

DOCUMENT RESUME

ED 022 398

FL 000 962

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WHAT NEXT IN FOREIGN LANGUAGES? A PLANNING CONFERENCE FOR IMPROVING INSTRUCTION AND  
ARTICULATION IN FOREIGN LANGUAGES IN CALIFORNIA PUBLIC SCHOOLS.

California State Dept. of Education, Sacramento.

Pub Date Apr 68

Note-67p.; Proceedings of The Santa Barbara Conference, October 4-6, 1967, Santa Barbara, California.

EDRS Price MF-\$0.50 HC-\$2.76

Descriptors- \*ARTICULATION (PROGRAM), COLLEGE LANGUAGE PROGRAMS, \*CONFERENCE REPORTS,  
CONSULTANTS, CURRICULUM DEVELOPMENT, \*EDUCATIONAL PROBLEMS, ELECTRONIC EQUIPMENT, FLES,  
FLEXIBLE SCHEDULING, INSTRUCTIONAL MATERIALS, \*LANGUAGE INSTRUCTION, LANGUAGE PROFICIENCY,  
MODERN LANGUAGES, SECONDARY SCHOOLS, STATE LEGISLATION, STATE PROGRAMS, STUDY ABROAD,  
\*TEACHER EDUCATION, TEACHER WORKSHOPS

Identifiers-California

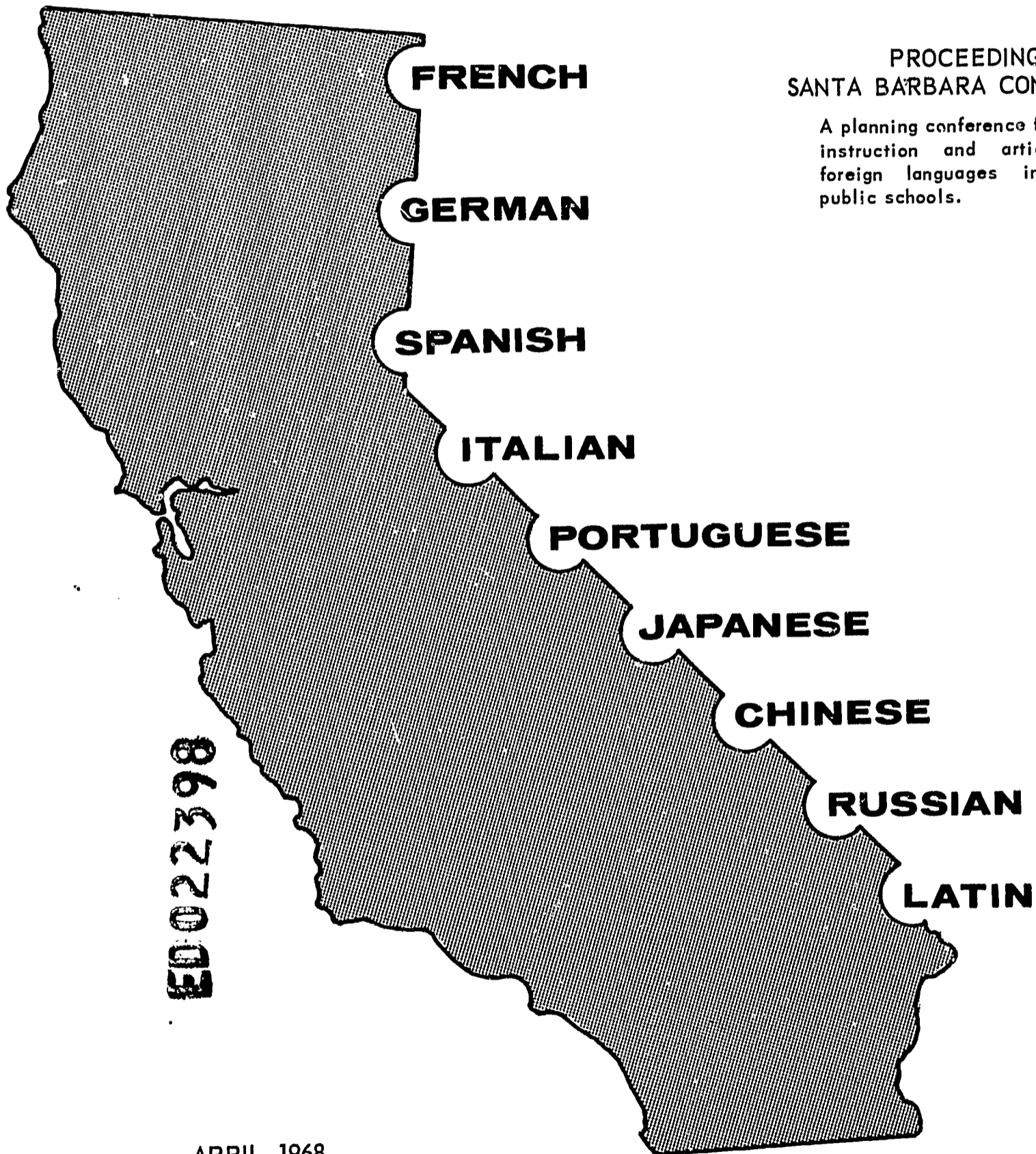
The discussion sessions recorded in this volume cover various aspects of foreign language instruction including (1) the roles of both the state and the individual educator in the promotion of legislation, in the adoption of texts and other instructional materials, and in the development of curriculum, (2) problems of articulation, student placement and testing, and scheduling, and (3) teacher proficiency standards, provisions for preservice and inservice training, and consultant services. Resolutions and proposals adopted by the conference are included in the appendixes.  
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# WHAT NEXT IN FOREIGN LANGUAGES?

PROCEEDINGS OF THE  
SANTA BARBARA CONFERENCE

A planning conference for improving instruction and articulation in foreign languages in California public schools.



ED 022398

APRIL 1968

PUBLISHED BY THE FOREIGN LANGUAGE COUNCIL OF SAN DIEGO

FL 000 962

**WHAT NEXT IN FOREIGN LANGUAGES?**

**A Planning Conference for Improving Instruction  
and Articulation in Foreign Languages in  
California Public Schools**

**October 4, 5, and 6, 1967**

**Conducted by the office of Foreign Language Programs  
and the  
Bureau of National Defense Education Act Administration**

**Edited by  
John P. Dusel**

**Sent to you by the office of Foreign Language Programs and the Bureau of National  
Defense Education Act Administration of the California State Department of Education**

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## WHAT NEXT IN FOREIGN LANGUAGES?

### A Planning Conference for Improving Instruction and Articulation in Foreign Languages in California Public Schools

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## FOREWORD

Not since January 1965 has the office of Foreign Language Programs called together foreign language experts on a statewide basis to discuss the progress of foreign language instruction. At that time the State Advisory Committee on Foreign Language met in Sacramento to consider the achievements of the newly created office and to suggest new directions and emphases.

By October of 1967 required instruction in foreign language was in its third year, and much which had been accomplished since the earlier meeting needed to be discussed.

The conference in Santa Barbara was called by the office of Foreign Language Programs, Bureau of National Defense Education Act Administration, California State Department of Education, for a threefold reason: (1) to study present problems facing foreign language instruction in California, (2) to examine critically the work and goals of the office of Foreign Language Programs, and (3) to give new direction, statewide, to foreign language administrators, teachers, and students of elementary and secondary schools. In addition, the topic of the training of foreign language teachers in California state colleges and universities was a recurring theme throughout the two-and-one-half days at Santa Barbara. The role of NDEA in providing consultant help to schools was introduced and the effect of this federally sponsored program considered.

It should be noted that not all of the results of this conference will be found in this report of the proceedings. Some intangibles might well be noted as achievements: a greater understanding of the problems being faced by foreign language consultants and supervisors at district, county and state level; a sharing of information about innovative foreign language programs, and the chance to brainstorm ideas for future improvement of foreign language instruction in California schools.

The office of Foreign Language Programs welcomes constructive criticism on the proceedings of the planning conference contained in this report. If the reader has other topics of concern in the field of foreign language instruction, please include these comments also. Send to: Foreign Language Programs, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

**ATTENTION:** Since a free exchange of ideas on the agenda items is included with pro and con statements, no statements or passages should be quoted out of context. Quotations should not distort or misrepresent the general conclusions of the conference.

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## WHAT NEXT IN FOREIGN LANGUAGES?

### PAST AND FUTURE LEGISLATION AFFECTING FOREIGN LANGUAGE INSTRUCTION

The participants reviewed what happened during the last California legislative session. All were aware of Senate Bill 311 and its demise. All were aware of the merits of this bill but the one complaint was that foreign language was not included as a core subject of the curriculum. If this had been done, foreign language associations might have been in favor of it. Two foreign language associations worked closely toward its defeat but they were too late and too politically naive. A bill similar to SB 311 will undoubtedly be introduced in the next session. \* If Senator Miller were to include foreign languages, it seems that the associations might well endorse it. The participants considered the possibility of suggesting a program of teaching foreign languages in the California schools which could be introduced in the legislature.

"We feel that it is time for foreign language teachers to stop reacting but to act positively in initiating their own bills. The day is over in California when a teacher can be satisfied just with his competency in the classroom. If the legislature is going to be in the curriculum business, the teacher must be in politics."

"The legislative committee of MLASC (Modern Language Association of Southern California) met a little more than a week ago and came up with a questionnaire which was taken to FLANC (Foreign Language Association of Northern California) for their approval. The questionnaire will be sent to the entire membership. After the results are tabulated, we will decide what should be done about legislation. If our teachers do not think that foreign languages should be mandated, then there is no point in going further. We want to feel that our organization is reflecting the outlook of our teachers, that our teachers are back of us."

"There is a much larger issue and that is the basic purposes underlying foreign language instruction. If you believe that children ought to be offered the opportunity to study a foreign language, then this should be brought to the attention of people who do not have the philosophical attitude to support foreign languages."

"This questionnaire could not possibly reach elementary school teachers who may be a part of a FLES program but do not join a foreign language organization."

"This is just not so. A very large group in FLANC and MLASC is the FLES (Foreign Language in the Elementary School) group which will be given questionnaires."

Participants felt that there should be some position paper from foreign language groups, or perhaps from this group, or some legislation should be proposed.

"The State Department of Education has sponsored a bill for funding and both times it died in committee. I feel that I cannot support the mandatory program without funding. I feel that if the district is not given money to pay for the extra teachers and the extra materials, then the mandatory law should be repealed."

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\* Editor: It has. Senate Bill Number 1.



"A law to fund foreign language programs could be written to allow the district to write a request to the state saying, 'We are going to teach a foreign language to this many pupils and would like this much money.' If the project were not submitted, no money would be forthcoming. This would solve some of the problems."

"I propose then that the district could ask for funds as is done in the Miller-Unruh reading program. This would eliminate the problems of many districts who cannot find teachers or cannot pay for the teachers. The alternative is to push it down the throats of people who are not interested in foreign language."

"Do I understand that the legislative program you propose can be described in three words: Optional, Incentive, Controlled?"

"That is correct. I come back to funds. There are districts that cannot teach foreign language because they do not have the money."

"I feel that so much good has come from the law that we have had that I cannot negate the good because there are problems. As long as there is a child in California who deserves to be given a good instructional program, I don't care if he is in a cosmopolitan area or a two-room school."

"Let us be both practical and idealistic. I am idealistic because I would like to see good programs in every district, but I am practical because we almost lost everything this last year because of SB 311."

"I agree that the results of the mandate are far better than I every expected but in terms of what I regard as good programs, I do not see this happening."

"Long before the mandate we had an elective program in the seventh and eighth grades-- four years before the mandate. We had about 95% of our sixth grade in language classes before the mandate was effective. To bring all of our eighth grade into this program we would have had to weaken our existing program in grade 8 because there are not enough funds for all."

"When we give incentive legislation with categorical aid, we are going to get more cooperation and increased enrollments."

"Foreign language should become an integral part of the curriculum; it is not for the elite, it is not for the college-bound, it is not a special subject. It should be given a place along with mathematics, English, the social studies, etc."

"This is the first year in California that there is a kindergarten for every child; it will take state law and financing to make foreign languages available to every child."

"The basic questions are who should study language and should it be elective or mandatory. All children should have an exposure to language; let those who have aptitude go ahead and develop it. Maybe a part of our problem is that the initial exposure is too long."

"This is such a basic difference that two possible papers could be developed. I doubt that we are going to get together as a group."

"I would be willing to accept a permissive program which would be funded."

"We must look at legislation from a viewpoint that what is good for one area or locale might not be good for other areas. We have had reading programs from the year one and finally there is funding under the Miller-Unruh act. I want to keep what we have and work for funding."

"Personally, I have felt that foreign language is not for all children. This could be disputed among this group. Although this is my position, I would compromise this for the sake of unanimity. Some place in the curriculum every child should be given a taste of foreign language. Teach the foreign language along with English or social studies; it takes its place along with other subjects. I feel opposed to exposing children to foreign language for several years. I think it is for all children when it can be given without drudgery."

"I can buy this if we do what Miller-Unruh has done. The thing that bothers me is teacher proficiency. The teacher competency aspect would have to be taken care of."

"We have not considered the sixth and seventh grade scheduling problem. People in districts all over Los Angeles currently at the junior high school level are hard pressed to know how to handle this problem."

"We cannot settle the problem of scheduling but, as in Miller-Unruh, we must include the point and not leave the details to a vague 'according to the State Board of Education.'"

"It would take ten years for all people to get into this program. It would be a problem to do all of the things that you say we must do in the seventh and eighth grades. This would encourage districts to study and improve scheduling."

"It would provide incentive for a more diversified program."

"It gives a school with seven children in it the option of not going into foreign language. I think it is ridiculous for a teacher who teaches six grades in one room to be expected to teach foreign language."\*

"We are trying to get a start for all children. We want all children to have an exposure to foreign language. The Casey Bill was always misinterpreted because people think that language instruction should be started at grade six."

"Are you proposing that whatever this new program may be that this program should be mandated?"

"No. I am suggesting that there should be financing."

"If you are going to give funds for all children in the third grade, it would then be mandatory for all children."

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\*Editor: The present law allows exemption in this instance with the permission of the State Board of Education. Districts may exempt pupils (without requesting permission from the State Board of Education) who are mentally retarded, whose native tongue is a foreign language and who are not proficient in English, who have a high priority need for remedial reading, and those who have been found to be unable to benefit by such instruction.

"Isn't this what the Bee Bill (AB 414) was going to do this past year?"

"It would have given it to sixth and seventh because the eighth was not mandated at that time."

"The philosophy behind the particular proposal that we are making is that all children should have a limited, tasting exposure to foreign language. Those who like the taste should be permitted to continue."

"We are suggesting that the taste should be longer."

"I don't believe that all children must have a long foreign language experience. This compromise I can accept, that all children should sample it but I cannot accept a three-year sample."

"If you start on the philosophical system of the public school education system, you must face the fact that we must teach all the children of all the people. We are not Gods and have no right to judge who can take foreign languages. The philosophy of education for elementary education is an equal education for all children. The role of selection belongs to the secondary schools or the institutions of higher education. We must consider the purpose of foreign language education--are we really pushing for a bilingual education?"

"A statewide philosophy now seems to be that it is up to the school district to design its own program."

"I know that there is a strong feeling among school people that language is not for everyone."

"I don't like to see this tied to Casey or 311 or whatever should be offered."

"You have talked about one-year sampling. Now let me talk about three years sampling, which is what we now have. If you want it for grades one through eight, you will have an eight-year sampling."

"Aren't we now saying that what we want to do, in order to build programs that are acceptable, is to offer an incentive?"

"There are districts that will develop a program if there is money involved."

"We must provide a greater incentive for an earlier start."

"I would be willing to buy the compromise of striking out grade six if we keep it elective in seven and eight."\*

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\* Editor: It should be noted that the discussion here formed the framework for the proposed legislation (SB 370) introduced February 19, 1968. The foreign language teachers in California never before have been represented through a CCFLTA legislative chairman. The California Council of Foreign Language Teachers Associations is the coordinating organization for the four largest professional foreign language associations, giving statewide representation.

(Discussion about the grade at which categorical aid should start.)

"What I think we must do is to try to support good programs wherever they are offered with financial backing."

A vote was taken in favor of a legislative resolution (see Appendix A) though it was pointed out that the resolution still needed work done on it, that it was acceptable but less than ideal in its present form.

