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ABSTRACT

This committee report considers premises for foreign language instruction in elementary schools (FLES) and offers ideas culled from analyses of FLES syllabi. Major attention is directed to administrative problems and indicated solutions including student selection and election, teacher recruitment, suggestions for certification, choice of language to be taught, time allotment, facilities and equipment, and articulation with secondary school instruction. The chapter on ideas from program reports is in the form of an annotated bibliography. An appendix contains a statement of committee purpose and organization, figures on diffusion of FLES programs, and selected resources. (AF)

Some Solutions to Problems Related to the Teaching of FOREIGN LANGUAGES in ELEMENTARY SCHOOLS

A Report of the Committee on Foreign Languages in the Elementary School

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Foreword

The teaching of foreign languages in public elementary schools has now reached the proportions of a full-fledged movement. In 1940 such instruction was given in about ten communities and probably no more than 2,000 children were involved. As recently as 1949, the movement was limited to about 40 communities. But in 1955 more than 350 cities and towns in 44 states and the District of Columbia had foreign language ventures in 1,883 public elementary schools and 94 college demonstration and campus schools. A total of 271,617 children were involved. In Catholic elementary schools 156,700 other children were learning modern foreign languages.

This spontaneous nation-wide interest reflects a growing realization among the American public that in this small world of the second half of the twentieth century, modern languages have become a vital national resource necessary for international communication and for the broader understanding that accompanies personal participation in the language and the cultural patterns of another people.

The accumulating testimony of superintendents, elementary supervisors, principals, teachers, parents, and pupils shows that, *when properly taught,* the spoken language is readily absorbed by the grade-school child. This experience supports the belief of eminent neurologists that the most favorable time to begin understanding and speaking a second language is in the pre-adolescent period.

The educational world both here and abroad is watching this movement hopefully. In April 1955, Samuel M. Brownell, former U. S. Commissioner of Education, said the following to teachers of foreign languages in the grades:

> "We may be on the threshold . . . of a renaissance of language teaching and language learning . . . . The progress that we make over this threshold into the many-roomed mansion of language will be determined by the progress that you and your associates across the country make through your wisdom, your zeal, and your energy."

Kenneth W. Mildenberger, Assistant Director,
Foreign Language Program, Modern Language Association

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Chapter I

Premises for the Teaching of Foreign Languages in Elementary Schools

In the light of the investigation they have made, the authors of this report are firmly convinced that the teaching of foreign languages has a definite place in the curricula of elementary schools. They believe that languages are to be taught to increase the communication power of people and, as such, are justified. They are convinced of the world need for broad competence in many modes of communication. They are equally convinced that speaking competence in languages other than the native tongue can best be developed by early introduction of a second or third language in the experiences of children.

Success of the program will depend on the realism with which any system appraises the following conditions:

I. If the school system is planning to introduce the study of a foreign language in the elementary school, the following factors should be considered because they are likely to be determinants of the success of the program:

  A. Community readiness to support the program financially and otherwise over a period of years. Stability and consistency are needed for creditable results.

  B. Availability of qualified teachers, who presumably will be found among:
    1. Elementary school teachers with a good foreign language background.
    2. Secondary school language teachers trained in elementary school methods.
    3. Secondary school language teachers with a natural talent and desire for teaching elementary school children.

  C. Realism in the selection of the language or languages to be taught:
    1. On the basis of community interests and traditions.
    2. On the basis of community resources available.
    3. On the basis of likelihood of eventual utility or cultural value.

D. Presence of broad faculty support and understanding of the purposes to be served and the means to be used. Elementary school foreign language instruction will modify the curricular situation for all elementary classroom teachers and secondary school language teachers. Indirectly, the introduction of elementary school foreign languages could provide additional opportunities and challenges for special subject teachers in elementary schools and teachers of nonlanguage subjects in high schools.

II. Once the decision is made, as we believe it should be made eventually in all systems, implementation (selection of pupils, courses of study, instructional materials, methodologies) of the language program should be flexible, but *always* in terms of needs and purposes as identified by the individual school or school system. In other words, specific decisions will have to be made and these decisions should be consistent with thought-through purposes. The system should have in mind its design reflective of knowing both what it is doing and why it is doing it. Aspects of this design might include:

A. What are the purposes which elementary school foreign language study is to serve? The answer might be one or more of the following:
   1. Building language arts skills for communication in a shrinking world.
   2. Understanding and appreciation of other cultures.
   3. Promoting good international relations.
   4. Promoting and maintaining desirable human relations in bilingual communities.
   5. Enriching one's social-cultural background.
   6. Extending interests for leisure time and career activities.

B. What are the local factors that must be considered in the drafting and implementing of the design? What local modifiers of purpose and implementation are there? These are illustrative of such factors:
   1. Character, needs, and desires of the community.
   2. Educational philosophy of the school system and the on-going pattern of curriculum.
   3. Nature and character of pupil population.
   4. Personnel and resources available.

The committee believes that the fundamental purpose of language instruction is to develop a communication skill. Command of more than one language adds to the power to understand others and to be understood by others. While generalized language instruction may make its contribution to what might be thought of as "social science objectives," to "tolerance," or "appreciation," what the present committee is talking about is the ability to *speak* in a second language and to *understand* literally when spoken to in that language. This is a specific and no-nonsense objective.

It is the belief of the authors that the decision on *which* language is to be taught is secondary to the decision *to teach a second language* early in the school career. Regardless of the language selected, it is to be hoped that there will be a development of an appreciation for and a sensitivity to all foreign languages.

Furthermore, the committee believes that such instruction, if wisely given, can be of value to almost all elementary school children. It does not contemplate that foreign language instruction will be "enrichment for gifted children," but it should be part of the bread-and-butter educational diet of normal children.

The authors are aware of the fact that there is no need for more "smatterings." If foreign languages are to be taught as communication skills, they must be taught continuously and systematically. There is no point in starting oral French in, let us say, grade three, if there is not an implied commitment to continue in subsequent grades until a genuine competence can be assumed.

The committee advises against attempting to do too much with too little; it advises against promising too much for too scant provision of time, money, and personnel. This is not a peripheral matter to be handled by chance and expediency. Unfavorable evaluation is risked by too many compromises with what this kind of a program demands in terms of support and teacher competencies. The committee does not feel that an elementary foreign language program should be launched as a "club" activity or entrusted to people whose only merit is availability.

For clarification purposes, this committee has defined "elementary school" to mean grades kindergarten through six, regardless of how housed or organized in the local system. Junior high school departmentalization raises a series of other kinds of considerations and opportunities than were faced in this committee's work.

