When I arrived in 1968 for my first teaching position, UMBC was a work in progress. Two years earlier, the first cohort of 760 students had found fewer buildings on the campus’s impressive expanse of former farmland than can be counted on one hand: an academic building, a lecture hall, a gym-cum-commuter cafeteria (at the present location of the Commons), and the Hillcrest building (since demolished) housing the administration. These were joined in 1968 by a second academic building and the Library (only two floors high then) that opened its doors that year at the end of a muddy walkway covered with planks.¹

In the early years, before the completion of the 10-story administration building in the early seventies, if you wanted to stage a protest or visit the offices of Vice President and then Chancellor of the Baltimore Campuses Albin O. Kuhn or of Dean of Faculty and later Vice President for Academic Affairs Homer W. Schamp, Jr., you would have to trek up the hill to Hillcrest whose former identity as a Spring Grove State Hospital psychiatric facility led to quips easily imagined.

Those first years, as I crossed what is now the Quad from the single parking lot (roughly the present Commons Garage), my eyes turned away from the buildings to gaze over an inviting landscape of lawns and trees to the far-off horizon. It made for a refreshing start to the day. The Academic I and II buildings, in which our offices and classrooms were housed the first five years, however, did nothing to enhance the landscape. Shortly before joining UMBC, I had visited the new Punjab University in Chandigarh, India, an inventive architectural gem of multi-colored and multi-shaped buildings and classrooms oriented to harmonize with the Himalayan foothills in the distance. My disappointment in the uninspired architecture of UMBC’s first classroom buildings, a mismatch for the trailblazing programs and teaching the faculty was envisioning for this new campus, was further intensified when, in the early seventies, a second gym (now part of the Retriever Activities Building) cut off the view to the horizon.

UMBC was a commuter campus until the construction of the first two residence halls four and five years after it opened its doors. In the early seventies the “Foreign Languages” faculty offices were located in the spacious dorm rooms of Residence II (now Chesapeake Hall), while we waited for the completion of the Fine Arts building. Our move to FA put an end to our nomadic existence of packing up our offices almost yearly to migrate to yet another floor or another building, as the always increasing numbers of faculty members required constant regrouping of offices. We quickly learned

¹ Academic I and Academic II, the names by which we knew them then, are the present Biological Sciences and Mathematics-Psychology buildings respectively. Hillcrest was located in the area between the present West Hill and Terrace Apartments.
not to hoard. Fine Arts was to be our home until the department’s move to the Academic IV building (now Sherman Hall) in the mid-1980s, followed in 2015 by a return to the renovated Fine Arts building.

In emphasizing the small size of the campus at its founding, I want to draw attention to how much building remained to be done when the founding faculty arrived. Academic programs, library collections, and divisional and campus governance procedures, all had to be thought and argued through and shaped and reshaped. As part of the desire to strike out in new directions and encourage discussion across disciplines, a divisional structure, consisting of the Humanities, Mathematics, Sciences, and Social Sciences Divisions (joined in 1969 by Education), was originally preferred to the formation of standard departments. These came a decade later. And in the spirit of the sixties, the call to counter old prejudices, inequalities, and injustices informed the deliberations and teaching of many of us in support of the liberation movements led by the disempowered themselves. With them we looked for ways to empower people disenfranchised because of color or gender or economic deprivation or militarism or cultural prejudice, to mention only these among the all too many misfortunes that lead to avoidable social violence and suffering. In the 50th anniversary year of UMBC’s founding, the backlash to these values unleashed by the results of the 2016 election and the increase in hate incidents throughout the country that followed were countered by active resistance and urgent calls for “respectful dialogue” by President Freeman Hrabowski and campus organizations.

“Foreign Languages”: The First Four Years

Beginning in 1966, the three approved BA degrees in French, German, and Spanish came under the umbrella of “Foreign Languages” within the Humanities Division. The area was kept busy from the start teaching the courses BA students needed to fulfill the requirement of taking a foreign language through the second-year level. The founding coordinator Associate Professor of Foreign Languages May Roswell was seconded the first year by one instructor in French, one in German, and two in Spanish to staff the first-year courses. By the second year, the number of regular faculty members had doubled. May, obviously, had a lot of hiring to do.2