#### STATE ADOPTION OF FOREIGN LANGUAGE TEXTS

"I will give you a little background because I have been interested in this from the time I came to Sacramento. Textbooks for grades six, seven, and eight are considered here to be in the elementary division, although as you people know, in the organization of school districts, approximately half of the children in California in grades seven and eight are in elementary school organization and the other half are considered secondary. Because of the foreign language law, the basic text to be used comes under the jurisdiction of the State Board of Education. No basic textbooks for foreign language have been selected for adoption by the State Board of Education. So, I asked these questions: 1. Is the State Board of Education planning to adopt a basic textbook for the various foreign languages or has it already done so? 2. May a school board select the textbook to be used for foreign language instruction in grades six, seven, and eight? 3. May a basic text which has been selected be purchased from a foreign country? 4. May a basic text which is printed in a foreign country but is sold through an American book firm be purchased by a school district?\* Those were the questions I asked, and as you undoubtedly know, we do not have any state approved textbooks in the secondary grades, nor do we have any basic adoption of foreign language books in any of the grades."

"The 1963 legislature passed an amendment to the Education Code indicating that, in the area of foreign language, exception could be taken to state adopted textbooks. This was because a request had gone in for funding and for state adoption of texts. This would have brought in the multi-language texts but that was not the major point. We did not hear about the number of languages but the bill died in committee. The education committee stated that they were totally in favor of the proposal, that in principle they agreed with it but that the components to the adoption made it prohibitive, as far as adopting a state text. The proposal was written not only for textbooks to be adopted but for the films, the filmstrips, the flash cards, all the audio-visual aids that were deemed necessary to comprise a program in foreign languages. So, because the legislature felt that funding was not available for such adoptions, they felt that choice of programs and purchase of materials should be completely at the discretion of the school district and there would be no state adoptions."

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\*Editor: The answers to these four questions are: 1. Not to my knowledge. 2. Yes. 3. Yes, if the publisher has filed a bond in accordance with California Education Code Section 9951. 4. Yes, if the bond is filed and the publisher maintains a depository in the State of California for the books he sells.

"Do we want a state approved text?"

"I think a state text would be rather restrictive owing to the many different languages and types of programs. And where do you start? If you go into a continuous program, it could last three, four, or five years."

"And would you like to add the training of the teachers also? In other words, their abilities?"

"Yes. Their abilities would certainly go right to the heart of how the materials would be used."

"I can see two strong reasons for a statewide text and they are: Number 1, that the districts would be provided with a text. Let's say that we don't get the visuals or the audios, but we do, in fact, get the texts. This is an advantage, financially, to the district. Number 2, if you are to have articulation you really must be able to say that these children have covered this kind of material or have reached this proficiency by such and such a grade and when, in fact, they do get to the high schools, we can test."

"I think that we also have to look at the nature of language itself; it is a constantly changing subject. If you think of it in terms of being a fixed subject, one that is static, then you can put it into a textbook and leave it there and draw it out whenever you need it. But I think you really have to consider the nature of the beast, so to speak, and when I think of teaching languages, I like to think that the text is a reference and it is from there that we draw the materials that we work with in order to get the concepts that we want to teach. When you think of a text as an important factor in articulation, I think that you are missing the value of commonality testing and I think you are also missing the value of teaching language which is not based specifically on a strict vocabulary restriction. Vocabulary is the easiest thing to test; it is something that anyone can make a test out for in no time at all. It is what most teachers test. But at the same time it is one of the most ineffective ways of measuring a person's ability in a language. And so if you focus on vocabulary, which is the prime restricter of textbooks--and the reason for going to textbook articulation--then you are restricting your look at a subject which isn't really restrictive."

"I don't agree that there is commonality in the teaching of structures. I did some research on what each textbook does, in fact, or what each publisher does, in fact, in the way of structure and vocabulary and pronunciation and there is a tremendous variety in the amount of anything that is in a textbook."

"There is a certain amount of phonology which is taught in any basic text. You will find that phonology just can't change."

"Well, phonology is more universal but structure ..."

"Structure is equally universal."

"Now as you become specific and talk about structure in a vocabulary sense, or in a lexical sense, you are again restricting it, but if you look at structures as

structures per se as do Stockwell and Bowen in their grammatical structures text\*-- I don't mean teaching text, but reference--you will find that there are certainly commonalities; there just isn't any question about it."

"But the difference is in the emphasis and in the amount."

"All right. That is what I am saying about textbook materials. Textbooks should not dictate emphasis. The emphasis or the emphases is the job of the teacher. I think the teacher is there to interpret what the text presents. I don't like to go to a teacher or a group of teachers and have them say to me, 'The text just doesn't do a good job.' I think that is passing the buck. The job and responsibility are theirs; they are supposed to do it. I'd like to recognize weaknesses in materials because they do not meet the requirements or the emphases that I would like to see taught."

"The ever-changingness of language is no different from the ever-changingness of social studies and all the other subject fields. I think I would favor a state adoption under two conditions. One, that it be conceived of as an elimination of those things that do not meet standards and therefore do not get on a list. In other words a multiple adoption in which, as Texas and other states do, certain books maybe are acceptable and others are not. The other thing is, and I think this would perform a very valuable service, that many districts do indeed have trouble with the financing of materials and any help that can be given to a district in any way, including materials, I think is beneficial."

"You are pushing then, not only for the text but for the components?"

"Yes. In foreign language, text means to me, not just a book, and I frequently use the term 'text-tape' just to get administrators and others to realize that the tape may be more valuable in some programs than what is actually printed."

"May I interrupt and get a quick hand vote on how many prefer just the text if we did go for a state adoption. We may be against a state adoption but if we did, how many would be just for the text?"

A hand-vote showed a unanimous no.

"How many would be for all of the components as part of the state adoption, if we voted that?"

A hand-vote showed the majority voting yes.

"The question is whether there is any other area that the state provides other components than the text. I would say that there is a grey area. If the science packet gets through and approved, then a foreign language packet would be allowable."

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\* Stockwell, Robert P., J. Donald Bowen, and John W. Martin, Contrastive Study of English and Spanish. University of Chicago Press.

"Again foreign language takes after a hoped-for precedent set by another solid subject matter area."

"There are things more crucial to be done in Sacramento in foreign language. We would be more apt to receive other assistance in the foreign language area, get other things done, if we didn't get people involved with the adoption of foreign language textbooks."

"The absurdity of the recent music adoption was pointed out in which recordings which were integral to the adoption were not adopted. The traditional policy has been textbook and textbook only, and in our ESL considerations we were instructed to deliberate only on textbooks. I would definitely be against any kind of multiple listing unless the components were there."

"Do you mean to say that you would not be willing to submit to a state mandated curriculum program of textbook adoption in order to get financing?"

"Yes. As soon as you mandate any one or several texts you have in effect mandated curriculum to the extent that those texts are the course. And I don't favor that. In weighing the evils here, I do favor support to a district in the purchase of texts. Now, if this can be provided in some other way I will go along with it."

"There is another way. It's not universal, though, but the direct service schools of the county, that is those who are under 900 ADA can be furnished textbooks free of charge if they are in fact contracted with the county library."

"The textbooks are available but not always are the components available."

"The components have never been available but if the school can get the textbooks, then the school can, year by year, increase the components."

"In some programs the so-called textbook is the least expensive."

"Granted. I understand that but still it is that much more help."

"Does your county provide books for those one-room schools in Alpine County?"

"Most of the books we provided for Alpine, they had to purchase. Others, we were able to borrow and take up to them. The county office does not give them very much. The county library can, but they don't purchase that much."

"We don't have anywhere near the number that you have in the county service but we have purchased some materials for our small schools."

"We are almost out of business as far as County Service is concerned. I think that there are only four very small districts left in Los Angeles County."

"The Placer County Schools adopted the Holt series and now they need the tapes. They can't get the tapes. The schools cannot afford to buy them."

"Let us consider the subject of state adoptions. Have all of these questions been answered to our satisfaction?"

"I wonder if a state adoption of textbooks would rule out programs based on television. There are a good many programs in the state that utilize television."

"Do you remember in the state survey\* about one-third of the pupils in the state were using television instruction either partially or wholly."

"The state is reimbursing districts which use television up to fifty cents for each student counted in the classroom and instructed via television, not only in language but in many subjects.+ I think it is what is called the Farr-Quimby bill which returns through ADA, money for students receiving instruction via television. This may be a way in which the state directly is aiding or encouraging the districts to use television. I think what the districts really want is some financial assistance on the purchase of materials. If the districts had leeway in the selection of materials, whether it be television ..."

"I would like to know if there is any way to get an evaluation of materials currently being used throughout the state so the people who do not have consultants of your caliber, let us say, don't choose blindly the first thing available without knowing anything about it or what it will do just because they have to satisfy a requirement, a mandate."

"When you say evaluation, are you trying to tell the people what is available in the course?"

"An evaluation of its effectiveness in meeting the objectives that we have established."

"Of course, the MLA Selective List of Materials has tried to do that but they gave up."

"We have a few people who are going to try to do this next month."

"What is wrong with the MLA List?"

"It is outdated."

"Not that much. I certainly think it is helpful."

"I think the evaluative procedure is good. The criteria are good. The format is good. It may well be that some of the evaluators are from a foreign country."

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\* "Survey of Foreign Language Offerings and Enrollments in California Public Schools, 1965-66." Office of Foreign Language Programs, California State Department of Education. October 1966.

+ Editor: 1. No student is to be counted more than once. 2. A reimbursement may be claimed after the end of the year in which the instruction took place. 3. The reimbursement is fifty cents times the number of students instructed via television as contrasted with one-half of the district's cost exclusive of capital outlay for equipment, whichever is less.



"There are some texts that have never been evaluated that I would consider as basic programs."\*

"I would summarize by saying that we are not in favor of a state adoption in a foreign language text per se. We would like to have the state provide adequate instructional materials but I feel that we are not ready to say that there is a book that is suitable for the whole state in Spanish or French."

"We are in favor of the provision of texts but not through the vehicle of state adoptions."

"Long before a state text is adopted, we need a framework."

"I'm still not sure of some of the summary here. Do we favor multiple adoption?"

"We don't favor adoption."

"Not a multiple adoption either? If the multiple adoption provided all components to the program?"

"We would like to see these provided through other means so I think we should not go on record now as being in favor of multiple adoption."

"Could we say then that the group felt that this was not a pressing need, that there were too many obstacles, and we're willing to delay it?"

General agreement.

THIS YEAR THE STATE CURRICULUM COMMISSION REQUESTED THE STATE BOARD OF EDUCATION TO ESTABLISH A STATEWIDE CURRICULUM FRAMEWORK COMMITTEE ON FOREIGN LANGUAGES TO STUDY AND FORMULATE POLICIES AFFECTING FOREIGN LANGUAGE EDUCATION IN CALIFORNIA SCHOOLS. SHOULD THE REQUEST BE REPEATED?

"There are lots of ways a framework can be written without applying to the State Department for money. A group like this could write a framework. It will have to be done by a group like this."

"If you will look at the first page of 'Development of a State Framework in Foreign Languages', this is what I had in mind. (See Appendix B.) Regularly, perhaps quarterly, for over a period of two years, we would have ten meetings, two- or three-day meetings, with a group of this size, and the point number three was the criteria, selection of teaching materials. Notice I didn't say 'State Approved Textbook.' This, then, I would say would work into point number five. You would have a group to set up the criteria ..."

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\*The Special Interest Committee on Foreign Languages of CASCD can be contacted for evaluation.

"Do you have to have State Board of Education approval to even embark on such a procedure?"

"Oh yes. The idea or proposal has already gone through the Curriculum Commission and it has approved the suggestion."

"But do they have to finance it? Will they approve your doing it if you say you can?"

"No, the Curriculum Commission then asks the State Board to do this. The State Board was asked this in May I believe, and they said it was a good idea but there were other priorities for the ESEA Title V monies."

"The committee that is referred to--the State Framework Committee--who is going to determine the composition of that committee?"

"The State Curriculum Commission sent the names to the State Board and the State Board approves these people."

"The State Curriculum Commission will send the names?"

"The State Curriculum Commission has done this already."

"You mean that the committee is already established?"

"No. The State Board of Education said it is a nice idea but we have no money."

"I don't want to belabor the point. I just want to know if we can assume that these people will be well-selected people."

"I think the likelihood is that some fine people will be on this group but we are not the people to determine this. The State Curriculum Commission and the State Board of Education will appoint the committee."

"This will be the same pattern as that used for the State Framework for Social Studies."

"Maybe the Liaison Committee could make a recommendation as to the need for this."\*

HOW ARE THESE THREE AREAS RELATED: FOREIGN LANGUAGE, ENGLISH AS A SECOND LANGUAGE, AND BILINGUAL EDUCATION?

"At the time that the State Curriculum Commission reported to the State Board on its recommendation on adoptions of state textbooks, a Board member was very critical that no recommendation had been made in texts for English as a Second Language and the State Curriculum Commission was charged to explore the adoption of a state text in this category. Yesterday a group met in Los Angeles to help the Curriculum Commission develop criteria in the selection of ESL material. It was felt that bilingual education should be considered and materials adopted, primarily because SB 53 was passed wherein it was indicated that the governing board of any school district may

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\*Editor: The priority of a State Framework in Foreign Languages is still being discussed as this goes to press.

offer bilingual education. This is a high point in California legislation. There have been many areas in the state concerned with the education of children whose native language is not English. Schools are developing bilingual programs under NDEA and ESEA. This is not just a movement in California. For the past two years the Southwest Council has dealt with bilingualism. This year, its fourth, it is extending its study of bilingualism."

"I think we can exchange among ourselves the information about ESL and bilingual programs but we should know where to go for help. I think the bilingual program should be concentrated in the office of Foreign Language Programs because you cannot have a bilingual program without one of those languages being a foreign language."

"Officially, ESL goes to Mrs. Afton Nance\* and Mr. Eddie Hanson, Jr., of the Bureau of Elementary and Secondary Education and bilingual education to the office of Foreign Language Programs."

"There is a bilingual project in Los Angeles which is funded by the Rosenberg Foundation for planning and will be further funded by NDEA."

Among other bilingual programs mentioned were a Title III ESEA program in San Diego County and the bilingual education program of the Mexican-American Education Office of the State Department of Education in Los Angeles. Mr. John Plakos is the Coordinator of the Los Angeles program and Mr. Leonard Olguin is the consultant.

"We would like to be informed but we do not know where to go for information."†

"There has been too much repetition in workshops and meetings which could be avoided by better dissemination of information."

"Could not there be other research projects in other languages--Chinese-American research project, a French-American research project?"

#### WHAT ARE THE APPROPRIATE MEANS FOR TESTING A STUDENT'S LANGUAGE PROFICIENCY?

"A state testing program could focus on commonalities of basic programs. Another importance of any testing program is that it gives us some footing or baseline for a program. A testing program is going to give you an idea of where to start next year. I can't see an articulation program without a testing program. A testing program gives us an opportunity to make recommendations for changes in programs to publishers."

"How are you going to test--on a level or on a grade level?"

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\* Editor: Mrs. Nance has retired.

† Editor: Mr. Eugene Gonzales, recently appointed Chief of the Division of Instruction, California State Department of Education, is most interested in bilingual education.

"On the commonality basis. When we give national tests teachers always say, 'This does not contain the materials we teach.' However, the students always come out above, at, or only slightly below national norms."

"How would you test the speaking part on a statewide test?"

"If we are thinking of a statewide test, we are giving a prescription for evaluating a program. The teacher obviously will have to judge the speaking part. Probably scoring scales could be publicized but you really have to break it down to vowels and consonants, etc."

"Our goal is a specific sound in a word or phrase in an echo-type test. Listening and reading are easy to test and speaking tests are not impossible."

"Of what value is the concept of level in placement? I think we should look at levels and do something about improving them. We still think in terms of years."

"We are going to have to get rid of the word level and come up with another term."

"Let's rewrite level definitions in behavioral terms."\*

"Levels should be defined so a proficiency ladder can be established."

"The purpose of the testing program is not to test teachers but to measure the program."

"Can we borrow a leaf from the PE people where the kids have to do so many push-ups? The score is not due to the proficiency of the teacher but to the proficiency or strength of the student."

"Teaching is not teaching to pass the test but to teach minimum essentials."

"I would move that we recommend some sort of action that moves us into the direction of a state test."

"If we are going to have a state test for placement evaluation and to assist in articulation, we must move toward a more accurate nomenclature in foreign language."

The discussion moved on into types of scheduling which are being used by school districts to make a regular place in the curriculum for foreign language.

"Crozier Junior High School in Inglewood has a type of flexible scheduling. The day is divided into the regular number of periods but each class meets for only four days of the five so that a teacher has six classes times four periods, or 24 periods a week. Ordinarily you would have five times five. For instance, the student would go to English four days a week, social studies four days a week,

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\* Editor: This observation received a strong flow of comment and approval from the group.

foreign language four days a week, and so on. The teacher's conference period will wander through the week. On Monday it will be on period two, on Tuesday it will be period four, on Wednesday another period. It is not modules. The day is broken up into just the same number of periods as you have now, but the foreign language was brought in not just at the expense of one area, but everything moved over and gave up twenty percent of its time. So everything was restricted from five days a week to four enabling another subject to be brought in."

