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NEW DIRECTIONS IN THE TEACHING OF PORTUGUESE.

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A SURVEY OF THE HISTORY AND POSITION OF PORTUGUESE LANGUAGE STUDY IN AMERICA (A DISCIPLINE LONG NEGLECTED IN OUR SCHOOLS) SHOWS THAT CERTAIN MEASURES ARE IMPERATIVE IN ORDER TO MEET THE DEMANDS OF THE RECENT RESURGENCE OF INTEREST. ALL AVAILABLE INSTRUCTIONAL MATERIALS MUST BE UTILIZED TO THEIR FULLEST EXTENT, COLLEGE TEXTS BEING MODIFIED FOR HIGH SCHOOL USE WHERE NECESSARY, AND THE BEST AUDIO-LINGUAL INSTRUCTION TECHNIQUES MUST BE INSTITUTED AT BOTH THE HIGH SCHOOL AND COLLEGE LEVEL. SPECIAL ATTENTION MUST BE GIVEN TO THE LARGE NUMBER OF HIGHLY MOTIVATED STUDENTS FOR WHOM PORTUGUESE IS A SECOND ROMANCE LANGUAGE. SIMILARITIES IN STRUCTURE AMONG THE ROMANCE LANGUAGES SHOULD BE STRESSED TO ACCELERATE INSTRUCTION, AND SPECIAL COURSE SEQUENCES SHOULD BE DEVELOPED FOR MOTIVATED STUDENTS. ALSO, GREAT ATTENTION MUST BE PAID, AT ALL LEVELS, TO THE CULTURAL CONTEXT OF THE LANGUAGE, DRAWING ON THE BASIC SIMILARITIES BETWEEN THE SPANISH- AND PORTUGUESE-DOMINATED CIVILIZATIONS, BUT STRESSING THE MUCH NEGLECTED INDIVIDUAL ASPECTS OF LUSO-BRAZILIAN CULTURE. TECHNOLOGICAL TEACHING DEVICES SHOULD BE USED TO THEIR FULLEST CAPACITY FOR BOTH LINGUISTIC AND CULTURAL INSTRUCTION. MORE EXTENSIVE AND INTENSIVE TEACHER TRAINING PROGRAMS MUST BE DEVELOPED TO INSURE AN ADEQUATE NUMBER OF QUALIFIED TEACHERS. THIS SPEECH WAS DELIVERED AT THE SPRING MEETING OF THE MODERN LANGUAGE ASSOCIATION OF SOUTHERN CALIFORNIA (SANTA MONICA, MAY 4, 1968). (AR)

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NEW DIRECTIONS IN THE TEACHING OF PORTUGUESE

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When we think of the Iberian Peninsula and of the immense regions of the western hemisphere, Africa, and the Orient where its two major languages, Spanish and Portuguese, are spoken, we almost inevitably tend to consider Spanish the predominant language, just as we tend to think of Hispanic culture as predominant in the Americas. After all, we reason, Spanish is the official language of twenty independent nations, three major Spanish political dependencies in Africa, the Commonwealth of Puerto Rico, as well as of a large portion of the population of the Philippines, not to mention some 2,000,000 Spanish-speaking residents and citizens of the United States. Portuguese, on the other hand, is the official language of only two independent nations, seven overseas dependencies, three minute districts in India, and of some 300,000 North Americans of Portuguese ancestry. However, this kind of enumeration, which is unfortunately all too popular, although mathematically accurate, is deceiving. Based on the estimated 1965 census figures, and discounting the estimated number of non-Spanish-speaking (foreign and indigenous) inhabitants in the regions listed, we can find some 150,000,000 speakers of Spanish. Using the same census formula, we may be astonished to learn that there are some 105,000,000 speakers of Portuguese! Of the some 255,000,000 people who speak varieties of the language of the Peninsula, then, close to half speak Portuguese. Of these, at least 300,000 Portuguese-speaking persons live in the United States.

These impressive statistics easily help account for impact of Luso-

Brazilian studies on American scholarship, which has been consistent and profound from the very dawn of the national existence of the United States. However, the teaching of the Portuguese language to American students, although it parallelled the introduction of Spanish into the curricula of American educational institutions as early as the second decade of the nineteenth century[1], has failed to equal the spectacular development of Spanish. Now, in this decade, the picture has finally begun to change, and the upsurge of interest in the study of Portuguese has become sufficiently intense to make it seem that it will eventually bring Portuguese to a popularity almost comparable with that now enjoyed by French, Spanish, and German.

