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The focus of this conference on the classroom teacher and the dynamics of his professional growth is introduced in the principal address delivered by F. Andre Paquette and is expanded in the four other papers comprising the bulk of this document. The latter include--(1) "The Role of the Teacher in the Dynamics of Continuing Professional Growth" by Flora J. O'Neill, (2) "The Role of the Supervisor" by Donald Wladaver, (3) "The Various Activities of the New York State Federation of Foreign Language Teachers" by Robert J. Ludwig, and (4) "Summary" by Sister Mary Joannes. Reproduced in the final portion are a few of the significant questions asked at the conclusion of the conference along with their answers and a rather extensive bibliography on testing prepared by Mr. Paquette. For companion documents see ED 011 430, ED 011 748, and ED 022 396. (AF)

PROCEEDINGS

Thirty-fourth Annual Foreign Language Conference at New York University

November 2, 1968

Theodore Huebener, Editor

NEW YORK UNIVERSITY
School of Education
Division of Foreign Languages
and International Relations Education

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FOREWORD

This year, once again on the first Saturday of November, we have been happy to have had teachers and supervisors of foreign language instruction in elementary schools, secondary schools, colleges and universities join us here at New York University for the purpose of discussing matters of major concern to members of the profession. On the occasion of this meeting, our Thirty-Fourth Annual Foreign Language Conference, we should like to express our thanks to all those professional leaders and organizations in the field of foreign language instruction, including those concerned with the teaching of English as a second language, that have been instrumental in enabling us to make a contribution to our common cause. Whatever success may be achieved in these conferences each year should be attributed to the cooperative efforts of members of the profession at large, working closely with the staff of the Division of Foreign Languages and International Relations Education of the School of Education of New York University.

We are looking forward to many more years of cooperation between our staff and the teachers and supervisors of foreign languages who are dealing closely with everyday problems in the schools, colleges and universities.

EMILIO L. GUERRA
Professor and Head,
Division of Foreign
Languages and International
Relations Education

INTRODUCTION

The Thirty-fourth Annual Foreign Language Conference was held under the supervision of the Division of Foreign Languages and International Relations Education of New York University at the Eisner and Lubin Auditorium, Loeb Student Center, Washington Square South, New York, N.Y.

The theme of the Conference was "The Foreign Language Teacher: The Dynamics of Continuing Professional Growth." The principal address was delivered by F. André Paquette, Executive Secretary, American Council on the Teaching of Foreign Languages.

The audience was welcomed to New York University by Dr. Frederick J. McDonald, Dean of Instruction, who, as a psychologist, has been deeply interested in the teaching of foreign languages.

Dr. Emilio L. Guerra, Professor and Head of the Division of Foreign Languages and International Relations Education, School of Education, New York University, served as the Conference chairman.

Leo Benardo, Director of the Bureau of Foreign Languages of the Board of Education of the City of New York, was the Conference moderator and introduced the speakers.

Dr. Theodore Huebener, Professor at Fairleigh Dickinson University and Visiting Professor of Education in the School of Education, New York University, was the Editor of the Proceedings.

The members of the discussion panel were:

Flora J. O'Neill, Glendale Junior High School, New York.

Donald Wladaver, Chairman, Foreign Language Department, White Plains High School, White Plains, N.Y.

Robert J. Ludwig, President, New York State Federation of Foreign Language Teachers, Mont Pleasant High School, Schenectady, N.Y.

Sister May Joannes, Preston High School, New York, Summarizer.

The Conference Committee was composed of the following:

Anna E. Balakian
Dora S. Bashour
Clelia Belfrom
Leo Benardo
Brother Denis R. Murphy
Brother Joseph A. Cussen
Brother Joseph Dougherty, F.S.C.
Brother R. D. Berryman, C.F.C.
Louis Chary
Rev. John L. Farrand, S.J.
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Theodore Huebener
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Sister Rose Aquin, O.P.
Hilier Spokoini
James Stais
Sidney L. Teitelbaum
John B. Tsu
Jacqueline Wahl
Marvin Wasserman
Robert M. Willis
Gerard R. Wolfe

The following foreign language associations cooperated generously in the planning and preparation of the conference:

American Association of Teachers of French
American Association of Teachers of German
American Association of Teachers of Hebrew
American Association of Teachers of Italian
American Association of Teachers of Slavic and Eastern European Languages
American Association of Teachers of Spanish and Portuguese
American Council on the Teaching of Foreign Languages
Association of Foreign Language Chairmen of New York
Brooklyn Council of Modern Foreign Language Teachers
Chinese Language Teachers' Association
Classical Association of the Empire State
Council of Foreign Language Chairmen and Supervisors of Westchester County
Foreign Language Association of Chairmen and Supervisors (Long Island)
Foreign Language Education Association
Hebrew Culture Council
Modern Language Association of America
Modern Language Teachers' Council of the Archdiocese of New York
National Association of Professors of Hebrew
National Federation of Modern Language Teachers Associations
New York Classical Club
New York State Federation of Foreign Language Teachers
Teachers of English to Speakers of Other Languages (TESOL)

GREETINGS FROM NEW YORK UNIVERSITY

Frederick J. McDonald
Dean of Instruction

My task here today is to greet you officially for the New York University School of Education. Although such greetings are obviously ceremonial, I wish to signify by my presence here my interest in what you are doing and my estimation of its importance. I will not simply speak a few words and leave; hopefully, I may make some small contribution to your discussion.

As a psychologist, I have been greatly interested in the learning of language although I have not devoted my major research efforts to the study of this kind of learning. One of my graduate students and I plan to publish some research that we have done on this learning. Even this limited foray into your field has convinced me that you have some of the most stimulating and challenging problems in learning to solve.

I urge you to use this meeting to discuss thoroughly these problems, to spell out the kinds of research necessary to solve them and to project new approaches to language learning.

Equally important are the problems of training teachers to teach foreign language. The Research and Development Center in Teaching at Stanford has begun work on this problem, in which I have been involved in a limited way. Professor Politzer at Stanford has developed a set of performance criteria that prospective teachers must meet. He has also used the video tape recorder and microteaching to develop new training strategies. In order to improve upon them, these and other innovations should be thoroughly discussed by the practitioners in the field.

The School of Education is delighted that you are here. We hope and expect that you will have a profitable meeting that will be beneficial to us as well as to you.

THEME OF THE CONFERENCE

Leo Benardo

In past years the New York University Foreign Language Conferences have been concerned with organization, administration, curricular problems, new devices and techniques and methods of teaching, but never entirely with the professional role of the teacher. That is what is being attemped in this conference. The focus is definitely on the classroom teacher and the dynamics of his continuing professional growth.

We broach this important theme at a time when the New York school system is in a particularly gloomy and precarious state. There is widespread confusion and dissention as to the role of the teacher, curriculum, teaching procedures, organization and administration.

I am particularly worried about the extensive powers that may be granted to parents' groups. How will foreign languages fare if all the important decisions are to be made at the local level? What about educational standards, uniformity of curriculum and testing procedures, the choice of textbooks, etc.? If each community is to devise its own courses of study, what will happen to the child who moves to another district?

If parents' committees are to choose the subjects to be taught, I fear that foreign languages will not rate very high among the priorities. In fact, would our foreign language program survive at all? It could disappear entirely.

This would be particularly deplorable with reference to FLES, which has been carefully built up with the expenditure of much time and effort. We have reached the highly desirable situation where a foreign language can be taken without any hiatus in the grades and junior high school through grade 12. Is this valuable achievement to be swept aside?

But to return to our conference them. The main speaker and the members of the panel are wise choices; they are in excellent positions to focus on the foreign language teacher.

Mr. Paquette is the executive secretary of a national organization formed specifically for helping to solve the problems of the foreign language teacher, especially below the college level.

Miss O'Neill is an active foreign language teacher who has served as a supervisor in junior high school and has been passed as a chairman.

Mr. Wladaver is the chairman of the department of foreign languages of White Plains High School, which has maintained an exceptionally fine program. Although he is a supervisor, his main interest is the work of the classroom teacher.