"In the Cuyama High School in the Santa Maria High School District the periods are 25 minutes long and the teacher is with her group for 25 minutes. In the other 25 minutes the people work on their own or they work with the teacher. One 25 minute slot is presentation of the material and in the other 25 minute slot each student chooses his own program. He goes where he needs the most help or where he feels it is the best. But he is on his own and he can choose anything he wants."

"Petaluma High School has this kind of scheduling in its second year. It works on the basis of six modules except that the rotation of these changes each day. Let us say that the six periods are A, B, C, D, E, F. That might be the Monday schedule. The next day the classes might start with the B class, and go through so the last class of the day is A."

"Is there any purpose to this?"

"Yes, so that the same classes are not always at the same slot, meaning fatigue like before lunch or at the end of the day. And this is a six day scheduling, which means that on the next week, there is a freedom slot. If the youngsters do not have a study period, they can be any place on campus that they want to be for their free period."

"What is the teacher turnover each year?"

"The teachers like it very much. They find that they are fresher for having classes that come in with a fresh point of view. I was concerned about it because I thought, 'How would I ever remember a schedule like that if I were teaching?' But I have a friend who teaches under it and he says it is fine. You look at your schedule the night before and you know that tomorrow you are starting with B class, and you are set for the day. The next day you start with C, and so on. The teachers are very enthusiastic."

"Would that mean that on every fifth week or sixth week that you would have no instruction in that class--go a week without instruction?"

"No, it goes one day without instruction--every sixth day is without instruction in that particular class."

"The junior high schools in Palo Alto are doing this too. They like it very much."

"South Tahoe High School, a new high school is trying this and I talked to their teachers about two weeks ago and they think it is great. Sam Brannan Junior High in Sacramento has it."

"South Hills High School in Covina was constructed with the idea of flexible scheduling. Teachers were brought along to some extent but now they are struggling with the program that goes into this kind of a new scheduling. When we talk about flexible scheduling in Los Angeles county, we usually send people out to South Hills High School."

"Claremont High School has been on flexible scheduling for about four years. It is a similar plan to Petaluma. They also have new construction, built with flexible scheduling in mind. The old high school, I believe is tied into it."

"This is an interesting example of how an existing building could be converted into a modern program of flexible scheduling."

"O'Farrell Junior High School in San Diego City. For foreign languages it has not worked out well. The kinds of things you have mentioned here, we don't think of as flexible scheduling. If you are just rotating when the period is or the amount of time, this is a kind of flexing from what has traditionally existed but flexible scheduling I think generally is being able to have modules almost on call. And the problem for foreign language at O'Farrell Junior High School is that the foreign language people are not calling loudly enough or they are not yelling loudly enough. What happens is this: let's say the social studies people call for a segment of three modules at one time; they want sixty minutes to do something or they want eighty minutes. Foreign language is one of the buffers in here. So, for instance, the pupils may meet for foreign language for twenty minutes today and tomorrow for an hour and this kind of thing has thrown foreign language teachers for a loop. They find it difficult to plan their time. Also it will happen that for two days foreign language classes won't meet. It doesn't have to be this way. It is a matter of values and I am just saying that this one hasn't worked out well for foreign languages. I think only because the foreign language people at the school have not yelled enough and said, 'Look, you can't do this to foreign languages!'"

"Another one to investigate is Brookhurst Junior High School in Orange County."

"The San Francisco City Schools issued a publication which describes three or four pilot programs where they have tried some variations from regular scheduling in their junior highs. It isn't really flexible scheduling but it involved extension of the school day, it involved extension of home room, doubling up periods, taking some time from industrial arts and fine arts in order to have the time for foreign languages."

"Another in Los Angeles County is the junior high program of the Charter Oak Unified School District which has a fairly successful module plan. They have done considerable work with the module idea of Dwight Allen, William Georgiades and others."

"One where money was provided for building, with the idea of the carrel system and modules of instruction, youngsters contracting to do part of the work in classrooms and individual work in carrels, has floundered considerably."

"There is an experimental program for the gifted in which instruction of 100% individualized. A student is free. If he wants to take French, he can do this any way he wants to. He is perfectly free to read a book, to take a class at one of the high schools nearby, go to the university, and so on. This is the height of flexibility. This is housed at La Jolla High School. If you are interested, you should contact George Banks at the San Diego City Schools office."

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Editor: See Appendix C for list of schools with flexible scheduling mentioned by participants.

PROFICIENCY AND NOT COURSE COMPLETION FOR PUBLIC SCHOOL FOREIGN LANGUAGE  
ADVANCEMENT

"We are going to have to have some sort of system for pushing these high school kids, competently trained, into the appropriate level at college. The Honors program has helped some. Honors program (Advanced Placement) can mean two things. It can mean youngsters still enrolled in high school can come to college for courses. I believe it can also mean that kids are diagnosed, while they are still in high school, at the senior level, as ready to go into an accelerated course in college. I suppose what I am saying is that this means college placement in the high school senior year. Sooner or later we have to get down to the business of cooperation between the colleges and the high schools and I think it is quite appropriate for this group to tell me that it is up to the colleges to provide the initiative in this direction. I have been in California schools since kindergarten. I have been mixed up with colleges in California since 1944 and I haven't seen this forthcoming. I am not sure that the pressure isn't going to have to come from where it has already come from and that is from you people. You have exerted enough pressure that the colleges are modifying their programs to accommodate this improvement in foreign language training in secondary schools. I am not so sure that this pressure isn't going to have to be even greater and more organized and specific; where either county or school districts go to the local college and say, 'Now look, what are you going to do about this?' Or there will have to be some other approach, where a teacher or administrator will say, 'Now look, this is getting all out of proportion.' Another way to tackle it would be through the teacher-training college profs. That is, college personnel who go into the high school and ride herd on the teacher trainees. This is fine, I think, if this personnel is in the foreign language department and not in education because there it is a question of a foreign language teacher, someone who teaches foreign language at the college level who also rides herd on the teacher trainees on the side. If these people are in the education department, they are not the people to supervise. I don't have the whole answer but I think this is one case where we are going to have to have a lot of help from the secondary level."

"You mentioned Advanced Placement. If you feel that this will solve the real problem of people in high school going farther than four years of high school in foreign language, Dr. Joseph Palaia, you should know, is at the State Department of Education to work with schools on the problem of Advanced Placement."

"Elton Hocking is critical of the Advanced Placement Program because of its pre-occupation with literature and abandonment of the four skills approach."

"On this topic of Advanced Placement, I should like to suggest that I find it difficult to support Advanced Placement as the courses are now described by the Advanced Placement proponents. Advanced Placement puts far too much emphasis on literature and literary analysis, understanding of the literature; and it strikes me that a student who has gone through, let us say, six years of foreign language, he is in the sixth level, where we are getting some students, although I don't know what the sixth level means,--let's go back, he has had six years of foreign language experience, because it is the only really meaningful thing we have now; this student still needs a tremendous amount of opportunity to practice listening, to practice speaking, to practice the other two skills. And the problem is that

when we get into literature we don't use the literary piece as the instrument for teaching these skills. There is a great tendency on the part of the teachers, who are in love with the literature themselves, to try to go into literature as an entity in itself. I have to take the word of people like Richard Barrutia of the University of California at Irvine who makes a very firm statement: 'Please, you in the secondary schools, teach these students the four skills primarily. Don't teach these kids literary or complex grammatical analysis at the expense of teaching the four skills. That is, if time is taken to teach them literary trends, history of literature, the movements and so on, plus a detailed grammatical analysis, they will not have time to develop the skills with which to understand and use these more esoteric elements of language. Leave these elements to us, because we have gathered faculties specifically equipped to handle such matters. In order for us to do a creditable job, however, we must begin with students who have acquired the four skills, which is primarily your job.' This is only to the point as to whether or not Advanced Placement should be in the high school foreign language program. I would be for other means to provide the skills to give the college a student who has the skills and then the college places him wherever it feels that he fits in the program."

"May I ask a question of this group about the placing of junior high school students in the University of California for summer sessions. Can someone tell me what is taught there? Is it literature or is it cultural?"

"Junior high students?"

"No. A junior in high school."

"In the University of California at Santa Barbara, I think they do that."

"I had such a student in a summer session class. The youngster, who was in a mixed group, was 13 or 14 years old and more than held his own. But I don't think I can draw any conclusions. This youngster was chosen, obviously, because he was an exceptional kid."

"Were these people just put into regular classes taken by other students?"

"He sure was. We had two courses and he chose one of them."

"One of my students went to a state college this past summer. I don't have anything new to add--and he is not now taking Spanish. So, I don't think it did any good at all. He studied literature, and had some grammar and some conversation. And it was a complete ..."

"Well, that's not really quite fair because it depends on what that course in college was intended to be. Should these courses be oriented, with other people present, around a kid who is a junior in high school? Why was he put in that particular class? Perhaps it was badly chosen. That is the trouble with these individual examples. It happens but how can you draw conclusions? I don't know."

"I just wondered if anyone was conversant with these summer programs."

"Apparently they can just go and enroll. Either they can or they can't. Some schools will not take them but they can go and try. I have not known any to turn them down, but it is a fairly limited experience. In Santa Barbara I have had some kids who had a successful summer."



## IMBALANCE IN FOREIGN LANGUAGE OFFERINGS

"If we look at the figures on the last page of 'Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall 1966' the figures speak for themselves."

"If we can make a couple of broad statements, continuity is based not only on success but through an investment of time. This is probably the reason a high school student chooses a specific foreign language. Once a student commits himself to a foreign language in elementary or junior high he's apt to stick it out, to see it through. Therefore, if he is not given a choice of a foreign language he takes only what is available and tries to see it through. Give children a choice at the lower levels!"

"Some of the enrollments in languages are up but the numbers are not large in spite of pressures."

"What do we start with in the sixth grade? With the assumption that there are more teachers in the sixth grade who know some Spanish and more materials available for the sixth grade? This is no longer true. The colleges are grinding out teachers and there are good materials available in other languages suitable for use in the sixth grade."

"How have ideas been put into practice in counties to combat this imbalance in the sixth grade? How are we trying to give the children a choice?"

"One district canvassed the parents with a questionnaire asking, 'Which language would you like your child to study?' The first year it came back about a third each for French, German, and Spanish. But I think rarely is a community asked, 'What language would you like your children to study?'"

"In another district they decided not to guide the children in any way. They put out such a questionnaire as you mentioned. When this came back the information was culled and the languages were offered. The district is now offering two languages in the sixth grade."

"I would like to comment on the nine-week trial. This turned out to be quite a fiasco because the teacher usually had a favorite language. When you had several teachers, the kids would go with the teacher who was the most exuberant."\*

"There are many reasons, both general and philosophical, against this."

"We can learn from these ideas which have not worked out."

"One way to begin to establish what the community wants would be to establish a different language in each of, let us say, the three elementary schools in the community."

(Discussion of the problems of transporting or transferring children who live in a school area offering a language other than their preference.)

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\*Editor: This is a system in which the following year the pupil chooses one of the languages sampled and continues its study.

"They haven't worked out the details on that point."

"They would have only one language at each school--three schools have French, three schools have Spanish, three schools have German--the choice of languages depending on what the majority of the parents in that area wanted."

"This is essentially a 'no-choice' system for children in a school however."

"We now have about 250 children in nine or ten classes in the sixth grade studying German. We have a promising development in two schools; both of these are in areas where the parents are interested in the children studying language. We have had to establish a language period because we depend on television. In two schools the principal sends home a notice that there are three languages available in that school; which does the parent prefer? At the time of the language period the children go to the language room where the language class is being held. The disadvantage is that there is no classroom follow up, but it is giving them a choice."

"If you can teach a teacher to teach Spanish in the sixth grade, you can teach a teacher to teach French or German in the sixth grade. The problem is not only in find the text, the problem is to get a child to take French if his mother wants him to take Spanish."

"What are the successes and the disadvantages of having foreign language teachers travel throughout the district?"

"It is expensive and, secondarily, these teachers are difficult to find because it is a killer job; they are given too big assignments. There are many schools in the peninsula which have this and we find they are bucking it because it is just too hard work, no matter how big the salary is."

"The principle of the survey works. But once you survey a community you must follow up and provide the languages the people prefer. Those districts that follow through have come up with dynamic programs."

"Districts should be urged to survey their elementary teaching staffs with a view toward exploiting hidden foreign language talents. In other words if a teacher has a background in French, let him use this talent. If a teacher has a French/German/Spanish combination, then for the sake of diversity, push the first two rather than the third--provided there already is a Spanish-speaking teacher on the staff."

"One of our surveys showed that the parents in that community wanted Mandarin Chinese. We now have a pilot program of Chinese being offered in the high school. The survey resulted in the high school being encouraged to offer Chinese."

"Articulation is essential because there is no point in offering a variety of languages in the elementary school unless they are offered in the high school."

"In one survey we made in a Negro area the request was for standard English."

"There isn't much counseling in the junior high schools. When they go into the seventh grade, since they have had Spanish, they feel why not take it again? But many of the youngsters are bored with the language and want to try something

different. Some counselors regard junior high as a period of experimentation and are not in sympathy with our concept of a continuity of five or six years in a language."

"Counselors do not understand the importance of a continuum of foreign languages. They just want to meet college entrance requirements."

"We wanted to know, what will be the recommendation on this by the colleges. So, we wrote to several colleges and they told us that there is one policy--the University of California. Almost all of the replies were commendatory about an early start in the language. Many of them said that for a youngster to feel that he had completed his requirement for language by the ninth grade would be defeating the purpose. USC said that they lauded the early start but felt that it should be substantiated by a senior high school experience."

"The university will accept a certain number of years but you must take a placement test; whether you have taken two years or ten, you must take the placement test."

"The entering freshman tends to look for a 'gut' course. A freshman who has four difficult courses wants one easy one. The fact is that the elementary schools and the secondary schools are doing a much better job than they were even three years ago and the colleges like this because we have a problem in populating our advanced courses. We really need some sort of articulation between high schools and colleges to let the youngster make the most of his high school experience. The only tool we have is the placement test."

"We are talking about two different things--entrance requirements and placement."

"The two-year requirement is going to go by the boards by default."

"You will still have students who are interested only in those requirements and they are not one bit concerned about the college graduation requirements."

"A parent called to say, 'How can I work with the school for a student who does not have A and B grades in other areas? He is a B student in Spanish, he has had three years of Spanish, and this is about the only course he really enjoys.' He is now at the ninth grade and has been screened out of the foreign language program because his grades are not good enough in other subjects."

"This happens all of the time. If a child is not academically talented, he is screened out."

"It boils down to the philosophy behind foreign language instruction."

"On any number of the subjects we treated we have been talking about a public relations problem--with the parents, schools, district offices, counselors. We sit here in our little cocoon. Sooner or later we are going to have to explore the problem of public relations; we are going to have to get the message to the folks. I don't think this is something that can be done all at once. You can educate the principal who can educate the teacher, who can educate the kids, who can educate the parents. This is a haphazard sort of thing; we are going to have to organize some regular program."

"Language is not an academic subject; it is a skill area. Most of us are prone to hang on to this pressure of academia. We have a tendency to make a judgment on reading skills in other areas."

"A report of the summer sessions program shows that due to lack of registration courses had to be cancelled. San Francisco State had to cancel German and Italian."

"Mount St. Mary's had to drop courses because of lack of enrollment."

"Assuming that we have a French, German, or Italian teacher, that he could attend, he says, 'Why should I go? I'm not teaching this language next year, I'm teaching history.'"

"It is a chicken or egg sort of thing."

"Long Beach State College was willing to go along with a workshop with districts encouraging enrollment from their teachers and the college was willing to depart from their established pattern of summer school offerings. This is a way of helping teachers. The course can be an upper level course where teachers could earn graduate credits for recognition on their salary scale."

"The organizations can help us by publicizing the number of teachers available in the minority languages and at the same time publicizing not only the lists of the state workshops but the institutes."

"I don't see the administrators rushing to the solution. I have teachers call me for help but I have never had the superintendent call and ask for help."

(A description of districts requesting exemption because of lack of qualified teachers followed.)\*

"I am not sure we shouldn't be spending thousands of dollars in public relations. I am not sure we shouldn't have a large part of the foreign language organizations' budgets devoted to publicity. We should have committees whose sole responsibility is to work with PTA's. We should have another committee to work with schools to see that their school is polled."

