AUTOBIOGRAPHY

I, Kathleen Ardis Easling, was born in Beaver Dams, New York, December 20, 1916. I received my secondary education at the Northside High School, Corning, New York. My undergraduate work was completed at Elmira College, Elmira, New York, from which I received the degree of Bachelor of Arts in 1936. From 1936 to 1943 I taught foreign languages in the public schools of New York State. From 1943 through 1945 I served as a member of the Women's Army Corps. In 1947 I received the degree of Master of Arts in French from Middlebury College; in 1954 I received a second Master of Arts from the same institution in Spanish. While teaching in Falconer, New York, from 1947 through 1953, I was granted a leave of absence for the school year 1950-51, so that I might study Spanish at Mexico City College, Mexico, D.F. In 1953, I was appointed Assistant Professor of Education and Language Critic Teacher in the McGuffey School of Miami University, Oxford, Ohio. During a leave of absence from that institution in 1955-56, I fulfilled the residence requirements for the degree of Doctor of Philosophy in Foreign Language Education at The Ohio State University. After returning to Miami University for one year, I resigned in June, 1957, to complete my dissertation.
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BIBLIOGRAPHY
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Rehder and Twaddle, GERMAN I
Schinnerer, BEGINNING GERMAN

Russian

Cornyn, BEGINNING RUSSIAN
APPENDIX C

LIST OF BEGINNERS' TEXTBOOKS IN USE AT THE SECONDARY LEVEL

French

Bergeaux, LE FRANCAIS PAR LA METHODE DIRECTE
Bovee and Lindquist, UNE AVENTURE EN FRANCAIS
Cru and Guinnard, LE FRANCAIS MODERNE
Dale and Dale, COURS ELEMENTAIRE
Denoeu, WRITTEN AND SPOKEN FRENCH
DeSauze, NOUVEAU COURS PRATIQUE
Doncio and Brenman, FRENCH FOR THE MODERN WORLD
Ernst and Levy, LE FRANCAIS
Greenberg, LE FRANCAIS ET LA FRANCE
Heubener and Neuschatz, PARLEZ-VOUS FRANCAIS and OUI, JE PARLE
Micks and Longi, NEW FUNDAMENTAL FRENCH
O'Brien and LaFrance, FIRST YEAR FRENCH
Smith and Roberts, FRENCH BOOK ONE
Tharp, NOUS AUTRES AMERICAINS
Travis and Travis, COURS ELEMENTAIRE

Spanish

Agard, Willis and Paratore, SPEAKING AND WRITING SPANISH
Arjona and Tatum, FRONTERAS
Jarrett and McManus, EL CAMINO REAL
Pittaro and Green, PRIMER CURSO DE ESPANOL
Salas y Salas, FUNDAMENTOS DE ESPANOL
Switzer, et al, PASOS POR EL MUNDO ESPANOL
Turk and Allen, EL ESPANOL AL DIA

Latin

Carr and Hadzsits, THE LIVING LANGUAGE
Jenkins and Wagener, LATIN AND THE ROMANS
Scott, Horn and Gummere, USING LATIN
Ullman and Henry, LATIN FOR AMERICANS
LIST OF THOSE CAMPUS SECONDARY SCHOOLS
PARTICIPATING IN ORIGINAL SURVEY

(According to their Director, these schools do have language programs but their language staff either declined to participate (in three cases) or failed to answer the questionnaire and the follow-ups)

<table>
<thead>
<tr>
<th>State</th>
<th>School Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>Colorado State College of Education, Greeley</td>
<td>College High School</td>
</tr>
<tr>
<td>Florida</td>
<td>Florida A and M University, Tallahassee</td>
<td>University High School</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Western Kentucky State College, Bowling Green</td>
<td>Training School</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Louisiana State University, Baton Rouge</td>
<td>University Laboratory School</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Moorhead State Teachers College, Moorhead</td>
<td>Laboratory School</td>
</tr>
<tr>
<td>Missouri</td>
<td>Southwest Missouri State College, Springfield</td>
<td>Greenwood School</td>
</tr>
<tr>
<td>South Carolina</td>
<td>University of South Carolina, Columbia, Winthrop College, Rock Hill</td>
<td>University High Winthrop Training School</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Marshall College, Huntington</td>
<td>Marshall High School</td>
</tr>
<tr>
<td>Wyoming</td>
<td>University of Wyoming, Laramie</td>
<td>University School</td>
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## List of Campus Secondary Schools with No Offerings in Language