Chapter II

Administrative Problems and Indicated Solutions

Any proposal to add to the school curriculum brings with it certain administrative problems which must be solved before the proposal can be put into practice. In connection with the introduction of a foreign language program on the elementary level, there are a number of such problems to be considered: problems of financing, of personnel, of deciding on which language shall be offered, of time allotment, of election by the pupils and selection by the school, of equipment, and of integration with the secondary school. Many of these problems are of such a nature that specific solutions, derived from successful practices in many communities, can be recommended. Some, of course, are of a strictly local nature and must be solved locally.

In addition to securing information about existing programs in schools in the New York metropolitan area and elsewhere in the United States and Canada, there was a careful study of the literature in the field and extensive correspondence with outstanding educators who had taken a stand or reported studies related to the matter. Unless otherwise specified by a citation, quotations from such authorities as Professor Theodore Andersson of Yale are taken from correspondence with them.

Selection and Election

If a foreign language is to be included in the school day, it seems logical and worthwhile to give it to all pupils. In the elementary school,*

*Note: The committee has defined an elementary school as grades K-6. Presumably, the junior high school grades have more in common with senior high school organization. There is reason to believe, too, that at the junior high school level the demands will be increasingly academic in nature in the language as well as in other fields. Therefore, those who would obviously not profit from such instruction might be excused from it. Extremely few, indeed, should be arbitrarily excluded from foreign language instruction. It is the committee's belief that, if foreign languages are properly taught as communication skills, many more young people can study them on secondary school levels with profit than is now the case.

the school day, rather than the subject matter period, is the basic unit; no subject is considered an extra. There seems to be no more valid argument for excluding a child from a language than for excluding him from arithmetic or English. Instruction in the foreign language should be an integral part of the school day; the school should not select some children to take it and exclude others from it. In school systems where the foreign language has been offered to all, most have profited from it, including a large proportion of those pupils who had had little previous success in any academic area.

As to election by the pupil, the same points apply. If foreign languages are going to be introduced because school staffs believe them to be educationally important (and they certainly should not be introduced otherwise), then their presence in the curriculum is justifiable. Under these circumstances, election is no more applicable to the foreign language than it would be to reading or physical education. Naturally, pupils prefer one subject to another, but all must acquire certain fundamental skills and knowledge. Foreign languages, too, are fundamental.

Likewise, there should be no question as to whether the language should be offered during the school day. If it is to be done at all, foreign language instruction should be thought of as a full member of the curriculum family.

Sources of Teachers

In order to introduce language instruction in the elementary grades, people must be found who are well qualified to teach young children and who also have the necessary proficiency and fluency in foreign languages. The problem is well phrased by Professor Charles A. Messner, Chairman of the Foreign Language Department, New York State College for Teachers, Buffalo, New York, who writes: "As the schools are considering the matter of initiating instruction in the modern foreign languages, they are finding a scarcity of teachers qualified for doing that work in the elementary grades. Persons trained for high school teaching are either not equipped for, or adapted to, the teaching of young children. Teachers prepared in the teachers colleges for teaching in the elementary grades, especially in the eastern states, usually do not have adequate competence in the languages to be taught."*

Professor Stephen A. Freeman, Director of the Language Schools, Middlebury College, agrees: "We shall have to recognize at once that there are not enough adequately trained teachers to meet the rapidly increasing demand."

Where, then, are the people to do this job going to be found? This

*As indicated earlier, this and subsequent quotations are taken from correspondence which the committee has had with the authority quoted.

question was asked of Professor Theodore Andersson of Yale University who, since the beginning of the current interest in elementary foreign language in this country, has been a recognized authority in the field. He writes:

"The following are the general sources of trained personnel: some teachers colleges, such as Montclair State Teachers College, are making better provision for the training of foreign-language teachers in elementary schools; liberal arts college majors in a foreign language still constitute the best single source of supply; a few teacher-training programs, such as the University of Kansas and ours (Yale), have announced their purpose of training language teachers specifically for the elementary school. Let me add, however, that we have as yet a limited number of prospective teachers specifically interested in this field.

"Last summer there were at least 29 workshops which helped to prepare Fles (Foreign Languages in the Elementary Schools) teachers.

"Another potential source of supply would be the increase of exchanges between this country and France, Germany, and Spanish-speaking countries, which could bring in a certain number of prospective teachers, who would, however, have to be very carefully screened and oriented.

"In addition, I feel certain that there are in almost every community a limited number of highly qualified potential teachers, many of whom, however, will not have met the certification requirements. Imaginative superintendents of schools often certify a need for such specialists and are therefore able to engage their services."

Let us consider the different sources of personnel indicated by Professor Andersson. First, he stated that "some teachers colleges . . . are trying to make provision for the training of foreign language teachers in the elementary school." Kenneth Mildenberger (Assistant Director Foreign Language Program, Modern Language Association) agrees:

"A considerable number of teachers colleges are experimenting with elementary school language classes and will be ready to prepare the necessary teachers as the demand rises. Such nearby colleges include Montclair State Teachers College, N. J. (Prof. Germaine Cressey); Teachers College, Columbia University, N.Y.C. (Prof. Daniel P. Girard); Yale University (Dr. Nelson Brooks); and Teachers College of Connecticut, New Britain (Prof. Arthur Selvi)."

At Montclair State Teachers College Mme. Cressey's workshop of the summer of 1954 for the teaching of French in the elementary school was repeated in the summer of 1955. Although Montclair is primarily a college for training secondary teachers, some of the French and Spanish majors have indicated an interest in teaching on the elementary level.

Professor Messner tells us a little of the language situation at Buffalo Teachers College:

"We are engaging here in a small way in the preparation of teachers of foreign languages in the grades. Young people who come to us from high school with two or three years of a language can complete a sequence of courses while they are qualifying for their certificate for elementary

teaching. Our curriculum is being liberalized to reduce the number of required hours and to increase the number of elective hours for prospective elementary teachers. This will permit a student to add materially to her hours in a foreign language if she has the desire and the aptitude. A number of our recent graduates are now teaching a language or languages, either as a part of the regular work of their own classrooms or as special language teachers in school systems."

The state teachers college at New Paltz, New York, a college for training elementary teachers, has added to its curriculum a number of courses in French and Spanish.

The second source of supply of personnel is pointed out to us by Professor Andersson: "Liberal arts college majors in a foreign language still constitute the best single source of supply." State departments of education in New York, New Jersey, and Connecticut have encouraged liberal arts graduates to become elementary school teachers. A liberal arts graduate with a language major would find it not too difficult to acquire provisional and eventual full certification.

In New Jersey, the standard procedure enabling a liberal arts graduate to become an elementary teacher involves taking designated courses totaling 30 semester hours and also supervised practice teaching. However, "in view of the emergency," a liberal arts graduate may take six semester hours of work each year until the 30 semester hours have been completed. The actual teaching experience takes the place of practice teaching. At the end of three years' satisfactory teaching experience and the completion of the required number of semester hours, a permanent elementary license may be secured. A high school teacher must take courses totaling 18 semester hours in nine specified areas in order to receive elementary endorsement on his high school certificate. However, he may be certified provisionally after completing six of these semester hours. He must take six points each year. At the end of three years and completion of 18 semester hours he becomes fully certified.