(Consensus: Against imbalance of offerings, against general language courses.)

WHAT IMPACT, IF ANY, ARE THE SUMMER SCHOOLS ABROAD HAVING ON THE HIGH SCHOOL STUDENTS OF FOREIGN LANGUAGE?

"I would like to ask some questions about agenda item eight. 1. How did the students respond when they came back? 2. How did the teachers respond to the experiences the children brought back with them? 3. Are teachers giving unit credits for this work? 4. Is it especially useful to the students and in what ways?"

"So you are asking more about the students' behavior now than about the summer schools abroad."

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\*Editor: It should be noted that Dr. Blair Hurd is Coordinator of Teacher Recruitment, State Department of Education, 721 Capitol Mall, Sacramento, California 95814. Most districts that claim unavailability of foreign language teachers, however, often do not have the funds to hire them if they could find the teachers.

"I think it involves summer schools abroad because that determines what happens now."

"I can comment about two of my students whom I now have who were with a travel/study abroad program in Europe this summer. I heard from one of the teachers there who said that it is a miserable experience. However, the two girls enjoyed it immensely and I have found that their ability to use the language is far greater than it was. And I am delighted that they are now the center of attention in the class and questions can be brought to them. I find that I would recommend an experience like that; not necessarily with this particular organization but I would like to know where they can get the very best program."

"Helpful, of course, is the publication that the office of Foreign Language Programs has published on criteria for judging travel/study programs abroad."

"We have the criteria as presented to us but we do not necessarily suggest which school our youngsters may attend. The program is presented to their parents through another agency and the parents say, 'Well, this will be fine and we will send our youngster.' We have no choice in the matter."

"I was wondering how many, in numbers, this amounts to and if, in fact, it does effect the kind of program in the high schools. If, let's say, enough students so go abroad and do come back, what kind of a program do they get here in California? Is there anything in the home program being offered that meets their needs which would be different now than they would have been had the students not gone?"

"If they were in sufficient numbers we would do a great deal more; but not with just two."

"What I'm asking is, are there larger groups elsewhere?"

"Not yet."

"Even though it is only two in number--. Two of the teachers in my county reported that they had students who had gone abroad and they said that each of them had one student and they were basing their reactions on these. When the students came back the teachers gave them a test which said, 'If you had been here, you would have studied this material; I will give you a test covering this material which represents what you would have learned here. Now let's see if you can pass it on the basis of what you learned there.' And in these two instances these two people did pass these tests; they were moved up in the course of studies."

"Were these kids away for a year or just for the summer?"

"Just for the summer, one to Mexico and one to France."

"They had a foundation before they went. I want to know what they would have done without any foundation at all."

"They wouldn't have done as well, I'm sure."

"I am much more concerned about the variations in these programs and the variations in the curricula offered and the experiences which are offered. This is one of the

difficult things to fathom. The other thing that concerns me very much is the procedure which is used for recruiting the personnel which goes over. I question very much the ethics of the system whereby the chaperones are selected on the basis of trying to gather a group to go. Our district has taken a stand in not allowing me to recommend one group or another and not allowing teachers to become involved in this simply because of the ethical aspect. If a teacher starts recruiting for any one of these programs, how can the teacher really be objective about the curriculum of the various programs when he is going to have his way paid if he can get 15 kids, or whatever the number is, to go on a given program. Here is where we have real problems."

"This is why I wanted this thing discussed. I have had a number of questions in the last few years just on this very point."

"I think that is a generalization, that a teacher is going to lose his objectivity because he has decided to have his way paid. A perfectly sincere person can get his kids to go over and do the job and come back all right. There are plenty of times when this happens."

"My only experience with groups of students abroad is the experience I had on an appraisal team for the programs for one such overseas program. I was invited to participate, to observe objectively, make recommendations for improvements, and to comment on the program. Everything was wide open as far as seeing the program. I was very much impressed with this organization. This happens to be a group which works on this chaperone principle. The teachers were very open in their statements as to the good and bad aspects of the program. I had gone with my own feeling that I didn't like this approach and I was outspoken about it. But I think that there are those things that leaven the loaf. In visiting programs in six different countries there was only one program that I could say needed rather full overhauling. I would like to see a study made to get the students' real reactions, to see what is taking place. A good reference to use in evaluation is "A Guide to Institutional Study, Evaluation of Educational Programs Abroad" published by the Council on Student Travel. People can ask any organization about its programs and if they have their questions answered in keeping with this guide, then I would say that this is a good program."

(Reference was made to Undergraduate Study Abroad: Report of the Consultative Service on U. S. Undergraduate Study Abroad, 1964, published by Institute of International Education, 809 United Nations Plaza, New York 10017; and A Guide to Institutional Self-Study and Evaluation of Educational Programs, 1965, published by Council on Student Travel, Inc., 777 United Nations Plaza, New York 10017.)

"The Council on Student Travel is a private organization, supported not at all by the government but by private agencies. It is a very reputable institution."

"We don't sell textbooks, that's true, but we evaluate textbooks and we don't hesitate to do that. I think we should evaluate these programs as we know them."

"May I tell you about one class that these youngsters had? They translated Hemingway and Steinbeck from English to French. Now this may be the kind of thing that is done in France but our youngsters were completely confused by it. Why should they have to do it?"

"I think we could all find things to argue with about any of the programs, but sometimes in the full picture they are not that important. Last year each time we had a foreign language meeting, I invited a representative of one of these organizations to come to speak to the teachers for no more than 15 minutes. We had during the course of the year people from five different programs. The teachers were really a captive audience because they came for another purpose, to hear another speaker, but in 15 minutes they got acquainted with the general program. Then, if they wanted specifics, the representative remained and talked to them."

"I would like to make some comments because I have such strong feelings about item 8. Should teachers and administrators encourage participation in schools abroad? Maybe this should be changed to 'Should teachers and administrators take a stand about these schools abroad?' I think that the criteria that were mentioned by Dr. Stephen Freeman in his talk at the Biltmore in Santa Barbara and in this paper that was sent around to all of the districts in the state represent the only way to approach this.\* But I think we have to take a much stronger approach than encourage or discourage. I think that we have to say to the speakers who come and talk to teachers, that we will not encourage students to participate in these programs unless the travel/study organizations submit (I use that word advisedly) to the recommendations. Two of our participants have made recommendations to foreign language groups abroad for several years. As far as I can see this has had absolutely no effect upon these organizations. At least two of the recommendations have been pointed out today by participants who have visited these schools abroad. I tried to point it out this year. The two things that I think we have to emphasize if we use this little book or if we use the criteria list that was sent out are (1) how are the students selected, and (2) how are the chaperones selected? We might mention the make-up of the program, we might mention the type of textbooks that are used and all of the other arrangements, the financial arrangements, and so on. I would prefer to leave those in the background and just say if any person who pays his money can go, then I would not encourage anyone going. If all you have to do is pay your \$750 or \$850 and then you are in, then I would say don't recommend it to your teachers, don't recommend it to your parents or the administration. If there is no selection of character, don't recommend it. Our office is not going to blacklist any organization. This is very dangerous. It would get us into legal difficulties. In fact it might be quite unfair to give a bad name to an organization because last year it didn't do a good job. So, first of all, I would say that neither you nor I should say that any organization is not good from past experience. On the other hand, I don't think we should say that from past experience, having been a good organization, we recommend it. We almost have to evaluate a program year by year. We have to look at their literature and when the speakers come around, say, 'Can my son go? Here is the \$800.' If the answer is yes, I would say, 'Then I am not going to send my son. If you don't care what kind of a person he is, if you don't care if he is interested in the language, then your organization needs to be changed.' Does the organization allow people to go over there with no foreign language background in the language of that particular campus? Then I would say that it is probably a waste of time. I would like the organizations to say that students who go to France should have at least a semester or a year of French before they go over there. Well, I could talk more on the student, but the second one is the chaperone. Are the chaperones screened, and how? Are the students and chaperones screened on the basis of physical health? Are the chaperones required to have language ability? Are these chaperones morally fit to associate

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\*See Appendix F, "Criteria for Evaluating Foreign Study Programs for High Schools."

with young people? To me this seems so obvious. And yet, these questions are often not asked. So, rather than praise any organization or to damn any organization, I should say to parents and to school districts, 'These are criteria; let's measure the organizations by these, especially on two things: the selection of chaperones or coordinator or teacher or whatever you want to call him, and the selection of the students.'

"But we are in a position to ask the kind of questions you are asking. We are in a position to evaluate other major aspects such as curriculum abroad. And simply to present a list to the parents when we already know certain things ... For instance, I know about a California based organization that decided, 'It is so lucrative in the United States, let's take them to Europe as well.' And they are not a bit concerned about program. I would be negligent in my duty, I think, if I just said, 'Here is a list,' which contains this tour and I don't give some advice to parents and to administrators about what I happen to know about this group. We don't want to excommunicate any group; on the other hand we have a certain responsibility here, and I feel just to present the list is not sufficient. The literature is gorgeous; when you talk to these people about the curriculum, you would think that these kids are going to have the most fantastically fine educational experience; and yet this may not be so as you have indicated."

"For some of the people it was a wonderful experience. Some of the teachers were excellent. And some of the students learned a tremendous amount. I still wouldn't send my child on any of these unless I could answer those questions that I have posed to you."

"The enthusiasm of these kids is one of the smaller criteria for measuring these programs, because frankly the kid has had a wonderful experience just being away from home."

"I think this is a responsibility that we should all assume--to point out to the organizations when we find that they fail to measure up to any of these points. We should be able to say this: I will buy this aspect of your program or I don't buy that aspect of your program; as a professional educator who knows his business, I can't buy that aspect of your program."

"I don't know why an evaluation of these programs couldn't be done by the California Association for Supervision and Curriculum Development."

"This would be helpful; there is only one thing--those of us who have been concerned with the publication of materials and have worked with publishers and have played a dual role, know the commercial aspects. We must be aware of the commercial aspects. I think that it hurts us, this recruiting thing and we see an ethical problem here. And yet, it is the life blood of these people. There are undoubtedly other ways to recruit and yet we understand that if they are to be in the business and to make a profit--despite the nonprofit aspect--many of these are nonprofit organizations but this doesn't say what the salary of the president, the vice-president, and so on is."

"But what aspect is not a commercial aspect? In all fairness, this is a commercial aspect to us because we are not in the teaching field for our health and we still have our bread and butter to earn."



"But I am saying that we must recognize this. This is precisely what I am saying, that these people are in the business to make money and when we make recommendations about conditions which we feel are not morally right, we may be cutting the shoes out from under the whole enterprise."

"They can get kids without ever coming to school teachers. In a sense we should be a little bit flattered that they have even bothered with us. These programs could recruit in a neighborhood and never once approach a school. They could go to any number of other people and get what they are getting now. So they will continue. It is certainly a concern and I wouldn't want to say it isn't."

"I think the best we can do is evaluate them and put some pressure on them to change. This is the most that any of us could do."

"I think this should come from an impersonal organization and not from the state. I think this is something that committees working in the language organizations could well take up.\* Then it looks like we are not officially blackballing some organization. That wouldn't create any goodwill on the part of the organization that we are investigating. I have found my desk littered twice as much this year as I did last year. Last year I had a student return and report the same aspects you have mentioned plus a few hundred others. I wrote directly to the group concerned because they had come to our campus unofficially and uninvited, and foreign language got nicked for having them there and I hadn't. But at any rate I got back a letter saying, 'Dear Educator, thank you so much for your interest.' So I know it is water off a duck's back talking to them."

"We shouldn't allow this to be an officially sanctioned kind of thing."

"Yes. That is why we have to have someone say, 'This is valid according to the criteria that the office of Foreign Language Programs sent us,' and 'This is valid according to our criteria.'"

"But if you do give sanction, then you say it is not an officially sanctioned thing. That doesn't mean anything because nothing is officially sanctioned. So that through an evaluative procedure, through an impersonal organization, or however you want to do it, you can then say that these organizations have proved to us through experience, through our having been there, through the evaluation processes through which we have put them, that they are adequate and that their program is a superior one and these have an official sanction. Then you say this one is not officially sanctioned; that means it is not an acceptable organization. But if you just say that nothing is sanctioned, then unofficial doesn't mean a thing."

One participant stated that the school district should either set up its own program abroad or affiliate itself to such an extent with an organization that the district can specify its own program abroad for its own students.

"Pasadena is doing this."

"Beverly Hills does it."

"A lot of them do it."

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\* Editor: The MLASC Forum will carry advertisements from study/travel organizations but will include a note in the publication stating that MLASC does not endorse any such organization.

"A very important point, and one I keep thinking back to, is this matter of the health examination. There was an incident two years ago where a group from one particular community was recruited to a program in Spain. Health examination, yes. But evidently not deep enough because within two weeks after arriving in Spain, twelve of the fourteen had measles, and it was serious enough that they sent for the parents in several cases. And yet there had to have been a contact right there in their own community."

The discussion which followed indicated that the group felt that a physical examination should be part of the enrollment requirements.

#### MORE PRACTICAL REQUIREMENTS BY COLLEGES FOR FOREIGN LANGUAGE TEACHERS

"People who are teaching foreign language should meet a certain proficiency in foreign language. Whether it is tied to their credential or tied to their assignment, it should be required before they are given a foreign language teaching assignment."

"How can we guarantee that teachers hired to teach foreign language have a degree of proficiency in the language?"

"Why don't we merely say that anyone wishing to teach a foreign language be required to take the MLA Proficiency Test?"

"I would like to get to the practical requirements by colleges for foreign language teachers. I did a little research. I have a copy of the Modern Language Journal which is devoted entirely to the preparation of foreign language teachers. And having read through most of this and through many of the appendices, I went to our county professional library and went through the catalogs of as many of the state colleges and universities as we had catalogs for. There was really such a divergence of what is involved in teacher training and what has been recommended since 1948 when Stephen Freeman started talking about this. The only bulletin that resembled this was at the teacher's college at Columbia. Now, I'm not saying that this doesn't exist some place in California but the kind of a teacher training program that was described by the state colleges and the universities was not even a bare minimum. Do we know that when students have gone through these six semesters, or whatever it is, are they, in fact, proficient in the language? Are they tested? No, they are not. There is no test given. No teacher is required to pass any kind of a proficiency test."

"That is an over-simplification which is not quite fair to the college program. There is a standard which is set. It is not an examination, but there is a series of courses prescribed in which the teacher candidate must make a minimum grade level. If a college has any kind of a decent program at all it has a series of courses specifically set to assure the minimum proficiency of an individual. So, it isn't that teacher-candidates go through scot-free. But it seems to me that you can reproach the State of California or colleges or whatever for the credential standards set where a secondary teacher can teach a subject with what is called a minor. The standard set by the State and not by the college is 20 units. This amounts to two years and a couple of more courses. Now, maybe this isn't enough but colleges are not in a position to set higher standards when they are in fact competing with other colleges for a student body."

"I can't believe that the colleges are competing for a student body."

"Well, they are. For example a certain state college began by setting standards for the secondary teaching credential way in excess of the state minimum. I can assure you of perfectly honest, naive perhaps, but honest convictions that these were the standards which would produce a good teacher. Well, they were thrown out because the college couldn't get people into its program. Now it has lowered them and it doesn't know what to do with the customers. Kids said, 'I'm not going to X State College' if they could go to San Francisco State or Hayward or some other place. It is very easy to say, 'If only the colleges would do this or that' but I can assure you that we have our problems with which we wrestle just as you do. I am perfectly willing to say that we have our percentage of incompetent teaching. I know that some college professors would be better off peddling shoes, except they can't count to ten; he must tell the sizes, you know. I see all that and I admit it, but I will not take the burden of teacher qualification exclusively on our shoulders."

"A point to this. What we see throughout the state is that all of the colleges have their minimum standards, this course, that course, the other course; what we can't determine except through direct experience is that such and such a course does give four-skill proficiency, continuous four-skill proficiency. For example, Sonoma State always does all four skills all the way through all of the courses. I can name a university branch where the upper-division literature courses are offered in such a way that a student may or may not write all of his examination, may or may not do all of his oral expression in English--it is his choice--and still be a major in the foreign language. Now on the catalog it says that the student will have this and this and this to be a major in the foreign language. Yet the four-skill approach, even a two-skill approach, is completely at variance with what happens in other institutions. What has to be established is a set of standards of content, just the same sort of thing that we are asking for in our own materials. We are saying, 'Let's not go from chapter 1 to 17 for semester one and from chapter 18 to 25 for semester two. Let's be sure the content is thus, thus, and thus, and the skills will be thus and thus.' I think that if we can help the colleges in this way we might be able to raise the standards, and then we would not be saying that it is literature that is the dirty word or it is not literature that is the dirty word."