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arkansas</strong></td>
<td></td>
</tr>
<tr>
<td>University of Arkansas, Fayetteville</td>
<td>University Training School</td>
</tr>
<tr>
<td><strong>Georgia</strong></td>
<td></td>
</tr>
<tr>
<td>Georgia State College of Women, Milledgeville</td>
<td>Peabody Laboratory School</td>
</tr>
<tr>
<td><strong>Kansas</strong></td>
<td></td>
</tr>
<tr>
<td>Kansas State Teachers College, Pittsburg</td>
<td>High School</td>
</tr>
<tr>
<td><strong>Louisiana</strong></td>
<td></td>
</tr>
<tr>
<td>Grambling College, Grambling</td>
<td>Grambling High School</td>
</tr>
<tr>
<td>Northwestern State College of Louisiana, Natchitoches</td>
<td>Natchitoches High School</td>
</tr>
<tr>
<td><strong>Missouri</strong></td>
<td></td>
</tr>
<tr>
<td>Southeast Missouri State College, Cape Girardeau</td>
<td>College High School</td>
</tr>
<tr>
<td><strong>Nebraska</strong></td>
<td></td>
</tr>
<tr>
<td>State Teachers College, Chadron</td>
<td>Campus School</td>
</tr>
<tr>
<td>State Teachers College, Peru</td>
<td>Campus High School</td>
</tr>
<tr>
<td><strong>North Dakota</strong></td>
<td></td>
</tr>
<tr>
<td>State Teachers College, Dickinson</td>
<td>Model High School</td>
</tr>
<tr>
<td>Minot State Teachers College, Minot</td>
<td>Campus School</td>
</tr>
<tr>
<td><strong>South Dakota</strong></td>
<td></td>
</tr>
<tr>
<td>State Teachers College, Madison</td>
<td>General Beadle High School</td>
</tr>
<tr>
<td><strong>Texas</strong></td>
<td></td>
</tr>
<tr>
<td>Prairie View A and M, Prairie View</td>
<td>Training School</td>
</tr>
</tbody>
</table>
Virginia
College of William and Mary, Williamsburg
West Virginia
West Virginia University, Morgantown
Wisconsin
University of Wisconsin, Madison

James Clair School
University High School
Wisconsin High School
New Mexico

New Mexico Western College, Silver City

New York

College for Teachers at Albany

North Carolina

Appalachian State Teachers College, Boone
Western Carolina College, Cullowhee
Woman's College, University of North Carolina, Greensboro

Ohio

Kent State University, Kent
Ohio State University, Columbus

Oklahoma

East Central State College, Ada
University of Oklahoma, Norman

Pennsylvania

State Teachers College, Indiana
State Teachers College, Slippery Rock

Rhode Island

Rhode Island College of Education

Tennessee

East Tennessee State College, Johnson City
George Peabody College for Teachers, Nashville

Utah

Brigham Young University, Provo
University of Utah, Salt Lake City
Kentucky

Eastern Kentucky State College, Richmond
Morehead State College, Morehead
University of Kentucky, Lexington

Louisiana

Southeastern Louisiana College, Hammond

Michigan

Michigan State Normal College, Ypsilanti
Northern Michigan College of Education, Marquette
University of Michigan, Ann Arbor
Western Michigan College, Kalamazoo

Minnesota

University of Minnesota, Minneapolis

Mississippi

University of Mississippi, University

Missouri

University of Missouri, Columbia

Nebraska

Nebraska State Teachers College, Wayne
University of Nebraska, Lincoln

New Jersey

Montclair State Teachers College, Montclair

Model School
Breckinridge Training
University School
Southeastern High
Roosevelt School
John D. Pierce School
University School
Western State High
University High School
University High School
Laboratory School
Hahn Campus School
University High School
College High School
APPENDIX B