Similar plans are in operation in Connecticut and New York. According to Professor Messner: "In New York State, any person graduating from a liberal arts college in June may take a six-week summer workshop in elementary education at one of the state teachers colleges and be licensed, on a temporary basis, for employment as an elementary teacher in September. This temporary license can be extended by additional summer study and continued successful teaching. Ultimately a master's degree in elementary education and a permanent certificate can be obtained. Any such temporary teachers with foreign language competence can be assigned to the teaching of foreign languages in the grades."

A third source of supply of personnel is mentioned by Professor

Andersson: "A few teacher-training programs, such as the University of Kansas and ours, have announced their purpose of training language teachers specifically for the elementary school." Hofstra College in Long Island is also doing something in this field; Mrs. Lucrecia Lopez of the Department of Language writes: "We have tentatively drawn a course of study for students who are preparing to teach in the elementary schools with interest in the foreign languages. At present we have three students who graduate this June (1955), two in Spanish and one in German, who will be prepared to do the work. They are language specialists and at the same time they have fulfilled all the requirements of the elementary school certification."

Professor Andersson also indicated that workshops are a source of supply of the needed personnel. Dr. Mildenberger states that in the summer of 1955, 29 institutions of higher education sponsored workshop-type language programs in the teaching of foreign languages in elementary schools, and at least as many workshops were scheduled for the summer of 1956.

Still another source of supply indicated by Professor Andersson is a possible increase in the exchange of teachers with foreign countries. Under the International Educational Exchange Program authorized by the Fulbright Act and the Smith-Mundt Act, some exchanges are effected each year. While the number is small, it does indicate the possible source of challenging people who might periodically lift the calibre of, and interest in, foreign language instruction in individual schools.

There are many problems in employing a foreign teacher. Professor Andersson's book, *The Teaching of Foreign Languages in the Elementary School,* points out some of these:

> In the first place, many states have laws against the appointment of foreign teachers. So long as these laws stand, the supply of teachers in these states will be restricted to native Americans. This seems to me a crippling restriction. . . . It is equally important that the foreign teacher learn to know the American elementary school, its guiding philosophy, and its prevailing practices, for the educational patterns generally prevalent in Europe differ conspicuously from those in America. In Europe, the teacher's authority is better preserved and more respected than it is in America. Here the teaching and learning operation are generally conducted in an informal atmosphere of collaboration between teacher and pupil. A teacher who is completely out of sympathy with such a philosophy could easily create tensions or lose control of the class.[1]

There is a definite problem in acclimating any person to a new situation. However, we orient many new American teachers each year and the problem of the teacher from another land seems to differ more

[1]Andersson, Theodore, *The Teaching of Foreign Languages in the Elementary Schools.* Boston: D. C. Heath and Co., 1953, pp. 45-46.

in degree than in nature. It is to be expected that they, like any other teacher, shall be selected because of certain specified and agreed-upon traits, such as adaptability and interest in young children. Exchange teachers afford possibilities which should not be discarded before they are even carefully considered.

Professor Andersson mentioned last a possibility which seems to be the most hopeful and promising: "In addition, I feel certain that in almost every community there is a limited number of highly qualified potential teachers, many of whom will not have met the certification requirements."

What sources of teacher personnel have been utilized in the elementary foreign language programs which are going on today? An invaluable fount of information in this regard is the pamphlet, *Status of Foreign Language Study in American Elementary Schools, Fall Term, 1953.*

> **In most cases the foreign language instruction was given by the regular elementary school teacher. This was true in 46 French programs, in 42 Spanish programs, in three German programs, and in one Latin program. However, correspondents for 15 programs volunteered the information that the elementary school teachers involved were actually to be considered "language specialists." . . . In a number of cases the instruction was given by visiting high school teachers, usually as part of their assigned teaching, though sometimes on a voluntary basis. . . . Occasionally the teacher was a college professor, and in most such cases he or she was engaged in an experiment at a teachers college laboratory school. . . . A variety of other sources were tapped in order to obtain foreign language teachers. Some of the teachers were undergraduate or graduate language majors, either from liberal arts or from teachers colleges; exchange students with native proficiency in the foreign language; volunteers from the community; high school students; a dean of women; a college librarian; and even a superintendent of schools.[2]**

On the whole, the situation in regard to the availability of teachers to perform the classroom duties, to do the actual language instruction in the elementary school classroom, is an encouraging one. In general there is a readiness in many colleges to help as soon as the need is felt. Workshops are available. Certification is possible. Teachers are thought to be available in the elementary schools themselves. As the demand becomes greater, lines of supply can be and will be extended.

Suggestions for Certification

If foreign languages are to succeed in the elementary schools, some understandings as to certification will have to have been reached. There

[2]Mildenberger, Kenneth W., *Status of Foreign Language Study in American Elementary Schools, Fall Term,* 1953. Washington, D. C.: U. S. Dept. of Health, Education, and Welfare, 1954, p. 8.

seem to be two qualifications which should be basic in the certification of elementary school foreign language teachers, the omission of either of which would seriously impair the effectiveness of the program. The first of these is fluency in the foreign language itself, and the second is knowledge of the characteristics of elementary school children and of methods of instruction on the elementary school level.

Fluency in the language is essential because the approach throughout most of the elementary grades must be oral. If the language is to be a useful, living thing, if it is to be accepted and wanted by the children and the community, it will consist mostly of conversation, of songs, of games, but of very little writing or grammar. At this time in their lives, when most children imitate easily, accurately, and without self-consciousness, the presentation of the language must be unhesitating, and of the purest possible accent.

Knowledge of the characteristics of elementary school children and of effective methods of teaching them is essential because its lack could result in much waste motion and even in the forced abandonment of the program. Though he may be an excellent linguist and a superior teacher on the level he has prepared for, the average high school teacher of foreign languages may know little of the characteristics of little children; and, though he may be most proficient in the language, the community member with a background in a language has possibly had no training at all in working with children.

Basic certification requirements should be weighted heavily in the direction of the study of the language (or combination of languages)—perhaps 30 to 36 semester hours in this area alone, with an additional 12 semester hours divided equally between specific methods of teaching the language on the elementary level, and practice teaching. Courses in phonetics and in conversation should be a required part of the 30 to 36 semester hours in the language area. A period equivalent to at least one summer spent in study or travel (no "guided tours" permitted) in a country of the language should be required or, as an alternative, a summer in a language school where only that language is spoken.