Mr. Ludwig, too, is a classroom teacher and president of the New York State Federation of Foreign Language Teachers. He speaks as an instructor carrying a full teaching load and as the head of an organization that is unusually active in behalf of the teacher.

Sister Mary Joannes, the Summarizer, is also a classroom teacher of considerable skill and experience.

We have, then, an exceptionally fine group of panelists to discuss the theme of the day: The Foreign Language Teacher: The dynamics of Continuing Professional Growth.

THE FOREIGN LANGUAGE TEACHER: THE DYNAMICS OF CONTINUING PROFESSIONAL GROWTH

F. André Paquette
Executive Secretary, ACTFL

The title of my remarks sounds, no doubt, somewhat awesome and oppressive to some of you; to others, I am sure, it sounds as though it is loaded with pedagese. But what I would like to talk about is easily defined. By foreign language I mean the classical and modern languages; I mean those languages as they are taught in the schools and colleges of our country, and I include the language, literature and other cultural elements. By teacher I mean very simply the classroom teacher of foreign languages. While I do not exclude para-professionals and service people such as local and state foreign language supervisors and full-time or part-time staffs of professional organizations, I do mean primarily the classroom teacher. By the dynamics of professional growth I mean the process of becoming a better teacher; perhaps, even, a master teacher.

To become a master teacher, the foreign language classroom teacher must realize that there are many areas in which he can demonstrate competence and that there are many ways of achieving this competence. I will discuss only three areas with which the classroom foreign language teacher must become conversant and leave the many other areas to another day and situation. Having done this, I would like to propose ways in which classroom teachers can grow professionally if they are given the proper circumstances and conditions.

First, I feel that you should be aware of a major bias that governs much of my professional work these days. It seems to me that we foreign language teachers must now make a declaration of independence; we need to make it clear, as Guillermo del Olmo does, that "the foreign language teacher must be master of his own house — an enlightened master who knows what psychologists, linguists, anthropologists and other specialists have to contribute to foreign language teaching."

Bela H. Banathy made the same point at the first meeting of the American Council on the Teaching of Foreign Languages when he said that "many of us believe that in our growth as a profession we have arrived at a point when we no longer are just recipients of information conveyed to us by the linguists, psychologists and the anthropologists; we are not even just interpreters of findings generated by the source disciplines, but we have reached the stage when we can evolve both the theoretical rationale and the practical procedures of our profession." I repeat, it is time for foreign language teachers individually and collectively to issue and to live by a declaration of independence for our segment of the teaching profession

Why do I insist on this declaration? Let us examine three disciplines that have made contributions to the teaching of foreign languages in the last two decades and which can, undoubtedly, make contributions to our continuing professional growth; the fields of measurement, linguistics and educational technology.

Measurement. There are several very obvious contributions in the last fifteen years that have come from the field of measurement to the foreign language teaching field. It is clear that we have all benefited from the cooperation between leaders in our field and testing experts. We now have better achievement instruments than we have had in several decades; at least we have a greater variety of tests than we have had for a long time. The MLA Cooperative Foreign Language Classroom Tests and the Pimsleur Achievement Tests are certainly contributions that the classroom foreign language teacher can use if he wants to compare his students to one another and to norm groups outside of his own school. Moreover, these tests offer measurement of a greater range of competence than the tests that existed previously. For those who require language aptitude tests, there are two major contributions in this area--the Pimsleur Aptitude Tests and the older Carroll/Sapon Modern Language Aptitude Tests. Finally, we have the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students, which constituted a major breakthrough for our profession in the early 1960's.

A great many pages of professional journals have been

devoted to testing in foreign languages during the last decade and a half, and we have had such specialized publications as Lado's Language Testing: The Construction and Use of Foreign Language Tests and his How To Test Cross Cultural Understanding. Recent publications include Valette's Modern Language Testing, A Handbook. I have included for publication with my remarks a bibliography on foreign language testing (see page 49) that will be part of five handbooks on foreign language classroom testing in French, German, Italian, Russian and Spanish. This bibliography enumerates the specific contributions to our work from the field of testing. The MLA will publish shortly a Handbook on College Foreign Language Placement, which is another result of the cooperation between the foreign language field, colleges and universities and testing specialists.

This is very specific tangible evidence of the contributions from the field of measurement during the recent renaissance of foreign language teaching, but there are other less tangible, equally important results from our association by experts in the field of foreigh language testing. Let me cite but a few of these.

1. Because of the influence of standardized testing, we have been forced to be much more precise about specific course objectives and long-range objectives for complete sequences of foreign language study. We can no longer be arbitrary and disregard the distinction between understanding and speaking a language on the one hand, and reading and writing it, on the other. Never again can we assume that a test of vocabulary is a test of one's ability to comprehend a foreign language.

2. For those who have been willing to use new instruments and who have been willing to be more precise about their objectives, we have been able to improve articulation between the junior high school and the high school, and between high school and college.

3. There has been some observable impact on foreign language teacher preparation as a result of states and institu-

tions of higher education using the MLA Foreign Language Proficiency Tests.

4. We have been able to bring into the foreign language teaching profession a great many native speakers of foreign languages who would have been unavailable to us without the existtence of the Proficiency Tests.

5. We have been able to convince administrators, trainers of teachers and deans in colleges and universities that the notion of "recognizing proficiency however acquired in a foreign language" is a valid principle.

Although we have had these positive contributions from the field of measurement, we have had some negative results as well. For example, we have come to learn increasingly that we cannot depend exclusively on test results for making educational decisions. Specifically, if institutions of higher education and state departments of education want to use the MLA Foreign Language Proficiency Tests in the process of certifying foreign language teachers, they must do so with the clear understanding that these tests will not yield the results that should be the final criterion for deciding whether a teacher will or will not teach. It has been repeatedly stated that these tests do not measure one's ability to perform as a foreign language teacher in the classroom. They simply provide additional information that must be added to the dossier of a potential foreign language teacher in order to make the final judgment about his qualifications. Unfortunately, these tests, as is often the case, have been misused by some institutions and agencies in spite of repeated warnings from foriegn language and testing specialists.

We have come to learn the same thing about foreign language placement in college and universities. Unfortunately, many colleges and universities still fail to realize that if placement is based solely on reading tests, that is what the schools will teach and what students are likely to learn.

These contributions from the field of testing have focused on one of the most serious problems that we foreign language teachers face. It is clear that in our testing we can no longer be

satisfied with comparing one student to a group of students or our students to other groups of students. We must look for new contributions from the field of testing. We must indicate to leaders in our profession who are working with testing experts that we now want "absolute content tests." These tests are sometimes referred to as "criterion reference tests." What does this mean in simple language? It means that we want tests that will provide us with specific information about individual student achievement. We want to know which words from Le Français Fondamental the individual student knows; we want to know which words he understands in what contexts and which ones have to be studied further and in what circumstances. We want to know which sounds he understands, which ones he can articulate and which ones he is having problems with and in what contexts. We must know exactly what he has achieved and what he has not, which elements of the language he controls and which he does not. And to the extent possible, the tests must indicate to us where new learning strategies are dictated in order to develop the kind of control our students need.

Linguistics. The first significant contribution that the field of linguistics has made to the field of foreign language teaching is that of providing some insights into the nature of foreign languages studied by Americans; that is, many linguists have spent a great deal of time in studying written language and in interviewing native speakers of language in order to describe as accurately as possible the phonological, grammatical (syntactics and morphology) and morphophonemic systems of many languages. Dwight Bolinger of Harvard agrees; in the October 1968 issue of Foreigh Language Annals (Vol. 2, No. 1), he says:

> If linguistics includes the humdrum, unpretentious work of sitting down with Latin documents and working out the structure of Latin as a preliminary to making Latin grammars to teach Latin to Latin scholars, or sitting down with live informants who speak Navaho so as to teach Navaho to Vista Volunteers in the Southwest, then linguistics provides language teaching with undeniable insights.