LIST OF CAMPUS SCHOOLS PARTICIPATING IN THE QUESTIONNAIRE STUDY

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus School</th>
</tr>
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<tbody>
<tr>
<td><strong>Florida</strong></td>
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</tr>
<tr>
<td>Florida State University, Tallahassee</td>
<td>The University School</td>
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<tr>
<td>University of Florida, Gainesville</td>
<td>P. K. Yonge School</td>
</tr>
<tr>
<td><strong>Hawaii</strong></td>
<td></td>
</tr>
<tr>
<td>University of Hawaii, Honolulu, T. H.</td>
<td>University High School</td>
</tr>
<tr>
<td><strong>Illinois</strong></td>
<td></td>
</tr>
<tr>
<td>Illinois State Normal University, Normal</td>
<td>University High School</td>
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<tr>
<td>Southern Illinois University, Carbondale</td>
<td>University School</td>
</tr>
<tr>
<td>University of Chicago, Chicago</td>
<td>Laboratory Schools</td>
</tr>
<tr>
<td>University of Illinois, Urbana</td>
<td>University High School</td>
</tr>
<tr>
<td>Western Illinois State College, Macomb</td>
<td>Laboratory School</td>
</tr>
<tr>
<td><strong>Indiana</strong></td>
<td></td>
</tr>
<tr>
<td>Ball State Teachers College, Muncie</td>
<td>Burris School</td>
</tr>
<tr>
<td>Indiana State Teachers College, Terre Haute</td>
<td>Laboratory School</td>
</tr>
<tr>
<td>University of Indiana, Bloomington</td>
<td>University High School</td>
</tr>
<tr>
<td><strong>Iowa</strong></td>
<td></td>
</tr>
<tr>
<td>State University of Iowa, Iowa City</td>
<td>University High School</td>
</tr>
<tr>
<td><strong>Kansas</strong></td>
<td></td>
</tr>
<tr>
<td>Kansas State Teachers College, Emporia</td>
<td>Roosevelt High School</td>
</tr>
</tbody>
</table>
APPENDIX B
Dear (name):

Would you like to know about the extent, organization and practices of foreign language programs in other campus laboratory schools? These programs—approximately fifty of them, counting yours—are the subject of my doctoral study at The Ohio State University under Dr. James B. Tharp. If you will help me with this survey by filling out the enclosed questionnaire, I shall be glad to send you a summary of my findings.

Because I want to emphasize the teacher as the "center of gravity" in language work, I have prepared, in addition to the main questionnaire, a personnel sheet to be filled out by each individual teacher and returned with the questionnaire.

If printed or mimeographed courses of study or other materials are available, either in separate form or included in a general school publication, I would appreciate your sending them to me C.O.D.

Through the cooperation of all campus school language teachers, I am confident that this study will be a significant contribution to the field of foreign language education.

Sincerely yours,

Kathleen A. Easling
Asst. Prof. of Education
and Language Coordinator
of the Laboratory School,
Miami University
Dear (name):

"The Role of the Campus Laboratory School in Foreign Language Teaching" is the title of the doctoral study which I am undertaking at The Ohio State University under the direction of Dr. James B. Tharp. Will you urge your foreign language staff to cooperate in this study by supplying information about the foreign language program in your laboratory school? I will send the questionnaire as soon as I have your reply.

If you will list the name(s) of your foreign language teacher(s) in the space below, I shall know how many personnel sheets to enclose with the questionnaire.

Sincerely yours,

Kathleen A. Easling

Name of Laboratory School ___________ Institution ___________
Location: City ____________________________ State ___________
Chairman of Language Department ___________________________
List other(s) who teach one or more classes in foreign language:
Name: ____________________________ Language:

_____________________________
Director
8. Indicate approximately how many of the following you have done during the past five years:
   Articles published _____ Speeches made _____ Papers read _____
   Language committees served on _____ Radio programs _____
   T.V. Programs _____ Local, regional and national language meet-
        ings attended _____

9. List local, regional, and national foreign language organiza-
    tions of which you are a member. (If you hold an office, please
    indicate.)
FOREIGN LANGUAGE PROGRAMS IN CAMPUS LABORATORY SCHOOLS
(Personnel Sheet)