With regard to professional training, course requirements should include a minimum of 18 semester hours in elementary education (exclusive of practice teaching), with educational psychology, general elementary methods, and child growth and development among the required courses. Without a background in these three areas, a teacher might be poorly prepared to teach elementary school children. Other more general courses such as history or philosophy of education will be required in varying amounts by state education departments and by colleges.

Beyond the bachelor's degree, the teacher might be required to meet additional requirements in a given number of years, leading, eventually, to the master's degree with a major in the language. A second period in the foreign country or language school, serving as an exchange teacher, and additional workshops in conversation—any or all of these might be among the requirements for advanced certification.

Which Foreign Language?

How can the question of which foreign language to teach in the elementary school be resolved? Various factors enter into the choice.

The social significance or the world importance of a language is a primary factor in the choice. The language to be taught should have a current and classic body of literature worth reading.

Another factor to consider is *national interest*. This may well be the most fundamental consideration. It is indeed vital that we understand all peoples of the world, both friendly and unfriendly. If we are to maintain our position of world leadership, we must have more citizens who can converse with our international neighbors.

A third factor is the *cultural background of the community*. Schools in the Southwest have taken this factor into consideration with their choice of Spanish. In a community where there are apparent language and cultural connections with a foreign country, the choice of what language to teach in the elementary school is strongly influenced by those very cultural associations.

Availability of qualified teachers is a determining factor in many of the young programs today. In some unfortunate instances, programs are started or dropped because of the supply or lack of qualified teachers.

More immediate considerations in the choice of a foreign language involve (1) *the peculiar desires of a community* as indicated by opinion polls or lay advisory groups, and (2) *school integration problems*. In connection with the latter, continuity of the language program, beginning in the elementary grades and extending through the senior high school, is essential.

In Passaic, New Jersey, the letter shown as Figure 1 was used to discover the wishes of the parents of their elementary pupils.

In response to a request for information on how one community chose a language, Dr. William F. Lawrence, District Principal of the Wantagh, New York, public schools indicated that their first classes were voluntary, experimental classes. When the decision had been made that elementary school foreign language instruction should be given systematically, a survey was made as to the choice of language. A majority of patrons and staff members concerned felt that Spanish would be the most suitable for initial introduction. Later, some elementary classes started with French. An interesting experiment was tried here;

Figure 1

A Model Letter to Secure Parental Reaction to a Proposed Program

Passaic, New Jersey

Dear Parents:

For many years schools systems throughout our country have been experimenting with the teaching of foreign languages to children in their elementary schools. This practice has shown steady growth and now there are at least 500 towns and cities (many of them right here in New Jersey) where such a program is part of the curriculum.

Those who favor the teaching of foreign languages in the elementary school believe that it:

1. promotes goodwill and world peace through understanding and appreciation of peoples of other nations.
2. contributes to the pupil's growth, culturally and socially.
3. provides a desirable foundation for further study of languages.
4. makes the school curriculum more interesting and challenging for some pupils.

Since Passaic has always been a leader in investigating new trends in education, a language committee of our own personnel has been working for the past four years studying, investigating, observing classes in action, and evaluating such programs.

To assist our committee and the Board of Education to arrive at a sound decision on the question of introducing a foreign language in your elementary school, will you please fill out the following list of questions and return them to your child's teacher promptly?

Very truly yours,
Clark W. McDermith
Superintendent of Schools

Tear off and return section below.

- -

Questions to Be Answered About Teaching Foreign Languages in the Elementary School

There is no assurance that any foreign language will be introduced in our elementary schools next year, but if a language should be offered on a conversational, informal basis for 40 to 60 minutes per week:

(1) Would you want your child to have this experience as a part of his regular program? Yes——; No——; will accept decision of the majority——.

(Note: If you are in favor of a language, please answer questions below.)

(2) Would you prefer that the language be Spanish—— or French——?

(3) Would you accept either of the languages? Yes—— No——.

mothers were invited to join certain classes for the daily French lesson. There was an enthusiastic response from both students and parents who found pleasure and practice in talking to one another in this new tongue. Teacher availability did enter into the matter in earlier stages, but now an adequate staff, competent to teach French and Spanish, is employed. As a general rule, initial French and Spanish language experiences are given in alternate years.

UNESCO'S booklet, *The National Interest and Foreign Languages*, has comforting words for those who are concerned with the magnitude of the problem of deciding what language to teach in the elementary grades:

> **It can be argued that unless one has a special reason for acquiring a specific foreign tongue, it does not much matter which second language one learns, so long as it is that of an important nation with a literature worth knowing. . . . Perhaps the time will come when educated Americans will feel they must know one "common" and one "uncommon" foreign language.[3]**

These, then, are the factors to be considered in the choice of a foreign language for the elementary school:

1. Social and literary significance of the language
2. National interest
3. Cultural background of the community
4. Availability of qualified teachers
5. Desires of the community
6. School integration problems

Time Allotment

Most authorities agree that a period of from 15 to 30 minutes per day is the most effective length of time for specific foreign language instruction in elementary schools. Established practice bears out this position. Because of the nature of the skill being taught, there is considerable grounds for saying that in this particular area, daily, concentrated, scheduled times should be used. It is strongly recommended that language instruction be given every day.

Some general argument can be made for integrating the language into the school program as a whole, but this does not seem to be good theory since (1) the chances are very good that itinerant special teachers of language will be necessary, and (2) the problems of maintaining daily lessons in the language on appropriate levels would seem to defeat the most ingenious integrator. If an itinerant teacher is used, the classroom teacher should be encouraged to remain in the classroom during the

[3]Parker, William R., *The National Interest and Foreign Languages*. Washington, D. C.: U. S. National Commission for UNESCO, Department of State, 1954, p. 3.

language lesson and thus be able to reinforce the language instruction by relating it to the rest of the curriculum wherever appropriate. The itinerant teacher can make a special effort to link up vocabulary with other class content. As the program becomes better established, it might be hoped that more and more classroom teachers can assume actual teaching responsibility and thus reduce the segmentation.

There need be no serious displacement of an already established part of the curriculum by a foreign language. There is a great deal of evidence to support the thesis that modern methodology makes instruction more efficient and that a number of educational goals can be achieved simultaneously.

On the primary level, especially in the first two grades, there need be no great problem. Because of the nature of little children, seatwork must be interspersed with a considerable amount of activity time—time for songs, for games, for moving about. Since at the primary level a foreign language properly taught would include songs and games, it could easily be inserted into the day without displacing any of the basic learnings.

In the intermediate grades, the problem is a somewhat different one. These children are able to remain seated for a longer period of time and additional subject matter appears in their curriculum. But, by the same token, there is a greater degree of discreteness in aspects of instruction offered. Thus, adding a brief language period would do less violence to established patterns.