From 1966 to 1970, the curriculum was developed year by year, with second-year courses taught in the sophomore year, and major courses added in the last two. May Roswell drafted a similar curriculum for the majors in all three languages, a demanding 42-credit program: 12 hours upper-level language courses, 1 year survey of literature, a 1-year course in civilization, 12 hours of upper-level literature courses, and 6 hours of literature in another language or comparative literature. But that was not all. Where the program differed most remarkably from the standard language major at that time was in the addition of a comprehensive examination, both oral and written, in the senior year. A reading list and periodical meetings with a faculty member were designed to help

2 See the attached “In Memoriam” for May Roswell (1914-2002) and a copy of the memorial tribute we arranged that reunited many of the founding faculty, administrators, and some pioneering majors.
students prepare for the exam. May Roswell, who after completing her Ph.D. taught in College Park before becoming one of the founding faculty of UMBC, held BA and MA degrees from Trinity College Dublin and Cambridge University. She incorporated the tutorials and comprehensives that she had found effective in strengthening student understanding of the field to raise the level of the major beyond College Park’s. But what did the pioneering UMBC majors make of the comprehensives? They were so terrified that the faculty decided to spare future students the ordeal. This is one experiment that failed.3

In 1968, in addition to instructors, a number of tenure-track faculty members and some who were about to complete their dissertations (my case) were hired to teach the upper-level courses: Alan Bell, Laura Calvert, and Olga Ferrer in Spanish, and Alan Rosenthal and myself in French, to mention only those who were to stay a number of years, the two Alans and I more than 35 years each. By 1970, we were three assistant professors in the French Area: Claud DuVerlie, who arrived in 1969, Alan Rosenthal and myself.4

In my first two years of teaching (1968-1970), I was fortunate to be assigned, in addition to lower-level language courses, the one-year series of the survey of French literature and the literatures of the nineteenth and twentieth centuries. Seventeen students, mostly French majors, enrolled in the latter series. As I recall, there were never to be as many. Given a free hand to design and structure the courses was exhilarating and teaching them to the highly motivated students of the first graduating class of 1970 was a source of nostalgia in subsequent years. I recall one incident that occurred at the height of the protests against the Vietnam War. A student came to the door of my twentieth-century literature class to ask how relevant the class material was to the ongoing protests. I invited him (if he understood French) to join in our discussion of Jean-Paul Sartre’s arguments in favor of political and social engagement.

The student body was made up of almost exclusively of local first-generation students who worked part-time to put themselves through school.5 They wanted to make the most of their years at UMBC. Nor did the fledgling campus offer the social distractions of student life that were to settle in later: no party culture eventually making teaching on Fridays a near-impossibility, no Greek organizations, and very little in the way of

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3 The information about the curriculum and the faculty from 1966 to 1970 was checked in the University of Maryland Bulletin and the UMBC Bulletin, available in the Albin O. Kuhn Library Special Collections. My thanks to Tom Beck, Chief Curator, who helped me locate materials for this memoir.

4 See the attached memorial tributes to Claud DuVerlie (1941-2000).

5 A university education was more affordable at the time, especially at state institutions. UMBC’s instate student tuition and fees in 1966 amounted to $346. See the 1965 University of Maryland Bulletin 11. In part owing to drastically decreased state support and increasing expenses, fifty years later the 2016 tuition of $11,264. is 32 times higher, whereas in line with an inflation factor of 7.5, the tuition would have risen to only $2,595. In contrast, faculty and staff salaries have not kept up with inflation.
extracurricular sport and cultural events and student organizations. The Student Government Association (SGA) and student publications (some quite controversial), however, were in place. At the same time, there was no access to the Internet or I-phones for quick information and connections via e-mail or texting. In this pre-digital age, students, faculty, and staff still did their work on typewriters, using mostly print media.

Students (and faculty and staff), however, joined together in anti-war and anti-racist demonstrations and protested the lack of a student voice in campus governance and P & T decisions. Not all, but many.

