved to the Sociology department, Alice Cain became secretary (September 1991) and, helped by her long-term clerical assistant Lindell Damey, she worked with Duval and Riley until her retirement in 1997. She was replaced by Edna Linville, who worked with Riley and Robinson until she retired in 2001.

The 1980's and early 90's were generally a quiet period in department history. As mentioned above, few new instructors were hired. One language program, Chinese, was expanded with the hiring of a full-time professor (Robinson 1987) and a second professor for Chinese and Japanese (Luk 1990). Enrollment in Mandarin grew at the expense of Cantonese, which was dropped in the mid-1990's. Enrollment in Russian slowly declined with the end of the cold war. Only recently has the massive Russian immigration to the Sacramento area caused enrollment in that language to increase. New instructors were occasionally introduced through faculty exchanges. The French exchange has been described above. From the German department Marjorie Wade taught in a gymnasium in Vienna during 1979-80, while her counterpart in the gymnasium, Ulrike Mossler, taught German at CSUS.

For most faculty the most striking change of the 1980's was the introduction of computers (nearly all Macintosh). In the mid 1980's the department created a computer room in EUR 313D, the former recording room, and installed networked computers and printers. This room saw a lot of computer training in the next few years. Gradually most faculty members learned how to manipulate a mouse and create their own tests, handouts, and the like, without a typewriter. In those years tons of old dittos and ditto masters were discarded. The editors of the literary journal *Explicación de textos literarios* stopped having the journal typeset in Latin America — the editors had always found it daunting to pick up huge boxes from Colombia and to pass through US customs with them. Now they began to produce camera-ready copy for local print shops. This change reduced publishing costs considerably. Duval, chairman 1985-94, spent much of the department's operating expense budget to equip each faculty member with his own computer and printer. Thereafter secretaries rarely typed memos, tests, or anything else for the faculty. The use of e-mail became common in the early 1990's, and virtually universal by the turn of the century.

In the 1990's as the previous generation of instructors began to retire, a few new faculty members were hired. In 1988 Kathy Moore (Ed.D. Ca. Coast Univ.; 1996), a Spanish teacher at Folsom High School, began as a part-time Spanish instructor teaching evening classes. She became a full-time assistant professor in 1996, replacing Ada Roscoe as the teacher training specialist. In 1998 Mariela Santana-Howard (Ph.D. UCD) was hired as a Spanish literature specialist. In 1999 Kevin Elstob (Ph.D. UCD) was hired so that the department could have at least one full-time French instructor, practically everyone else having retired or become half-time professors. In 2001 Laurette Suter (M.A. CSUS) was hired as a full-time

Lecturer to run the language labs for the department as well as to teach lower-division French. (The department had been without a lab director since Catura's death in 1988.)

By the academic year 2001-2 it was clear that the department would have to search for and hire three or more new instructors per year to maintain even a minimum number of classes. In that year and in 2002-3 the university did permit several new hires. More hiring was planned for the coming years.

### The Language Requirement

The introduction of a language requirement had more effect on the department than any other occurrence of the 1990's. Since the 1969 revision of the university's general education (GE) program, foreign languages had been a little-regarded elective, first under "Basic Subjects," then (after the 1982 revision) under "Area 3" along with arts, literature, and philosophy. Many students took a beginning class in a language which they had studied in high school or of which they were a native speaker in order to earn an easy four units of GE credit. These students neither learned anything new in the class nor continued their language study beyond the necessary units.

Although SSC or CSUS had never had a specific language requirement, some faculty members, many outside the language department, considered a person who knew no language other than his own to be little more than an ignoramus. In 1984 the English department began to require a foreign language of its majors.<sup>28</sup> Business majors with a concentration in International Business were also required to be competent in a second language, but in fact most international business majors were native speakers of a language other than English. The CSUS administration under President Gerth encouraged the "globalization" of education. Gerth himself, who was head of an international society of university presidents, encouraged international education in general and the language requirement in particular.