The rather deliberate pace of development of Portuguese language study in the United States is not difficult to explain. We have already alluded to the fact that the history of continental North America and that of Spain, and later Mexico, are intimately and inextricably interwoven, that the majority of contacts of Americans with non-English-speaking nations are with Mexico, and that the political and economic efforts of the foreign policy of the United States in this hemisphere have been directed principally toward the Spanish-speaking countries. These factors account in large measure for the current demand for Spanish language instruction.

Thus, although we can trace the history of the teaching of Spanish in the United States in an unbroken and steadily increasing line from the sixteenth century, when mission schools in the southwest undertook to instruct the indigenous peoples in the Spanish language, Portuguese studied as a foreign language by meaningful numbers of American students must be considered principally a phenomenon of the mid-twentieth century. The long history of Portuguese language and area

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1 Henry Carter, "The Development of Luso-Brazilian Studies in the United States, 1920-1950" in Proceedings of the Fifth International Colloquium on Luso-Brazilian Studies (Washington, 1950), Nashville: Vanderbilt University Press, 1953, pp. 295-324.

studies in American educational institutions, which we have mentioned, has been somewhat uneven,when compared to Spanish, ebbing and flowing both with the course of world events which gave occasional prominence to Brazil and other Portuguese-speaking areas of the globe and with the presence of communities of Portuguese-speaking immigrants in the United States with an interest in the preservation of their national culture through educating their children in the Portuguese language.

The newly-awakened interest in Portuguese which characterizes our day reflects many different developments which have helped to create some of the feeling for the value and importance of Portuguese in American national life which has for so long been true of Spanish. Among such developments have been: the importance of U.S.-Brazilian relations in World War II, the appearance of Portuguese on the government's list of "critical" languages, the prominence of Brazil as a dominant nation in Latin American affairs, and the stimulus of federal support for the initiation and pursuit of Portuguese studies programs at the various educational levels. As late as 1956 it was possible to assert that

> . . . it is probable that young American students will not turn in large numbers to the Portuguese language for their first non-English linguistic experience, nor to Brazilian poetry for their first solid poetic experience, nor to the Portuguese-speaking world for their first look at a culture different than their own.[2]

Now, for the first time, in large measure as an effect of the very recent influences just mentioned, we can question the validity of that assertion and observe the existence in the United States of an incipient consistent social demand for Portu-

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[2] "The Teaching of the Portuguese Language and Brazilian Literature in the United States," in Proceedings of the Symposium on the Languages and Literatures of Spanish America and Brazil, Austin, Texas, 1956, p. 16.

guese based on the conviction that it is both valuable and useful in our educational system.[3]

This realization, coupled with the current comparative enrollment figures in foreign languages, places Portuguese from the outset in a far different position than its "bulk language" counterparts: French, Spanish, and German. The demand for these languages has, after all, grown out of a 200-year national awareness and appreciation of the cultural, political, and economic importance of the countries in which they are spoken. Today's demand for Portuguese remains largely dependent upon the factors enumerated above as well as on the existence and perpetuation of a national "mood" begetting an increased motivation for the study of foreign languages and cultures in general and on the increasing number of students who, reflecting the progress of earlier foreign language study through FLES, desire to study a second or third foreign language.

However, with the passage of the National Defense Education Act (NDEA) of 1958, the federal government began to give powerful assistance to Portuguese through the Language Development Branch of the U.S. Office of Education. Since 1959 hundreds of graduate students have received fellowships for advanced study amounting to as little as one summer or as much as three years of work. Since 1965, under the NDEA, Title VI, as amended, hundreds of undergraduates as well

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[3]Cf. Fred P. Ellison, "The Teaching of Portuguese in the United States," a paper presented to the VI Colóquio Internacional de Estudos Luso-Brasileiros, Harvard University, 1966.

have received fellowships for intensive courses in Portuguese during summers. Under the Language and Area Centers program of the NDEA, the federal government has spent nearly a million dollars of matching funds for studies related to Latin America during the period 1959-64.[4] A large part of these funds went for studies of the Portuguese language and related "area" studies. The same NDEA, Title VI gave additional assistance to our profession in the form of teaching materials in Portuguese.