Fortunately, the Donaldson Brown Center to the north and Washington to the south helped to compensate for the few extracurricular options available on campus. The industrialist F. Donaldson Brown had donated his estate near Port Deposit, MD to the University shortly before UMBC opened its doors. During the campus’s first decade, the Center’s roomy mansion and grounds with views of the Susquehanna River were ours to use as a conference center and academic retreat. Unfortunately, owing to the expenses of maintaining the Center, it was lost to our campus by the mid-seventies. But before that, the language areas took full advantage of the opportunity to organize weekend language retreats with our majors, the French Area livening up the time with films and discussions and theatrical presentations by the students under the direction of Geneviève Smith, an instructor with a passionate interest in theatre. And there were excursions to Washington to catch French theatre productions, films, dinners in French restaurants (the latter not always successful), and exhibitions in Washington as well as Baltimore. Usually quite relaxed, such cultural events were facilitated by the youth of most of the faculty (we were at times mistaken as students by the campus staff) who in the spirit of the sixties were intent on narrowing as much as possible the power divide between faculty and students. Even with that, however, our attempts to start “language tables” in the commuter cafeteria, where students and faculty ate together in the first years, failed so that practice in the language was abandoned for more relaxed lunchtime conversations.

During those first four years, surprising as it may seem now, there were more French than Spanish majors, something that would change quite dramatically as the years passed. The 1970 UMBC Commencement program lists 11 French majors to 1 in Spanish, and none in German. But by the next commencement, the numbers had evened out between the two Romance languages, whereas the 1972 commencement shows 8 French majors to 6 in Spanish and the first 3 graduating majors in German. Seven of the eleven French majors of the first graduating class had come in as pioneers in 1966 and survived the demanding program plus comprehensives. I remember fondly their spirited and closely knit group.

**Pitching In and P & T Troubles**

Concurrently, like other non-tenured assistant professors among the founding faculty, I was called on to perform such bouts of campus service as membership in the UMBC Assembly and Senate (now the Faculty Senate) and time-consuming committee work. My service on the Senate’s 1970 search committee for the second UMBC chancellor, after Dr. Kuhn decided to devote himself full-time to UMB, comes to mind. (I opposed the
To a large degree the hierarchical distance between senior and junior faculty was kept at a minimum as we worked side by side in the Senate and on committees. I don’t recall ever stopping myself to express my beliefs in the presence of senior faculty or administrators; I felt fortunate to have landed in a department and institution in which the bonds of collegiality were, if not always a reality, then at least a value worth pursuing and appealing to. I vividly recall the impassioned session of the Assembly in early May 1970 where many of us spoke up to condemn the bombing of Cambodia and to join in voting a resolution to declare a day of mourning for the student protestors killed at Kent State. Nevertheless, at times my defense of student rights got me reprimands from some members of the senior faculty. A number of them once surrounded me after a Senate meeting asking whether I considered myself a faculty member or a student! During one Senate committee’s retreat to Donaldson Brown to forge a revised set of general distribution requirements, arguments, too, became quite heated. Luckily, the mesmerizing views of the river and walks on the grounds helped us cool down.

After the UMBC Caucus of Black Faculty and Staff had asked Chancellor Kuhn in February 1970 to take steps to assure African Americans a representative presence in the administration, the faculty, the staff, and the student body, and Dr. Kuhn had issued his “Proposals toward Achieving Significant Integration of Minority Groups at UMBC” in response, faculty members were encouraged to help recruit minority students by visiting local high schools. This was one activity – usually consisting in giving a talk in our area of academic interest and inviting students to ask questions about UMBC – in which I gladly participated. Founding an interdisciplinary Women’s Studies program with colleagues from English, American Studies, African-American Studies, Ancient Studies, History, and Sociology, too, required many meetings but I recall it among the most rewarding activities of my early years at UMBC.

The extraordinary time and energy expended by non-tenured faculty on this work in progress came at a considerable cost to their careers. It has been estimated that about 50% of the founding faculty members coming up for P & T in 1973 to 1978 were denied tenure on the ground of insufficient publications. As a result, students protested the forced departure of many of their most popular teachers and renewed demands for representation on P & T committees. The problem was compounded by the nature of the promotion and tenure process in those early years: the final say in P & T decisions was not in the hands of the UMBC Chancellor but determined by the President of UM, who unfairly compared the UMBC faculty’s research productivity to that of the faculty of the long-established College Park and UMB campuses who had not participated in

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6 The UMBC Assembly, unlike the Senate, included full-time staff as well as faculty. In 1968, four students were added to each of these early governing bodies. See “Administrative/Biographical Note.”

7 An example: In the interest of collegiality, the tenured language faculty took turns taking on the responsibilities of chairing the department after it was established in 1978.