With academic standards rising across most areas of the curriculum during the 1980's, more faculty members were pushing for a language requirement. In 1990-1 Claude Duval met with Juanita Barrena, then head of the Academic Senate, to craft a language requirement which would be academically respectable while not overburdening either CSUS students or CSUS faculty members. President Don Gerth supported this effort in every way. Duval and other faculty members eventually designed a program which required proficiency at the third semester level, either in speaking (satisfied by the 5 series of classes), in reading (the 7 series), or in both (the 2A series). Students could also take proficiency exams at the third semester level. It was expected that students who satisfied the CSU entrance requirements, which included two years of high school language study, could meet the CSUS graduation requirement with one class. For example, a student with two years of Spanish would take Spanish 2A and be done — and have a much firmer grasp of Spanish. Literate native speakers of other languages (a large group at CSUS) were considered to have met the requirement already. Other ways to meet the new requirements existed. Indeed, the number of options made the requirement hard for advisors, faculty, and certainly students to understand, and eventually

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<sup>28</sup> English considered two years of high school study or the equivalent to be sufficient. This two years of study was soon to become one of the CSUS entrance requirements.

caused problems for the department. The Academic Senate passed the requirement in April 1991, to be effective with the 1992 catalog, that is, for new students entering in fall 1992. Already enrolled students were not affected, and several years passed before the full effect of this requirement was felt. At the time only CSUS of all the CSU campuses had such a requirement.

By 1995-96 most students had to meet this requirement and difficulties began to arise. Students rarely complained about the requirement itself, but they complained that they had not been informed of it by advisors in the community colleges. As implemented, the language requirement was not part of GE, but an additional requirement which could add as many as 12 unexpected units of language study to a student's schedule. This was not trivial for a newly admitted junior, a group that included most entering CSUS students. What was worse, none of the language units counted for the existing GE requirements. Transfer students, who were not required to meet CSU entrance standards, found themselves entering CSUS as juniors and being required to take an unexpected three semesters of language. Moreover even those freshmen or juniors who met the entrance standards and had had two years of language in high school found that they could not succeed in a third semester college class — the same problem faced by faculty and students in the 1950's.

The department began to offer a review class (Spanish 1C) for students who needed a review of high school Spanish and several classes aimed at older students and students who wanted a short way to meet the requirement (French 7, Spanish 7), and promptly found that enrollment in these classes grew beyond all bounds. Enrollment grew elsewhere in unexpected places. The School of Education had long taught a section or two of American Sign Languages (ASL). Very shortly Education was overwhelmed with students seeking to meet the language requirement with ASL. It added dozens of new sections with an enrollment that had increased 700%. One would have thought that California was suffering from a plague of deafness — but no, it was just a throng of students who feared studying a foreign language.

During the years when Riley was chairman (1994-2000) much of his time was devoted to solving problems with the language requirement, one student at a time. He advised students and faculty and ran classes for student advisors about the intricacies of the requirement. Riley, the advising center, and the corps of graduation evaluators developed an informal set of rules, exceptions, and special cases which covered most students. Nevertheless special problems continued to arise during Robinson's tenure as chairman (2000-2003).

As a result of the demand for lower-division classes which would meet the requirement, the makeup of the department's staff changed. In 1994 only a few part-time instructors regularly taught for the department.<sup>29</sup> Among these was Kathy Moore, who became the full-time education specialist after Roscoe retired in 1995. By 2002 the department had over 20 part-time instructors, who now taught almost all lower-division Spanish, French, and Italian classes. Lew Robinson, chairman at the time (2000-03), considered the hiring and supervision of part-time instructors to be one of his most vexing duties. Most students chose Spanish to meet the requirement, and as a result, by 2002 enrollment in lower-division Spanish exceeded enrollment in all other languages combined. The Spanish area by then had a two-tiered faculty, one tier having low pay and few benefits, but teaching masses of

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<sup>29</sup> In fall 1994 the department had 4 classes which required part-time instructors.

beginning and intermediate students, the other tier, possessed of a doctorate, with good pay and benefits, teaching only advanced students. Many faculty members saw this situation as undesirable, both for students, who do not see a professor in their beginning classes, and for the faculty, who can become isolated in a small world of students in the academic major, unaware of the problems faced by their colleagues in the trenches.