School _____________________________ Institution _____________________

Location: City ______________ State __________________

Respondent (Please print) _____________________________________________

1. Language(s) presently taught _______________________________________

2. Institution(s) from which you hold degree(s):

   EITHER A.B. ____________________ OR B.S. _________________________

   M.A. _______________ M.S. _______________________________

   Ph. D. _______________ Ed. D. ___________________________

3. Any foreign university certificates and/or degrees held:

   Degree
   University ______________________ Certificate _____________________

   or
   University ______________________ Certificate _____________________

4. Of what language(s) do you have "bilingual command?" (This term as used here implies oral facility characterized by a near-native accent and by an active vocabulary adequate to meet societal and professional needs.) __________________________________

5. Approximate number of months spent in a foreign country of your major language in: Study _______ Travel without study _______

   Other residence (e.g., armed forces, government service, etc.) _______

6. Number of years of teaching the foreign language(s) in:

   Public school _____; Private school _____; College _____;

   Present position _____

7. If you do not devote full time to foreign language classes, how many of them do you currently teach? _____ What time proportion of your class load does this represent? ______

   What other subject(s) do you currently teach? __________________
Part III - POLICIES AND PRACTICES

The investigator is interested in your professional judgment regarding certain issues and problems in foreign language teaching and in the unique features of your program. Please feel free to continue any or all answers on the back of the sheet, or add extra paper.

1. If a statement of objectives and method has been put down on paper, please enclose a copy. Lacking this, please discuss briefly which among possible objectives (i.e., aural-oral ability, reading for comprehension, cultural appreciation, etc.) receives major emphasis.

2. What experimentation have you or other members of the department been doing? (This may be with materials, with method, with organization; it need not be "big" to be significant!)

3. Please describe a special project in which language classes have engaged (e.g., a field trip, celebration of a special "Day," an all-school assembly, etc.)

4. Please give examples of techniques which have been found helpful in dealing with individual differences in language classes.

5. Please give an anecdotal account of ways in which pupil growth in understanding of foreign peoples has been promoted through language study.

6. Please list examples of interdepartmental cooperation with core classes and with the areas of art, physical education, music, home economics, etc.
Part II - TEACHER EDUCATION FUNCTIONS OF THE PROGRAM

1. Is a course in foreign language methods offered in the college or university of which your school is a part? Yes ______ No ______
   If so, is this course taught by a laboratory school foreign language supervisor (critic teacher)? Yes ______ No ______
   If not, is it given by a member of the School (or Department) of Education faculty? Yes ______ No ______
   Is it given by a member of a college foreign language department? Yes ______ No ______

2. In what ways do prospective teachers majoring in foreign languages participate in your program prior to student teaching?
   Observation: Individually ______ Group ______
   Preparing materials ______; Grading papers ______; Correcting practice work ______; Working with individual students ______;
   Building resource units ______; Other ways (please describe) ______

3. Do language majors do student teaching in the laboratory school? Yes ______ No ______
   If so, how much time do they spend: All day ______; Half-day ______; Other (explain) ______

4. How many did student teaching in the laboratory school last year? French ______; Spanish ______; German ______; Latin ______;
   Other ______

5. If there are language student teachers in the public schools, does a laboratory school supervisor have any contact with them?
   Yes ______ No ______
   If so, please explain ______

6. Is there a secondary program in your laboratory school during the summer? Yes ______ No ______
   If so, are language classes taught? Yes ______ No ______

7. Are you available to public school language teachers in your area for consultant services or for phases of in-service training? If so, please elaborate ______
6. Approximate total enrollment in all language classes in:
   1952-53 ____

7. Approximate total secondary school enrollment, Grades ____
   through ____ for 1956-57 ____; 1955-56 ____; 1954-55 ____;
   1953-54 ____; 1952-53 ____

8. Has there been any significant change in language offerings
   in the past five years? Yes _____ No _____
   If so, what languages were: Dropped ____; Added ____;
   Otherwise modified (explain) ________________________________

9. Do you give a course in "general language?" Yes _____ No _____
   If so, at what level? ________________________________
   Is it a foreign language exploration type course? Yes ____ No ____
   An English background type course? ____ Yes ____ No ____
   A combination of both? ____ Yes ____ No ____

10. Do you, as a special area teacher, participate in over-all
    curriculum planning? Yes ____ No ____

11. Do you have an extra-curricular program in your school?
    Yes ____ No ____
    If so, do you sponsor language club(s)? Yes ____ No ____

