

Why Study--Foreign Languages?

By David M. Dougherty

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Foreign language study should be considered an indispensable part of any program leading to the bachelor's degree. Learning even one foreign tongue brings us into direct communication with the way of life of a great people—more than 100 million for Spanish, more than 75 million for German, 65 million for French, 200 million for Russian, 50 million for Italian, and so on.

Obviously no one can learn all these languages in college, but that is no reason for not getting started in one or two of them. Only in the original language is really direct contact possible with other peoples of the globe, particularly those of Europe and Latin-America. Our civilization came largely from the nations of Europe—from France, Germany, Greece, Italy, and Spain, as well as from England. Why not get started on the way to understanding at least one of these great peoples at first hand?

In this connection the stress on the living language now given by members of the foreign language staff must be mentioned. Of the 21 full-time members of the Department, nine learned the language they teach as their native tongue. This means that students have the opportunity of learning modern languages with authentically correct accent.

Emphasis is given to the spoken language in first and second year courses as well as in those in composition and conversation. And in all classes where the language is stressed considerable use is being made of such modern teaching aids as wire and tape recorders. In the courses which deal with civilization and literature, frequent use is made of our growing collection of film strips, slides, colored photographs, and recordings of great works of music and literature.

The objection that many introductory language courses are lacking in "content" must not outweigh the advantages of getting a good foundation as freshmen. Lack of "content," real or imagined, can be made up rapidly if the student is well grounded in a language from the start. This is one reason why freshmen have everything to gain by continuing language work done in high school or by starting a new language in college.

Entering Freshmen are cleared for further

language study by means of a placement test in the language which they intend to continue in college. In the fall of 1949, 80 per cent of the freshmen at the University of Oregon thus tested qualified for the next course in order, 12 per cent were put back one year, and 8 per cent were advanced one year. This means that 80 per cent of the freshmen who continued in language this year received adequate preparation in high school.

The most exaggerated claims have been made for translations. Anyone who has looked into this matter knows how inadequate most translations are and how rarely they are available. For example, Andre Gide's great work, *Les Nourritures terrestres*, first published in 1897, was not translated into English until 1949. And Gide has been one of the towering figures of continental letters for nearly half a century.

Even when translations are available they give us all too little insight into how foreign peoples think. Between the text and the reader there is always the translator, who does his best to make the text at hand conform to a thought pattern already familiar to the reader.

Demands for a reading knowledge of one or two foreign languages are increasing with the present expansion of graduate study. This is another need that can never be met by translations. Articles in scientific and learned journals are almost never translated and only the outstanding foreign books in any special field are likely to be made available in English. Properly directed study of foreign tongues gives the student something even more valuable than a reading or speaking knowledge of a language or the understanding of a foreign people. I refer to his own intellectual growth and development. Probably no study leads more directly along the path of intellectual maturity than learning the thought-pattern of another people. Knowledge of a foreign language gives a new perspective, a different dimension, another basis of evaluation against which to measure one's own society, literature, and culture. Foreign languages, ancient and modern, are supreme among subjects which foster intellectual growth, and lead to spiritual enrichment, regardless of the student's eventual field of specialization.



"If you think that was a good running block, you should be around when I take off his chains!"

On the Air...

Appeal to the Masses

...by Marty Weitzner

Several recent items coming out of the radio studios this week are leading us to believe that for the first time in a long while, the radio medium may become of general interest to the student body.

As long as we have been observing the scene, it seems that student radio at the University has been the property of those intending to make a career of such work. The rest of the school didn't seem to give a darn. There were programs from the School of Music, and several members of the faculty did some speaking on their favorite topics, but other than that, interest in University radio activities was pretty well centered around the speech department.

Of late however, we have seen several other departments come peeking around to the studios; some of the visitors came away pleased with what they saw. The athletic department has been given a great way to spread its publicity through the state. We may one day land a couple of good athletes who will come here after being influenced in part by listening to "Web-foot Huddle" shows which now are carried over nine stations.

This week a publicity group boosting Homecoming has come upon the idea of using radio. Under the direction of Bob Hinz, newly appointed student program director, a variety show concerning Homecoming will be recorded and sent to stations requesting the program. Perhaps a number of alumni or other interested people will be influenced in part to come down for the festivities after hearing the show. An awful lot can be sold through radio, as we have been taught by the singing commercial. If it works for dish soap, it can work for the University of Oregon.

Little by little, we begin to get information concerning KDUK. Only the fear that a last minute bug will squash the whole works, keeps those in charge from coming out and naming an approximate starting date. We can say however, that barring developments that may crop up after this article sees light, KDUK will come out before beer party and picnic time.

When it comes, it is expected to be a cross between what we got last year, and what one would expect of a perfect campus station. The staff will be experienced, variety of programs will be greater than we heard last spring, and broadcasts of Mac Court and intra-mural events is a near-future possibility. The only catch is, that not everybody on the campus will be able to snap on the radio and hear his fellows speak. What with federal rulings, limited budget, and lack of intra-campus publicity for the whole thing, you may have to run over to your pals front-room to get a play by play of the intra-mural softball finals. It's too early to start giving details on the situation, but if the finished product isn't liked no one can say he wasn't warned.

Free Lancin...

Green Duck Tracks and Hallowe'en

...by Bill Lance

Hallowe'en spirits certainly prevailed Monday nights as evidenced by the usual strewn garbage, waxed windows and messed-up clothes lines.

Aside from usual things like bonfires on the Alpha Phi's sidewalk, Sue Hefrin's Crosley on the Gamma Phi front porch, and Helen Shreman's sprained ankle, a few rather ingenious bits of treachery were evidenced.

Perhaps the best of these yarns is the one of Janice Hughes and Carol Cram, Claypool drugstore employees, who hid and set all the alarm clocks to go off at intervals during the 5 to 6 p.m. rush hour.

Puddles must have visited Aggieville Hallowe'en night as green duck tracks are observable all over the OSC campus.

Speaking of our northern neighbors we have the tale of Dick Lamb, another intelligent and ambitious lad who "wised up" and transferred to Oregon. Besides his school work, Lamb had a saw mill job that occupies his 2 to 7 a.m. hours. His main pain was the fact that he kept falling asleep in the bathtub, thus missing morning classes. Usually he awoke with the rather weird sensation of blowing bubbles in cold water. Yesterday he decided to remedy the situation by taking a text book to the bath with him. About noon

he awoke blowing bubbles between pages of a well-soaked text book.

Turning to the serious side for a moment I should like to make a few brief statements which, perhaps, could summarize a situation on our campus.

Our football team has been plagued with a series of tough breaks that would destroy the morale of any champions. Troubles seem to come in numbers and they have a way of depressing the spirits of their victims. The guys on our team are only human.

On the other side of the fence we find a Washington team that is definitely "up" for this game. They aren't about to miff a possible chance to elevate their name by lowering that of a rival, as evidenced by their assumed attitude on the Rose Bowl vote last year.

Looking back at our team we note that they are one of the top teams on the coast in yards-gained statistics. We know our team is great! Lets everybody get out for the demonstration rally Thursday night at John Straub Hall. This will be the only rally this year at which we will get to hear from Jim and the boys. Lets help renew that fighting spirit, as only a faithful rooting section can, so that when they go to Portland we can watch them "BEAT WASHINGTON."

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