

R E P O R T R E S U M E S

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NDEA INSTITUTE FOR UNDERGRADUATES IN ITALIAN (RUTGERS UNIVERSITY, JUNE 20 TO AUGUST 12, 1966).

BY- PANE, REMIGIO UGO

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THE SUMMER 1966 NDEA INSTITUTE AT RUTGERS UNIVERSITY FOR 40 COLLEGE JUNIORS FROM HOME INSTITUTIONS WITH LIMITED RESOURCES IN ITALIAN INSTRUCTION IS DESCRIBED IN THIS FINAL REPORT. HIGHLIGHTED ARE THE UNIQUE FEATURES OF THE INSTITUTE--THE FLEXIBILITY OF SCHEDULES, THE SECTIONING OF CLASSES IN ORAL AND WRITTEN ITALIAN, AND THE USE OF AUDIOLINGUAL MATERIALS AND DEMONSTRATION CLASSES. THE REPORT ALSO DESCRIBES, AMONG OTHER THINGS, THE PRE-INSTITUTE PREPARATION AND ORIENTATION, FIELD TRIPS, AND COMMUNICATION BETWEEN STAFF AND PARTICIPANTS. ALL THE FEATURES OF THE INSTITUTE ARE EVALUATED, WITH PARTICULAR ATTENTION GIVEN TO THE EFFECT OF THE INSTITUTE ON THE STUDENTS, THE RESULTS, AND THE POTENTIAL IMPACT OF THE INSTITUTE. LISTS OF THE STAFF, PARTICIPANTS, AND LECTURES ARE INCLUDED. (AB)

ED013021

FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR UNDERGRADUATES IN ITALIAN CODE 1128

AT: RUTGERS THE STATE UNIVERSITY

DATES: (From) JUNE 20, 1966 (To) AUGUST 12, 1966

SUBMITTED BY: REMIGIO UGO PANE
(Director)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I INTRODUCTION

The Rutgers 1966 NDEA Institute in Italian was conceived to offer 40 college juniors the opportunity to complete a major or a minor in Italian with an integrated intensive program designed to increase their knowledge of the language, its culture, and of the new FL teaching methodology to a degree not possible in their home institutions, where in most cases the Italian staff consists of only one instructor, and the Italian offerings are limited to first and second year Italian taught in the old tradition of reading and translation.

It was also felt that by introducing the participants to the best practices of language learning and teaching we would not only help them to eventually become excellent teachers, but more immediately they could, upon returning to their colleges this fall, provide the impetus for needed improvement in the language teacher preparation program of their own departments.

I feel that our summer Institute program for undergraduates could be transferred to the regular academic year teacher preparation program in the seventh semester of college: the first eight weeks would be the same as in the Institute, and the last six students would do their practice teaching. Our participants were made aware of this possibility and many of them became rather excited about the benefits that would result from such a program. It is our hope that they will discuss this with their chairmen and that our Institute will thus have an impact on the teacher preparation programs throughout the country since our participants came from 27 colleges scattered in 14 states from California to New Jersey.

The objectives of the Rutgers Institute were: 1) to supplement the teacher preparation of college juniors both in content and in methodology, and 2) to make it possible for participants to complete a major or a minor by earning 12 credits in Italian. The staff and participants are agreed that these objectives were met very successfully. All participants passed final examinations in the courses granting them 12 credit hours in Italian and, more importantly, all of them improved considerably in the seven areas of competency tested by the MLA tests.

The participants and staff felt that the daily schedule was too long and too demanding, but the work was needed in order to meet our goals, and it was done. In another institute I would eliminate the literature class, since this phase of the institute work is the one generally available at home colleges.

In spite of extreme differences in the language preparation and ability (code 1-4) of the participants, through weekly evaluation and regrouping we were able to provide for the individual needs of each participant as far as the four language skills were concerned. If we had divided the literature and culture classes into two sections each according to ability to understand Italian we could have made greater progress in these areas, but to do so we would have needed another teacher.

It was the unanimous consensus of the staff and participants that institutes for undergraduates preparing to teach Italian are not only very desirable, but necessary to the profession because:

- 1) there is an acute shortage of teachers of Italian at the secondary level;
- 2) undergraduates intending to become teachers cannot get the necessary up-to-date preparation because their home institutions in most cases do not have enough majors to establish special language and methodology courses

available at an institute;

3) in the regular academic year program it is not possible to offer the "total immersion" possible in an institute with a large native staff and an intensive program;

4) institute participants will return to their campuses for one more year of study and will bring back an awareness of the new approaches to teach foreign languages which will be communicated to their teachers and department chairmen, and hopefully will be influential in bringing about much needed changes in the teacher preparation programs of many colleges and universities in this country.