The problems just outlined were not foreseen in 1992 as the language requirement came into effect. Department members were delighted that their task, teaching languages, had been judged valuable by the university and expected that students would gain a broader view of the world through language study. The Academic Plan of 1993 turned delight into anger. This plan ranked all university programs according to their importance to the university's mission, local need for the program, cost efficiency (which was assumed to mean simply cost per student), and program quality. The plan targeted several of the department's programs for suspension or discontinuance: the French and German M.A. programs, the German B.A., and the Italian, Latin, and Portuguese minors. Department faculty viewed this ranking as simply a numbers game: the programs with lower enrollment would be cancelled. The department protested to Jolene Koestler, Vice President of Academic Affairs, who responded with her usual grace. In any event, the axe did not immediately fall on any of these programs, but within the next few years the two M.A. programs were indeed discontinued, as was the German B.A. in 2002. By then neither French nor German had enough faculty members to staff graduate classes, and naturally enough few students were attracted to programs with so few instructors. The last Portuguese upper-division class had been offered in the 1980's, and the Portuguese minor had been in abeyance since then. On the other hand Italian and Latin gained students during the 1990's and by 2002 seemed stronger than ever. Looking back to 1993, it is difficult to say that the Academic Plan accomplished anything that would not have occurred on its own. Looking ahead however, one may suspect that the plan still influences the CSUS administration's approval for new faculty hiring. New hires in Spanish are readily approved; the same might not be true for German or Latin.

One other event of the 1990's affected everyone's daily life at work. This was the move first from Eureka Hall to Tahoe, then from Tahoe to the newly constructed Mariposa Hall. After the passage of an initiative mandating smaller elementary school classes and the resulting boom in the number of student teachers, the School of Education demanded more office space for its faculty and more classrooms for its students. The school wanted all of Eureka Hall. Construction of Mariposa was already in planning; so the CSUS administration decided to temporarily move the foreign language faculty to empty offices in Tahoe, and from there to Mariposa upon completion of that building. The exodus from Eureka happened in summer 1998. Instructors packed everything, for some more than 28 years' worth of material collected since moving into the Education Building in 1970. Only the department office remained plus a few instructors who would have had difficulty walking from Tahoe to the classrooms in Eureka. The offices in Tahoe were in fact more comfortable than the old offices in Eureka: all were individual; the heating and air conditioning worked; faculty were away from the crowds of students. But the hike to the classrooms was annoying, especially in the winter, and most instructors were glad to pack again in summer 2000, when everyone including the office staff moved to a permanent home in Mariposa.

The new five-story building had been planned a decade before. Duval and other language instructors, using their experience of the facilities in Eureka, had told the architects what the department wanted in the new building: individual offices, classrooms with projectors, more seminar rooms, a large language lab, a tutoring center, and more space for the department office.<sup>30</sup> The architects complied with all requests; the faculty seemed (and seems) happy with the results. In retrospect two design changes would have been desirable. The language lab was given a large console room for storage of tapes and to allow the instructor to run a traditional audio lab. The console room was needlessly large for a modern computer lab. But as Yogi Berra once said, "Prediction is hard, especially the future," and the designers could not foresee a 21<sup>st</sup> century lab. In any event the department was able to adapt the existing space to current needs. The second improvement would have been more classrooms, but the department had no control over classrooms, the shortage of which has become a serious campus-wide problem. The department did receive so much office space that MRP 2054, originally a department workroom, was released to the School of Arts & Letters for the computer technicians. Many faculty members thought that having the technicians close by was worth losing the space.

#### Achievements outside the classroom

Because of the department's long standing emphasis on face-to-face communication rather than the literary study of written works, most books produced by department faculty members were written for the classroom, not the study. Several noteworthy examples came from Spanish: Jorge Santana, *Antología comentada del modernismo* (with Porrata, ETL, 1974) and *Spanish for the Professions* (Random House, 1988); Sam Hill, *Contrastive English-Spanish Grammatical Structures* (Univ. Press of America, 1985); Carol Brown and Kathy Moore's elementary textbook, *Spanish for Life* (Heinle & Heinle, 2000); and Joe Klucas and Ada Roscoe, *Escribamos en español* (McGraw Hill, 1997, 2001). Other faculty members produced privately printed classroom materials: Harry Dennis's anthology of Spanish literature, Annik Gunter's collection of material for French civilization, and Mark Riley's workbook for Ancient Greek are examples. In recent years other instructors produced web-based materials: Mariella Howard, Magaly Lagunas-Carvacho, and Monica Garcia have all produced practice materials for Spanish 7. Laurette Suter created her own materials for French and coordinated much of the web-based activities in the other languages.