The second contribution made by some linguists is that of systematically comparing the central sub-systems of foreign languages with the central sub-systems of American English. The Contrastive Series developed by the Center for Applied Linguistics and published by the University of Chicago Press is an example of this contribution; the series of applied linguistics texts developed by Robert Politzer is another; and a third is William Moulton's A Linguistics Guide to Language Learning.

Another major contribution resulting from the studies that linguists have conducted over the past two decades is the fact that the foreign language teacher's attention has been drawn to the difference between what is acceptable to a native speaker of a foreign language when he is speaking his language under normal conditions and what is an arbitrarily defined degree of correctness. In short, linguists have helped us to separate grammar and morality. This has been demonstrated by Martin Joos in his The Five Clocks, an essay which should be read by every foreign language teacher; it is both worthwhile and entertaining.

I will not go into the current debate between structuralists and transformationalists here. As some of you already know, ample space has been provided in the pages of Foreign Language Annals for a discussion of this apparent division in the field of linguistics. From those pages let me cite Bolinger's concluding observation:

> If the language teacher is to follow Chomsky's advice and be skeptical about the pronouncements of linguists on language teaching, let his not fall frcm one misguided faith into another, but also be skeptical of the pronouncements of other linguists on the shortcomings of the pronouncements . . . . As William Shipley, Paul Garvin and Joseph Grimes point out in an article on the same subject that occupies us here, 'From the teaching standpoint both positions have advantages: the first (the behaviorist one), in viewing language as basically stimulus and response, turns out to be high-

> ly useful for making oral exercises; the mentalist position, on the other hand, is enormously helpful for the explanation that students may need to be given.' This attitude is not likely to appeal to the intellectual esthete for whom eclecticism is a disgustingly uncommitted philosophy. But teaching, like life, has its own criteria by which it integrates for its needs, and it should not bother language teachers whether they are clean enough to draw straight theoretical lines around.

Perhaps, then, the most recent and most significant contribution to foreign language teaching that linguists have made is the one that evolves from this debate. It should be obvious to any one who would become a language teacher that his instructional objectives and professional purposes will be better served if he does not hop on the bandwagon of currently popular linguistics, the bandwagon of some language learning theory that is in vogue, or any specific theory from any one of the fields that contributes to his overall competence. Rather, he will heed the recent advice of del Olmo, Bolinger, and Hanzeli in the October 1968 issue of Foreign Language Annals.

Educational Technology. I would be most pleased to be able to enumerate the wealth of contributions that have been made by educational technology to the field of foreign language teaching. Unfortunately, this is not possible. Despite the fact that modern technology permeates almost every segment of our society, it still has a great deal of difficulty in penetrating the walls of the classrooms. And though many language laboratories have been purchased and installed in schools and colleges throughout this country during the last ten years, very few of them have been utlized and even fewer utilized effectively.

There is nothing mysterious about this condition. The tape recorder, the film strip projector, a non-projected visual, the computer—not one of these contributes anything to the definition of the objectives of language learning or to the instructional procedures that must be used to facilitate effective

language learning. Machines do not by themselves furnish descriptions of the foreign language or the mother tongue. They do not themselves compare two languages; they cannot them selves devise educational strategies; they cannot themselves teach languages; they do not even provide an educational context by themselves. It is only when we propose a new view of foreign language learning circumstances and it is only when we are willing to be quite precise about the objectives of our teaching that we will be able to use technology effectively, and it is only under these conditions that technology can make its contribution.

Over the past six months, I have helped to plan for the 1969 Northeast Conference on the Teaching of Foreign Languages. This conference will be devoted to "the imaginative and effective use of media in learning languages, literature and culture." The reports will focus on descriptions of six media and demonstrations of their effective use in foreign language instructional situations. Anyone who comes to this conference will have to read the reports carefully and understand very clearly that we are not putting on a show of or for educational technology. What we are trying to demonstrate is that only when a teacher asks, "What am I trying to teach?" "How can I teach it effectively?" and "What media should I use in trying to set up this learning context?" (that is, only when he has adequately defined the instructional problems) can he make the proper use of educational media. To arbitrarily decide that one is going to use a film on Monday, a language laboratory on Wednesday and a take-home disc on Thursday simply does not make educational sense.

What does educational technology offer the foreign language teacher?

1. It offers him the possibility of providing more individualized instruction than ever before.

2. It offers him the possibility of bringing to his students a variety of native speakers of the language.

3. It offers to the foreign language teacher the possibility of bringing to his students direct association between foreign lan-

guage vocabulary items and structures and the reality which they represent.

4. It offers the teacher an opportunity to become more than a teacher of the language system as such.

The possibilities are infinite. We are on the verge of replacing pen-pals with visu-phone pals. We have the capability of converting the telephone answering service into language laboratories that students can dial any time of the day from school or home. We are on the verge of having access through computers to a variety of materials about culture, language, teacher training, history, literature and many other facets of foreign language learning. In the very near future, students will no longer carry the dictionaries that we carried but will have only an electronic device that will permit them on a second's notice to dial a retrieval system that will give them the definitions of any word in a variety of contexts. But all of this will be useless unless every foreign language teacher is able to be much more precise about his objectives, his procedures and his role in the instructional process. This awareness on his part must be accompanied by a similar development on the part of service personnel (supervisors and trainers of teachers), educational institutions and their administrators, and local, state, regional and national professional organizations.

The Nature and Process of Change. I will not delve into the need for change in educational institutions, in particular on the part of the administrators of those institutions. Rather, I would like to comment briefly on the two other areas where change is needed with the expectation that the members of the panel will be precise about how they think such change can take place.

The first area where change is needed is on the part of the teacher, for unless change takes place here, all other changes that might conceivably take place will not affect classroom instruction. I will not detail the specific changes that teachers must make; I would simply like to characterize the nature of this change. Essentially, the teacher must stop viewing himself

as a purveyor of facts and an explicator and come to view himself as the designer, constructor and manager of the learning situation. He must arrive at a point where having assessed the contributions that have relevance for language learning from the fields of literature, psychology, linguistics, cultural anthropology, sociology, etc., and having assessed the individual weaknesses and strengths of his students, having assessed the instructional materials at his disposal, he must begin to organize the learning situations that are the most profitable for his students. He should attempt to evaluate the parts of the instructional process that can best be handled in large group instruction, in small group instruction and in independent study. He does not assume that the best situation for instruction is 25, 30 or 35 foreign language students facing in one direction while he faces in the other and explicates.

Perhaps the most critical element of the teacher's redefinition of his role is a candid assessment of his own skills so that he can make the best use of instructional resources such as native speakers, native speakers recorded on films, tapes and discs and any aid that would complement his strengths and weaknesses. He can no longer assume that he must have all the answers and that he is the only one who is in a position to give them to students. He must not continue to assume that he alone can provide the students' total foreign language experience. On the countrary, he should build upon the use of extra-classroom instruction so that he can devote his own instructional time to the personal performance sessions that all students need on a small group and individual basis.

There is a considerable body of literature that elucidates this new view of the teacher's role, and more is appearing every day. It behooves service personnel, foreign language supervisors and school administrators to codify, interpret and synthesize these materials for the use of the classroom teacher.

Let me move now to a discussion of how a significant change can take place in foreign language instruction if individual teachers are prepared to view their role in a new context and if foreign language teachers at all levels are willing to reorganize

some of the time now available to them.

Not long ago I addressed the Connecticut chapter of the AATF. The topic was, "Happiness is Having a Project." I would like to use some of the remarks made on that occasion to suggest how educational change might be facilitated in our field.

There are many things to be done to improve foreign language teaching. They need doing and they can be done. That is to say, we have the talent and the time.

Yes, we have the time. We have it in professional meetings, in colleges and universities and in schools, and we have a great deal of time available to us in these three contexts combined. Before I say why I think we have time in these three areas, let me say that I am well aware that there are going to be exceptions to the negative generalizations that I am about to make.