A new development with specific reference to the expansion of Portuguese language studies in the U.S. and, through the improvement of such studies, to the betterment and development of the entire profession, is signalized by a gathering of some twenty professors in Chicago during the 1963 meeting of the Modern Language Association of America. Representing most of the large Portuguese programs, along with the U.S. Office of Education, this group adopted a program of priorities for the profession. First came work toward the creation of a basic university-level textbook, which would reflect modern principles of foreign language learning. Cooperation would guide the efforts of the group in resolving problems of language teaching affecting the country at large.

Various new activities were then begun by these specialists, who decided upon the name Portuguese Language Development Group, or PLDG. Since, the PLDG has become a part of the AATSP, with its own portion of the annual meeting agenda. A grant from the Joint Committee on Latin American Studies of the Social Science Research Council and the American Council of Learned Societies, made possible a preliminary conference on Portuguese language development at The University of Texas on May 2-3, 1964. Subsequently another grant by the same Joint Committee underwrote a series of pedagogical and research

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[4]D. Bigelow and L. Letgers, NDEA Language and Area Centers: A Report on the First Five Years, Washington, D.C., 1964.

activities with the aim of improving Luso-Brazilian studies through the creation of a language textbook based on the audio-lingual approach. One aspect of the project involved the distribution of a trial edition of Oral Brazilian Portuguese, by Henry W. Hoge, to a number of North American universities, with a questionnaire designed to gain information useful to a future writing team. This had the additional effect of introducing Hoge's fine effort to many existing Portuguese programs. Another activity was the compilation of a corpus of recorded Portuguese, with transcriptions, exemplifying actual spontaneous conversation by Brazilian native-speakers. Several specialists, including some from Brazil, collaborated in different ways in solving certain problems related to the textbook project. Particularly important was a grant from the Modern Language Association in support of the team project. The result was the two-volume Modern Portuguese, now in wide use throughout the country.

A further prominent objective of the PLDG has always been collaboration with colleagues from overseas, and the organization includes, along with those from Brazil, representatives from Portugal, France, England, and Czechoslovakia. For more information those interested may consult the recent series of PLDG Newsletters and other pertinent bibliography.[5]

A final factor which has traditionally affected the position of Portuguese studies in the United States has been their continued subordination to programs of Latin American area studies. No one can deny that the Luso-Brazilian world and its language and literatures are a part of the cosmopolitan "Latin American" world, but the effect of this equation has been to neglect the fact that the Portuguese-speaking world encompasses large areas of Africa and the Far East as well as Portugal and Brazil. With the growing vital interest of the United States in both Africa and the Orient, such neglect cannot long afford to continue.

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[5]The Newsletter is available through Prof. Fred Ellison, Department of Romance Languages, University of Texas.

This, added to the recognition of the importance of Portuguese as one of the world's ten most widely-spoken languages, the strategic situation of Brazil vis-à-vis the United States, the commitment of American foreign policy to Asia and Africa in which Portugal is deeply involved, and the riches of Luso-Brazilian culture attests in part to why interest in Portuguese language and area studies is growing at a rapid rate and why never in the history of Portuguese language teaching has there been anything like the recent resurgence.[6] What is astonishing is that this realization is the product of our own decade.

Any examination of the imperatives in Portuguese curriculum content, as in any academic area, must begin with a clear understanding of the objectives we hope to reach in our instructional program. These objectives, in turn, must be based upon a recognition of the primary factors which motivate students to seek training in the area of our concern. This procedure is as necessary in our consideration of the Portuguese curriculum in the high school as it is at the college level.

Of course, the starting-point for the study of any people, their life, ideas, history, and destiny, is the mastery of their spoken language. I need not recount here the history of the development of today's philosophy of foreign language teaching. It must suffice to assert again that the only satisfactory vehicle for the initial language-learning experience in Portuguese is the one in which all four language skills - listening comprehension, speaking, reading, and writing - are presented in that order, then intensively and extensively drilled, and set forth in an inductive learning experience. Until recently, we may have been justified

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[6] Cf. David M. Feldman, "Some Statistics on Portuguese Studies in the United States," Hispania, XLVI (1963), 787-791, and Gilbert Cavaco, The Teaching of Portuguese in the Colleges and Universities in the United States, Fall River, Mass., B.M.C. Durfee High School, 1966. Mimeographed.

in attributing some of our growth problems to the lack of published instructional programs (texts and tapes) of this description. Now with the appearance of such materials[7], their rapid introduction into Portuguese programs is urgent. The student with no prior foreign language experience can now be expected to build the kind of four-skill language proficiency in Portuguese as he has in the "bulk language" areas. With slight modifications, moreover, usually in the matter of evolving a horizontal treatment of each unit, these texts should prove as successful at the high school level as they have been at the college level.