In connection with item 2 above I would like to quote from a letter I received from a participant who attends Mt. Saint Vincent College in New York. She wrote:

"I will for the first time be equipped to study Italian intensely. Your program has made it possible for me to have a major in Italian. This would not have been possible if it were not for the experience and credits gained this summer, and I am so grateful that I was able to attend the Institute."

Relations with USOE and our own Administration. Our relations with the USOE were very cordial in all respects. The directives from Dr. Bigelow were explicit and the staff of the Modern Foreign Language Institute Section was most helpful in every way. We also had excellent cooperation from our own Administration, particularly from the Director of the Summer Session, who is charged with overseeing all summer programs at the University.

Pre-institute preparation: a) Publicity. A sheet with pertinent information was distributed at the Italian meeting of the MLA in December at Chicago and several copies were mailed to all college teachers of Italian throughout the country. An announcement was put in Italica. As soon as the brochure was ready in early January, several copies with a cover letter were mailed to all college chairmen where Italian is taught and to all teachers of Italian. Reminders were later sent to teachers whose schools had not responded with applicants. Over 2000 brochures were mailed out. These efforts resulted in our receiving completed applications from a more than sufficient number of qualified applicants.

b) Selection criteria and methods. These were clearly stated in the brochure and worked well. A committee of five, headed by the Director, selected 40 applicants and 22 alternates from the 102 completed eligible applications received.

c) Problems. The only problem was presented by the University Food Services, who could not give the Institute a separate dining room. We finally worked out a satisfactory solution by having an area of the large dining room sectioned off with movable partitions and our group was served cafeteria style in a separate line without any wait. This way we were able to have the full meal hour to talk Italian at the language tables headed each by a native assistant. For this special service we had to pay \$5 a day for three

meals, which was a little high, but this arrangement produced benefits well worth the extra cost.

Orientation. Participants received a letter from the Summer Session Director concerning the physical facilities and one from the Institute Director explaining the academic program. Upon arrival, Sunday preceding the First day of the Institute, there was a reception for the participants and staff. The Director of the Summer Session welcomed the group and spoke of the cultural, social, and sports programs available to the participants. The Director explained in detail the academic program of the Institute and spoke of the history and development of the NDEA Foreign Language Institutes under the USOE since their inception. Later, the Dean of Men and the Dean of Women met separately with the male and female participants to explain to them the campus regulations. All participants agreed that the orientation was thorough and helpful.

Physical facilities. These were excellent by all standards. Professors Axelrod and Goding, who visited our Institute, were very favorably impressed by them. All our classrooms, lecture halls, and dining room were airconditioned. We had sole occupancy of a new dormitory with ample lounges, located only two minutes walk from the dining hall and the classroom building. The only complaint was that the dormitory was not airconditioned, but none on our campus is.

Field trips. As part of our co-curricular program we took the group by chartered bus to visit the Italian Collection of the Frick Museum; the Italian paintings at the Metropolitan Museum of Art and a lecture by a Museum staff member; Rizzoli and Vanni Italian Bookstores. The Institute Italiano di Cultura of the Italian Government of New York gave the Institute a reception and distributed to each participant an Italian book. We arranged an Italian dinner at Mama Leone's Restaurant which was a great success.

By special arrangement a local movie house in New Brunswick showed three Italian films during the Institute and the participants were required to see them: I Compagni (The Organizer), Fellini's 8 1/2, and Divorzio all'Italiana (Divorce Italian Style). These activities contributed considerably to our overall cultural program and offered pleasant and needed relaxation from the arduous schedule.

Participant communication with director and staff. The director and all staff members had offices on the first floor of the dormitory and were available constantly to participants. All native assistants and the applied linguistics professor, Mr. Bosco, lived in the dormitory and shared the group's life. The director held weekly "gripe sessions" with the participants alone and this was very effective in answering questions and discussing the week's work. As a result of these sessions the schedule was changed after the first four weeks moving the two-hour recreation periods from 4 to 6 instead of from 1 to 3. This proved to be a wonderful change, as it gave the participants a break in the middle of a hard day's work and they came back to the afternoon classes refreshed and eager to learn.

Full-time staff vs. part-time staff. All our staff was full-time and spent most of the day and some evenings at the institute. Noteworthy was the contribution of the native assistants who lived with the participants and literally spent 24 hours a day with them. This established a friendly atmosphere which resulted in a smooth relationship between the participants and staff throughout the eight weeks.