Facilities and Equipment

Since the proposal is to make instruction in a second language an integral part of the curriculum, the regular classroom should be used for language instruction. At least at first, an itinerant teacher-specialist is needed so that proper standards of pronunciation can be maintained. However, the classroom teacher should remain in command of the situation and the vocabulary should be adapted to current classroom activities to whatever degree is possible. If daily visits by the specialist are impossible, tapes and records (with necessary accompanying equipment) should be available in the classroom to aid the classrom teacher. Motion pictures, slides, and filmstrips may also prove helpful. Thus, projectors and films, as well as listings of sources, are desirable items of equipment and should be readily accessible. It is to be expected that the language specialist will assist in selecting and suggesting modes of using such materials. Maps, charts, and posters, too, should be part of the regular equipment. *No equipment, however, can possibly take the place of teachers* competent to handle the language, whether they be classroom teachers or itinerant specialists.

Integration

Integration is a two-part problem. The language program must be made an integral part of the curriculum of the elementary school which institutes it, and it must be articulated with the language program of the high school to which the elementary school pupils will go. It must be articulated in such a way that there is a quality of continuity, of wholeness, which will pervade the entire structure regardless of the grade level. Both parts of the problem of integration must be solved if the program is to be successful.

Within the elementary school some of the facets of integration are: (1) grouping for language instruction, (2) arranging for alternate or simultaneous years of study if more than one language is offered, and (3) absorbing pupils who transfer from other schools or who have been retarded.

Heterogeneous or homogeneous grouping. It is important that the learning of a modern language be a common learning experience for all pupils in each class. Therefore, homogeneous grouping for language teaching is not advisable.

Alternate or simultaneous years of study. When two languages are offered, should they be offered in the same year or in alternate years? The solution to this problem would be somewhat dependent on the size of the schools and the system. If the system and the school units are large enough, a certain amount of "juggling" would make possible simultaneous offerings. The alternating system would be possible regardless of size and would preserve the unity of individual classes. In general, the alternating of initial instruction would seem to present fewer administrative problems. When one considers that the goal is not competence in French *per se*, but in a second and, it is to be hoped, a third language, the alternate offering demands little sacrifice. As a matter of fact, the resolution of the whole matter could justifiably be to decide on one language in addition to English to become part of the elementary program and to settle for that. At the secondary school level, choices of language could be offered to broaden the linguistic fare well started in elementary grades.

Assimilation into program of late entrants, transferred, and retarded students. The magnitude of the problem of successful assimilation into the program of students transferring from other systems not offering languages will depend largely upon grade level. In the lower grades the problem will be relatively easy to solve. The tutoring of a transferred student by either the teacher or by another pupil is one possible solution. As this type of instruction becomes more common among school systems, the problem will be reduced. If the transfer problem argument were to be taken too seriously, there could be no salutary change in any aspect of education until every school system could move simultaneously. This is an unlikely eventuality in any area.

In schools employing the alternating system of language instruction, the pupil who is not promoted with his class will pose a definite problem; having begun, say, the study of French, he now finds himself, by reason of retention in the grade for a second year, with a class whose foreign language is Spanish. This is more of a "seeming" problem than a real one. Since retardation in the better systems is very small, individual adjustments can be made in those cases.

With regard to the secondary school side of the problem of integration, there are a number of complicating situations: (1) there is apt to be a number of pupils entering without previous language experience who wish to begin foreign language study in high school;* (2) if elementary school language instruction is successful, there should be many who wish to start a third language while in high school; (3) elementary language instruction is presumably for all and the noncollege candidate is entitled to continue his study; and (4) some may wish to change the language they are studying. Large high schools could offer a multi-track program as indicated below:

1. *Academic.* This track is similar in content to the present college-entrance language program. It may be elected by transfer students who have had no elementary language training, and by pupils who wish to begin the study of a third language.
2. *Enriched Academic.* This track is a continuation of the elementary language program for college-bound pupils.
3. *Beginning Conversational.* Basically a conversational course for students who have had no language training in elementary school or who wish to learn a third modern language, but who are not specifically preparing for college.
4. *Conversational.* This track is a continuation at the secondary level of the basically conversational elementary program.

A better way out of this for even the relatively large high school would seem to be a reorientation of secondary language methods so that both the college and the noncollege students can develop their competencies together. If it is true that students of varying ability are succeeding in language study on the elementary level, there is no reason why they cannot progress together on the secondary level. As the elementary program spreads, there should be fewer nonlanguage cases appearing in high school. Good guidance services can reduce the number of ambivalent students. Beginning courses will have to remain, of course, for those

*This would be a particular complication only for districts providing receiving high school facilities for neighboring, smaller elementary districts.

starting a third language in high school. Thus, there is much to be said for a two-track rather than a four-track setup and, with improvements in instructional methods and administrative and classroom flexibility, the number of tracks beyond the first or second year of secondary school instruction may be reduced to one per language taught.

This point deserves emphasis: the problems associated with integration of elementary and secondary school instruction in foreign languages should be seen as specifics of the need for close articulation among the parts in a 13 year continuum of public education.

Conclusion

The administrative problems presented here are not intended to comprise an exhaustive list. They appear to be the most salient ones, however, and will probably be experienced in most school systems instituting foreign languages on the elementary level. The solutions offered are merely suggestions; others will be found to meet local conditions.

Probably the most important thought for the administrator to bear in mind is that if he believes sincerely in the worth of the program, its attendant problems can be resolved. A corollary might be added; solutions are apt to come faster, and to be more adequate, if the administrator enlists the understanding and the help of all members of the school staff who are interested.

Chapter III

Ideas From Written Reports of Programs

Throughout the United States, many programs for teaching languages in the elementary schools have been successfully introduced. By analysis of available reports and syllabi, this committee has tried to present several programs as reflected in this material. By examining printed material only, the committee was under some handicap. Obviously, the teaching, rather than the syllabus, is the basic factor in a successful program.

The following are presented merely as samples of materials available to schools interested in introducing a foreign language program on the elementary level.*

1. *An Experiment With Teaching Oral French in Grade III* of the Andover Central Elementary School, 1952-53, by James H. Grew, Phillips Academy, Andover, Mass.

   This is not a syllabus, but a record of progress in diary form of an experiment in a public elementary school. The class met four times a week, for 15 to 20 minutes per day. Classes were conducted entirely in French. The report is valuable for its frankness, its methods of presenting new material, its preciseness regarding the vocabulary taught and the length of time required to teach it successfully.

2. *A Guide for the Teaching of French in the Elementary School*, Department of Education, Baltimore, Maryland.

   The method of approach is conversational. The teacher may have to use some English at the start of the first few units. No time schedule is given, and although no age for language study is recommended, the syllabus is for grades three through eight.

   There are 24 units chosen from everyday life within the experience of the youngster of elementary school age, but the topics have little sequence or unity. A unit is worked on until mastered.

*An exhaustive list of syllabi is contained in Circular No. 6, August 1955, of *Educational Research Service*, published by American Association of School Administrators and Research Division of the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D.C., price $1.00.