12. What beginners' textbook(s) are you currently using?
    French: _______________________________________________________
    Spanish: _______________________________________________________
    German: _______________________________________________________
    Other: _______________________________________________________

13. Indicate the extent of use of the following materials and
    equipment: (X - have none; VM - very much; M - much;
    O - occasionally; N - none)
    Collections of language books for free-reading ____ Tape
    recorder ____ Radio ____ Record player ____ TV ____
    Maps ____ Charts ____ Film strips ____ Films ____
    Magazines ____ Slides ____ Free materials from Pan American
    Union or from tourist agencies ____ Recording-listening
    laboratory (Please describe) ___________________________________
    Other: (Please list) ___________________________________________
APPENDIX A

THE ORIGINAL QUESTIONNAIRE

FOREIGN LANGUAGE PROGRAMS IN CAMPUS LABORATORY SCHOOLS

School ___________________________ Institution ___________________________

Location: City __________________ State __________________________

Language Chairman ___________________________

Part I - EXTENT AND ORGANIZATION

1. How many teachers devote full time to foreign language? _______
   How many others have one class: ___ two ___; three ___; four ___?
   Total teachers involved in foreign language program? ______

2. How many years are offered?
   French ___; Spanish ___; German ___; Latin ___ Other (specify) ______

3. Circle the grade level or levels at which students usually begin:
   French: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
   Spanish: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
   German: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
   Latin: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
   Other (specify): Grade 7 Grade 8 Grade 9 Grade 10 Grade 11

4. Is enrollment in language classes selective? Yes _____ No _____
   If so, what are the bases for selection?
   I.Q.'s _____; Grade average _____; Adviser's recommendation _____;
   Other (explain) __________________________

5. Present student enrollment in:
   First-year French _____ First-year Spanish _____ First-year German _____
   Second-year " _____ Second-year " _____ Second-year " _____
   Third-year " _____ Third-year " _____ Third-year " _____
   Fourth-year " _____ Fourth-year " _____ Fourth-year " _____

   First-year Latin _____ Other (specify): First-year _____
   Second-year " _____ Second-year " _____
   Third-year " _____ Third-year " _____
   Fourth-year " _____ Fourth-year " _____
3. The campus school foreign language instructors should develop the whole area of participation. With close interdepartmental planning, and with the early identification of language majors, valuable pre-student teaching experiences can be provided to the mutual benefit of campus programs and language majors.

4. Campus school language instructors should take a more positive approach in making a contribution to the language profession in their area. Many teachers said they were available but not consulted for phases of in-service training. As part of their professional obligation, it is their responsibility to initiate professional contacts.
There are, at the present time, several persons connected with campus school language departments who are making a contribution to the field of language education at the national level. Several others seem to be making a contribution at the grass roots level.

**Recommendations**

1. All instructors should, collectively or singly, evaluate their programs, formulate their objectives, and put them in mimeographed or printed form. By clarifying in writing their philosophy of language teaching, they will bring greater effectiveness to their work. The evaluations of programs which came to the writer's attention had been provoked by some force outside the department, and were a part of a larger project. Evaluations should be constant and self-motivated. When the writer suggested that a written statement of objectives be inclosed with the questionnaire reply, she received only seven, and some of these were quite perfunctory and needed revision.

2. Campus school foreign language instructors should make a determined and persistent effort to obtain modern language laboratory equipment in their school. Its use will constitute a triple contribution—to their pupils in rendering their aural-oral work more effective; to pre-service teachers in familiarizing them with the possibilities of such equipment; and to in-service teachers in demonstrating the equipment not only for them but also for their administrators whom they must convince of its usefulness.
the term would seem, from the writer's observation, extremely inclusive. While in the majority of the programs observed each pupil's achievement seemed to be a matter of concern (and classes are usually small enough to facilitate this), there were a few in which the teacher's concern centered on his presentation of his material. In some programs, direct first-hand experiences are abundant; in others, practically non-existent. Mimicry and memorization overshadow reflective thinking as a common learning practice. Evaluation is subjective; only two instructors in the twelve schools mentioned using standardized tests.

7. The principal contribution to teacher education is in the field of student teaching. With the exception of those institutions where it is the policy to place all student teachers in public schools, the campus laboratory school language department accommodates nearly all language majors. In cases where they "spill over," the campus school instructor is generally involved to some degree in their supervision. Observation is a passively accepted function in practically all schools. The participation function is very limited.