Time in Professional Meetings. For numerous reasons, I think we have time in our professional meetings to pay more attention to what needs doing. First, it seems to me that we have far too many speakers in our professional meetings. We spend too much time and too much money getting experts. We have too many entertainers on our programs. Anybody who studies seriously the activities of our profession knows that if there is anything we don't need, it is entertainers. Some of the old anecodotes coming from studies of linguists do not need to be reiterated ad nauseum from the podium at our professional gatherings. Finally, it seems to me that our professional meetings are characterized by a lack of constructive dialogue. There is too little dialogue between speakers and attendees at professional meetings. Speakers come in, they raise provocative points and they leave without undergoing or satisfying the serious questioning and scrutiny of colleagues.

Hopefully, this meeting will not follow that pattern. But in general, local, state, regional and national meetings are not characterized by enough questioning between principal speaker and interrogator. We need more Chomsky-Twaddell confrontations of the sort that we had at the Northeast Conference not very

long ago. Actually, our meetings are set up like many classrooms—far too many classrooms. There is a great deal of lecturing but very little talk between the lecturer and those who are required to listen.

Every teacher in this room has some kind of training and some kind of experience. He is teaching students. In short, he is an expert in his own right and therefore, deserves to be actively involved at professional meetings.

Time in Colleges and Universities. There is, in my view, a great deal that could be done that would be more professionally relevant than some activities currently practiced in our foreign language teacher training programs in colleges and universities throughout the country. First, let us reexamine education courses. Let me interject here that I know what some of you think about education courses. But it seems to me that it is time to stop complaining about the required courses in measurement, psychology and social foundations of education. We would be better advised to use our energies in making them relevant. It is past the time for college and university professors in the foreign language departments to talk with their colleagues in education departments so that course assignments such as terms papers in the fields of measurement, psychology, etc., become relevant to the training of foreign language teachers. We have the time if we will choose not to be snobbish, if we will only decide to use it.

We have the time in modern foreign language methods courses. If the course is relevant to the students' future work, it should be possible to engage them in useful professional projects. It is time that we stopped manufacturing irrelevant topics for term papers and MA and MAT theses. If a modern foreign language methods course instructor cannot conceive of useful projects for his students, then he should solicit suggestions from his state and national foreign language organization through their secretaries or appropriate committee chairmen such as the AATSP Committee on Research or the AATF FLES Committee.

We have time in culture and civilization courses. How many foreign language instructors at the college or university

level have sought out teachers of courses in the fine arts to see whether these instructors could deliver lectures or make other presentations in the foreign language—or in English—that would add new dimensions to their courses? This does not imply that the foreign language instructor is incompetent. Rather, it exhibits his creativity and imagination.

We have time in our linguistics courses, and we have time in our language and literature courses. A number of suggestions were made regarding the latter in the 1967 Northeast Conference Report on "The Times and Places for Literature."

Finally, we have a great deal of time available to use in systematic observation and student teaching. Too frequently the observation required for psychology and methods courses is not well planned, it is not thought out and it is not made relevant to the students' major area of concentration. Foreign language teachers need to persuade and help colleagues in the field of education to make such training relevant.

Time in Schools. The first and most obvious place to profitably employ time, to more efficiently use time in our schools (and this one applies to colleges as well), is at faculty meetings, including departmental meetings. My experience has been that too many of these are run like local PTA's. More time is spent on whether or not to use paper cups for National Foreign Language Week or for the demonstration of the new language laboratory than is spent on the most pressing instructional problems.

We have time in our intermediate and advanced foreign language classes. There is much to be gained if individual teachers will try to conduct classroom studies based on suggestions made in the 1963 Northeast Conference Report on Reading and in the 1967 Report on the Teaching of Literature. These studies are needed and can make a significant contribution to change in foreign language learning. First, however, classroom teachers must realize that they can make a professional contribution, and then they must take the steps to make it.

In our more advanced classes we have the time to work in

cooperation with college and university instructors to improve the Advanced Placement Program of the College Entrance Examination Board. Finally, we have time in non-foreign language courses. For example, in social studies classes we can work with colleagues and have our advanced students make contributions from their readings in the foreign language to the discussions in these other areas.

Elements of Professional, College and University, and School Time Combined. It seems to me that under the leadership of local, state, regional and national foreign language organizations, it should be possible to combine the elements of the time outlined above in order to bring about significant changes in foreign language learning in this country. Let us suppose that individuals at the college and university level who teach courses in culture and civilization, some high school classroom teachers and a state professional organization joined together in order to make a serious examination of foreign language films that are available, to catalogue film segments on the basis of cultural elements therein and to make these into presentations that will be useable at the advanced high school or college level. Wouldn't the development of such a project prove much more significant than many of the entertaining speakers we have at some of our meetings?

Discussions of the Advanced Placement Program of the College Entrance Examination Board are too restricted. For the most part, they do not go beyond the conferences sponsored by the CEEB. Some local and state professional organizations should deliberately structure their meetings so that school and college people could get together not only to discuss the syllabus or what questions are going to be on the test next year, but they should meet so that high school teachers could inform college and university people about the reactions of high school students to the required readings and about other kinds of readings that interest high school students. College and university teachers could help some high school teachers to better understand a variety of strategies for presenting literature to advanced high school students. Such conversations might even lead to more projects like the one in

Advanced Placement where William Bottiglia of MIT conducted a high school course in AP.

Perhaps one of the most significant contributions that could be made by restructuring our professional meetings would be one that could lead to more satisfactory articulation between school and college. Can local, state and regional professional organizations provide a situation where school and college people can come together to discuss the mutual interests of their students.

What are the possibilities of state foreign language organizations having committees that would convene at their meetings, rather than listening to speakers, and that would devote their time to planning the preparation of a resource book for foreign language teachers in that state? It could be planned in such a way that the all-language state organization would work in cooperation with the state AAT and classical chapters. These chapters could contribute to the specific resource portions for their languages while the all-language committee could collate the more broadbased information.

Finally, local and state all-language and individual language organizations should meet in a context that enables them to identify the day-to-day instructional problems that face their members so that they can synthesize the substance of their discussion of these problems and make proposals to national all-language and individual language organizations so that they in turn could redirect their forces to what is truly pertinent to the teaching of foreign languages in our country. Similarly, such meetings should lead to specific recommendations for institutions of higher education so that they can improve and make more relevant their pre-service and in-service education programs.

Conclusion. Unless individual teachers are ready to assume a new teaching role, unless state and local foreign language supervisors are willing to help them, unless professional journals, newsletters and professional publications involve some of these teachers in their attempts to define and assume their new role, unless professional organizations restructure their publica-

tions, programs, meetings and other services to involve and serve more foreign language teachers, our professional declaration of independence will be meaningless.

THE ROLE OF THE TEACHER IN THE DYNAMICS OF CONTINUING PROFESSIONAL GROWTH

Flora J. O'Neill

I would like to approach the subject in two ways. I'll try to look at my own experience as a teacher of Spanish in grades 5 through 9, as a teacher of gifted pupils, some gifted in foreign language, others seemingly gifted in every subject except foreign language. Many of the problems we teachers face are common to all of us. Our teaching circumstances may differ in terms of class size or the equipment available for our use, but we are all involved in the process of teaching foreign language to young people.

My second approach to the subject was to review the pertinent literature in order to find some references to complement my remarks. Just as we give assignments to our pupils in the hope of increasing their knowledge and understanding, so I found rewards in my own self-imposed assignment. After this meeting, I will do more reading of the literature because Mr. Paquette has mentioned several items of interest, and I fully expect that the other panel members who will speak will also offer topics for further reading and discussion.

As we review the topic, the foreign language teacher and continuing professional growth, let us compare our own activities with the activities of others we know in the same field. There is always something to add to our techniques and our methodology. This comparison may lead us to some change on our part or perhaps to a willingness to look at something new or different. Unless we ourselves develop an understanding and aptitude for change, we will not impart such a necessary skill to our pupils. We all know that in any language "actions speak louder than words" and that our pupils judge us by what we do more than by what we say.