"I don't think that at the college level any substitute, or any alternative has been evolved other than the literary training, or the literary track, for the formulation of competent foreign language teachers in the high schools. I think that you come to a point in language proficiency where you've got to have something to talk about and this comes particularly among college kids where ideas become more and more important, and in the language context this means the literature. This may mean a special selection of literature but I don't think the routine of 'going through customs' will last forever in making kids truly bilingual or really proficient."

"However, will a study of 15th century French literature help a high school teacher as much as some other kind of course?"

"I am not trying to hold out to you that 'we gotta keep things the way they are.' But there has to be some decent vehicle; it has to have substance, it has to have meaning. Furthermore, you want to be sure that before you propose an alternative

program for language teachers in the colleges you don't make second class citizens out of them."

"At the university level all of the first level courses, all of the first two years are taught by teaching assistants with one or two exceptions, depending upon the department. And it would seem to me that one of the things that we might recommend would be that the faculty of a university be of two types: one would be a faculty which would in fact teach the language skills with which we are concerned and another faculty which wouldn't if he could, and he probably can't, teach these skills. He could teach his pet in literature or culture or whatever it is. I really feel that our students at the universities are being short-changed by inadequate type of teaching and that I will say to the man who does his research on Lope de Vega or how many clerics appeared in this work or that, 'If that is what you want and that is what the university wants of you, you do it; but please don't ask the children who come into your university, and who are probably the cream of the crop, to be subjected to the kind of teaching that they are getting through the teaching assistants.' Not all of them are bad but the majority of them are. And I feel that this is where they are falling down. I don't know about the state colleges."

"This is happening too at the junior college level. The junior college credential is granted if the teacher has an MA degree. We have people who come in with an MA without having any assurance of four-skill proficiency. Even the credential requirements for the secondary at the State colleges and universities have greater depth requirements than the MA has."

"Another thing that most teacher-training programs do not do is to send out their teacher candidates to observe good teaching practices before they are, in fact, asked to teach."

(The group felt that the speaker was wrong--most schools do require observation of classrooms.)

"We send them out to the teachers who are available and we send them to the best who are available."

"That's great. They don't do it at the university here. The state colleges really do a better job of training the teachers. Perhaps we should insist that ..."

"Be careful of all of these generalizations. UCLA has one of the finest teacher training programs in foreign language that you can imagine. It depends on the personnel there. When you have aware personnel at the university, then obviously the training will be good. I think it awfully hard to generalize."

"I can tell you that if the members of the foreign language department of a certain state college were to come to this group and be part of this conversation, they would say this: We are first of all an institution of higher learning, serving the society of California; and we see our job, our mission, our vocation, to provide a liberal arts education to the students sent to us by this society and we are only secondly in the business of training teachers. And we will not organize our curriculum in such a way as to produce teachers exclusively or to orient it around teacher training. We may be wrong, but this is what you would hear."

"If the state colleges are going to take on the fifth year of teacher training, then they have the responsibility for making this of first-rate importance. And I think that is what this group is asking. This group is not asking for a recap of the four-year situation. It is asking that the fifth year, the end-product, be the right one."

"I have very little contact with this except that I have heard numerous conversations with college people, and they have said exactly what has just been said. The university people are just now getting released enough that they can say that they do have their inconsistencies on the campuses, and they don't see much chance for change in the immediate future even though they can see the problem and can verbalize it. The high school people and the elementary school people say much the same as we have said here. I think that pressure is being brought to bear because now people are worried. This whole business of teaching assistants is of considerable concern to university people. The people who direct teaching assistants realize the problem. I am sure it exists because of large enrollments, that it is impossible to get every person who attends a university in front of someone who is better trained. The hierarchy of assignments is going to continue to exist. There are people who question the emphasis on literature. So, in my own mind I ask, 'What happened to me along the way; was I damaged or was I helped by the fact that I had to take all of this and finally had to take a comprehensive examination including an oral which dealt with nothing but the details of the peripetetic novel and the characters in it, and the avarice theme in Torquemada, and so on?' I am terribly proud of this, really, that I went through it. I don't mention Torquemada to any class I teach in foreign language nor have I had a chance to put it to use, even in a fourth year class in high school. Kids never find out how much I know. I think this is why we lose a lot of good people, because they miss this wonderful warm feeling that comes when they become a student of something in depth. Now, I covet this experience for every high school teacher and every teacher I can get with a major or a masters or whatever it might be. I think you have to be an expert in something even if you have to say it to yourself. So, I wouldn't take that out. That number nine thing that says let's water down the courses and add something else bothers me quite a lot. I think probably the answer does lie in the fact that we should water up something else--spiking, if you please, courses that are pretty weak. There is a lot that can be done in improving methodology courses for these people so they will not be so completely ignorant when they enter the classroom. You have a tendency to teach as you were taught; and if you have a teaching assistant who is doing a good job, he is doing a good job because he got it from somebody along the way. Those who are not are merely imitating someone whom they admired very much, or they thought that this was the way it was being done. What proportion of students who go through an advanced program of higher education go into the teaching field? Their motivations for taking a major in any field are very different. We think of them in terms of what we could do with them if they taught; but a lot of people just want to learn how to read a language; they want this warm feeling; they want to be able to speak; this is their goal, their objective."

"I still say, though, that we have a responsibility to public education, since public funds support the colleges and universities, to train teachers properly to be effective in the classroom. I am not saying that we should water down the literature. I took every bit of what you did and then some and I enjoyed it. But I still say that there is a practical side to this thing. We are really hoping that ultimately some of our students will want to read Lope de Vega, Cervantes, or whatever it is in the language that is a classic. But you can't get them to that

point until you train them in the skills of the language. We have an obligation to do a good job of teaching the children in the public schools and if we are to do a good job, the higher institutions have to prepare these people well to do it. Whether they say that we are committed to a liberal arts education or not, somebody has to do it, and if you are going to have a program which achieves a teaching credential, then that has to be the best program that is available at your college. Those people are going to go back and teach the next generation that is coming up."

"Some of the new teachers that I meet each year--I am impressed by their ability. They handle the language very well. They are very knowledgeable about many things. I think a lot of our new teachers are pretty well prepared. New teachers that are coming into teaching now are far better prepared than they were five or ten years ago."

"I think this is true of teachers in all areas. I will agree. But still I see some of these terrible deficiencies glaring out."

"Of course, a lot of this happens because T.A.'s are just given a teaching assignment and turned loose. And we discover much later that they are creating these problems. I have no fear of receiving someone who has been trained by this method because I am going to teach him the way he ought to be doing it. I got one just the other day. At the last minute someone lost a school job and we had to find a replacement. We found a girl who had spent two years in Peace Corps work in Colombia and then had a couple of years of graduate study in Madrid. She had never intended to teach. The Peace Corps thing was idealistic; the study of Spanish was something that just grew on her and she went ahead with it. And all of a sudden, now, she needed a job, and somebody hired her. She could get a credential because of the Peace Corps background which helped waive many things. I have her in a seventh and eighth grade school assignment. When she came in there she had never punched a tape recorder or done a pattern drill; she had never done any of these things. But she is doing them and she is excited. Every time I go to see her, she has discovered something new that is fun and she is having this lovely experience of watching her seventh and eighth grade kids respond. I don't think everybody should repeat her experience, but suppose we get somebody who hadn't thought he was going to teach and suddenly gets into the teaching field. Is it wise to say that it is a mistake that they didn't go through a methods course which was absolutely perfect to teach them how to teach in Lincoln High School before they ever got there or are we still responsible for doing this kind of inservice training? This whole audio-lingual approach is a new kind of situation but young people take it very well."

#### EDUCATION OF TEACHERS TO USE EQUIPMENT IN FOREIGN LANGUAGE TEACHING

"We are talking about a number of things--more practical requirements and teacher proficiency--essentially we are talking about the perfectly trained teacher who can go into a classroom and do an excellent job. Shouldn't we also be talking about agenda items 10 and 13? Shouldn't these things be taught in colleges, too? If you are going to do a proper job without having somebody run the machinery for you, then these are parts of most courses of study that we offer in our schools today and this should be an integral part of the training of teachers. They should know how to run these machines without having to attend special workshops."

"Your question is, 'Are teachers in the university, let us say in the upper-division courses, able to do number 10 and 13?'"

Group comment: "No, they are not."

"Don't they get that in their student-teaching training, when they are put in a junior high and need to use tape recorders?"

"It is the technique of using the equipment rather than just the ability to operate it that is important."

"Right. Not only how to use it but to use it correctly."

There was discussion and general agreement that a course, or part of a course, should be devoted to teaching teacher-candidates to operate projectors, tape recorders, etc., and, more important, to use them effectively in the classroom.

ENCOURAGEMENT OF TEACHERS TO VISIT OTHER FOREIGN LANGUAGE TEACHERS IN THEIR OWN SCHOOL, IN THE DISTRICT, AND IN OTHER DISTRICTS.

"Last year our office printed a monograph in which we made some recommendations in the area of articulation. One of our points was to encourage visitation of teachers not only within their district but outside their district. Of course, this was a little difficult to do because in many cases the administrators stated that they couldn't afford a substitute or that it was difficult to release the teacher for a day. However, we were able, in many cases, to take over the classes ourselves. On many occasions I sat in for a few periods with the class and had the teacher go and visit a high school class or another elementary school class. We have identified quite a few teachers in our 13-county region that we consider good teachers; I don't know if you would call them master teachers but they are good demonstration teachers. Yesterday I was talking to Skip about a certain teacher and he mentioned what an excellent teacher she was; however, she had never had any formal training in Spanish. This is true but we have identified this teacher for that reason. If we see that a teacher is trying to do a good job and doesn't have fluency in the language, we send her to this type of a teacher. Then she can see what is being done by a teacher who is not a fluent speaker. If we have teachers who are native speakers of Spanish, we have identified other native-speaking teachers who can bring something else to the classroom beside the textbook, bring a little of themselves. In one district, for instance, we found an excellent teacher who is teaching La Familia Fernandez. Now, this teacher brings in many things that are not brought out in the film or in the tape. One teacher who doesn't speak a word of Spanish does an excellent job with La Familia Fernandez. This teacher has been recommended to teachers who do not have language fluency. We have at least 12 programs that are being used quite a lot in our 13 counties, so we have to select teachers who are good demonstration teachers for the program that they have. We can't always have a teacher released from a district, so we have brought teacher-consultants into the classrooms and have conferences or workshops throughout the year. The teachers come and give a Saturday workshop or an evening workshop and they are paid by NDEA. So, if you cannot take a teacher out of the classroom, bring a teacher into the district. We found that the best way of bringing articulation about was to have the teacher visit the high school or the elementary school in her district. In one county where we have been

working on this for five years, we finally arranged the visitation last year. Now for the first time, the high school has an extra class to accommodate the advanced student. Up to this time, the advanced students who came to this high school would start from lesson one again. As a result of these visitations the high school teacher was able to find out what the elementary school teacher was doing or what the eighth grade teacher was doing, and decided that another section was necessary. We now have about one-fifth of the students in the county in the advanced class. Do you have any suggestions or any views on teacher visitation? I find it is an excellent way to help articulation."

"I had an assistant principal in a senior high school this year say, 'Could we work out an arrangement whereby the junior high school teachers will come in and spend a little time at the senior high and the senior high teacher will go back to the junior high, possibly covering one another's classes in the schools to accomplish this?' The request for this came from an administrator so I think this is opening the door to some possibly good experiences this coming year. One promising practice that I would like to report is that of having an articulation meeting at a senior high school regular departmental meeting where the teachers from the feeder junior highs come and get acquainted with one another. They then have a chance to find out what the other people look like, what their names are, and have a chance to bring out some problems and discuss things. We have made this kind of an annual affair in two or three of the junior highs.

"Did you say that when a teacher goes visiting that other teachers fill in for him?"

"That is what we are going to try to do this year. It is a suggestion that has been made. We haven't done this yet."

"I would suggest that you use substitute money--the money provided for use when the teacher is ill--because quite often this money is not used up at the end of the year. If you could, in some way, tap part of that, I think it would be better than to ask a teacher to use his preparation period to fill in for a teacher who is absent."

"The San Diego city schools have a practice in all subject areas whereby demonstration-observation lessons are attended by perhaps seven to ten teachers from different schools who come in. Released time is provided by the district and an attempt is made to coordinate it so that one substitute goes to school, thus releasing maybe one social studies teacher in the morning and perhaps a foreign language teacher in the afternoon. We schedule these things and plan with the other subjects. It is a fairly formalized sort of situation whereby the teacher conducts his lesson and the demonstration teacher is given a free period immediately thereafter to meet with the people who observed the lesson along with one of the members of my staff, or me if I can be there. They discuss what it was that they saw and what the reasons for it were. Of course, the teachers have questions about the class. But this is a formalized kind of visitation program which perhaps has some disadvantages compared to just one teacher going over and visiting some other teacher. It also has some advantages of being structured into our inservice education program."

"Is each teacher allowed just so many visits per year or as necessary?"

"As necessary. The first priority would go to new teachers but any principal has a fair amount of leeway on this because it is more a matter of need and desire than it



is of regularity. Now there are some teachers, I admit, who have never taken advantage of this. But, again, if the teacher doesn't take advantage--it is hard to reach anyone who doesn't want to be reached."

"May I ask how you establish who the demonstration teachers will be?"

"Either I or a member of my staff decides this from having observed the teachers perform."

"Is this teacher given advance notice of a visitation?"

"Not only is he given advance notice, he is paid \$50 a year extra for being a demonstration teacher. The demonstration teacher may do anywhere from three to five demonstrations during the course of the year. It is only a token payment, but the teacher does have extra preparation when there are visitations of this kind. This is a secondary and an elementary school practice. In fact at the elementary school level we go one step further in terms of technique. While the teacher is still with her class, and of course it is a self-contained classroom, a member of my staff meets with the teachers who are there and points out what they are going to see and what they should look for; then they go in and observe the lesson; then they meet again afterwards and critique the lesson with the teacher."

"I recognize this as an elementary school technique which is used in different areas but I didn't know that it had been used in a departmentalized situation. The scheduling sometimes is awkward."

"It is because we are able to supply the substitute teacher to the school. It then relieves the school of doing what has been suggested we shouldn't do--covering within the department."

"Another district has a cadre of 14 substitute teachers to cover classes while the teachers are visiting. It is part of the inservice program. There are other districts which are using video tape to do the same thing. I think video tape is a useful tool for this sort of thing, and through ESEA more and more schools are going to be using it."

"We have a proposal in our office now for a mini-grant, if you will. This mini-grant is for video-tape equipment to do the kinds of things that you are talking about. In other words to video-tape observations, but in a sense what we want are mini-lessons as well. When I can spot good teaching practices in one school, we want to go to that school and tape for three or four days or however long it takes us to produce a little tape that will play for 15 minutes and give us a good sample of a teacher using visuals, for example. Now, to carry this out we want to buy, also, the equipment which will permit us to transfer these tapes onto any other tape machine if other people want to use it. If they have a compatible machine, we could duplicate a tape that they might want to look at and later erase or take to their district and use as part of their inservice program. I want your reactions because I am also thinking how I could get tapes from you that you could share with us. Could we work throughout the state sharing inservice observations which just wouldn't be possible otherwise?"

"There is one problem that districts are running into in terms of the mini-tapes."

The classroom teacher very often doesn't want what is going on there to go beyond her own classroom. You have to be very, very careful with permissions."

"This is for superior teaching practices of teachers who are willing to share them and it is all up to their edit. They tell us if we can use it. What it amounts to is teaching-tactics on tape. The only machine that is compatible at this point is the Ampex machine, but I also found out that you can convert tapes from one to the other. If you have the two machines, you can make a tape which is compatible. The equipment really is not expensive. It is about what a tape recorder would cost."

"We have been looking for as many uses of television as possible. Instead of going to the teacher's class, which is better, we have had the class come to the studio and conducted the class with the children in the studio. And let me show you the kind of thing that has real benefit. Last year at a meeting of secondary school teachers we scheduled a special showing that came open-broadcast, because we don't have closed-circuit, open broadcast of an elementary school teacher teaching Spanish for secondary school teachers to view. This was a revelation to them, because they had no idea what goes on, and I think they have so long pooh-poohed the idea that there is any foreign language instruction of any kind in the elementary school that it was a real eye-opener. So, there is a fantastic utilization. During the summer workshop television was used with portable equipment. For instance, in the ESL section the teachers did demonstration lessons. Actually each teacher had to make a video tape for the real purpose of seeing himself and critiquing himself. Here is another utilization which is wonderful. So, there are many ways of using this for inservice education."