8. Little research is presently being done in connection with campus school language programs. In a few cases, this may be the result of demands made on the program by the increased number of student teachers.
2. In terms of academic preparation, teaching experience, fluency in the language, and study or travel abroad, campus laboratory school language instructors as a group rank high. Eighty of them reported a total of 170 academic degrees, plus a fair collection of certificates from foreign institutions. Three-fourths of the group give continuing evidence of a highly developed professional consciousness.

3. The usual instructional materials and equipment would appear in most cases to be adequate but not elaborate. Facilities for recording and listening, however, have been made available in very few campus schools.

4. Foreign languages, as a special interest area, seem to have a recognized place in the campus school program, and seem to contribute to the curriculum in its broad sense. Language instructors seem to be, generally speaking, closely integrated members of the campus school faculty who assume responsibilities beyond their immediate classrooms.

5. In many instances campus school secondary language instructors have spent much time and effort during the past five years in getting foreign language introduced into the campus elementary school. Efforts in this direction may have curtailed other types of experimentation.

6. The programs in campus laboratory schools vary greatly in the degree of effectiveness of language teaching methods and procedures. While nearly all instructors presently advocate an aural-oral approach—or at least give it lip-service—their interpretation of
in Chapter V furnished certain evidences relative to these criteria as well as factual background information about the programs.

The observation-interviews recorded in Chapter VI supplemented this information and gave the investigator a deeper insight concerning more subtle points not susceptible to inference from a questionnaire.

In Chapter VII, data based on questionnaire replies and on observation-interviews were brought to bear on each criterion.

Chapter VIII consists of the preceding résumé and of the statements of general conclusions and of recommendations which follow.

Conclusions

1. Offerings and enrollments in campus laboratory school language programs exceed those of public high schools of comparable or even greater size. Of the seventy campus secondary schools with which initial contact was established, 82 per cent offer at least one language. In the over-all picture, Latin surpasses the modern languages in the number of schools offering it, the number of courses offered, the number of instructors assigned, and the number of pupils enrolled. French, Spanish, and German rank in that order. The campus school at the University of Minnesota is one of eleven high schools in the country which offer Russian. Total language enrollments vary from 6 per cent to 83 per cent of the pupil population in Grades IX through XII.
during those eight years, as described in the literature, would appear to have been capable of producing good language students.

In forward-looking plans for education, such as Education for All American Youth, languages have their place as a special interest area, capable of contributing to general education and of benefitting from it to the extent that experiences are purposefully correlated.

Throughout the developing and merging process described above, language-learning activities have been tempered by the presence of pre-service teachers. These language majors and minors have observed both regular classes and planned demonstrations. They have participated in related activities, particularly language clubs.

Campus school language teachers have described their programs in language journals. In several instances, widely accepted language textbooks and readers have had their being or at least their trial run in campus school classes.

**Implied Criteria and Their Application to the Programs Studied**

Criteria applicable to foreign language programs in campus school situations were implied in the discussion of functions of the schools and of the changing character of language teaching. These criteria were organized into seven categories and presented in Chapter IV. The questionnaire data as organized and presented
for secondary teaching, particularly insofar as the use of audio equipment was involved.

In 1952 the Modern Language Association of America obtained a Rockefeller grant to finance an inquiry into the role which foreign languages should play in American life. One of the investigations sponsored by the MLA, in conjunction with the U.S. Office of Education, was of the teaching of foreign languages in the elementary school (FLES). According to the latest Mildenberger Report of this investigation, ninety-four campus laboratory schools, including summer demonstration classes, were engaged in this activity in varying degrees.

Shifting methods in language teaching have been modified by the evolving theories of general teaching method. Along the way, language teachers in campus schools have interpreted the project method and the Dalton Plan. During the twenties, Morrison at Chicago was advocating the reading "adaptation." Language teachers at the Wisconsin High School worked out contract plans in French according to the specifications of Harry Miller. In line with the Thorndikean emphasis on word counts, two campus teachers joined forces with two college teachers and a foreign language education specialist to establish a basic vocabulary in French.