Considering the basic role of the teacher, what is so special about the teacher in a foreign language classroom? Why

does so much depend on the teacher's understanding of her role? Foreign language teaching lends itself to a relatively high degree of success or a low degree of effectiveness depending on the teacher. Much success depends on the initial image of the language presented by us, the teachers. I have a definite bias to express here. I do not consider foreign language just one more subject. Studying a foreign language enables the pupil to comprehend another culture, another people, another reality. It also offers him the opportunity to view all things in nature in different ways with different concepts, using new language structures and idioms. The student enters a new linguistic universe. It is the teacher of foreign language who helps her pupils to detach themselves from the familiar. For most of our pupils this means detachment from an English speaking environment, and it is the teacher who gives them the skills necessary to understand and feel secure in the new language world.

What knowledge does a teacher of foreign language need to possess in order to have her pupils achieve success? How does a teacher keep her knowledge current and accurate? I would divide the necessary knowledge into two broad categories: basic language and methodology of teaching. Under basic language a teacher needs linguistic knowledge of the pupils' native language and of the foreign language she teaches. She must possess a high degree of competence in the four skills of the foreign language and have an understanding and an appreciation of the culture of its people. In the New York City area we have available to us foreign language newspapers, magazines, radio and television programs and films. These sources provide us with up-to-date language in very inviting forms. It is important to be active in our professional organizations such as the AATSP, AATP, the NYSFFLT and our new national organization, ACTFL, not only for their direct activities, conferences and workshops but also in order to receive their valuable journals, which provide a steady inflow of the literature of the field.

In order to teach the language skills and cultural appreciations we need enthusiasm, a knowledge of the psychology

of the learning process and the pedagogical skill to make the foreign language class interesting and effective. How can we improve our methodology? Can it be accomplished within the school day? I think that every department has skilled teachers. Naturally some are more skilled than others in certain techniques. No one is perfect at everything. In my opinion, a program of intra-visitation of lesson observations is a very worthwhile activity when it is accompanied by pre-planning and post-observation conferences in order to discuss the worthwhile techniques observed. It is also a valuable experience in that it allows us to sit in a foreign language classroom as a student. I find myself thinking about my use of the chalkboard, how do I distribute questions to the class, how much pupil to pupil activity, variety of activities and change of pace techniques do I employ in a lesson. I feel that the change of perspective, for me, is good.

We are very fortunate in having machines to assist us in vitalizing lessons. I would like to draw to your attention an article about educational technology that appeared in the May 18, 1968 issue of Saturday Review. The author, Anthony Oettinger, professor of linguistics and applied mathematics at Harvard University, discussed the difference between ultimate promise and immediate possibility in educational technology. I look forward to using visu-phones, but I also know that the classroom telephone intercom system within our building has its quirks and periods of mysterious inactivity. As classroom teachers, we know the status of our present conditions in terms of educational technology. However, let us be aware of the new. Let us expand the limits of the possible. This may also mean expanding the viewpoint of the administration of our school.

Earlier we mentioned the need for a climate of receptivity for change. In some school situations, where the administration is presently not foreign language-minded, it is up to us to offer suggestions and programs for professional growth that in turn lead to improved teaching. There is a small book I would like to suggest for your consideration. It is Helping Other People Change by Stephen Corey (Ohio State University Press, 1963). In this

book, the author describes in simple language how to analyze a situation and the complex process of change.

Let me now summarize what I have been trying to say. The role of the teacher in professional growth is to be interested in continuous learning of the current knowledge, in the foreign language and in its teaching methodology. After all, the practical application of our knowledge is our ultimate goal.

THE ROLE OF THE SUPERVISOR

Donald Wladaver

Before entering into the body of my discussion of the role of the supervisor, let me publicly acknowledge my appreciation to André Paquette for a service that he and ACTFL performed for our school system earlier this year. Briefly, this is what he did. Like many others our school system, White Plains, has been experiencing a steady loss in enrollments in Latin, and we needed a lot of information from a lot of sources as to what to do to bolster the program. Individual contacts were too few, too slow and much too inadequate. But after a phone call to André Paquette plus a follow-up letter indicating exactly what information we desired, suddenly the wheels were in motion and we began receiving replies from Michigan, Virginia, Georgia and Illinois. That this did not materially change our situation is no fault of Mr Paquette's; had I asked for help earlier it might have been a different story. The point I am making is that the service is there, the facilities are available and the people to make it go are anxious to help knowledgeable, extremely competent in their operations. All of us should take advantage of the services offered by ACTFL. Again, many thanks to André Paquette and his staff.

In a sense, what I have just said may very well be used as an introduction to my topic—the role of the supervisor. By supervisor I mean department chairman or coordinator of a relatively small system. I must take exception to Mr. Paquette's references to there being plenty of time. There is less and less time available for the supervisor if he is to do all the tasks expected of him in addition to having to teach four, three, or even two classes a day. Nevertheless, even with a less than ideal situation, the supervisor has to make or find time in at least three areas if he is to contribute to his own and his staff's professional growth.

The first of these is in curriculum planning. The supervisor should be aware of what the trends are in his school and community. With racial tensions and conflicts becoming more apparent every day, the questions of what languages to teach and what to teach

in our language classes are quite pertinent. Not too long ago Swahili was offered at a high school in New York City. Has it been a successful course? Where do you get teachers? What about texts and supplies? Are there special criteria for determing who may take the course? How about testing? Whom does one contact for information? Is it ACTFL, the Foreign Service Institute, the Defense Service Institute, the local Universities, The New York Board of Education, the Black Panthers?

And how about the materials and texts? Not only are there the questions of where to get them and how much but there is the basic question: What are they? In addition to new courses, are there new ideas or materials that can be made a part of already established programs, innovations that reflect changing attitudes of today? For example, why couldn't a Level 3 or 4 French course use a book like Camara Laye's L'enfant noir as supplementary reading? Or in a humanities course, if you are fortunate enough to find foreign languages represented, introduce it as The Dark Child in an English translation.

The whole matter of participation in the humanities program is another area that a foreign language supervisor should pursue. It is inconceivable to me that languages should continue to be ignored, and the supervisor should not let up in his insistence that they be included. As an example, take an obvious unit like Don Juan. This can be discussed on the levels of the Moliere Don Juan, the Tirso de Molina Burlador de Sevilla, Zorilla's Don Juan Tenorio or the Mozart-DaPonte Don Giovanni. If you have a Russian teacher, he could discuss Pushkin's The Stone Guest, which in turn could bring in Dargomizhky's opera of the same title, and your English instructor could introduce Bernard Shaw's Don Juan in Hell. The music department need not be restricted to the Mozart opera but could introduce the Richard Strauss tone poem or the Gluck ballet. And I'm sure that art and social studies wouldn't feel entirely left out of the picture.

This is but one example — an obvious one I admit — but surely you can provide hundreds of others where foreign languages

tie in with other subjects, not only in a formally structured humanities course but with almost any other discipline in the school. Every now and then I have gone into an English class to discuss Cyrano de Bergerac from the French point of view or to play a couple of excerpts from Offenbach's La Perichole to supplement the study of Thornton Wilder's Bridge of San Luis Rey.

But enough of this. Look at your own courses, ask yourselves what you could do to make them live. Life isn't that humdrum that it has to be a repetition of the dullness that flattened your kids last year, does it? and wore you out in the bargain. Please don't tell me that your course of study, your syllabus, is so restricted that you cannot find the time or the place to innoculate it with life. You'll be amazed at how much more time you'll have for things of this sort once the word gets out that you have it to offer.

A second responsibility of the foreign language supervisor is in the field of public relations. No, I don't mean that he is to be a press agent or a local scapegoat apologist of his program. Rather, he should have the ability and the opportunity to explain the what, the why and the how of the language program in his system. He should be prepared to indicate this at meetings of the board of education or at PTA functions. He should live with his school or system, if he plans to stay there, but he should be prepared to fight for his department or section and to convince others of the value of foreign language study. If he isn't convinced of its worth and if he isn't willing to fight for it—and over an extended period of time—then you can forget it, and the funds and perquisites that might normally be expected to be bestowed upon languages will accrue to the football or track coach or the math or science department.