8 See Beck and Loeper 9, 24, n. 5, and 36-37.

9 La Noue 164.

10 See Beck and Loeper 11.
building programs from the ground up. The year I came up for tenure, every faculty member awarded promotion and tenure by the UMBC campus was turned down by the UM President. It was only after considerable protest that our group was eventually granted tenure, but promotions were postponed to P & T committees in future years.\textsuperscript{11} We learned from this experience to mentor the untenured faculty members in what had by 1978 become the Department of Modern Languages and Linguistics (MLL), shielding them from time-consuming committee assignments and adjusting teaching loads to permit them to see to their research and publications.\textsuperscript{12}

**Students Remembered**

To end this narrative on an upbeat note, I append a few memories of students taught in the sixties and seventies.

The first three come from the pioneering class of 1970:

On my first day of teaching, I recall a mature student coming up to me after the French survey class to explain that since she had studied in France, she didn’t feel right answering the questions she could answer in deference to the other students. As we continued to talk, I learned that Elinora Bolton was the mother of twelve children who had just resumed her studies after sending her youngest off to school. I was dumbfounded, wondering what I as a fledgling teacher in my twenties could teach a woman with twelve children who had studied in France. After graduating from UMBC, Elinora went on to complete a Ph.D. at Catholic University.

Gene Plunka was a Sociology major who took four upper-level French courses with me, including a special project on Samuel Beckett. I was delighted to learn that after earning a Ph.D. in comparative literature at UM College Park, he eventually became a full Professor of English at the University of Memphis, with now eight books to his credit.

After graduating in 1970 with the first pioneering majors, Calvin Glover returned to campus to take graduate-level courses in French and complete an MA in Education. As a foreign language specialist with the Baltimore City Public School System, he stayed in touch with our department until his early retirement as Director of Reconstitution-Eligible Schools. At age 50 he retired well before his former professors, a point of pride with him and some of the other early retirees of that first class.

\textsuperscript{11} I attach my CV to exemplify the career of a founding faculty member who was almost refused tenure.

\textsuperscript{12} See John Sinnigen’s “MLLI, UMBC, and Macondo: A Very Brief History” for a description of our curricular innovations beginning in the seventies, as a harsh economic downturn changed student priorities that cost the campus enrollments and resulted in fewer language majors, followed by an account of happier times and the addition of graduate programs.
The next three are from a few years later:

Kate Markert, who braved a special project with me on Samuel Beckett, became the director of a number of US art museums. Locally, she was the Associate Director of the Walters Art Museum for seven years, a position she left in 2010 to become the Executive Director of Hillwood Estate, Museum and Gardens, in Washington, DC.

When Bernadette Crosley, originally from Haiti, showed up in my French courses, she turned in such beautifully written work that I was completely mesmerized. There are now three books on my shelves by Dr. Bernadette Crosley on Haitian writers and thinkers. Yet, this talented student had confided in me that she lacked the confidence to become a teacher. But encouraged by her UMBC French professors, teach she did for many years.

At the same time as Bernadette, there was another unusual student in our French classes. Chadia Abras, who grew up in Lebanon, decided to add a French major to her studies in biology. After completing an MA in College Park, she returned to UMBC as an instructor in French and wrote one of the thickest and most impressive Ph.D. dissertations in Language, Literacy, and Culture.

These are only a very few of the students I recall from the early years: they are the ones whose careers I was able to follow. I am in debt to the many who looked at learning as a shared adventure and tolerated my pushing them to expand their minds into unforeseen dimensions. They returned the favor, for which it is my turn to thank them.

November 2016

Works Cited


Attachments:

May Roswell, in Memoriam

Je vous envoie un bouquet que ma main / Vient de trier de ces fleurs épanies.
I am sending you a bouquet culled by my hand / From flowers in full bloom. (Ronsard, “Marie”)

May Roswell, one of the founding faculty members of the UMBC campus and the original architect of the program in foreign languages, died from heart disease on February 16, 2002. She was eighty-seven years old.

Born May MacGinnis in Dublin, Ireland, on September 19, 1914, Professor Roswell was educated in England, where her father practiced medicine. After returning to Ireland to earn a B.A. in French and German from Trinity College, Dublin, she did graduate work at Cambridge University (M.A. 1937) and the Universities of Munich and Heidelberg, where she met her future husband, C. Alfred Roswell, a chemist from Lexington, Kentucky. On crossing the ocean to join him in the U.S. in 1940, her boat was torpedoed but survived. The Roswells raised a family of three daughters and three sons in a lovely 18th-century home in Elkridge.