When the Committee on the Relation of School and College made the Eight-Year Study, six campus laboratory schools were among the thirty schools, and the area of foreign languages was among the areas studied. The language programs of the laboratory schools
The methods and procedures in vogue in Germany and France at the turn of the century greatly influenced one campus school language teacher, Arthur Gibbon Bovée, who championed the Direct Method. He was highly successful in his use of the method at the Laboratory School of the University of Chicago. Many articles concerning his teaching experiences appeared in language journals for over a quarter of a century.

During the twenties, the four-year Modern Language Study was undertaken. A thorough nation-wide study of existing conditions, an investigation of special problems, and the execution of various experiments, notably those of Buswell, led to the considered recommendation of the reading method. The development of materials to implement this method was undertaken by Helen Eddy and various graduate students working with her at the State University of Iowa High School. Eddy and her associates were influenced by the work of the Englishman, Michael West. By 1932, when Eddy made a survey of public high school language programs in connection with the National Survey of Secondary Education, she found that the "new-type" course recommended by the Coleman Report was in operation in about 75 per cent of the schools which she had selected for sampling.

After World War II, the Chicago Investigation attempted to assess the possibilities of applying the so-called "Army Method" to language teaching. Although their work was primarily concerned with college level classes, nevertheless there were implications
and have been abandoned. Others have re-oriented themselves, and in many cases won new facilities.

Organizations connected with teacher education have formulated desirable objectives for campus schools. It would seem that the need for such schools for other professional laboratory experiences in addition to, or instead of, student teaching is not decreasing. They also serve the functions of research and experimentation, and of leadership in education through the publications and professional services of staff members.

Foreign Language Programs - A Historical Perspective

In reviewing foreign language programs as they have existed in campus laboratory schools, the influence of three factors was obvious. The shifting emphases in aims of language teaching, the evolving concepts of teaching method, and the expanding possibilities for professional laboratory experiences have been reflected in various programs.

Beginning with the Committee of Twelve in 1898, different committees, individuals and groups have advocated certain methods or approaches as the aims of language teaching have shifted. The Report of the Committee of Twelve served to emancipate modern language teaching from the dominance of the nineteenth century methods applied to the teaching of the classical languages. The "reading" approach which was advocated as a replacement was a modification of the grammar-translation method.
as well as elementary teachers. Since subject-matter content was
debemed more important for teachers at the secondary level, less
time and attention were devoted to method and practice. Conse-
quently the secondary level of the campus school was considered
less essential. The result was that, although the old normal
school might grow into a teachers college, its model school was not
always extended upward through the secondary level.

At Teachers College, Columbia University, the Horace Mann
School served chiefly as a demonstration school; the Lincoln
School, established thirty years later, fulfilled the experimental
function. At the University of Chicago, the Dewey School during its
short existence was truly experimental.

Several state universities established laboratory schools
with secondary departments during the first four decades of the
twentieth century. Among them was The Ohio State University School, where educational practices implemented a pervasive philosophy.

By mid-century, educational leaders, influenced perhaps to
some degree by the disbanding of the previously merged Horace Mann-
Lincoln School, and surely to a greater degree by the increased
demands on educational institutions devoted to teacher training,
were re-evaluating the functions of the campus laboratory school,
particularly at the secondary level. As the student teaching
function has been assigned more and more to the public schools,
many campus secondary schools have lost their only raison d'etre,
of the personal experience of the writer. The tentative question-
naire was submitted to experts in education and in language
education. As a result of their constructive criticisms, the
questionnaire was revised to make it more nearly complete and
accurate.

The data obtained from the returned questionnaires, personnel
sheets, and additional relevant material submitted, were then
compiled and organized to present as comprehensive a picture of
the language situation as possible in forty-six schools.

Twelve representative schools were then chosen for further
investigation through a personal visit.

Résumé of the Study

Varying Functions of Campus Laboratory Schools

During a thirty-five year span, from 1839 to 1874, sixty-
seven state normal schools were established in several sections
of the country. Of these sixty-seven institutions for teacher
education, forty-seven had their own "practice" school, in which
the prospective teachers applied the methods which they had learned.