At the same time, getting a language laboratory installed—50 percent from the Federal Government—is an awful crime if provisions are not made for its use. Insist that along with the laboratory you also hire someone, or better still, more than one person, to run it for the department.

I speak from sad experience. Ours is a potentially fine lab, but each teacher is responsible for his own classes, with an unholy mess as the end product. There is only myself as the coordinator of the lab, and I don't have the time or the technical know-how to do it all by myself. However, don't let the mechanics of the situation get you down. Let it be known in the community that you can use help and you will usually get some kind of reply, if not directly from the public, then from the administration or board of education, who will come to the realization that you need a technician or lab director to do that part of the job. Sometimes you will be in a position of forcing the administration's hand; sometimes you will have to fight that hand with the possible result of having forced yourself out of a job. If you are sincere in your beliefs, this is the kind of risk you may have to take.

One more point on this issue: you should undertake a selling job to promote understanding with the guidance personnel. I cannot tell whether the Carroll-Sapon test or the Pimsleur prognostic test is as good as claimed. I've used the former at times but mostly as a means of showing students, parents and/or guidance personnel that Student X should and Student Y should not undertake the study of a language, that he is or is not likely to succeed. The selling job to which I refer is, in part, that of convincing guidance to include the administering of the Pimsleur early in the student's career and then seeing whether the claims for the test are substantiated in your particular system. Oh, you'll find opposition, all right, from parents as well as administration and guidance. But if you want to run a somewhat scientifically oriented program, how else can you evaluate a youngster without at least this bit of information?

One final point on the supervisor as a public relations man: be prepared to fight for your students and for your staff. A couple of years ago when we switched over to an audio-lingual program for grades 7 through 12 we had an awful mess. As rough as it was on us, it was the kids who took the shellacking. One student came to me halfway through French 2 and showed me a letter from the college to which he was applying. They'd instructed him to take

the College Board Achievement Test in French. With his training, and considering the exam's emphasis on reading and vocabulary, the kid would have been clobbered. I sent a simple letter of explanation to the dean of admissions and indicated that the traditional board exam did not measure what this student and other of our students had been taught and would jeopardize his chances for acceptance. In this case it so happened that the student was allowed to forego taking the exam and was accepted anyhow. It doesn't always work out this neatly, but dealing openly and honestly can have a worthwhile effect.

The third major area of the supervisor's concern is that of encouraging professional growth among his staff members. This isn't as easy as it sounds. In the changes that I've seen these last twenty years, from traditional to strictly audio-lingual to modified AL to pussy-footing eclectcism to whatever we have now—you name it—there are some individuals who feel an obligation to learn everything they can and will need no urging to enroll in courses at N.Y.U. or T.C. or Fordham or one of the city universities, or go to Spain, Ecuador, France or the Soviet Union to keep their own language alive, or apply to NDEA or state-sponsored institutes. And there are others who, having once grabbed the brass ring of tenure, couldn't be moved in any direction except by by-laws and small print codicils requiring the earning of so many graduate points in so many years. It is the responsibility of the supervisor to encourage, wheedle, threaten, even shame in some cases, his teachers to pursue courses of action that ostensibly lead to better teachers and better teaching. Am I exaggerating? Obviously, yes and no. It depends, but on the whole it is not far from the truth. Yet the responsibility, although it should be shared by all concerned, usually falls on the supervisor. Still, there is positive persuasion that he can use to encourage further and continuing study:

1. Persuade the administration and school board to foot all or part of the bill.

2. Help in every possible way to have teachers apply for and attend NDEA and/or state-sponsored institutes.

3. Organize local in-service courses, or courses similar to those that we did in Westchester a few years ago under the direction of Remunda Cadoux and Dorothy Reid.

4. Convince local industry to contribute money for specific or open-end pursuits, such as those made by the Trap Rock company in Rockland County.

In summarizing, let me mention again the three main areas where the supervisor must play an important role: (1) in curriculum planning; (2) in public relations; and (3) as an observer of the world changing about him. And frankly, he must be a nag, pushing and driving and coaxing his personnel into keeping up with, if not ahead of, the times.

Obviously there are hundreds of places and occasions where the supervisor should play a part, and I have not mentioned them. Ten minutes is not enough time to touch on them all. But let me merely toss out a couple of points of departure, general areas where he can influence the teaching of languages in his school or system: exchange programs with other schools, involving both teachers and students, and trips to foreign countries. I don't mean the commercial ventures we've all been plagued with for years but rather the trips similar to the one we heard spoken of at the Federation meeting two weeks ago, the one where Mrs. Barley of Arlington High School took 37 youngsters to the Soviet Union, or the trip organized last Easter by the supervisor at Thornwood in Westchester County; she took a whole class to France for a bit longer than the spring vacation—and had community support for it. This fantastic laboratory called New York City, where you have the City Opera, the Metropolitan Opera whose affiliate, the Guild, is producing filmstrips of "The Barber of Seville," "The Marriage of Figaro," "Faust," and so forth. You have the APA-Phoenix Theater, the Vivian Beaumont Theater, all of Broadway, the Hispanic Museum. If you can't find places here to take or send your students, you ought to give up. If there is one single personal accomplishment that I've been proud of these past 21 years, it's the over-3,000 kids I have taken to all kinds of operas, ballets, exhibits, plays and restaurants. I warn all you

beginning teachers, when teaching falls to an 8:15 to 3:15 job with no thought of the end product, then maybe the next step is a take-over by the computer, and a good thing, too. I don't think so myself, and as long as I have the strength to talk it up, my department is going to hear about it.

THE VARIOUS ACTIVITIES OF THE NEW YORK STATE FEDERATION OF FOREIGN LANGUAGE TEACHERS

Robert J. Ludwig, President

I should like to comment on that aspect of André Paquette's talk that deals with professional meetings and professional organizations. I certainly do agree that questioning and commenting on presentations are most important elements in a good program, for involvement is a key to any successful experience and what we put in is usually proportional to what we extract. The New York State Federation of Foreign Language Teachers never puts all its eggs into one basket but rather fuses the approach of combining experts from afar with our own experts from within. The more than two-hundred panelists in our just-concluded annual meeting, at which approximately one-thousand members of our profession were present, indicates our solid belief in this approach. We always have a "What's Your Problem?" series of concurrent sessions, FLES through College, which give opportunities for zooming in on what are the field's concerns in addition to giving valuable clues for future endeavors. Certainly a balance between direct and indirect teaching, large group and small group efforts at conferences are but putting into practice what we preach in our more sophisticated approaches to language learning today.

To my knowledge, Andy has never attended in recent times the annual or regional meetings of our New York State Federation of Foreign Language Teachers, but if he had done so, he would have found that we even go far beyond some of his excellent suggestions. Nor is he very likely aware of the workshops, colloquiums and regional scope of our varied activities that bring to life the objectives that a professional organization should accomplish.

As many of you know, we have a Board of Directors equally representing college personnel on the one hand and secondary and elementary foreign language teachers on the other, as

well as both public, private and parochial involvement. As many of you know, we operate through standing committees that are open to membership and we encourage teacher involvement on all levels.

At the moment, we have approximately 200 of our members serving on these standing committees. The committees identify problems, engage in studies, develop positions papers, make suggestions and often initiate action as authorized by our Board of Directors.

The impact of these committees is indeed very well-known and I shall briefly describe some of the activities. The High School-College Articulation Committee has brought together secondary and college level teachers to share mutual concerns and gain appreciation for each other's contributions and problems. The Intervisitation Project we sponsored with the State University of New York at Buffalo is well documented in the November 1966 issue of the Modern Language Journal, and it has served as a model for other efforts. We do not behave in our organization as isolates each in a particular corner of the pie but rather as part of a team in which there is interrelatedness and belonging-togetherness.

Our Legislative Committee scrutinizes proposals within our State Legislature as well as nationally to determine how we in the profession are affected and what should be our stand. In addition—and this is most significant— we have been called upon to play a role in guiding such legislation affecting the language teacher and the language curriculum. The fact that a key legislator has asked us for guidance and that we will work with him and his colleagues in preparing such legislation indicates the level on which an association may perform with vigorous membership involvement.