Continuing her education in College Park, May Roswell earned an M.A. in French (1957) and a Ph.D. in German (1961) on completion of a dissertation on “Brecht’s Plays in America: The First Thirty Years.” After several years of teaching on the College Park campus, Dr. Roswell was asked in 1966 to help build the new campus up the road and launch a foreign language program for a group of pioneering students. One of these, Calvin A. Glover, Jr., UMBC class of 1970, contributed the following appreciation of his former professor: “May Roswell was the embodiment of wisdom and, of course, she used her wisdom wisely. She was the ideal person to nurture the school’s language department and the school itself. A founding mother of UMBC when the school truly needed one, she taught and parented both students and her colleagues. Her insights helped to shape the UMBC and MLL of today in a subtle Roswellian way. She was able to communicate some of the major concepts of 17th century French literature to a very tough audience—the high school graduating class of 1966. Now that’s talent!”

As one of UMBC’s founders, Dr. Roswell was instrumental in laying the foundation for the academic programs and governance structures for which the campus owes her a large dept of gratitude. In its February 21 obituary, The Sun included expressions of esteem from Albin O. Kuhn, UMBC’s founding chancellor, and by Homer Shamp, the campus’s first provost. For Dr. Kuhn, “May was one of the very strong, yet quiet faculty who brought great strength to UMBC. She was good, constructive and did a lot for the progress of the language department.” In Dr. Shamp’s words, “She was formidable in her talents and in her ability, extremely gracious, kind and motherly. She always knew the right thing—the human thing—to do or say. She was extremely devoted to her students.”

May Roswell’s colleagues in the Department of Modern Languages and Linguistics, who worked with her to set the department on its course during those first heady years of curriculum innovation and experimentation, recall her nurturance of academic quality, teaching, and gentility as priceless legacies to the department and the campus. There were some innovations that turned out to be too ambitious, such as the comprehensive examinations, written and oral, that we put the first group of pioneering majors through. After they protested that this was one experiment they did not appreciate, no more majors had to face the same ordeal. Alan Bell, Professor of Spanish, remembers May Roswell’s “unflappable equanimity [which] was in evidence in all her interactions as a truly stellar member of this department. For me personally she brought a great sense of security that truth and decency would triumph in the end, not an inconsequential element for a young (back then I mean) recent Ph.D. with promotion and tenure issues looming ahead.” This view of the department’s
first leader is shared by John Sinnigen, Professor of Spanish: “Aside from remembering her as a supportive chair who was even tolerantly stern with a radical young colleague who initially did not attend departmental meetings (too bureaucratic for him . . .), I also remember her as a thoughtful senior faculty member in the midst of a group of younger faculty members who were going in directions that were not hers. She was always a voice of reason and respect, serious in her convictions and open to the rather swirling discussions that were going on in those heady times.” I, too, recall that May Roswell had the gift of bringing out the caring side of people while challenging minds to work at their very best. As a young assistant professor, I was in awe of her intelligence matched by a rare nobility of soul. I deeply appreciated the collegial and open atmosphere she fostered, making her younger colleagues feel her equals in the building of campus and program to which we were devoting our energies. Alan Rosenthal, a professor of French, remembers “May’s unfailing kindness, her devotion to her work, and her upholding of high standards. He added that “she held the department together in its formative stage and laid the foundation for a successful program and national recognition.”

After retiring from UMBC in 1981, Dr. Roswell continued her service to the campus by working on a number of committees, including the Friends of the Library and later the UMBC-Charlestown Partnership Committee. Whenever I would visit her in the summer, she would send me home with a bouquet of roses and some fresh raspberries which she continued to grow even at Charlestown. President Freeman Hrabowski granted her a much deserved emerita appointment on the unanimous petition of the MLL faculty. Wishing to honor her and recognize her many contributions, her MLL colleagues established the May Roswell Award for Excellence in Writing for majors. Always intent on clarity and finesse of spoken and written style, in whatever language of expression, Dr. Roswell was happy to be able to attend the first presentation of the award at the 1999 Student Recognition Day ceremonies. Her MLL colleagues would like to extend this honor by endowing a May Roswell Memorial Award for Excellence in Writing.

—Angela Moorjani.