Realia and recordings are used. Grouped together at the back of the syllabus are a few games and songs and a list of French holidays.

This syllabus seems sound as to general principles; however, it needs considerable expansion.

3. *A Course of Study, Juvenile French,* 1949, Part I—Grades 1-6, Part II—Grades 2-6, by W. W. DuBreuil, Cleveland Public Schools, Ohio, Price $1.50 per part.

The Cleveland program, a course for selected pupils only, provides a framework on which to build in the classroom. In Part I, the child learns to say in the new language the words which pertain to his daily experiences in his home, his school, and his play activities. He uses his powers of imitation, his dramatic instinct, his musical ability, and his love of games. There is a great deal of repetition. First the child understands, then he progresses from passive comprehension to active knowledge. This plan gives the child the feeling that he is learning something new; at the same time he is actually getting additional practice in something he has already learned.

The course of study proceeds in such an orderly fashion that it gives the teacher a sense of security. He knows that if he follows the plan he will have a good basic structure, no matter what embellishments he may add. It gives the creative teacher a chance to use a great variety of devices and practices. Music and games are included. The importance of repetition is recognized.

Part II presents many familiar stories in French for dramatization with the study of the various units.

4. *Manual of Materials, Aids and Techniques for the Teaching of Spanish to English-Speaking Children,* El Paso Public Schools, 1952 (revised 1955), Grades 1-6, $2.00 each grade.

Spanish is taught to all pupils, beginning in the first grade. Classes are held five times a week for from 15 to 20 minutes. Language is taught by the direct method with no translation. Aural comprehension is stressed at first, and oral response is encouraged but not forced. The written word is not introduced until after the third year and then gradually. Vocabulary is introduced through life situations which coincide with the general course of study for the grade. Mexican culture permeates the whole course through vocabulary, songs, games, and typical behavior patterns such as forms of courtesy. There is frequent use of flash card pictures, rhymes, games, and songs. The language is taught by a language specialist while the classroom teacher remains in the room. Written by a native speaker and containing a translation of all lessons, these manuals are an invaluable reference for any teacher of Spanish.

5. *German for Elementary School Children*, by Ernest E. Ellert and Lois V. Ellert, Hope College, Holland, Michigan, 1954, Price $2.25. Order from Blue Key Book Store, Hope College.

   This is a plan for teaching German to children from grades 1 through 8. It assumes integration of language instruction with the rest of the curriculum. The units contain adequate vocabulary; grammar is presented in a functional, conversational manner. The book needs further editing, but can be recommended as a reference for methods, songs, games, and units.

6. *Outline Course of Study for Teaching Spanish in the Elementary Schools*, (Available in revised form as of Feb. 1957), Los Angeles City Board of Education, Price $3.00. Requests should be on official letterheads and addressed to Supervisor, Administrative Services Branch, Los Angeles City Board of Education, 450 North Grand Avenue, Los Angeles 12, California.

   The purpose stated is "to understand the life, customs, culture, and philosophy of Spanish-speaking Americans." The syllabus provides for an instructional program in Spanish for all grades and levels beginning with the kindergarten and extending through junior college. The language instruction is integrated with the curriculum and, for the most part, the method is conversational. Complete sentences are used. This is an excellent reference book for the teacher. Realia, records, and tapes are used as an integral part of the program. The syllabus contains a detailed outline for presenting vocabulary, sounds, culture, and songs.

7. *Handbook for Teaching of Spanish in the Elementary Grades*, Margit W. MacRae, 1952, Price $2.50. *Guide to Resource Materials for the First Year of Spanish in the Elementary Grades*, Grade 4, Margit W. MacRae, 1953, Price $3.00. Requests should be on official letterhead, and addressed to Thomas E. Walt, San Diego City Schools, San Diego, California.

   San Diego teaches Spanish in its elementary schools to promote mutual understanding and respect among American children and those of Mexican heritage. The program makes full use of children's natural abilities in the music and language areas. Popular tales such as *Pancho* and *Los Tres Osos* provide repetition, idiomatic construction, and vocabulary. On the assumption that popular tales can be told enjoyably within a limited vocabulary, the story is broken down into whatever vocabulary, verbs, and subtle grammar are to be stressed. Children gradually learn to tell stories about their own experiences. English is spoken during the explanation, but daily the curtain rises on the Spanish play as quickly as possible. Games, riddles, and songs mold those moments of necessary repetition into learning pleasure. Realia and audio-visual aids are part of the language class. Readers, workbooks, diaries, and scrapbooks are immediately introduced to make a definite impression and the results are checked by hearing children conduct the class, or by having them write *Si* or *No* answers to positive statements, or by recording the children's progress on charts.

Included in this handbook are special reference sections: Spanish for classroom situations, bibliography, audio-visual aids, shortcuts and timesavers, community resources, grammar reference, games, Spanish names, radio scripts, recordings, and original plays. In the grade 4 guide, there are daily 15 minute lesson plans for this story method.

8. *Spanish Course of Study, Grades III-VIII*, 1954; *French Course of Study, Grades III-IV, V*, 1955, Somerville Public School System, Somerville, New Jersey, Price $1.00. (Grade V, $.50.)

Somerville introduces French or Spanish in alternate years to all its third graders. They continue the study of that same language through the eighth grade, for 20 minutes daily in grades three through six and for 45 minutes three times weekly in grades seven and eight. All elementary school children in third grade and above are receiving language instruction in an aural-oral manner. The units of study are common and usual in everyday life, thus making each situation a live one. They help children to develop a simple vocabulary for use in their daily experiences. In each succeeding year, units are repeated and enlarged. The outline, as a whole, with its units, objectives, functional grammar, vocabulary, suggested activities, and songs is well planned. The suggested activities and songs will be very helpful to any beginning teacher.

After two or three years of conversational language (no English is used in class), Somerville recommends introducing the written word via scrapbooks, workbooks, readers, and elementary texts to fifth and sixth graders, and via a regular text in seventh and eighth grades. The first class to begin a language in the Somerville third grade entered Somerville High School in September 1954 and in one year achieved an advanced level of competence in formal aspects of the language.

9. *A Guide to the Teaching of French in the Elementary Schools*, Emilie Margaret White, Clyde C. McDuffie, and others, Public Schools of the District of Columbia, 1954, United States Government Printing Office, Washington, D. C., Price $.55.

This syllabus provides for a unified course starting in kindergarten and continuing through the sixth grade. All children take part in this language program. The authors state that the time to begin a language is at the earliest possible moment. The foreword and introduction contain general statements about the aims and objectives of the study of foreign languages in the elementary schools and methods of procedure. The guide suggests hearing and speaking only—no reading or writing. The direct method is recommended, without the use of any English except at the very beginning. Complete sentences are advocated. The authors advise such methods as creative dialogues, dramatizations, songs, games—all built around constant repetition. Twenty minutes daily is thought to be an adequate amount of time. The material presented is to be closely related to the activities of everyday life, and grammar should be subtly presented rather than stressed.