This apparently reversed thinking - adapting college texts for high school use - is motivated by another unique feature of Portuguese language instruction: if it thrives anywhere, it seems to be doing so at the college level. High-school Portuguese has been slow in developing beyond the New England area, where it enjoys an active substratum of Portuguese immigration. This summer's NDEA-sponsored institute at Vanderbilt University and intensive propaganda, such as the booklet Why Study Portuguese?[8] can help strengthen the future of Portuguese in the secondary schools, but more must be done, especially if we hope to see promising conferences, such as the one held at UCLA recently, stimulate concrete improvement. The case for high-school Portuguese will, in

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[7]Among others, we may mention: H. Hoge and P. Lunardini, Oral Brazilian Portuguese, University of Wisconsin: Milwaukee, 1964; Fred P. Ellison, et al., Modern Portuguese Austin, 1965; Claude E. Leroy, Portugues para principiantes, Madison: University of Wisconsin Extension Division, 1964; and Maria Isabel Abreu and Cleah Rameh, Portugues contemporaneo, Washington: Georgetown University, 1966.

[8]Available from the editor, Prof. Norwood Andrews, Vanderbilt University, Nashville, Tennessee (1967).

any case, ultimately rest, at least in part, on the availability of pedagogically-sound modern teaching materials designed specifically for that level. As for elementary-school Portuguese, materials produced by Portugal's Ministry of National Education are available and are quite usable until a sufficient demand for Portuguese FLES motivates the construction of altogether new materials.[9]

Of course, caution must be exercised in planning the articulated sequence in Portuguese, so that the Peninsular dialect of the FLES material does not conflict with the Brazilian dialects of the secondary and college level materials to which we have been referring.

But what can we offer the increasing number of students who have already studied another foreign language? Often such a student has already worked with French or Spanish. He tends to be a more highly motivated student, having profited from the discipline of earlier successful language study, but many times hesitates in undertaking further foreign language study because he wishes not to follow what is for him a tedious procedure of beginning again in courses without regard for his greater language-learning sophistication. Yet here we have an unexploited advantage: courses in Portuguese especially designed for students with proficiency in another Romance language, especially Spanish. There can, of course, be no sacrifice of methodology. The same full four-skill

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[9]M. Macedo, M.A. Martins, G. Belo, Aprendo Portugues, I: Comecando; II: Continuando, Oporto: Porto Editora, 1964.

presentation, drill, and inductive generalization of grammar characteristic of the best audio-lingual instruction must be present here. The economies are effected by the frequent points of similarity between the morphology and syntax of Spanish and Portuguese where analogy and educated intuition or "feel" can take the place of lengthy presentations. At the phonological level, quite naturally, there are fewer points of similarity[10].

Somewhat similar economies may be achieved in courses based on the student's prior proficiency in French, but Spanish is, after all, closer to Portuguese in terms of historical development and a language which many have studied in programs commencing as early as the fourth grade.

Every teacher of Spanish, in his dual role as a student and disseminator of Hispanic life, language, and literature, instinctively perceives that the economic, political, intellectual, and linguistic histories of the two great nations of the Iberian Peninsula are inseparably intertwined. Similarly, the virtually simultaneous and competitive exploration and colonization by Spain and Portugal in three great areas of the world--the Americas, Africa, and the Far East--were part of one great enterprise which obsessed the Lusitanian and Castilian with equal intensity. Ever since, although these nations and the countries born of their expansion have developed and maintained distinct and individual identities, the languages, customs, cultures, and social orders of each share vast and fundamental characteristics with the others, making it indeed possible to speak of an Ibero-America, and, although to a lesser extent,

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[10] David M. Feldman, "A Comparison of the Segmental Phonemes of Brazilian Portuguese and American Spanish," Linguistics XXIX (1967) 44-57.

of an Iberian presence in Africa and the Orient, just as we speak of the Iberian Peninsula. We recognize at once the independent and self-determining character of each nation which speaks varieties of the two major Peninsular languages, but at the same time we cannot ignore the great bond of common origin, development, and destiny which they also share.