Guten Tag! from the ILE (International Living Exchange) German Cluster

he International Living Exchange has finished its first semester at UMBC. This past semester the German cluster of ILE has sought to enhance personal levels of German proficiency as well as enrich the cluster and reach the student body with cultural activities.

Some of the campus outreach events planned by the German cluster for Fall 2001 were an Oktoberfest celebration, German minstrels night, and a lecture on the life of German playwright Bertolt Brecht. The Oktoberfest was an introduction for many to the traditional foods of Germany. The cluster hosted a husband and wife minstrel team who shared their talent and knowledge of German folk music. The Bertolt Brecht lecture, given by Barbara Mennel, correlated with UMBC’s play “The Good Woman of Szechuan,” written by Brecht.

ILE enriches its members as well as the community. To begin with, the cluster cooked traditional German foods using directions written in German. German movies were watched, including Lola Rennt (Run, Lola, Run) and Asterix, a German cartoon. The cluster held a game night, playing games from Germany. Lastly, cluster members attended the Christkindlmarkt hosted by Zion Church of Baltimore, which boasts extensive German heritage. The Christkindlmarkt (Christ child market) is a traditional Christmas market.

The cluster will remain active this spring. Faschings (German Mardi Gras) will be held February 28th in the UC Ballroom. Other activities include a trip to the Holocaust Museum and seeing Goethe’s “Faust.” ILE also maintains an ambitious outlook, planning a student-run committee for the 2002-03 school year.

—Stacy Praniewicz (freshman), Rhea Deuell (junior).
A Memorial Tribute to May Roswell

19 September 1914 - 16 February 2002

A celebration of May Roswell as a founder of the UMBC campus, the architect of the program in foreign languages, a professor emerita of the Department of Modern Languages & Linguistics, colleague, and friend.

The Department of Modern Languages & Linguistics has established the May Roswell Memorial Award for Excellence in Writing. This distinction will be awarded yearly to a deserving student.

Albin O. Kuhn Library & Gallery
1 May 2002
Partita in A minor by J. S. Bach  
Sonata in A minor by C. P. E. Bach  
Fantasies by G. P. Telemann  
performed by flutist Ann Lentz, UMBC music major

Freeman A. Hrabowski, III, President  
Albin O. Kuhn, Founding Chancellor  
Homer W. Schamp, Founding Dean of Faculty  
Larry Lasher, Founding Faculty in English  
and Former Chair, Humanities Division  
Angela Moorjani, Founding Faculty in French  
Alan S. Rosenthal, Founding Faculty in French  
John H. Sinnigen, Founding Faculty in Spanish  
Thomas T. Field, Professor of French  
Elinora Bolton, Friend and Alumna in French, Class of 1970  
Calvin A. Glover, Jr., Alumnus in French, Class of 1970  
and Director (retired) Reconstitution-Eligible Schools,  
Baltimore City Public School System  
Tribute from the Council of Friends of the  
Albin O. Kuhn Library & Gallery, by Robert Burchard,  
Founding Faculty in Biological Sciences, read by  
Judith M. Schneider, Chair, Modern Languages & Linguistics  
Mildred Ramsdell, Charlestown friend  
Rosemary Roswell, on behalf of the Roswell family
In Memoriam

While on his way to class on February 21, 2000, Professor Claud DuVerlie collapsed of a heart attack and died shortly after at St. Agnes Hospital in Baltimore.

Upon completion of his Ph.D. at the University of Chicago, Claud came to UMBC in 1969 as an Assistant Professor of French. He was 27 years old at the time. Claud served twice as chair of the Department of Modern Languages and Linguistics, he directed three departmental grants from the National Endowment for the Humanities, and he was instrumental in the implementation of the MA in Intercultural Communication. In 1989 he was promoted to full professor. Claud’s research focused on contemporary French culture. Among other books and articles, he is the co-author, along with Dr. Marie DeVerneil and Dr. Alan Rosenthal, of the well-received first-year textbook, *Objectif France*. Since 1987 he has been the project director of FRANCE-TV MAGAZINE, a collaborative endeavor of UMBC, PBS, and French television. This pedagogical program beamed French television coverage of news and contemporary issues to schools across the United States. The FRANCE-TV project revolutionized the teaching of French language and culture through its creative linkage of telecommunication technology and cutting-edge teaching methodologies.