Regular faculty vs. visiting faculty. We were fortunate in the selection of our staff. Both the local faculty: Director, Literature and Culture teachers, and 2 native assistants; and the visiting faculty: Linguistics and Methods & Demonstration teachers, and 4 native assistants entered at once

into the spirit of the institute and worked as a team, participating in each other's activities and all working toward the common goal of meeting the objectives of the institute.

Local Staff

Prof. Remigio U. Pane, Director
Chairman, Department of Romance Languages, Rutgers

Prof. Giovanni Azzi, Culture and Language
Assistant Professor of Italian, Rutgers

Prof. Umberto Mariani, Literature and Languages
Associate Professor of Italian, Rutgers

Mr. Anthony Bove, Native Assistant
Ph.D. candidate in Italian, Rutgers

Mr. Anthony Negovetti, Native Assistant
Ph.D. candidate in Italian, Rutgers

Visiting Staff

Prof. Fred. J. Bosco, Linguistics and Language
Assistant Professor of Linguistics, Georgetown

Mr. Frank Soda, Methods & Demonstration Class
Head, Foreign Language Department, Princeton, N. J. High School

Dr. Mara Cassano, Native Assistant
English Teacher, Liceo Ginnasio di Stato Molfetta, Italy

Dr. Giovanna Mattea, Native Assistant
English Teacher, Liceo Scientifico "Donegani", Sondrio, Italy

Dr. Severina Siciliani, Native Assistant
English Teacher, Universita degli Studi, Bari, Italy

Dr. Rinaldo Talarico, Native Assistant
Dottore in Giurisprudenza, Scigliano, Cosenza, Italy

Lectures. The lecture program was the best we ever had at Rutgers Institutes. They were judged by the participants as excellent and each one was followed by a lively discussion of an hour or more. The lecturers and their topics were:

Mario Pei "I dialetti nella letteratura italiana contemporanea"
Josephine Bruno Pane "FLES: Implications for High School and College"
Russell Webster "The Rationale of the A-L Method"
F. Andre Paquette "The Teacher Preparation and Certification"
Robert Di Pietro "The Influence of Italian Dialects on Standard Italian"

Unique features of the institute. 1) Flexibility of schedule. The schedule was changed once in time and several times in sectioning. The original schedule had classes from 8 to 12 and from 1:30 to 4. This turned out to be too arduous and, beginning with the fifth week, we changed the afternoon classes to meet from 3 to 5:30 thus giving the participants a two hour break after lunch. This proved very beneficial for the morale of the group and resulted in more efficient work in the afternoon classes. Sectioning for the class in-oral and written Italian. The first two days of the Institute all participants were interviewed individually in Italian by the staff and were assigned to 8 small groups of five each taught by two professors and the six native assistants. After two weeks it became evident that the participants fell into three levels of language competence and therefore we decided to divide them into 3 groups for the hour of language works: Group A (12) to study stylistics with Professor Mariani, Group B (15) to study advanced language with Professor Azzi, and Group C (12) to study intermediate language with Professor Bosco. The half hour heretofore spent in the lab was rescheduled also. Group A met with a native assistant for advanced oral work, Group B was subdivided into three groups of five each to do individual work with a native assistant, and

Group C went to the Lab with the linguistics teacher and a native assistant for special drills. Beginning with the 5th week 3 participants from Group C were promoted to B making a total of 18 and now this was divided into two classes in order to further individualize the work of the language classes. The results of these changes in response to needs as they arose, were gratifying to both the participants and the staff.

Use of "new materials". Italian teaching in college is so traditional that none of the participants was familiar with the A-LM materials we used in the demonstration class. A display room was set up in the lounge of the dormitory with all available Italian texts, and another with cultural and travel pamphlets dealing with every province and major city in Italy. Copies of Levels I and II of the A-L M materials and of Hall and Bartoli, and Speroni and Golino's texts were secured from the publishers free of charge of each participant. Participants were instructed in the use of the language lab and had practice in making tapes. They also had practice in making pattern drills and adopting existing materials to new uses. The MLA-CAL-TFC Films were shown and discussed as a part of the methods course. A number of documentary and cultural films on Italy available from the Italian Cultural Institute were shown to supplement the culture class. Most important of all was the fact that participants had the opportunity to see the use of the most recent techniques of teaching foreign languages in practice in the Applied Linguistics and Methods & Demonstration classes and they themselves had the opportunity to practice this new method to a limited extent in the peer teaching and the demonstrations which they did as part of their work.