Yet despite these obvious conclusions, we often automatically lapse into a synonymy which seems to ignore them: "Spain" for "Iberian Peninsula," "Spanish America" for "Ibero-America," and "Hispanic civilization" for "Iberic (or Hispano-Portuguese) civilization." We may pay intellectual lip-service to the twofold nature of the Peninsula and all that has developed from it, but we in fact tend to think in exclusively Hispanic terms when our guard is down.

This state of affairs may be explained in part by the immense Hispanic influence in the territory which would later form a part of the United States, the many living vestiges of Hispanic influence in the Southwest today, the proximity of Mexico and its touristic appeal, the deep political and economic involvements of the United States in Cuba and Panama, and the long-established familiarity of romantic or colorful Hispanic figures in the American consciousness, from the Cid and Don Quijote, through Don Juan, Pancho Villa, and Benito Juárez, to Cantínflas.

The effect of all this on the Spanish teacher, however, has been to obscure one of the most valuable and unique features of his training and scholarship: his opportunity to bridge the gap between his students and two other cultures, the Hispanic and the Lusitanian. It would be impossible

to say that the teacher of Spanish language and civilization is, ipso facto, qualified as a teacher of Portuguese language and culture. To be both would require equally profound and intensive training in each area. But where the Hispanist has the advantage over his other colleagues is in that he, by virtue of his education, already possesses a very special insight into and instinctive feeling for many of the most fundamental features of both civilizations. The Spanish teacher cannot function professionally in the Portuguese area simply by virtue of these insights and sympathies, but he can make extraordinarily rapid and meaningful progress toward developing this additional specialization by knowing how to build efficiently upon them.

This does not mean, however, that the same materials we use for the regular fundamental course will produce superior results with students who have attained prior proficiency in Spanish. Optimum results in this latter situation require materials especially designed for it.

Ideally, both the regular fundamental course and the accelerated one based on Spanish should be offered. Most high schools and colleges, however, opt for only one of the two possibilities[11]. Staffing and scheduling difficulties are the major impediments. Yet here again, recent developments suggest a possible solution. Because of the higher motivation and greater language-learning sophistication of the student already proficient in another foreign language, he would seem to possess the psychological characteristics required for successful performance in programmed learning. An experimental programmed course in spoken Portuguese for those with proficiency in Spanish already

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[11] David M. Feldman, "Some Statistics on Portuguese Studies in the U.S.," Hispania XLVI (1963) 787-791; Gilbert Cavaco, The Teaching of Portuguese in the Colleges and Universities of the U.S., Fall River, Mass.: Durfee H.S., mimeographed, 1966.

exists, based on the same audio-lingual principles outlined above, but designed for use without the continued presence of an instructor[12]. Its use, or the use of materials like it which will undoubtedly develop in the future, constitutes one possible solution to the problem. Thus, in essence, any school equipped with an audio-active-compare language laboratory or two-track tape recorder stations in the library can, without increasing staff or facilities, offer both types of fundamental language course. School districts may wish also to investigate possibilities for assistance under NDEA in the introduction of Portuguese into their curricula.

Once the basic language courses are instituted, the choice of text must be made. What may suffice as a beginning text in the "bulk" languages may not serve our needs. We cannot afford the rate of attrition of disinterested or insufficiently challenged students common in the "bulk" languages. We must seek only audio-lingual texts of the best design, provided with a co-ordinated laboratory tape program, and linguistically authentic in every respect, including choice of dialect[13]. But just as important is the feature of carefully structured cultural focuses from the very first lesson on. We know, of course, that in the best audio-lingual materials in any language the language itself is presented

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[12]David M. Feldman, A Programmed Self-Instructional Audio-Lingual Course in Brazilian Portuguese for Speakers of Spanish, Washington, USOE, 1966.

[13]For a further discussion of the dialect problem, see Francis Rogers, "Proposed Specifications for a 'Portugues moderno' Textbook," Hispania XLVII (1964) 823-826, and Fred Ellison, Summary of the Minutes of Portuguese Language Development Conference, University of Texas, May, 1964.

as an intimate manifestation of culture through an awareness that language is at once the means of communication of its speakers and the very fabric of which their thoughts are formed. Thus, in equal degrees, the linguistic elements of culture are taught as a part of language learning and non-linguistic aspects of culture are used as vehicles for language learning.