Colleagues remember Claud as an intense and innovative participant in departmental and university affairs. He had a passion for French culture—from the novels of Claude Simon, to contemporary French film and television—and he was dedicated to communicating the French and European points of view to students and colleagues at UMBC and, as the FRANCE-TV project indicates, to students and teachers throughout the United States. His most recent project, a distance education course on the European Union, was yet a further manifestation of his quest to bring together foreign language education, intercultural communication, and the latest technology.

Claud DuVerlie had probably the fastest walk on the UMBC campus. That walk was emblematic of the energy and intelligence of his contributions to the university for over 30 years. There is much his colleagues and students have learned from Claud. He will be deeply missed.

We express our profound sympathy to his family and friends. A private memorial service was held on February 24. Donations may be made to UNICEF. A memorial service at UMBC is being planned.
Tribute to Claud DuVerlie at his Memorial Service on 4 April 2000 by
Angela Moorjani

Claud and I were colleagues for over thirty years. From the start, we had much in
common, the love of French language, literature, and culture loomed large and a burning
desire to devise a program of study that would prepare our student to be, in the best
sense, active wanderers in mind and space exploring the harmonies and dissonances as
one moves between languages and cultures. Claud left his mark on much in the
department of which we are proud, and he had the energy and drive to garner grant
support for us and recognition nationally and internationally.

In our early research we both focused on writers of the French New Novel, each marked
by the brutal traumas of a war during which both Claud and I were born, same year, same
month of May. And strangely enough, we picked the two writers who were to receive
Nobel Prizes for their work: Samuel Beckett in 1969, Claude Simon in 1985. With so
much in common, it is perhaps not surprising that we developed into rivals, with each not
letting the other get away with anything we considered in any way flawed. But
underlying this rivalry was mutual respect for what we did right, so that we continued to
pull together whenever the interest of the students, or the French area, or the department,
or the profession were involved.

Today, as a tribute to Claud, I would like to read from his favorite novel by Claude
Simon – Acacia – named after the tropical acacia bearing clusters of yellow or white
blossoms. Acacia, dating from 1989, when the author was 76 years old, wanders back and
forth in time between the years surrounding the First and Second World Wars. The
narrator through the power of the imagination and an extraordinary way with words
explores the inner world of his father killed in World War I (like the author’s), of his
mother before and after this devastating loss, and of the son who was mobilized in 1939
like Simon himself.

In the passage I chose, the unnamed protagonist has just regained consciousness after an
ambush that killed most of his comrades. Under some subhuman force he finds himself
dashing for cover until he reaches a forest in which he slowly recovers a sense of his
surroundings, hearing the call of the cuckoo, the whispering of the wind in the trees, and
the sounds of silence alternation with the bird’s call. Within the silence, he becomes
aware of a cosmic concert, as if from another world, outside of time, of sap surging and
blossoms unfolding, of the regeneration of life in the month of May. This scene
foreshadows how he will begin to write on the last page of the novel under the spell of
blooming acacia branches swaying outside his window. For those who won’t catch all
the words in French, I hope you will enjoy the passage for its musical notes and rhythms
as the narrator translates the cosmic symphony he witnessed and which he identifies with
the source of his writing.
CURRICULUM VITAE

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Higher Education

Ph.D. The Johns Hopkins University
Romance Languages
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B.A. University of Maryland, College Park
French (High Honors)

Academic Appointments

2004–present Professor Emerita, University of Maryland–UMBC
2008 Visiting Professor, Waseda University, Tokyo, Japan
1968–2004 Instructor, Assistant Professor, Associate Professor, Professor,
Modern Languages & Linguistics (French), UMBC
1999–2004 Affiliate Professor of Women’s Studies, UMBC

Major Administrative Appointments

1996–2000, 1986–1988 Chair, Department of Modern Languages and Linguistics, UMBC
1991–1993 Associate Vice President for Academic Affairs, UMBC
1987–1988 Chair, Baltimore Graduate Consortium in Foreign Languages and Linguistics
Publications

Books


Coedited Volumes


Selected Articles on Samuel Beckett


Selected Articles on Samuel Beckett (cont.)


Selected Articles on Samuel Beckett (cont.)


Selected Articles on Other Writers and Artists


Selected Articles on Other Writers and Artists (cont.)


Selected Essays on Psychoanalysis, Psychopragmatics, and Gender


Articles on Integrating Linguistics, Semiotics, and Textual Analysis into the Modern Language Curriculum


Papers Presented at Professional Meetings (since 1990)


and Gakushuin University, Tokyo, Japan (invited lecture), 17 January 2008.