"Most significant thing of institute for participants". The participants were almost unanimous in stating that the most significant thing that happened to them during the institute was the constant practice in the use of Italian throughout the eight weeks with the discovery of the audio-lingual approach of

learning a foreign language as a close second. The director and staff agree that these two phases made the most impact on the participants and contributed most in their preparation as future teachers of Italian.

Effects of the institute on participants' views. As a result of the Institute experience the participants will return to their respective colleges dissatisfied with the "old method" and will demand changes in their programs in line with what they learned at the Institute. They will also use the new approach in their practice teaching during their senior year and eventually in their classrooms. The staff feels that the impact of the institute was effective enough so that the participants will carry out their proposed plans.

Follow-up. As a follow-up I intend to write the department chairmen of the participants toward the end of the first semester asking them to evaluate the improvements made by their students. I also plan to write the participants themselves asking them how the institute has helped them and what effect it has had on their senior year's work and in their practice teaching.

Major weakness. The major weakness of the institute was a heavy schedule which kept participants in class from 8 a.m. to 4 p.m. with a luncheon break of 1 and 1/2 hours. This condition was ameliorated considerably the second half of the institute when the mid-day break was lengthened to three hours by giving the participants the two hours following luncheon as free time to rest or study individually as they wished. This was accomplished by moving the afternoon classes to meet from 3 to 5:30.

Evaluation of various aspects of the institute:

Objectives. The objectives of the institute were to supplement the teacher preparation of college juniors both in content and in methodology, and to make it possible for participants to complete a major or a minor in Italian by earning 12 credits. These objectives were met very successfully. All participants passed final examinations in the four courses granting them 3 credits each, and more important, they all improved considerably in the four language skills and gained insights into the audio-lingual approach to the teaching of Italian. I would maintain the same objectives in another institute.

Grade levels. Our institute was for grades 1-12, but it turned out that all participants were interested in secondary school teaching. In another institute I would limit the grades to 7-12 since there does not seem to be a demand for the preparation of teachers for the elementary level in Italian.

Beginning dates. The date of June 20 was satisfactory for all applicants. I would maintain the same date for another undergraduate institute.

Optimum number of weeks. Our experience was the eight weeks with a heavy daily schedule was a bit too long and consequently I would recommend 7 weeks as the optimum number for an undergraduate institute.

Optimum number of participants. Our experience with 40 participants is that this number is optimum for two reasons: a) 40 is the largest number that can be taught adequately in one group for the lecture classes and allow some time for discussion and answering of questions as they arise.

b) This number makes the per capita cost reasonable without sacrificing quality, since for the language work the group is divided into small groups according to ability while for lectures they meet as a group.

One vs. more than one from each school. Our participants were selected according to our selection criteria as stated in our brochure without regard to their colleges. In an undergraduate institute in Italian it would not be feasible to establish quotas, since Italian is taught only in a small number of colleges. As it turned out the 40 participants came from 27 colleges and universities from 14 states. This was an excellent spread for a subject which has such a restricted enrollment nationally.

Institute code. For our undergraduate institute the code of 1-4 in the proposal was useful and I would retain it another time.

Distribution of time. In our effort to give participants instruction in all of the 7 areas of competency our schedule was structured rather demandingly and required participants to attend classes 5 and 1/2 hours daily in addition to a lecture one evening per week and a workshop on Saturdays. Participants soon found out that they had hardly enough time to do the required assignments not to mention time for individual independent reading and recreation. In our staff meetings we took this into consideration and shortened the assignments in order to give the participants more time to spend with the native assistants in free conversation. In another institute I would structure the schedule to allow more free time for relaxed conversation and individual study.

Substantive content vs. teaching skills. Our participants spent 3 periods per day in teaching skills classes: Applied Linguistics, Methods & Critique, and Demonstration; and 3 and 1/2 periods in substantive classes: Language, Culture,

and literature. The participants and also the staff felt that the proportion of time given to language skills and methodology was right, however we all agreed that 6 1/2 fifty-minute periods a day of class work five days a week does not allow enough time for study and recreation, and therefore the schedule should be shortened. In another institute I would eliminate the literature class, since this is the part of the institute program which is most available at home institutions.

Ratio of staff to participants. We had four instructors and six native assistants, thus the ratio was 1 to ten participants for instructors and 1 to 7 for native assistants. While we made the most with what we had and the program did not suffer, I feel that because of the difference in the participants' preparation, we could have helped them more if we could have had two classes, each at a different level, for Culture and Literature. This could have been accomplished with an additional instructor.