Another point at which the imperatives for Portuguese programs differ from those of the "bulk" languages is in the matter of course sequences. Given the higher average of motivation of the Portuguese student, we can expect a faster pace of learning and higher level of achievement in the initial college course or first two years of the high school course. We need to encourage the student upon completing these courses to continue the study of the language in its cultural contexts, rather than to continue in additional courses devoted exclusively to the language. Yet we must not confuse this cultural context with courses in literature. Literature is, after all, but one of the cultural resources of any people and, at least in the type of program I am discussing here, should be kept within a proportion relative to the entire panorama of the Portuguese-speaking civilization. The ideal follow-up course, then, should focus on a broad consideration of the Portuguese-speaking world.

Here again, the Portuguese program, unlike Spanish, French and German, must be prepared to compensate for the normal rate of student attrition in the second and third years of study by encouraging students with major interests in other fields to enter the Portuguese program. This is particularly relevant at the college level where, by the end of the sophomore year, non-language majors often have developed interests in fields which, they suddenly realize, involve additional language proficiency. The Economics major develops an interest in Brazil; the History major is attracted by sub-Saharan Africa.

Suddenly, highly-motivated juniors and seniors often well-trained in other foreign languages, demand top-flight, intensive courses in elementary Portuguese at a time when their programs permit only one such course. For them, the intensive one-year course followed by courses in the socio-cultural context in which language facility is concurrently and simultaneously strengthened in a carefully-structured program is an ideal arrangement. In adopting this procedure at CSCF, we have tapped a whole new source of Portuguese students.

In so doing, however, we must guard against subordinating the Luso-Brazilian sequence to all-inclusive curricula in Latin American studies, as it often, unfortunately, happens. While it is indisputably true that Brazil's colonial and independent history is intimately linked to the whole picture of the Peninsular colonization in the western hemisphere, unless the Luso-Brazilian curriculum is independent of the Latin American studies program, we risk a de-emphasis of Portugal's role in sub-Saharan Africa and in the Far East. The balance between the study of the Portuguese-speaking world as an independent one and the study of Brazil as a part of Latin America must scrupulously be maintained.

Courses in the Portuguese curriculum must be taught in Portuguese with constant attention paid to the use and improvement of the language in understanding lectures and readings, taking notes, participating in class discussions, writing term and seminar papers, etc.

We maintain that a two-year intensive audio-lingual course in Portuguese at the high school level should be followed by courses in Luso-Brazilian civilization, but we are likewise aware of the problems of staffing and scheduling these courses. In so planning, we must be alert once again to the potential of

programmed learning. The preparation of programmed materials for this purpose might well be the subject of an experimental project with assistance from the appropriate funding agencies. Another possibility in this area is closed-circuit television. For example, a high-school advanced course in Luso-Brazilian civilization would view the college course in the same material three days per week. Readings would be accomplished as homework and discussions under the leadership of the high-school teacher would take place on the other two days each week, as would also the testing program. Naturally, adjustments in lesson plans could be made to correspond to the needs of the particular schools.[14] Whether by means of videotape or direct broadcast, such a program is becoming more and more possible as the installation of closed-circuit and videotape equipment becomes standard in high schools and colleges. Of course, students completing the civilization course at the high school level would receive advanced placement credit upon college entrance--an additional stimulus to enrollments.

Basic to all of this is an intensive effort to expand the training facilities for prospective teachers of Portuguese. For those many Spanish teachers who have studied Portuguese, more summer and academic-year institutes are needed. Just as importantly, consistent follow-up programs should be established on an in-service basis. Unfortunately, at least until now, caution and hesitancy regarding such programs have been the rule at many of the funding sources. Certainly this is an area of concern in which the responsible voice

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[14]A project of this type is now being planned at California State College at Fullerton, under the direction of the author.

of the profession should be heard more clearly.

Finally, the colleges and universities which do now or seek to offer programs for the training of teachers of Portuguese must realize that such programs have special requirements. It is not enough to put the prospective teacher through the same training program as the student seeking research or non-pedagogical career objectives. The future teacher will need intensive work in language, linguistics, stylistics, and the specific methodology of teaching Portuguese at the various academic levels, in addition to the regular academic offerings in the general Portuguese curriculum.

Thus the renaissance of Portuguese studies in this decade, which is a source of pride for us all and the very motive for this meeting, carries with it some inescapable imperatives. I have attempted to outline only some of the more urgent among them. Naturally, we would hope to see these suggestions complemented by structured programs in study abroad, field experience, and travel.