The Committee on Supervision has organized eleven supervisory councils in the state and has conducted surveys on current supervisory practices that have served as bases of reports to the profession and to the State Education Department. In addition, standards of sound professional supervisory practice have been

developed and we have now sponsored three statewide workshops for supervisors of foreign languages. A most recent focus of our study in this area has been relationships to unions and teachers association contracts and the identification of the master teacher.

The Committee on Regents Study has acted as the focus of reaction to the examinations, and numerous suggestions have been made for improving the Regents examinations. Some of these have been adapted by the Bureau of Foreign Languages, some could not be implemented. Others, which have not, ought to be. Hopefully, with continued stimulation on our part, they will be. The committee continues to share its recommendations with the State Education Department staff and it solicits comments and suggestions from the membership. We have had a powerful effect in nurturing a climate of a search for ever improving what we have, however good that may be.

Our Committee on Teacher Training has taken a hard look at what is and has worked to inform teachers of opportunities for in-service development as well as to improve the content of pre-service preparation. Foreign travel opportunities, fellowships and scholarship information have been disseminated as part of the committee's work, and suggestions for statewide workshops have been prepared.

The Committee on FLES has developed guidelines for what should be the content of professional preparation in that area and has shared them with our State Education Department. It has made specific recommendations regarding certification of FLES teachers and is even now preparing a statewide convocation of FLES personnel as part of our international meeting with our Canadian colleagues, March 20-22 in the Buffalo Statler Hilton Hotel. It has in the past studied FLES materials and has taken a vigorous part in our many language conferences.

The Committees on Multi-Media and Culture in the Classroom that recently were inaugurated and have already held initial meetings have stemmed from expressed interest by our members.

Very creative ideas are already in the process of formulation and we shall have much to report as these committees move forward with their plans. A committee on Identification of Research Needs is in the process of formation as well.

Of course many members are involved in the many administrative committees that are so necessary to the appropriate functioning of a professional group. A Resolution Committee is an example of one such group that screens membership concerns and presents them to our board, which in turn, refers them to the membership.

We feel that every teacher should be alert to all sides of questions and in publishing our bulletin, we air opinions on a wide variety of issues vital to our profession.

I know that Andy is as delighted as I am that our New York State Federation membership, at its annual business meeting, has voted to join ACTFL. We have also reaffirmed our unswerving loyalty to the National Federation of Modern Language Teachers Associations and to the Modern Language Journal, a noble and enduring publication.

But if these were our only activities, important as they are, we would not be making the impact we feel we have to make in the State of New York. This year, in addition to the annual meeting, we have six regional meetings and an international meeting in the offing. It is indeed thrilling for me to say that within the week following our annual meeting, I had two letters from leaders in remote parts of this state who asked if we might sponsor regional efforts in their areas and expressed willingness to spearhead such meetings. Naturally, your president entered into dialogue with quick dispatch.

Our last annual meeting concluded on a Tuesday, and the following Saturday morning a group of sixteen leaders were already in session planning a Capitol District Regional Program for Decem-

ber 7. Important efforts in New York City, Long Island, Syracuse, Rochester, Mid-Hudson and Tri-Cities are all on the drawing board. I am sure they will all come to pass with great enthusiasm, involvement and successful endeavor.

We have already set the date for a second annual colloquium at the State Education Department. Last year 150 teachers fruitfully discussed "Culture in the Classroom." In May 1969 we plan to invite administrators and guidance directors to hear what foreign language objectives are and how they may help us to meet them as well as to answer their questions and help them with their problems relative thereto.

Still another effort of the Association is that of projected workshops on the teaching of literature and a special session for beginning teachers of foreign languages on the college level.

The international meeting with Canada brings us to a moment of history in our fifty-second year of operations. It is the first of a biennial series that is to be paired with a meeting in Toronto in 1971. Buffalo will be the site of our exciting program.

All of the above meetings involve people who are dedicated professionally to working together with colleagues in deliberations, demonstrations, presenting papers, serving as discussants, and most important, in joining hands in working toward more effective teaching performance.

The fusion of the efforts of all of our members is synthesized through the Executive Committee, which formulates policies and endeavors to implement suggestions coming from our family. For example, on December 6 our Executive Committee will meet with the Commissioners of Education, at which time we present our hopes and aspirations, our concerns and suggestions, our questions and conclusions. Our reception has been exceptionally cordial and there has been a mutual benefitting from the sharing

which has come to mark these twice yearly meetings.

The distinguished editor of our Bulletin is here with us today. We are justifiably proud of the important material that appears therein and its increasing importance to the readers of the Bulletin, our members. Most important, it encourages the membership to contribute, to share, to lead the way.

One of the many significant aspects of our work is the recognition of need. We are perhaps the first language association that has given appropriate recognition to the community colleges and their special problems, and our Standing Committee on Community Colleges continues to render valuable service. Sessions on "English as a Foreign Language" have been part of our program for a number of years. Classicists have, for 51 years, been a vital part of our organization; the integration of modern and classical languages is a part of every program effort. We continue to be leaders in the fight to effectively articulate the case for Latin.

Perhaps one of our greatest contributions to the profession is our concern for the public image of the foreign language teacher and the importance of foreign language study as an essential component of the humanities. This has been, is, and continues to be, an area in which each member as a representative of that profession has a crucial role to play.

We are blessed in New York State with teachers who are ready to assume that new teaching role of which Dr. Paquette spoke, supervisors who are ready to help and a vital New York State Federation of Foreign Language Teachers whose indefatigable leaders are ever mindful of their responsibilities and privileges in serving the profession. This partnership has made ours an outstanding foreign language corps, but it is with deep humility that I add, professional practice is a dynamic and we must all vigorously continue to search for truth, to search for excellence and to experiment courageously. A group is both

the sum and the product of its members and their relationships. The New York State Federation of Foreign Language Teachers reflects the involvement that makes process and progress possible.

SUMMARY

Sister Mary Joannes

I will try to make my summary a brief one, as you are probably anxious to put into practice Mr. Paquette's suggestion for dialogue between speakers and attendees by asking questions or commenting on points made by the speakers this morning.

Today we are concerned with our role in a dynamic, evolving context rather than a static one. Mr. Paquette in his address has stated his belief that the time has come for us language teachers to take over the ordering of our own household. As three examples, within the past 15 to 20 years advances have been made in the fields of measurement, linguistics and educational technology. But we can no longer be merely receivers of or interpreters of the results of research in areas other than our own. We must acquaint ourselves with them to the extent that we can use them to evolve the theoretical rationale and practical procedures of our own profession.

Our attention was focused on two areas where change is needed: the teacher himself and the reorganization of time. The teacher must come to consider himself the designer, constructor and manager of the learning situation, using all areas at his command and extra-classroom experience. Time for the structuring of changes suggested can be obtained by providing more real dialogue at professional meetings, by more relevant course assignments for prospective language teachers in the fields of measurement, psychology, etc., and more relevant projects in methods courses. Linguistics, language and literature courses, observation and student teaching can all be used to better advantage. Foreign language organizations at the various levels can take the initiative in bringing together school and college teachers for joint work on projects, the results of which could be used by all.

As the panelists addressed themselves to the specific areas of the language teacher's professional life, we considered first the role of the teacher. The attitude of the teacher has much to do with the success of his language teaching. The image he gives of attitude toward change and contact with another culture will influence the development of his students' attitudes. The teacher must, of course, possess competence in the four skills of the language and have an understanding and appreciation of the culture of the people. With enthusiasm and a knowledge of the psychology of the learning process and teaching skills, the teacher must keep himself constantly up-to-date, sharing with others and actively promoting improved programs in the school.

Consideration of the supervisor's responsibilities focused on three main areas: curriculum planning, public relations and encouragement of professional growth in staff members.

In the area of curriculum, the supervisor must be aware of trends in the school and community as they affect the who, what, and how of language teaching. Opportunities should be made for participation in the humanities program and for inserting the foreign language into other disciplines where appropriate.