"I have a little different slant. It is a matter of communications. I am personally interested in communication between college teachers and secondary and elementary teachers in the area my college serves. I do think we can do a little more in this realm simply by each side of the fence talking to those on the other side whenever they meet--at meetings, for instance, or at general conferences. This might be arrogant on my part but I don't think so: the college person is held in a certain kind of awe by classroom teachers, particularly at the elementary level. I think this is falling by the wayside and it is high time; it is too bad. There is not a special charisma to being a college prof, it is not a sacrament. I think that just ordinary socializing between these various levels would help. But this has to be a two-way street. I think that more often than not I am the one who reaches out and goes over and talks to people whom I don't know. I suppose this is partly my personality, partly that I am an officer in one of the organizations and consider it my duty. But there is no reason why we shouldn't enjoy just plain old camaraderie in our ranks, across the board, more than we do. There is no point in belaboring that. Another problem which is very real and becomes a greater one as time goes by is this: It is a categorical fact that there is, in some cases, more superior instruction going on at the high school level than there is in the college classroom in a comparable class. That is, beginning and intermediate instruction in the high school is sometimes superior to the instruction at the college level and this, I contend, is extensive enough to be significant. Now, this raises the problem once again. Sooner or later high school teachers and college teachers are going to have to get together on how to place youngsters passing from high school into the college level. The placement exam, I think we'll all agree (and I don't think you are going to get much argument from the college people) is not the answer. If it is the means

used, and extensively used, it is because we haven't come up with anything better. I don't have the answer to this. In my own county we have taken a third step which has happened this year for the first time in English where we have invited for a year an outstanding high school teacher in our area to come and teach in our classes for the year and then we will send a college teacher into the high school. In Humanities we are trying it out in this easy step and we have every reason to believe that we will be able to extend it to other departments. There are lots of reasons why it should soon take place in foreign languages. The foreign language people at my college are able and willing and I think have a satisfactory history of cooperating with the foreign language people in our county. We have a county organization which I think is truly a synthesis of all the teaching levels in that county. I think this is another example of grass roots action and we sometimes get more done by quietly ringing up Joe Doakes who happens to be a good friend of yours and whom you enjoy meeting at the college or in the field and saying, 'What about this?' And he talks to the people he knows instead of moving in with some sort of a resolution or ringing up Sacramento. I have raised some problems which we are going to have to solve, and I think this question of how you place high school kids going to college has to be solved. Right now in my own college we are in a position to interview each and every student, each and every freshman who comes to us, and we are perfectly able and willing to place that student wherever he fits. For example, I was to start a French program from zero, and I thought I was going to have the French classes populated by first and second year students. Well, I got a cluster of kids from the junior college, and I immediately had an upper division program and we were away to the races in French. We graduated some who had majored in French that very first year. We were able to do this for two reasons. First, we got competently trained kids. In the second place, I had the time and was not over-burdened, in terms of student population, to work out programs that fit. We will do this as long as we can. I can tell you right now we are not going to give that kind of service in 1975. So, we need to come up now or in the very near future with some solution to this problem so that your students, well-trained by you, can get the kind of treatment they deserve in college, so that they can immediately begin their upper division work. If they are ready for it, why shouldn't they have it? But you have to have a system that is, first, fair to the youngster; secondly, to the instructor; and thirdly, to the overall structure of the program."

"What is your system now?"

"We just instituted a placement test but beside that, and this is a key factor, those on the French staff, or whatever, sit down with the kid if we see that he has had three or four years of French, and talk to him; we will make a phone call and find out what he has done. In that very first week of school we might say, 'Well, I think you will be wasting your time in intermediate French. You ought to be in Introduction to Literature.' or 'You seem to be having a little bit of trouble here; why don't you audit this course and next week we will decide where you belong?' We are able to give this service on an individual basis largely through interview."

"But you still use the placement exam. You made a comment at the very start that the placement exam was somehow not the answer."

"We are still using it and sometimes it gives you a general indication. If a kid does a lousy job and he has had straight A's for four years of high school you say, 'Well, what happened to you, brother?' Well, he had a hangnail that day, but if you

talk to him long enough you might find that he is looking for a gut course and he's not planning to pass that exam. He wants to be placed lower than his level so he can have a gut course. We can get past the obstacles of the exam through the interview but I am not going to be able to interview forever."

"I am told that a student who has done well in high school Spanish and goes to UCLA may be placed in upper-division classes and may find the competition is pretty rough. So, the word got around that the thing to do was to take Italian. A beginning class of Italian is so close to Spanish that you can get an A."

"Well, this is the educational problem. It doesn't seem important to most of the kids that they become proficient in the language. It is important to them that they satisfy a requirement. But a kid who will do this kind of thing, drag himself through all of the conjugations of Spanish, and then be willing to start in another foreign language--well, there is something wrong and I don't care if he takes a foreign language. I don't want him to take foreign language just because it is a required course. At my college the language requirement is falling off. History, for example, required it; now it is recommended."

"Well, the important thing, I think, is to look into the elements of your placement system now. A test is only a part of it and the interview is only a part of it but I have a feeling it is a large part of it. It occurs to me that you have to find some way to implement this interview in, let's say, an interview form. I don't know what it would be but in 1970, or today in some colleges, you have to find some way of doing that sort of thing with the youngsters who are coming into colleges because they aren't getting the interview kind of treatment. We don't do this between junior high and high school. We are fighting now to use a student data card or something like that. The cumulative file, which is the mainstay of the elementary school, isn't even looked at in high school."

"Incidentally, I would like to interrupt and say that San Bernardino uses a little card that lists the pupil's ability, his various skills, scores on foreign language tests, and that sort of thing, and that is supposed to go with him."

"It is supposed to go with the youngster, it is supposed to go to the teacher who gets that youngster as well. We didn't put it in the cume file because we know that secondary teachers don't look at cume files."

"They don't have them"

"I know they don't have them. They are in the office locked up. That is why we took the information we wanted about foreign languages and put it on a 3 x 5 card that goes to the teacher. They also get rosters of the kids so they have some idea of all these things we talked about when we were talking about testing. They get scores from unit tests within the text material, they get scores from the teacher, they get scores from a proficiency exam when a proficiency exam is given. They get all of those scores on a cume record plus a teacher recommendation which is also written, because you can't always phone. As you pointed out, when you get 200 kids it is a different problem, and sometimes there just isn't time to do that sort of thing. But that is one way of going at it."

"This is a very interesting idea that you have presented. It is a question of mechanics--who makes them out, who receives them, where does the card go, do you

give them to the youngster, do you find out which school is he going to and send it to the foreign language department there, do you keep a file of these?"

"The teacher who has the youngster assigns all of the grades and puts all of the information on the card, and then that card is transferred to the next teacher. Usually--it can be done in any number of ways--normally it is within a district and so it is usually at a foreign language meeting at the end of the year when all of these cards are passed. Or else the person in charge of the foreign language makes sure that all of these cards are put into the hands of the next level teacher. So that is the way they are transferred. Whether they go into the cumulative record of the kids that are transferred is another question. I really couldn't answer that. But the idea is that they are put in the hands of the teacher at the next level and they are not carried by the student."

"Is it a county-wide thing?"

"No, it isn't. I have been working to get it into the districts and I have certain districts within our county that are using it."

"May I extend this visiting to include eighth grade students from feeder schools who come in and visit the foreign language classes, not more than six to a class. I've done this usually in March or April so they could actually sit in a high school class while they were still taking the language in the eighth grade. In this way they could get a feel of high school foreign language instruction, and in many ways I think it encouraged them to continue the study of a foreign language. Of course, in those days it was elective in the sixth, seventh, and eighth grade of the feeder schools. But this made a little bridge; we met them, they knew us and so at the time of registering in the elementary school when they came into the high school, they knew the name of the teacher. It made life a little more pleasant."

"We do the same thing with the high school kids coming into college. In their senior year and again in the spring, youngsters are given the chance to choose what subject matter classes they want to visit, and on a given day, a district frees the seniors to go to college classes of their choice. Then they have to go back with a report--we have to sign a little slip to show that they have been to our class. In this way they are not frightened by the next step, they are looking forward to the next step. There is even time given for these youngsters to visit with teachers out of class."

"I think one of the things that we will have to look for next year, which is the first year we have been able to do this, is how many people under the mandatory program are continuing their study in the ninth grade."

"I can give you tremendous numbers in an area that started four or five years ago. This is their fifth year and believe me the enrollment has burgeoned--in Spanish, unfortunately--but this is the district that is going to do something about French, and hopefully, German."

"In South San Francisco the ninth grade has been moved into the junior high schools so the high schools are just senior highs. Last year they brought up all of the ninth graders from three junior highs to visit the high school. They had a schedule and marked down which classes they wanted to visit throughout the day and they visited all these classes."

"Where did they sit when all of them came?"

"The school was closed. They met with the teachers. The teachers talked to them and answered their questions. The books were laid out, they went to the language lab. The high school students went home and the teachers stayed on to welcome the children."

"In my county it is different. Districts that have had foreign language for the past four years have complained that there is a drop in foreign language at the ninth grade."

"Really? Why is that?"

"I asked a principal who said, 'I can tell you why--poor teaching at the elementary schools.' I said, 'In a few years I think we are going to see that change.'"

"Had he visited the elementary school program?"

"I don't know. This is what he said. I don't want to quote anything negative but we have to look at both sides of this."

"The kids are doing this themselves. Partly because we give them a pretty intensive three years, some of which is better than others, but they are tired of it at the ninth grade. I understand in one big district where the normal attrition had been determined to be a certain amount, that suddenly this year the enrollment dropped off badly. I could see the reason for this--because it had been a rather unhappy eighth grade experience and that does have to be eliminated. There is no doubt about it. We were talking about this last night; that if you take the figures around the state, generally speaking, as I remember this, it has never been more than 25 percent of high school student body enrolled in the foreign language program. This is about an average figure. Now, that should have been a lot bigger as a result of these elementary programs. In some districts it is but if you take the figures around the state you will find that you are still running about that same percentage. Now, they have altered somewhat--they are in different languages--there is more French along with their Spanish--but the fourth year programs are not going up as they should. They are having trouble holding their own. So we are not succeeding in our continuum yet. In spite of that, the colleges are noticing what we have been doing that has been different. We are sending a better trained high school product to the colleges. So much so that they have noticed this and are having to alter the programs. But we are not yet sending them the numbers that should be going."\*

"At our teachers meeting last week at Alameda County, they were very concerned about dropouts. This is mainly in response to number 14--data from the office of Foreign Language Programs--they would like to have you collect data about why the dropout and they would like to serve as a basis for you to begin a deep study or survey or whatever you want to call it."†

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\*Editor: The pupils who started with the mandated programs in 1965 will not enter the ninth grade until September 1968. Increases or drops in enrollment cannot, with accuracy, be observed statewide until then.

†See page 43 for further discussion about dropouts.

"We haven't placed emphasis where I think we must place primary emphasis, and that is with the instructional program. What better salesman is there than a kid who goes home and says, 'Am I havin' a ball in foreign language!' You can undo the prejudices that are there from our generation, many of whom had very bad experiences with foreign languages. When I say enjoy I mean, not the fun-fun type of thing, but a rewarding experience for him. Here is one of the first places to clean our own house. We need a change of attitude about what we are doing--changing the attitude that we are dealing only with the elite and foreign language is only for the elite and if you don't cut the mustard on this, buddy, you're out. This is an attitude which, unfortunately from my own district, prevails. I suspect it is rather general. Where we can invest some time and energy is to improve the instructional program."

"One point on visitation--this is a bilingual program which might not be applicable to all. Last month a meeting was held with the Director of Federal Education in Mexicali and a program of teacher visitation and student visitation was inaugurated. On the twelfth of October, for example, a group of Mexicali teachers are going to visit in Calexico where they are interested in seeing how beginning instruction is being given our children in reading and writing in their own language. Calexico teachers are going to be visiting in Mexicali because the district is very concerned about reading and writing skills in Spanish and they have youngsters in Calexico who have come from Mexico."

"About visitation, I would like to add one or two points that I feel very strongly about. One, that the visitation be more than just a ten-minute sampling of what the teacher was doing, but rather it be more extensive so that you can see the continuation of a lesson plan and how it is developed. Two, that a demonstration period show what the students can do, not what the teacher can do."

"Well, that is in addition to, not exclusive of. I would still want to see a brilliant teacher as well as brilliant students. I feel that the visit should involve watching good teachers as well as watching good students."

"So many times the teacher puts on a brilliant performance and the students do not."

#### IS "CULTURE" ACTUALLY BEING TAUGHT IN FIRST-LEVEL FOREIGN LANGUAGE COURSES?

"I think this topic needs more discussion: How do you know when you have taught it? Where do you get the materials? How do you test it? Culture is one of those things that everyone talks about but how do you transmit it to kids? Finding the time to put it in the program is another problem. I think it needs a lot of discussion."

"Probably the degree to which culture is presently taught by a given teacher relates directly to his own knowledge and experience, his own likes and dislikes for culture, available aids, etc."

"I find that first level materials are deficient in culture."

"If culture is to be taught in the elementary grades, it will have to be incorporated into English and social studies."

D. Lincoln Canfield and Howard Nostrand were mentioned in regard to their research on culture.

"Let's not consider culture as a mass of quaint details. Gestures, manners, social customs are essential supplements to dialogs."

"Teachers must be trained in this aspect of culture because many do not know this aspect of language learning."

"Whatever happened to money to send foreign language teachers abroad? San Jose has done this. The citizens of a school district may decide to handle their own foreign language program by themselves, not relying upon special state or federal funds. The Union School District in San Jose has sent about twenty teachers to Mexico over a three-year period. Dr. S. Robert Infelise of that district is an administrator and a person quite interested in foreign language education. The citizens voted funds through a tax override. In fact Article 8 of the Education Code, Section 13575 is entitled "Foreign Language Teacher Exchange and Recruitment Law of 1963."\*

"How much encouragement is given to teachers to use community resources? For example Folklorico Mexico?"

"We took three bus loads."

"We contracted for a special matinee for three thousand students and will again in 1969."

"We're not creative enough. We need to bring in local talent."

"It takes considerable effort on the part of teachers to organize these activities. Districts must be educated to help in this matter."

"There is help available. The French Consulate will provide information about French culture. There is a new Goethe House in San Francisco financed by the German government."

"Is the West German government sponsoring a new text?"

"I believe the sponsor is the Volkswagen Corporation."

REGIONAL WORKSHOPS TO DEMONSTRATE USE OF ELECTRONIC EQUIPMENT, NEW TEACHING TECHNIQUES AND THE PREPARATION OF INSTRUCTIONAL MATERIALS (TRANSPARENCIES, TESTS, ETC.)

"Administrators should be involved in the workshops."

"I am amazed this year at the administrative support in the large districts in which I work. Materials have been made available."

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\*Editor: This law encourages the temporary exchange of teachers between school districts in California and schools in foreign countries and makes available to California schools as teachers foreign-born persons and others who are especially qualified to provide instruction in one or more modern foreign languages. No funds were ever provided to make the law operative.



"Where should these regional workshops be held?"\*

Answers:

Berkeley  
Fresno  
Hayward  
Sacramento  
San Diego  
San Fernando Valley  
San Luis Obispo  
San Mateo  
Santa Barbara  
Stockton

"Dr. Richard B. Lewis and Dr. Jerrold Kemp at San Jose State, in their audio-visual department, are doing a multi-media presentation which should be considered for the regional workshops."

"A materials session should be included in the workshops."

"The workshops could include both elementary and secondary teachers; the techniques could be used at all levels."

"The districts might wish to pay for some of the costs."

There was a discussion of costs to teachers and districts, including the suggestion that the teachers bring a bag lunch.

"The workshops could be worked out through local administrations with the state providing the consultant services and materials."

"Do you have instructors who are excellent in the various fields?"

A discussion followed in which master teachers were named.

#### COLLECTION OF DATA BY THE OFFICE OF FOREIGN LANGUAGE PROGRAMS

"There should be a publication of state circulars and booklets which would be a guide to the teaching of foreign languages that will serve for all languages. There is enough commonality in the teaching of languages that one guide would serve for all languages. If necessary, a small supplement could be offered for the various languages."

"The process that CASCD used to produce publications was to have them produced, then stock-pile them, and offer them for sale. Could CCFLTA take this on?"

"The office of Foreign Language Programs has done an annual survey of enrollments and offerings because through the Modern Language Association the U.S. Office of Education asks us annually for enrollments and offerings in grades seven through twelve in

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\* Editor: Two workshops are now being planned as models for the regional ones which were discussed. These will be held in Alameda and Los Angeles counties.

secondary schools. Only in 1965 was there ever a survey made K through 12. Before, surveys have been made in the Bureau of Elementary Education K through 8, and annually through the October Report certain enrollments are taken in the Bureau of Secondary Education. Since our office has been established we have done an annual report. Should this be done more often?"