Papers Presented at Professional Meetings (since 1990)
(cont.)


and Seventh European-American Conference on Literature and Psychology. Urbino, Italy, 6-9 July 1990.

Selected Professional Activities

Advisory Board, Samuel Beckett Today/Aujourd'hui (SBT/A), 2016-

Coeditor in chief, SBT/A, 2009-2016.

Member, SBT/A editorial board, 2005-2016.

Advisory Board, Limit'e Beckett (association and online journal), 2008-

Curator, Celebrating Samuel Beckett at 100 Exhibit of Artists’ Books, Albin O.Kuhn Library & Gallery; and organizer of a centenary homage to Beckett, University of Maryland–UMBC, Baltimore, MD, Jan.-March 2007.

Executive Board, Samuel Beckett Society, Elected Member, 2005-2009.

Panelist (with other members of the executive board), Samuel Beckett Society Session: The One Hundredth Year in Review, 122nd Modern Language Association Annual Convention, Philadelphia, PA, 30 Dec. 2006.


Organizer (with Carola Veit), Beckett in Berlin 2000 Symposium; and moderator/speaker in the Philosophy and Poetics session, Humboldt University, Berlin, Germany, 20-27 Sept. 2000.
Selected Professional Activities (cont.)

Organizer and panelist (with Ruby Cohn and Peter Gidal), A Tribute to Samuel Beckett Symposium, UMBC, Baltimore, MD, 10 Nov. 1990.

NEH National Board of Consultants, 1979-88.


Honors and Fellowships

MLLI Angela Moorjani Award for Excellence in Language Skills (yearly student award voted by the faculty of UMBC’s Department of Modern Languages, Linguistics, and Intercultural Communication, UMBC, 2013)

*Who’s Who in America*

Phi Beta Kappa Society, Elected Foundation Member, 1998

Phi Kappa Phi Honor Society, 1991

Gilbert Chinard Pedagogical Prize of the Institut Français de Washington, First Place, 1982, for “A Linguistic and Semiotic Approach to Textual Analysis” (with Thomas T. Field)

Woodrow Wilson Fellowship, 1963

Alpha Lambda Delta Certificate for Highest Scholastic Average, 1963 graduating class, University of Maryland College Park
Teaching and Curriculum/Program Development at UMBC

General Education Program

As a member of the UMBC Planning Leadership Team, 1999-2003, I chaired the Honors University Task Force, 2000-2002, which was charged with developing a new general education program for the requirements of the new millennium.

Ph.D. in Language, Literacy, and Culture

With other members of the interdepartmental Ph.D. Coordinating Committee, I designed and launched this interdisciplinary doctoral program from 1996 to 1999 and regularly taught one of the Ph.D. core seminars. The program has attracted large number of applications from around the globe.

M.A. in Intercultural Communication

In 1985, the Department of Modern Languages and Linguistics introduced a graduate program that integrates language and cultural studies. I was the program’s first director of graduate studies, and with Thomas Field I developed and regularly taught the multidisciplinary core seminar in Intercultural Pragmatics.

The Modern Languages and Linguistics Major

In the mid-seventies, I proposed a major curricular innovation: the broadening of language and literary studies to include an examination of the nature of language and other cultural codes in order to acquaint students with the complexities of all types of discourse and communicative behavior. The integration of linguistics and semiotics into our modern languages program involved the design of three interdisciplinary core courses: the two-semester World of Language; Textual Analysis: Words, Images, Music; and World Language Communities. I envisioned, co-designed, and regularly taught the first two courses. This curricular innovation brought acclaim to the department in the form of the funding of grant proposals, national consultancies, and recognition by, among others, the Institut Français de Washington, the Modern Languages Association, the National Endowment for the Humanities, the Council of Learning, and the Association of American Colleges.

French Studies

Closely involved in the development and redesign first of the French major and then of the French option within the MLL major, I developed and taught over 20 different French courses over the years and coordinated the French studies program over several terms.

Women’s Studies

In the late seventies and early eighties, I co-founded UMBC’s Women’s Studies program, developing an interdisciplinary course on women, art, and the media, and over the years designing and teaching courses and seminars crosslisted with Women’s Studies. The program celebrated its 25 years of existence in 2007.