The supervisor must be able to explain his school's course of study and convince others of its value. He must establish a relationship of understanding with the guidance personnel so that a more realistic picture will be obtained about who is or is not likely to succeed. The supervisor must also be prepared to come to the aid of his students and staff when needed. He can and should encourage and aid continuing study by his staff members and help open up means of student contact with the many cultural opportunities available in a city like ours.

The state organizations can perform a very great service...

in giving impetus to continuing professional growth. A few examples of things that can be done and are already being done by the New York State Federation of Foreign Language Teachers are: panelists for meetings drawn from all levels of foreign language teaching; in high schools—college articulation committee, inter-school visitations, study committees to suggest directions that state programs should take, committees that sponsor workshops, are clearing-houses of information or conduct research. The work of an active and future-oriented state organization has just been described to you by Mr. Ludwig; any further summary would not do it justice.

These have been some of the highlights of our speakers' contributions. Now we are ready for a very important part of this conference—your participation by questions and comments.

QUESTIONS

Due to the limitations of space, only a few of the more significant questions asked at the end of the Conference can be reproduced here, together with the answers.

To Mr. Wladaver:

Question: How can Latin be saved? What help has been provided by ACTFL?

Answer: Latin hasn't been saved; it hasn't been lost. At the White Plains High School, where I am chairman, we are in a bad spot. Six years ago we introduced French and Spanish in the seventh grade but not Latin. We are therefore partially to blame. Since then French and Spanish have risen in enrollment; Latin has dropped. In 1959-60 there were eleven sections of Latin; now there are only seven, and some of these have only eight or nine students. The curriculum committee decided to wait a year. The question was whether to start in grade 10 or in grade 7. What aid did ACTFL provide? We wrote a letter to Mr. Paquette for information with particular reference to communities of the same population and social background. Also, how Latin programs in the seventh grade worked out; what was the general effect; what texts were used. Was there a feasible six-year sequence in Latin? We found the situation favorable in Michigan and Illinois; 35 schools answered. It is only on the basis of information like this that I feel we can do something to save Latin.

To Mr. Ludwig:

Question: How does the New York State Federation of Foreign Language Teachers help the supervisor who fights?

Answer: We are always happy to help the supervisor who fights, with materials, arguments and information. In Kingston, for instance, there was a particularly serious situation. We helped the supervisor to carry the day, through our strength as a professional organization. The information alone that we are able to furnish can prove very helpful.

To Miss O'Neill:

Question: (in Spanish) What teaching methods can be used effectively in a class where half the pupils are Spanish-speaking and the others are native Americans? Our school has no language laboratory and modern equipment.

Answer: This is indeed a difficult situation, for even the native speakers will be on several levels. Their ability in reading and writing will vary. I would undertake a two-fold approach – in groups and as a whole. Each topic can be treated on two levels of activity. The questions should be geared to the ability of each student. The native students can be called upon to help the others. It will work very nicely. In our school we have a three-year sequence based on FLES. We get only enough pupils, however, for two half classes in French. Thus, it happens that some pupils

have already had three years of a language and others are beginners.

To Dean McDonald:

Question: What is the relationship of psychology to the learning of a foreign language?

Answer: In my observation of Professor Politzer's teaching, I came to definite conclusions about the importance of psychology for the language teacher. I used to teach educational psychology to the language teacher because I felt it was important. But through my working with Dr. Politzer, I changed my point of view. We gave up teaching psychology and had the teacher use the units worked out by Dr. Politzer. The teacher then learned whatever psychology he needed as he went along. It was worked out, step by step. In each unit there was specific behavior. I was one of the few psychologists involved in foreign language teacher training. I refused to provide more psychology. All the relevant psychology will be developed as it is needed.

To Mr. Paquette:

Question: Please explain what you mean by "accuracy versus morality" in the teaching of grammar. Also, what has ACTFL done about the College Entrance Board Examinations?

Answer: What I meant was that older, traditional teachers are sometimes inclined to attach a moral value to the grammar they dispense; they learned it that way and thus it remains.

They refuse to yield although present-day descriptive linguists have pointed out that there is no moral value attached to the facts of grammar. What is ACTFL doing about College Entrance Board Examinations? Frankly, nothing. We have enough to do. I would suggest that you communicate with the people on the committees. The speaking tests are particularly difficult to administer. The scoring, too, is time-consuming and expensive.

To Mr. Paquette:

Question: What about the summer institutes? Are any more planned? Are they dwindling?

Answer: The plans have not yet been announced; the money has only been appropriated. It may be assumed that there will be as many institutes as last year.

To Mr. Benardo:

Question: Why are you so pessimistic about the status of foreign language instruction with reference to decentralization?

Answer: If district superintendents and local committees are to make decisions with regard to curriculum and courses of study, I fear very much for our field. The first thing to go will be foreign languages. There will be cutbacks in both junior and senior high schools. We have to do a vigorous sales job; we have to get out to the public. We must meet parents and superintendents; we can't retire to the class-

room if we wish to hold our subject. If we don't act, we will soon find ourselves without students.

To Mr. Wladaver:

Question: You did not mention classroom observation by the supervisor. Don't you consider it important?

Answer: Indeed, I do; I consider it extremely important. I am ashamed to say that for the last ten years I have been so busy with other matters that I have neglected it.

Question: You spoke of taking students out on trips. Who pays for them? What if a student can't pay?

Answer: That's a good question. I have been conducting trips with my students for the last 20 years, and I find they pay for themselves. This is the way I do it: For a trip that costs $1.35 I charge $1.50. With the extra money I find that I can get enough together to take care of the students who can't pay.

To Mr. Paquette:

Question: What can a teacher do who has a chairman who is totally oblivious to everything new that has developed in foreign language teaching?

Answer: There are two possibilities: trying to change the situation or leaving it entirely. By no

means run around and complain; you will only antagonize the chairman. Try to talk in an intelligent manner, pointing out needs for new materials, texts, equipment and services. In some situations it is possible to go over the head of the supervisor. If your efforts are unsuccessful, you can, of course, always go elsewhere.

Mr. Wladaver: There is no final solution. As a sounding board we have a local curriculum committee elected by teachers in each school. The ten elementary schools, three junior high schools and one high school have a combined committee of 32 representatives. Grievances are sent to this group. It works out very well.

To Dr. Huebener:

Question: In view of the newer electrophonic devices, Federal aid and the contributions of the comparative linguists, have we not made considerable progress in teaching foreign languages?

Answer: Despite all the excitement and elation, we have made very modest, if any progress at all, in the teaching of foreign languages in the United States. The summer institutes, as good as they are, have trained only a small portion of the large number of foreign language teachers. The language laboratory, a valuable but ineffectively used instrument, is available to a very limited number of teachers and students. In this city, for instance, there are some 60 laboratories

for a foreign language enrollment of almost 250,000 students. Throughout the country there has been a marked decline in enthusiasm for the lab. College admission requirements have been lowered; in most cases only two years of a language are required. When I entered City College many years ago I had to offer three years of an ancient language and two of a modern language. More languages, it is true, have been introduced, but we have no special school of languages as in every important European country. The six-year sequence exists only on paper; the number of students in the fourth year is still extremely small. Before World War I the percentage of high school population in New York enrolled in foreign languages was 150 percent, since many took two languages; now it is around 50 percent, and that is high compared with the rest of the country. No one mentions two foreign languages any more. And Latin is rapidly dropping out. What we urgently need is the putting into practice of the following recommendations, which I have been making for 25 years:

1. A foreign language should be a required subject—certainly for the academic diploma and for the B.A. degree.

2. A first language should be studied throughout the junior and senior high school to the twelfth year, so that there is no gap of a year or two as at present before the student enters college.

3. Brighter students should be encouraged to take a second language.

4. The rarer languages should be taught in a special school of languages by experts to

linguistically gifted students and those who plan to make vocational use of their language skills.

5. The colleges should require at least four years of a first language and possibly two of a second for admission.

Only the adoption of these recommendations will put our foreign language instruction on a firm foundation and provide the American educational system with a foreign language program that is really effective.

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