"By coming out annually it gives us a chance to make the comparisons that we choose to make. We can see growth; but any more frequently I think would become burdensome and not result in any clearer picture of the trend."

"Are there data that ought to be collected on certain topics?"

"Students abroad--how many people have participated in the summer programs abroad."

"Dropouts."

"If you are going to include this will you specify, and I hope you will, that this be spot-checked rather than a census of the state?"

"I was just going to say that if I had to find this information in my district, I would go crazy. First of all, you don't know who exactly drops a language unless you list individuals by name because a student who does not continue now may appear later in another language or may appear in the same language later on. This is a very hard statistic to gather, and I must say that the less we get involved in the details of statistics the better, because it is very time consuming and difficult. I am suggesting that the dropout one is a very difficult one to do unless you do it on an individual student basis. You randomly select some students and follow their path. I don't think this type of longitudinal study could be included in your annual report."

"There are so many reasons why students drop out. Some of them are that they have taken a job after school and they can't carry five solids or their counselor has said, 'You have had two years of French and that is all you need to meet the requirements.' Another might be that they have taken two years of a language and the school doesn't offer a third. Which really doesn't make them a dropout at all."

"It makes the school a dropout."

"You won't find out unless you talk to kids and get the real reasons. People often give an apparently satisfactory reason when the real reason is not disclosed."

"Where would you suggest that this data be gathered? For example, from eighth grade students or from ninth grade students who have not signed up for foreign language?"

"What about tenth grade students? In many instances they feel that they have finished, and even the counselors will counsel them on this, that they have finished their so-called college requirement."

"I am a little concerned about doing a survey or sampling on dropouts. It would seem to me that the minute we do this people will know, the indefinite ones, that we are concerned about dropouts. 'Oh, the foreign language people are worried."

Maybe there is not this need for foreign language that we used to think there was.' I am wondering if this is the time to investigate it."

"One thought that I have is that rather than for us to do it, to give this to a university which will select doctoral students who could go into a school without anyone knowing who they were and gain this information without being too obvious about it."

"The positive approach."

"We are trying to find the reasons for the dropout, but on the other hand it might be good to find out why these people stayed. And secondly I think a Ruth Golden study on this Standard English speaking problem should be made. Her particular study, an inquiry among the Negro youngsters about what were their problems, asked, 'What are the things that help you most in studying English in correct form?' They answered very specifically and it has made a list that is very handy and is a great help to give to teachers who have to help these kids."

"This is not getting a dropout rate. This is, in fact, some other thing that we are talking about now."

"We wouldn't be getting a dropout rate anyway. We would be looking for the reasons. Actually we want to know how many students are enrolled in the eighth grade and, when it is not mandated any more, how many are enrolled in the ninth grade. Just pure numbers."

"You can't say that these people dropped out because they knew that they would be put into the first year of the high school course--because of poor scheduling--that they might be put into the second year of the high school courses when they were not prepared. And if you don't know exactly where these people went when they went into high school, you can't tell why they might have become dropouts."

"The anti-mandate people would love it if it showed that as soon as you don't have to take it any more, you drop it."

"When we go into the 9 through 12 grades, we ask them to tell us how many are in the first year of the language, how many are in the second year. In high school they are all mixed up--you could have freshman and senior students in a first year language class."

"Are there other data that should be collected?"

"We talked about imbalance and how many teachers have majors and how many have minors in the state of California."

"We have that information for 1965, but you see it doesn't mean too much in the elementary grades because in the old system of credentialing, you didn't have to have a major or a minor."

"Now elementary teachers do because of the Fisher bill."

"Yes, but you still have, let us say, 6000 elementary school teachers teaching

foreign language and we don't know how many are new Fisher bill and how many are the old. It would be very difficult to get all of that and what would we do with it? We have the 1965 information, which is only two years old. The problem is present when an administrator or a foreign language supervisor says, 'We have 15 elementary school teachers teaching foreign language in our schools.' Does that mean that the person who snaps the button on the TV set is considered to be a foreign language teacher? Does that mean that every teacher who teaches a foreign language is a foreign language teacher? Yes, according to some administrators."

"That isn't the kind of thing I'm talking about. I'm talking about how many teachers are qualified today, 1967-68."

"Well, we have that for 1965 and I would assume that the number of teachers hasn't changed appreciably in two years. The number couldn't drop if the enrollments are increasing. And they are increasing tremendously."

"The numbers of teachers going in for teaching foreign languages is going down."

"In the colleges? No, it is going up."

"Would you want that information, then, from the colleges?"

"That would be very useful. I have information that in several of the state colleges there has been a drop in the number going into teacher-training programs."

"Any other information you want collected?"

"Wouldn't it be interesting to know what proportion of your high school enrollments now are going beyond the second year? The second year, you know, is crucial. You meet your college entrance requirements, etc. The extent to which we are getting increases in the third year and higher--this could be an indicator as to the degree that the program seems to be satisfying the students. There is no reason why they would want to stay in after the second year unless they were getting something out of it."

"Last year those studying the fourth year of Spanish in high school doubled."

"That is right. You did collect this last year. And we want to know how districts are comparing statewide. Is there approximately the same percentage of our students going beyond the second year as in the state as a whole?"

"But in the information that the office of Foreign Language Programs collected in the survey, what is there to show that some of the first year students reported in German, for example, would not have been third year or fourth year students in Spanish or in French had they continued? They chose to pick up a different language. Can that be worked out?"

"Most districts don't know that. I would say that the only thing I would even attempt to do there would be to sample. Actually go to the district and ask the foreign language supervisor or consultant to get the information on the composition of all the foreign language classes. For example, you mentioned German I. How many ninth graders are there, how many tenth, eleventh, and twelfth? And then

if you did this for a couple of years with those same districts, then you would know if people are starting the study of a language when they are seniors in high school."

"Have kids ever been sampled as to their opinions on foreign language, various aspects, whether they like their teacher, etc., and if this has been done is there any reason to believe that the data are reliable?"

"Reliable? I would say it would tell what they felt. What do you want to do with that data?"

"I don't know. I just wondered if it had ever been done."

"I think it would prove something which I think we already know. That English is one of the most disliked subjects in school. Because if you ask which subject do you like the most, which do you like the least, English is rated usually at the bottom."

"Youngsters do take some of these questionnaires very seriously. They can give us a clue as to what we are doing that might possibly be wrong."

"Then I think you have to find out how English is so poorly taught that it is so disliked."

"I would like to know what the children think about foreign languages, whether they think they are important or not."

"The third question, and this is sort of a loaded question, how can county and district foreign language consultants assist in the collection of the data? You already have. That is why in the last two state surveys we got an almost ninety percent return. And I would say that it is because we have worked through the county foreign language people. We said, 'These districts in your county still haven't turned in anything, remind them, or if they have lost a copy we will send another.' We appreciate this very much. In fact we just received a questionnaire the other day late from last year's survey."

"Just out of curiosity--that ten percent which don't reply, is it the same ten percent each year?"

"Some of them are the same, yes."

"We have one district that consistently, for a particular reason, will not reply to any questionnaire from anywhere."

"And there are those districts where they think that foreign language has been imposed upon them and that the state department should keep its cotton-pickin' fingers out."

"Should we count upon the support of the county people to gather this data? Of course, the problem arises when we make it a census kind of survey. If it were a sampling, we probably wouldn't bother you at all, but would go directly to certain schools, letting you know, of course, which school in your county we were sampling and probably go to you originally and say, which school do you think we should

sample?' I don't remember if I told you this, that approximately a third of the questionnaires that come in are incorrectly done. Either there is no name of the district; or they say that foreign language is taught in the sixth grade and when we ask them how many minutes, they say 3,268 minutes. You figure that one out-- there isn't enough school time to get that many minutes. Or they will check "yes" on the front page where we ask, 'Do you teach modern and classical languages?' and we look over on the list of subjects in vain for classical language enrollment. Any direction you want to give here? We are still doing it in the old way--hand-tallying. We haven't gotten to data processing. Maybe one of the county offices could take this over because when we do it at the state we delay and it costs money which we don't have. Is there any county office which has this equipment?"

"Sacramento County office."

"At this point I am commissioned to tell you that special note was made that there is a great need for the foreign language news bulletin previously published by the office of Foreign Language Programs to be continued.\* Mr. Dusel should send a copy of the same type of information to every county office, which should in turn make sufficient copies to send at least one copy to each district in its area, and the districts should duplicate the materials and distribute it to the foreign language teachers."

"What I shall do is to send out information to as many people as I can. If you wish to have it duplicated in the county office, please do."

#### WHAT IS THE EFFECT OF NDEA TITLE III-B CONSULTANTS ON FOREIGN LANGUAGE TEACHING IN CALIFORNIA?

Limited funds from Title III under NDEA designated as III-B are used for supervisory and related services. Many states have only full-time consultants to send out to help districts or to establish statewide workshops. California has subject matter consultants also, but as each district pinpoints its needs, NDEA Title III-B special short term consultants help them. Last year \$147,000 was a limited budget in III-B funds for the whole state. The most optimistic estimate of funds available for 1967-68 is \$135,000.

"NDEA III-B funds have been a significant catalyst to change in foreign language education."

"III-A deals with equipment and materials. But when we deal with III-B we are talking about people. We have approved funds for only limited projects where districts have indicated already that they are going to do something before school starts, but the rest of the projects will be held until NDEA receives additional funds." Mr. Varner has more than \$600,000 in project requests on his desk. Project reader specialists recommend which district will get the funds. There are now ten subject areas embraced by NDEA.

Title III-B is funded by the federal government with matching funds from the state. Counties and districts make no contribution of monies. In California, these funds are used for the services of special consultants from outside the State Department of Education. Other states use their Title III-B apportionments to hire department

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\*See Appendix D for a resolution regarding this subject.

staff in the various subject areas. Counties and districts may select consultants of their choice from institutions of higher education; personnel from industry; administrators, supervisors, and teachers from school districts and offices of county superintendents of schools. Personnel on the staff of the applicant cannot be paid with NDEA funds. Transportation to and from California for out-of-state consultants is not allowable.

"What is the normal fee for consultants?"

"The one I am attempting to adopt is \$100 per day plus per diem plus travel expenses. For a classroom teacher with no administrative responsibilities it is \$75 per day but for people with administrative responsibilities it is \$100 per day. We cannot pay travel expenses for people from out of state, but we frequently use these resource people if they happen to be in the state for another purpose and we know this well in advance."

"I think that kind of discrimination is morally unfair. If a person can get the job done, what difference does it make if he is a teacher or an administrator?"

"It is sometimes difficult to get top people to come to California for the \$125 per day fee."

"Let us say that you do get a consultant for \$125 per day, what do you get for that money?"

"Some of our most effective consultants are those who give classroom demonstrations and then have a follow-up session with the teachers. It sometimes turns out to be months or years of follow-up with correspondence."

"I think that sometimes districts do not plan adequately for the consultants whom they will use."

"When they ask for help, they really don't know what they need."

"Do teachers know of the III-B services available?"

Many in the group felt that teachers and administrators are not aware of this service, particularly in districts where there is no curriculum person interested in foreign language. About three or four years ago a newsletter carried a message about III-B. It might be time to do this again.

The participants recommended that the proceedings publicize III-B funds together with the information about the funds. These services are available, but it is necessary for the state NDEA office to obtain the federal funds first. Robert Hernandez described the 13 counties project. He felt that counties probably get more for the money when projects are not submitted separately. John Dusel informed the group about the monthly calendar issued by Don Varner which shows where and when NDEA Title III-B consultant help is being used.

"If districts knew in advance that this help was available and could recognize the problems inherent in a new program, if they could plan ahead for these services, there might well be more requests but perhaps for a shorter length of time."

"When we have a consultant come to our district, we have found it very useful to have several reporters in the group to make a report of the things that are brought up. We have this material duplicated and distribute it to teachers. We may use it for two or three years which often helps teachers who were not in our district at the time of the visit."

"The greatest value of NDEA consultant services to me has been in areas where I do not have expertise; this is to establish a program in French or German, in areas where I am not well informed."

"Consultants in the office of Foreign Language Programs are usually available to districts that need assistance in that subject area."

"Many times we point out to people who are reluctant to apply for projects or have been too late that 'the county next door is having a workshop; why don't you join with them?'"

"The foreign language associations could incorporate this information in their newsletters."

"Perhaps the county office could run off copies of this calendar and distribute it."

#### SUMMARY DISCUSSION

The closing hour of the conference was devoted to a summary discussion of the topics which had been covered in more detail during the previous two days. During this summary discussion the group voted unanimously to condemn "general language" courses and voted unanimously to adopt a resolution (see Appendix D) recommending the publication of state circulars and bulletins in foreign language.

(Editor: It will be noted that several of the suggestions made by the conference participants have already been acted upon or are at present being put into effect. The foreign language organizations, for example, have sponsored legislation--Senate Bill 370--which will give financial support to foreign language programs in California schools. A doctoral dissertation is being planned on dropouts in foreign language and upon the holding power of certain foreign language departments in selected high school districts. The California State Board of Education has given further consideration to a State Framework Committee for Foreign Language. Regional workshops to demonstrate techniques in the use and preparation of instructional materials are in planning stages. One will be held in Northern California on April 26 and 27 and a second prototype in Southern California on May 17 and 18.)



APPENDIX A

RESOLUTION NUMBER ONE

Legislation should be introduced which offers

- A. a financial incentive on a per pupil basis to any school district which
1. provides a continuous program of foreign language instruction beginning in any grade, K-6, and continuing in an unbroken sequence through grade 6, and
  2. provides for continuation of those studies for any student in grades seven and eight, and which
  3. employs qualified foreign language teachers, and
  4. provides qualified foreign language supervision of that program and
  5. provides adequate instructional materials

and

- B. offers in addition to A, per pupil financial support when a district provides a program in two or more languages starting in grades K-6. This support shall consist of an additional payment per pupil in the language of lesser enrollment.

The legislation should provide regulations for determining that these standards have been met in order for the school district to receive the stipulated excess cost amount. Application for funds should be made annually with appropriate affidavits that the requirements are being met.

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N.B. Definitions of words "qualified" and "adequate" to be determined.

### III. Criteria.

Criteria for the selection of teaching materials. Components necessary or desirable for a complete foreign language teaching program in modern languages and classics.

### IV. The number of languages that should be taught.

The problem of imbalance in language offerings. The scheduling of several foreign languages in a school program.

### V. The publication of recommendations for a state framework which would include the following categories:

1. Goals and objectives.
2. Testing, grouping, and scheduling.
3. Techniques of placement to improve articulation.
4. Proper uses of teaching devices (instructional television, language laboratories, teaching machines, film strips, etc.).
5. Problems inherent in foreign language instruction at various grade levels.
6. Provision for students who learn differently.
7. Provision for differentiation in the choice and use of instructional materials for pupils of different ages who are beginning the study of a foreign language.

## APPENDIX B

### DEVELOPMENT OF A CURRICULUM FRAMEWORK IN FOREIGN LANGUAGES

This proposal from the State Curriculum Commission was taken under advisement by the State Board of Education on March 9, 1967, at the Los Angeles meeting.

The legislation enacted in 1961 making the study of a foreign language or languages mandatory in grades six, seven, and eight, has emphasized the need that has long existed to give special attention to the coordination of foreign language instruction. The State Department of Education, in the interim, has published guides for teachers of French, Spanish, German, and Chinese, and has issued a bulletin giving "attention to many of the problems and issues relevant to language instruction and curriculum in elementary schools, secondary schools, colleges, and universities."

An examination of present foreign language programs in California schools shows very definitely that problems exist. The policy recommendations of the Liaison Committee on Foreign Language\* have affirmed the fact that "California schools and colleges must adopt common objectives in the teaching and learning of foreign languages and that there must be acceptance of a curricular continuum which would serve as the basic guideline for language instruction from the earliest level of study through the teacher-training program."<sup>+</sup>

The State Curriculum Commission requests that the State Board of Education establish a statewide curriculum framework committee on foreign languages to study and formulate policies affecting foreign language education in California schools. It is recommended that this committee have approximately fifteen members who will hold two-day meetings every other month over a period of two years, twelve meetings in all. The following five general topics seem especially appropriate for study by a framework committee:

#### I. Why we are teaching foreign languages--modern languages and the classics.

The purposes of foreign language instruction in elementary schools, junior and senior high schools, and colleges.

#### II. Methodology.

The use of various methods in foreign language teaching which affect directly the articulation of foreign language programs in elementary and secondary schools and colleges. The need for re-emphasis of the time devoted to language skills in the various grade levels.