Traditional scholarship and literary creativity were not neglected. Kevin Elstob wrote the first book in English on the modern French playwright Michel Vinaver. In the 1970's and 80's Mark Riley published a series of articles on ancient science and philosophy. In the 1980's and 90's Gerald Carr edited several large volumes of collected papers on linguistics and semiotics, as well as the *Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis*. Marjorie Gelus wrote on 19<sup>th</sup> century German fiction. In meetings held abroad Lew Robinson gave a number of papers on the Bible in China; these papers continue the studies

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<sup>30</sup> The third floor of Eureka had been built for three small language departments. No space was adequate for a department office for 25+ faculty members. The mail room in Eureka (314) had originally been a faculty office. The storage spaces had been tutoring rooms. Several classrooms had been labs, as described above.

begun in his book *Double-Edged Sword*. Mario Blanc wrote on the Argentine poem *El Gaucho Martin Fierro*. Other Spanish faculty members contributed to *Explicación de textos literarios* (ETL); Ada Roscoe edited an entire issue dedicated to the Peruvian writer Vargas Llosa, for which she interviewed the subject himself. The current editor of ETL, Fausto Avendaño, is a noted dramatist (*El Corrido de California*) and short story writer. His *Salazar's Gold* is a short novel of early California. Jorge Santana studied Hispanic folklore; one result was his book on riddles, *La adivinanza a través de 500 años* (Spanish Press, 1992). In addition to his journalism, Mario Pietralunga wrote at least four volumes of verse in Italian, most recently *Infin che 'l Veltro verrà* (Latti Editore, 1998).

It must be said, however, that the department's faculty members have put most of their effort into the classroom. The results of their work may be seen, not in print or on the page, but in the lives and careers of their students.

## The Future

Looking towards the future from 2002, one can assume that the current language programs will continue at CSUS in close to their present form, with enrollment fluctuating in response to local, national, and international events.<sup>31</sup> In November 2002 the Faculty Senate voted to maintain the language requirement in its present form. Undoubtedly the senate will reconsider the requirement in future years. If the requirement is retained, even though changed in details, enrollment in Spanish will continue to be high. If it is eliminated, enrollment in Spanish 2A, 5, 6, 7 will decline. The effects on the other languages will be less: perhaps a decline in enrollment at the 1A-1B level of 20%.

What about new language offerings? The great expansion of the later 1960's was marked by new offerings in Chinese, Italian, Japanese, and Latin. The same will not be true of the early 21<sup>st</sup> century. One new language, Punjabi, was offered in spring 2002; Vietnamese and Arabic are planned for 2003. Neither promises to develop into a full program. Punjabi and Vietnamese classes were designed to maintain the language skills of a second-generation immigrant community (the Nisei generation, to use a Japanese term). Judging by the history of past immigrants, the clientele for these classes will become smaller as the second and third generations become more Americanized and lose contact with the old country. These programs will likely be self-canceling.

Moreover some faculty members have doubted that the university should undertake the task of maintaining an ethnic group's language. Should we have classes which contain (for example) only students of Hmong or Cambodian descent, since hardly anyone else would attend such a class or be interested in taking those languages? The Punjabi-speaking community eased these doubts by paying for the Punjabi instructor; the community took responsibility for maintaining its language. In a similar manner during the early 1990's the Italian community contributed over

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<sup>31</sup> Language enrollments show long-term fluctuations. In 1900 German was by far the most studied modern foreign language. After WW I French replaced German. In mid-20<sup>th</sup> century Spanish replaced French. More recently German and Russian declined with the end of the global cold war and of military tensions in Europe. Chinese and Japanese have increased with increasing cultural (Pokemon!) and business contacts with the Far East.

\$10,000 for the support of instruction in Italian. Without such support, it is difficult to see a new language gaining a foothold at CSUS.

Predictions, however, only display the boldness of the seer. What can be said for certain is that the department will continue to adapt to the challenges of the future and will continue to serve students in their efforts to learn languages and cultures of other places and other times.

#### Note on sources

The CSUS archives, which hold class schedules and catalogs from 1947 to the present, were essential for the writing of this brief history. Also valuable was Joe McCullough's history covering the period from his arrival in 1952 until 1980. He gives an especially good account of the early teaching conditions and the bases for later policies. A copy of his history is available in the university archives and in the office of the Department of Foreign Languages. Older members of the department have been generous with their memories; these include Harry Dennis, Claude Duval, Robert Eisner, Jorge Santana, Kermit Smith, William Sullivan, Marjorie Wade. I must especially mention Louise McCullough, who miraculously found a copy of her husband's history. No one but myself is responsible for the narration and the interpretation of events; this history is not a collective product of the department and does not necessarily represent anyone's opinion but my own. Undoubtedly there are omissions and errors in this record. I would welcome information about these.