No mention is made of audio-visual aids or realia, but one of the helpful features in the syllabus is the vocabulary chart arranged by topics and grade level. In addition, there are the usual songs and games and a list of first names and their French equivalents. A short bibliography appears at the end of the syllabus. Material for each grade level is listed in the same manner. First there is a summary of all vocabulary for the section involved. Then there are suggested methods of presentation. Finally, the actual lesson plan is given in detailed dialogue form. There is a general list of procedures at the beginning of the syllabus which is not repeated before each grade level. Since the vocabulary is almost entirely concrete, and of an elementary nature, the necessity of using English is eliminated. It has been reported that remarkable success has been achieved in building a unified program for the entire elementary school.

10. *Petites Conversations* prepared by Julian Harris and Mme. Monod-Cassidy, University of Wisconsin Press, Madison, Wisconsin, Price $1.50.

    Designed for use over a two-year period, the book contains lessons for children aged 10 to 12. There are 24 illustrated conversational lessons, consisting of dialogues, songs, poems, stories, and reviews. Six brief grammar units and five playlets are additional features. An accompanying teacher's manual provides a variety of oral exercises and games.

A report of the French program of Montreal, Canada, was provided by a member of the committee who had made a first-hand study of this program. French is begun in grade three and carried through grade eleven. Each student must pass an oral provincial examination to graduate from high school. It is compulsory for everybody, even for the slow learners. The class is divided so that the slow group gets special attention while the rest of the children practice conversation in pairs. French is taught three days a week.

Textbooks used are: *Commençons,* for grade three; *Jouons,* Part I in grade four; and *Jouons,* Part II in grade five; *Avançons,* Book I in grade six; and *Avançons,* Book II in grade seven.

The children learn also by dramatizing such well known stories as *Les Trois Ours* (*The Three Bears*), *Boucle d'Or* (*Goldilocks*), *Le Petit Chaperon Rouge* (*Little Red Riding Hood*). The approach is "listen, imitate, repeat to the point of memorization, and then use and adapt to different situations." If necessary, English is used to introduce new words. Written work is not required in grades four and five, but notebooks are kept with cutouts to illustrate new words. Songs are taught and memorized at the rate of five a year. These songs are the common ones met in textbooks and the National Anthem.

The committee analyzed the reported programs and arrived at the following generalizations:

- **On the whole, languages are offered to all children, not just to a select group.**
- **Language is generally introduced in grade three and has been successfully introduced at lower levels.**
- **The daily language lesson may last from 15 to 20 minutes, depending upon the attention span of the group.**
- **For the most part, language study has assumed a conversational role. It is being taught as a useful tool of communication.**
- **The potential for integration with the other subjects is greater than would seem to be the case at first glance. There is need for further exploration.**
- **The foreign language is used almost exclusively in teaching the language, with English held to a bare minimum.**
- **Questions are formed to elicit complete sentences as answers.**
- **Typically, the course of study is strictly aural-oral for the first two years. Writing is introduced gradually during the third year of study.**
- **Most of the courses of study are based primarily upon units of vocabulary to appeal to interests of different age levels.**
- **Realia and audio-visual aids are helpful but do not seem to be considered essential to the teaching of foreign languages on the elementary school level.**

Appendix A

The Committee, Its Purpose and Organization

In December of 1953, member schools of the Metropolitan School Study Council received a prospectus for the formation of a new committee—a Committee on Foreign Languages in the Elementary School. The purpose of the proposed committee was defined: "to take such steps for a group of schools as might have to be done individually by any school wishing to introduce this adaptation into its curriculum."

The charge was specific. The group was expected to "produce some tangible aids to putting a program of teaching foreign languages in grades below eight into operation."

The fact that 43 member communities sent regularly attending representatives to the meetings indicated a greater interest in the problem in the metropolitan area than perhaps had been expected. With an average attendance of more than 30 at each meeting, the committee divided itself into three subcommittees, each of which worked on a specific aspect of the total problem. The bulk of this report consists of the findings of the three subcommittees.

It should be noted that in spite of this organization of subcommittees, everything included in the report has the general acceptance of the entire committee. Each subcommittee report was read, corrected, and approved in open discussion by the whole committee.

The members of this committee and the systems they represent are:*

Baltimore, Maryland
Miss Marguerite Smith

Bloomfield, New Jersey
Miss Carolyn Johnson

Bound Brook, New Jersey
Mrs. Ruth M. Bennett
Mrs. M. Schibanoff

Briarcliff, New York
Mrs. Sylvia G. Goldfrank
Miss Frances Karibjanian

Bryant Park, New York City
Mrs. Bertha Prerau

Caldwell, New Jersey
Miss Joan Hollander

*Often in a committee of this sort there is a considerable turnover of membership, especially, as in this case, when the committee's life spans more than one academic year. Included in this list are all of those who were active in the work of the committee during its entire span of life.

Clarkstown Central School District, New City, N. Y.
Mrs. Mary Marshall*
Elizabeth, New Jersey
Mrs. Eugenia Colford
Miss Miriam Micali
Elmont, New York
Miss Mildred Lawrence*
Great Neck, New York
Mr. James Taylor
Miss Elizabeth Thompson
Greenwich, Connecticut
Mr. Ralph Ferdinand
Mr. Paul Haskell
Miss Laura Munisteri
Mr. Frank White
Hasbrouck Heights, New Jersey
Mrs. Gwendolyn Morrison
Hastings-on-Hudson, New York
Mrs. C. F. Gessler
Miss Nora Quinlan
Hillside, New Jersey
Mr. Walter Krumbiegel
Mrs. Josephine Wright
Huntington, New York
Mr. C. J. Marlowe
Mr. A. L. Quintilian
Miss Cleo Reantillo
Irvington, New Jersey
Miss Ingeborg Schmidt
Lawrence, New York
Miss Mabel Leavitt
Mamaroneck, New York
Mr. George W. Brown
Mr. Michael D'Amelio
Manhasset, New York
Mr. Caius Hoffman, Chairman
Miss Katherine McDowell
Midland Park, New Jersey
Mrs. Hildegard Rose
Millburn, New Jersey
Mrs. Myra S. Ewing
Mr. Richard M. Powell
Mineola, New York
Mr. Paul Ash
Miss Claramartha Brown
Miss June Freberge
Mr. Ralph Ghetli
Miss Sheila Hodgkins
New Hyde Park, New York
Miss Mary Fleming
Miss Ann Murphy
North Plainfield, New Jersey
Miss Mary Rourke
Northport, New York
Miss Adele Breaux
Nyack, New York
Miss Angeline Badi
Mrs. Florence Donald
Mr. Albert Merz
Ocean Front, New York City
Mr. Noah Bramwitt
Mrs. Minna Spindell
Passaic, New Jersey
Miss Rose Magniccari
Mrs. Margaret Peters*
Miss Derva Schneider
Pearl River, New York
Miss Antoinette Salerno
Port Washington, New York
Mr. Edgar Moreau
Ridgewood, New Jersey
Miss Mary E. Lynyak
Mr. Harold Shafer
Rockville Centre, New York
Miss Shirley Bryan
Miss Grace Kellock
Rutherford, New Jersey
Miss Harriett Trotter
Rye Neck, New York
Mrs. Dudley Hare
Miss Cornelia Raynor
Sewanhaka High School District, Floral Park, N. Y.
Dr. Jane Carboni
Mrs. Zenobia Gilbert
Somerville, New Jersey
Miss Elizabeth Hoadley
Suffern, New York
Miss Dorothy V. Mix
Tarrytown, New York
Miss Josephine Allen
Mr. A. R. Bruce Rulen
Tenafly, New Jersey
Miss Grace M. Coyle
Valley Stream, New York
Miss Anne Colette
Miss Helen Dowdeswell
Mr. Lawrence O. Lobdell, Chairman, Editorial Committee*