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\*Foreign Language Articulation in California Schools and Colleges, Policy Recommendations of the Liaison Committee on Foreign Language. California State Department of Education, Sacramento, California 1966.

<sup>+</sup>Ibid. Page 2.

### III. Criteria.

Criteria for the selection of teaching materials. Components necessary or desirable for a complete foreign language teaching program in modern languages and classics.

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5. Problems inherent in foreign language instruction at various grade levels.
6. Provision for students who learn differently.
7. Provision for differentiation in the choice and use of instructional materials for pupils of different ages who are beginning the study of a foreign language.

APPENDIX C

PARTIAL LIST OF CALIFORNIA PUBLIC SCHOOLS  
WITH FLEXIBLE SCHEDULING: FOREIGN LANGUAGES

SCHOOL DISTRICT

Santa Maria Joint High School District  
901 South Broadway  
Santa Maria, California 93454  
Kenneth H. Osborn, Superintendent

Inglewood Unified School District  
401 South Inglewood Avenue  
Inglewood, California 90301  
A. Neil Galluzzo, Superintendent

Petaluma City High School District  
Administration Building  
11 5th Street  
Petaluma, California 94952  
Douglas Arthur, Director,  
Instructional Services

Palo Alto Unified School District  
25 Churchill Avenue  
Palo Alto, California 94306  
Harold T. Santee, Superintendent

Lake Tahoe Unified School District  
Industrial and D Streets  
Tahoe Valley, California 95731  
Anthony J. Magliari, Superintendent

Sacramento Unified School District  
1619 N Street  
Sacramento, California 95810  
F. Melvyn Lawson, Superintendent

Covina Valley Unified School District  
19001 East Badillo Street  
Covina, California 91722  
Erwin N. Jones, Superintendent

Claremont Unified School District  
2080 North Mountain Avenue  
Claremont, California 91711  
John B. Brinegar, Superintendent

SCHOOL

Cuyama High School  
New Cuyama, California 93254  
Albert Fleischauer, Principal

Crozier Junior High School  
151 North Grevillea Avenue  
Inglewood, California 90301  
Robert W. Marks, Principal

South Tahoe High School  
Tahoe Boulevard  
Tahoe Valley, California 95731  
John Downey, Principal

Sam Brannan Junior High School  
5301 Elmer Way  
Sacramento, California 95817  
Henry M. Wulff, Principal

South Hills High School  
645 South Barranco  
West Covina, California 91722  
Joseph I. Deal, Principal

Claremont High School  
1601 North Indian Hill  
Claremont, California 91711  
Lloyd Bishop, Principal

SCHOOL DISTRICT

Oakland City Schools  
1025 Second Avenue  
Oakland, California 94606  
Stuart S. Phillips, Superintendent

San Diego Unified School District  
4100 Normal Street  
San Diego, California  
Ralph C. Dailard, Superintendent

Anaheim Union High School District  
123 North Cotron Street  
Anaheim, California 92803  
Paul W. Cook, Superintendent

San Francisco City Unified School District  
135 Van Ness Avenue  
San Francisco, California 94102  
Robert E. Jenkins, Superintendent

San Ramon Valley Unified School District  
334 Linda Lane  
Danville, California 94526  
David F. Shapiro, Assistant Superintendent

Charter Oak Unified School District  
20240 Cienega Avenue  
Covina, California 91722  
Frank W. Kittinger, Superintendent

San Diego City Unified School District  
4100 Normal Street  
San Diego, California 92103  
Ralph C. Dailard, Superintendent

Riverside Unified School District  
3954 12th Street  
Riverside, California 92501  
Bruce Miller, Superintendent

Poway Unified School District  
13626 Twin Peaks Road  
Poway, California 92064  
Daniel L. Predovich, Superintendent

Grossmont Union High School District  
P.O. Box 1043  
La Mesa, California 92041  
John T. Warburton, Superintendent

SCHOOL

Claremont Junior High School  
5750 College Avenue  
Oakland, California  
J. E. Wasson, Principal

O'Farrell Junior High School  
6130 Detroit Avenue  
San Diego, California 92114  
Thomas E. Walt, Principal

Brookhurst Junior High School  
601 North Brookhurst Avenue  
Anaheim, California 92801  
Gardner A. Swenson, Principal

Monte Vista High School  
3131 Stone Valley Road  
Danville, California 94526  
Raymond J. Roberts, Principal

La Jolla High School  
750 Nautilus Street  
La Jolla, California 92037  
Robert J. Menke, Principal

Poway High School  
13626 Twin Peaks Road  
Poway, California 92064  
Dan Thompson, Principal

El Capitan High School  
10410 Ashwood Street  
Lakeside, California 92040  
Russell H. Savage, Principal

## APPENDIX D

### RESOLUTION NUMBER TWO

#### Publication of State Circulars and Bulletins in Foreign Language

The methodologies employed by teachers of foreign language are constantly changing as new knowledge and experience are acquired. Researchers in linguistics, in psychology, in electronic technology, and many other fields are constantly discovering and developing concepts, techniques, and equipment whose application to foreign language instruction has far reaching impact for change.

This means that methods and materials which were adequate for instruction yesterday may not be appropriate in light of what we know today. To keep up with this change, to be aware of information about what is known in other fields, and to develop guidelines for applying this information in foreign language cannot be the responsibility of individual school districts, where staffs and finances are generally not adequate to perform the function.

The natural agency for this activity, both practically and philosophically, is the State of California.

Therefore, it is resolved that the office of Foreign Language Programs assume the responsibility for disseminating information which would be of value in up-dating and up-grading foreign language programs in the school districts of the state. This information should be distributed in two forms:

#### 1. Occasional Circulars

These should be published and distributed on a bi-monthly or quarterly basis and should perform the primary function of disseminating information resulting from research and experimentation in education, linguistics, psychology, sociology, and other fields.

#### 2. Instructional Bulletins

These should be published and distributed on an annual or bi-annual basis and should perform the primary function of disseminating state-accepted guidelines relating to philosophies, objectives, techniques, and materials of foreign language instruction. These bulletins should pertain to all modern foreign language instruction and should replace publications of bulletins in individual languages. (It should be noted that the present Spanish Bulletin is six years old; the French Bulletin is four years old. Only two bulletins, one for Chinese and the other for German, have been issued during the last year. Bulletins for other languages, such as Italian, Latin, Japanese, and Russian, have not been published.)

APPENDIX E

FOREIGN LANGUAGE PUBLISHED MATERIALS MENTIONED AT THE CONFERENCE

A Handbook for Guiding Students in Modern Foreign Languages. Ilo Remer.  
U.S. Office of Education, 1963.

Source Materials for Secondary School Teachers of Foreign Languages. Eaton,  
Hayes and O'Leary. U.S. Office of Education, 1966.

References on Foreign Languages in the Elementary School. Keesee. U.S. Office  
of Education, 1965.

Modern Foreign Languages in the Elementary School: Teaching Techniques. Keesee.  
U.S. Office of Education, 1965.

Foreign Languages at the University of California. University of California,  
1965.

Technical Report No. 1: Practice-Centered Teacher Training: French. Robert  
L. Politzer, Stanford Center for Research and Development in Teaching. 1967.

Technical Report No. 2: Practice-Centered Teacher Training: Spanish. Robert  
L. Politzer and Diana E. Bartley, Stanford Center for Research and Development  
in Teaching. 1967.

Reports, Bilingual Education, Research and Teaching. Southwest Council of  
Foreign Language Teachers, 1967.

Foreign Language Annals. Volume One, Number One. American Council on the  
Teaching of Foreign Languages, October 1967.



## APPENDIX F

### CRITERIA FOR EVALUATING FOREIGN STUDY PROGRAMS FOR HIGH SCHOOLS

Prepared by  
National Council of State Supervisors of Foreign Languages

This Council recognizes the very great value of foreign travel and study. The contact with a foreign culture, when properly prepared and guided, can be a personal experience of the greatest importance, broadening the individual's cultural horizon and leading him to a better understanding of other peoples. Study abroad, when properly prepared and conducted, can be an enriching intellectual experience, advancing the person's knowledge of various subjects in ways not possible at home. The Council therefore encourages and supports the programs of high quality which make available to secondary school students these valuable experiences.

At the same time, the Council is alarmed by the rapid proliferation of so-called "study" programs offered by hundreds of organizations, private, commercial, or "non-profit", which take advantage of the tremendous popularity of foreign travel. The chief objective of many of them seems to be to enroll the largest possible number of persons, without regard for quality, selectivity, preparation, or effective academic control. Such programs are widely advertised, create an attractive image of affiliation with the foreign academic community, and appeal to teachers as a way to get a free trip abroad.

Confronted by the deluge of publicity, the students, their parents, conscientious teachers, and school administrators are seeking guidance. They propose that some organization should "accredit" the acceptable programs. This does not seem feasible at present, partly because of the limited information available, its constantly changing nature, the inevitable omissions, and partly because it would be unwise to publish a blacklist or any statement equivalent to it.

It is essential and urgent, however, that some method be devised to assist interested persons in evaluating a certain program, its quality and suitability for a given objective. A set of clear and simple criteria can serve as guidelines, clarifying the essentials of a high-quality program, and as warning signals when further questions need to be asked before a student enrolls or even applies for enrollment. This is a highly complex matter, and "yes" or "no" answers are not always possible. Yet in the present dangerous situation, American high-school teachers and administrators must become much more critical and discriminating, on the basis of information which they should secure, before permitting our teen-agers to become involved in the risk of an unfortunate experience.

The National Council therefore suggests the following Guidelines for the Evaluation of Foreign Study Programs for Secondary School Pupils:

#### I. Sponsorship

##### A. What kind of organization operates the program?

1. Academic: a degree-granting college or university; a public high school; a private secondary school? These are usually responsible to some accrediting agency, and try to maintain quality for the sake of their own students. They may accept outsiders.

2. Religious: church organizations, or fellowships, or orders; usually for some type of charitable service abroad rather than study. Admission is often restricted, highly selective, and the objectives are limited.
  3. Private educational: includes everything from reputable agencies like The Experiment in International Living, the Council on Student Travel, and the American Field Service, to anonymous agencies operating out of a post office box number. The term "non-profit" signified little in this context. Many of these agencies style themselves "Schools" or "Institutes"; many have university people on their boards of directors; others have no board of directors. The greatest problems and dangers lie in this category, since these private agencies are answerable only to themselves. Some are good; some are downright dishonest.
  4. Commercial: travel agencies, steamship, and air lines. These concern themselves chiefly with transportation and tours, leaving the study program to some agency abroad, such as Summer Courses for Foreigners at a university. Usually, little academic supervision is provided.
- B. The reputation and responsibility of the sponsoring organization should be checked in the following ways:
1. Careful reading of the "fine print" in the advertising matter, noting length of experience; amount of direct control abroad; quality of its academic Board of Advisers; methods of recruiting; vague statements or exaggerated claims, etc.
  2. Inquiries addressed to educators or advisers named in the advertising especially if they are known to you. Beware of vague generalizing "recommendations" of the value of foreign travel.
  3. Inquiries addressed to parents of students who have participated in former years. Insist on getting a list of addresses.
  4. Check with leaders or chaperones of former years, especially those in your vicinity, about their experience.
  5. Make a confidential request for information, by phone, to the Supervisor of Foreign Languages in your State Education Department.
  6. Apply carefully the following criteria for evaluation of the program.

## II. Recruitment and Selection of Students

- A. Does the program accept any student who applies and pays the fees? This is the clearest danger signal of a low-quality program. Not every high school student is fit or ready for a summer abroad, in a group, away from parents, and at least partially unsupervised. An approvable program must show selectivity, on the basis of:
1. Character, maturity, dependability, self-control, adaptability.
  2. A good school record, good citizenship, above-average grades.

3. Some knowledge of the foreign country, its language, and culture.
  4. Absence of physical or psychological disabilities or handicaps.
- B. Homogeneous grouping. Are students of all ages and levels of social maturity placed in the same group? If so, problems are inevitable.

### III. Selection of the Group Leader (Director-Chaperone)

- A. Does any person who recruits a certain number of students become the chaperone of the group? This is another common danger signal. The signal becomes clearer when the person receives a free trip for this recruiting, and an added bonus for each additional recruit. It may be claimed that the chaperone can handle better a group which he knows personally. Nevertheless, not every person is fitted to be the leader-chaperone of a study group abroad.
- B. The selection of the leader-chaperone should be entirely separate from recruitment or financial considerations, and should be based upon the following qualifications:
1. A mature adult, enough older than the group to command its respect; skilled in handling teen-agers; wise, understanding, resourceful. He replaces the parent.
  2. Some familiarity with the foreign country, its culture and mores.
  3. Considerable fluency in the foreign language.
  4. A willingness to devote nearly his entire time to the group. He should not expect to pursue studies or research of his own.

### IV. Study

A definition of the objective of the program is of first importance. Travel-tours of foreign countries, if wisely conducted, can be highly educational. Home-stays, i.e. living with selected families, can be an enriching personal experience.

Neither of these is study. The confusion of travel and cultural contact with study is the cause of many problems. Study, especially if it is to be counted for academic "credit" by the home school, must be genuine intellectual effort in a specific body of knowledge, with reading, exercises, discussions; controlled and validated by tests and reports equivalent to those expected at home. The following questions arise:

- A. Where will the student study? Many programs speak deceptively of study in a foreign university, under university professors. Foreign universities are closed in summer; and do not accept high-school students. The truth is that students may be enrolled in Special Courses for Foreigners, or be taught by specially hired assistants in the otherwise empty classrooms.

- B. What will the student study? Good courses in the foreign language, literature, and civilization are available for students at the intermediate level in the language. They should not go abroad to begin the foreign language. If courses in history, fine arts, social studies, etc., are promised, they will probably be taught in English.
- C. Will the classes be homogeneous? Are proficiency tests in the foreign language given? Or will students of all levels of preparation, in the language and in the subject matter, be thrown together? This is a common fault of small groups. One result is that students talk English to each other all the time.
- D. What academic control will there be? Foreign universities have no attendance rules. The American student quickly learns to "cut" classes, thus disrupting the instruction schedule. Attendance, written exercises, final examinations, equivalences of American grades and "credits"--all these depend on the effective supervision of the American program director. Who is he? What experience does he have? Is he in continuous charge of the group?
- E. If travel is mixed with study, when is it done--before, after, or on weekends? What is the proportion of each? Which gets the most attention? Does the travel serve to illustrate the study, or is it a separate feature? Do the class teachers accompany the group?

## V. Living Abroad

- A. Housing. Will the students live and take their meals in an empty university or secondary school dormitory? That is usually what is meant by "on the university campus." Will the chaperones live in the dormitory with them, or what supervision will the students get? Under these arrangements, the students talk English most of the time, and have little or no contact with the foreign culture.

Or will the students live with families? How are they selected? Families willing to take student boarders in summer are scarce, and only the best programs have an adequate list of good families (not merely boarding-houses). This arrangement is more successful in the provinces and small towns.

- B. Social Life and "free time." How "free" can an American teenager abroad for the first time be permitted to be? The different customs and mores, including boy-girl relationships and the drinking of wine and beer, the culture shock, even homesickness, greatly increase the need for the constant presence of a wise and understanding counselor, not merely a "chaperone."

A clear danger-signal in any high school age program is the statement that the participants will have large segments of "free time" to explore the foreign culture "on their own."

## VI. Financial

- A. Enrollment. Is an application fee, non-refundable or only partially refundable, required with your application? If so, it is evidence that there is no selectivity, and you are buying blindly.

- B. Travel. Do the basic fees cover all transportation expenses, or only the plane from New York to Paris, leaving you to pay transportation to the location of the program, plus innumerable costs such as taxis, busses, meals, and tips en route?
- C. Travel Tours. Are tours included in the "study" program, and how many, of what duration? Are the costs of tours before, after, or weekends included in the basic fee or are they "extras." Read the "fine print." The extras may make a very expensive total. Are the tours properly chaperoned and expertly conducted? "Free time" on a tour often means unguided, inefficient use of the time, especially for a teen-ager, abroad for the first time.
- D. Insurance. Is medical, accident, and baggage insurance included in the plan? Just what does it cover, in what amounts, and what does it cost? It is folly to go without it.

VII. Conclusion. Caveat Emptor.

Any reputable organization offering a program of study abroad has a reputation to build and to maintain. It cannot dictate terms to the American public, nor refuse to answer legitimate questions. Our basic advice in the whole situation is therefore: Be on your guard; be skeptical; ask questions until you are satisfied; do not enroll or pay any money until then. And after you return from abroad, tell others of your experience and evaluate it honestly.