Budget. The budget was adequate for what we had planned to do. In another institute I would add one more instructor as mentioned in item above.

Potential impact of the institute. Through our undergraduate institute we have tried to instill in our colleagues and administrators an awareness of the need to include in our regular teacher preparation program in the four Arts & Sciences Colleges of Rutgers an institute-like experience. The Dean of our Graduate School of Education and the State Assistant Commissioner of Education in charge of Teacher Preparation and Certification, Dr. Alan Rosebrock, are cooperating with me in trying to bring this about not only at Rutgers, but in other teacher training institutions of the state as well. In this connection I wish to note that the first Conference on Teacher Preparation in the Nation to discuss the Axelrod Report was called last May in Trenton by Commissioner Rosebrock, with Andre Paquette and Kenneth Mildenberger leading the discussion. I may mention also that Rutgers this year is offering three new graduate courses

of the type offered at institutes and designed especially for foreign language teachers: Modern Approaches to the Teaching of Foreign Languages, Linguistic Basis of Foreign Language Teaching, and The Structures of Modern French. During the summer of 1966 we offered a course in FLES which was taken by 16 teachers or teacher candidates. In conclusion I would state that the impact of the summer institutes at Rutgers has been felt by all concerned with teacher training and as a result the programs of all of our four teacher training colleges (as indicated above) will be improved. I even hopefully foresee in the not too distant future the transfer of the undergraduate institute program into our regular teacher preparation during the academic year. The seventh semester seem to be the logical time.

Additional comments. The unanimous consensus arrived at from discussions with the staff and participants is that the institute for undergraduates preparing to teach Italian is not only very desirable but necessary to the profession because:

1) There is an acute shortage of well prepared teachers of Italian at the secondary level and this need is growing yearly as more high school graduates go on to college and need to be prepared in languages by competent teachers at the secondary level;

2) undergraduates intending to become teachers of Italian at many colleges and universities cannot get the necessary up to date preparation because their departments do not offer enough courses in the subject matter, and almost none offer the professional preparation courses available at an institute;

3) in the regular academic year program it is not possible to offer the "total immersion" possible in an institute with a large all native staff and an intensive integrated program designed to advance the participants

in all of the seven competencies listed by the MJA; and

4) considering the benefits resulting from the institute to the participants and in turn to their institutions, where they will act as a leaven to stimulate improvement of their teacher training, and eventually to the nation at large, when they go out to teach, the public money spent for undergraduate institutes is a good national investment.

I should like to conclude this report with a quotation from a letter I have just received from a participant who attends Mount Saint Vincent College in New York. She wrote:

"I wanted to thank you for the opportunity I received to participate in this summer's Italian Institute. I feel that I gained very much, and that I will for the first time be equipped to study Italian intensely. Your program has made it possible for me to have a major in Italian, since this year I will be able to take two Italian courses each semester. This would not have been possible if it were not for the experience and credits gained this summer, and I am so grateful that I was able to attend the Institute."

RUTGERS THE STATE UNIVERSITY

1966 NDEA INSTITUTE IN ITALIAN

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RUTGERS - THE STATE UNIVERSITY

1966 NDEA INSTITUTE IN ITALIAN

New Brunswick, N.J.

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STATISTICAL REPORT
NDEA INSTITUTES (TITLES XI, V(B), P.L. 85-864)
ARTS AND HUMANITIES INSTITUTES (Sec. 13, P.L. 89-209)

Please supply the information requested below, postmarked no later than May 31, 1966. It should be sent to:

MEASUREMENT RESEARCH CENTER, INC.
Attention: Mr. Philip R. Rever
P. O. Box 30
Iowa City, Iowa 52242

- | | |
|---|------------|
| 1. Approximate number of inquiries | <u>212</u> |
| 2. Number of Applications (sets) sent | <u>206</u> |
| 3. Number of completed applications returned* | <u>99</u> |
| 4. Number of first rank applicants (that pool of applicants who were well-qualified for your Institute, <u>whether or not</u> they were offered admission). | <u>62</u> |
| 5. How many applicants were offered admission and declined? | <u>4</u> |
| 6. How many applicants were offered admission and accepted? (i.e., the number of billets in your Institute) | <u>40</u> |

(signed) R. U. Pane
Institute director

Italian for Undergraduates 1128
Institute 4-Digit Code

Rutgers The State University
Institution

* Include here also all individuals on whom decisions were made to accept or reject them on the basis of receipt of only Part I or of only Part II, as well as all individuals who returned both forms.