Mrs. Mira Skolnick*
Mrs. Elizabeth Vamvakis
Wantagh, New York
Miss Barbara J. Barbuti
Dr. William F. Lawrence, Superintendent-Sponsor
Mr. Edward Ranft
Weehawken, New Jersey
Miss Lillee M. Stokes
West Hempstead, New York
Mr. Albert M. Norris*

Teachers College, Columbia University, New York City
Dr. George Baird
Miss Helen Fuller
Dr. Lennox Grey
Miss Anita Magistro
Dr. Bernard McKenna
Dr. Donald Ross
Mr. Harold Stauffer
Miss Elaine Travis
Mrs. Anita Udall

*Members of the Editorial Committee for this report.

The Committee on the Teaching of Foreign Languages in the Elementary School had identified programs in the following systems and secured an indication of willingness to respond to correspondence from these systems:

PERSON TO WRITE TO	SCHOOL ADDRESS
Mrs. C. F. Gessler	Hastings-on-Hudson, N. Y.
France Karilyanian	Briarcliff, N. Y.
Dr. Clark W. McDermith, Superintendent of Schools	Passaic, N. J.
Miss Loretta M. Hirschbeck, Principal	Murray Avenue School, Larchmont, N. Y.
Dr. William F. Lawrence, District Principal	Wantagh, N. Y.
Dr. Merrill Colton, District Principal	New Hyde Park, N. Y.
Mrs. Janet Fischer	Summit Lane School, Levittown, N. Y.

Appendix B

Diffusion of the Foreign Language Adaptation in Elementary Schools

Seventeen Metropolitan School Study Council systems have foreign language programs on the elementary school level. This is based on the 50 replies received from the 71 members to whom questionnaires were sent. Forty-five suburban systems responded, indicating 16 programs; five New York City members responded, of which one had an elementary school foreign language program. Thus, 34 per cent of the respondents have foreign language instruction in the elementary school.

The earliest date of introduction was 1935. This was reported as "an unofficial beginning." In 1955 this same system reported an "official" adoption of foreign languages in the elementary school. The median year of introduction was 1953, when five schools introduced this change in their curriculum. Two communities reported having introduced foreign languages with subsequent abandonment of the practice. One of these re-introduced the practice in 1955.

The number of systems reporting foreign language programs in each of the grades are: first grade, 2; second grade, 1; third grade, 5; fourth grade, 7; fifth grade, 8; sixth grade, 8; seventh grade, 12; and eighth grade, 13. More than half (56%) of the systems with foreign language instruction on the elementary level reported that the program was for all children in the grades where it was offered. The other systems reported from eight to 75 per cent of the pupils in the grades where languages were offered took this instruction.

French was the language most commonly taught. Spanish was second in popularity. Italian and German were offered by some schools, but not widely.

Special language teachers were commonly reported as the type of staff used in the area of foreign languages. One district reported foreign language instruction for elementary pupils as part of their summer program.

The strength of the elementary foreign language program is indicated by the fact that 11 of the 17 systems which now have the program indicated that they plan extensions of it. Not one system indicated a contemplated contraction of the program. Ten systems that do not teach foreign languages to elementary students now have plans for doing so in the immediate future.

Respondents were asked what they considered to be the inhibiting forces in launching or continuing a program of elementary foreign language instruction. The responses and the number of times each response was indicated are listed below:

Overcrowded curriculum and scheduling	28
Lack of trained teachers for foreign languages	26
Expense	11
Resistance by teachers and administrators	6
Resistance by public	3
The problem of who shall be taught—all or gifted	4
Other categories of responses	22

Respondent systems now offering foreign language programs for elementary school children are: New Jersey: Bloomfield, Cranford, Hasbrouck Heights, Passaic, and Somerville; New York: Briarcliff, Clarkstown, Floral Park, Hastings, Mamaroneck, Pearl River, Port Washington, Sewanhaka Central District, Suffern, Valley Stream, and Wantagh; New York City: Ocean Front.

Research has shown that one test of the workableness and value of an adaptation is its rate of diffusion among school systems. This adaptation has shown itself to be a lively diffuser as compared with other salutary school changes. Therefore, the conclusion is that, on this empirical basis, the foreign language program for elementary students has a bright future.

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2. Brady, Agnes Marie. "The Education of Elementary School Language Teachers."
3. Dreier, Grace M. "Developing and Introducing a Program of Conversational Spanish in the Elementary Schools of Los Angeles, California."
4. "Foreign Language Instruction in American Schools." (Available free from D. C. Heath and Co., Boston)
5. Ginsburg, Ruth R. "A Brief Overview of the Elementary School Spanish Program in Los Angeles."
6. Johnston, Marjorie C. "Report of Conference on the Role of Foreign Languages in American Schools."
7. Leonard, Mrs. Newton P. "Languages for Our Children."
8. McCormack, Margaret C. "The Administration of the Foreign Language Program in the Elementary Schools of Somerville, N J."
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11. Stewart, Lyle. "Languages in the Junior High School and the Grades in Seattle."
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2. Grew, James H. "A French Course for the Modern World." Jan. 1953.
3. ———— "French in Elementary Schools." Feb. 1955.
4. ———— "The Introduction of French in the Elementary Schools in Andover, Massachusetts: The Story of a Battle." April 1955.
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8. Price, Blanche. "Memories of French in Elementary School." Jan. 1956.
9. Ratte, Elizabeth H. "Lexington Elementary School French Class." April 1955.
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3. Steiglitz, Gerhard J. "The Berlitz Method." Oct. 1955.

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