As public education extended upward, the universities, with
the preparation of secondary school teachers thrust upon them,
were not meeting the need. Consequently the old normal schools
were redesignated and reoriented in order to join forces with the
education departments of the universities in preparing secondary
CHAPTER VIII
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The purpose of this study was to analyze the foreign language programs of secondary campus laboratory schools throughout the country. The two research tools utilized were the questionnaire and the observation-interview.

Research Procedures

The study was limited in the following ways: (1) consideration was given to elementary school language work only insofar as it seemed to impinge upon the secondary school program in terms of staff time and effort; and (2) visits were made to campus schools only as a reasonable expenditure of time and money warranted.

The list of schools was compiled from various sources, including related survey lists furnished by the Office of Education, educational bulletins, and the catalogues of teachers colleges and universities.

A preliminary inquiry to the directors of campus secondary schools established the existence of language programs within fifty-eight of the seventy schools from which replies were received.

A tentative questionnaire was then constructed on the basis of information found in a review of the literature, and on the basis
In connection with the foregoing point by point evaluation in terms of each criterion, the writer would reiterate that, while the evaluation has been as complete and objective as possible, there may be local factors, unknown to and undiscovered by her, which justify divergent conditions.
membership in local language groups, their contribution to strictly local publications, etc.

The writer's conclusion is, then, that 50 per cent of the campus school language instructors are leaders among their colleagues in that geographical area, and 50 per cent are not.

**Contributions of Instructors to the Profession**

The campus laboratory school instructors should contribute, through publications, speeches, and committee and organization work, to the advancement of foreign language teaching on state and national levels.

During the previous school year, there came to the writer's desk in the language room of a public high school the following items: copies of professional journals, publishers' lists of textbooks and readers, announcements of the programs of state, regional and national language meetings, and copies of tests sponsored by the American Association of Teachers of French. In scanning this current material, the writer came across the names of fourteen campus school language instructors who were making a professional contribution.
is at the moment taking shape in another school. Aside from this one example, however, significant research, in the strict sense of the word, is not now being carried on in campus school language departments.

**Leadership in the Geographical Area**

The campus laboratory school foreign language instructor should be a leader in his field within the geographical area.

On the basis of thirty-six positive replies to question seven of Part II of the questionnaire re their accessibility to area teachers, it was concluded that campus language teachers make a definite contribution to in-service training in their area. Close scrutiny of the respondents' comments about the degree to which their services are sought or accepted would indicate that nineteen of the schools have instructors who play an active leadership role, while seventeen of them have instructors who show emerging leadership on occasion only. This distribution correlates closely with the number who, on their personal data sheets, made a fair showing of combined speeches and committee memberships, two rather accurate indices of leadership.

After interviewing language instructors in twelve schools, the writer concluded that these schools were equally divided between those which could claim active leaders and those which could not. This subjective conclusion was based upon their seeming familiarity with language programs in the local schools, their
Experimentation and Research

The campus school foreign language program should serve as a field for experimentation.

Accounts of foreign languages in the elementary school and descriptions of experimental teaching appeared as "experimentation" in the questionnaire replies. A few plans for research projects which sounded promising had not materialized when the writer later visited selected schools.

The writer observed the elementary school language classes connected with four of the twelve programs. Favoring an early start and a long exposure, the personnel responsible for the secondary level program were devoting their time and effort to elementary school work as well.

One new textbook and the revised edition of another textbook were emerging slowly and painstakingly as their mimeographed form was being verified in classes in two other schools.

Closed-circuit television, in its second year but still in an experimental stage, commanded special attention in two schools. In one, the language supervisor had made a limited number of class demonstrations. In the other, the supervisor and a beginning class in French were appearing regularly twice a week.

One carefully controlled experiment involving four language classes, under the direction of a campus school language supervisor with a linguistic scientist from the university as a consultant,
to make sure that the student teachers' performance contributed to, rather than detracted from, the effectiveness of their program.

Three instructors reacted differently, however. One stated that he had had to withdraw from an experiment which he had undertaken in connection with the use of special visual language materials prepared by a university language department. His purpose had been to adapt these materials to secondary level classes. He felt that he would have continued to use them, adapting them to the situation and analyzing and recording the necessary adaptations, had he not had student teachers assigned to this particular class. An instructor in another school had refused to have a student teacher because, although she herself was not doing research, so much was being done in other departments of the school, with resulting interruptions and irregularities in her classes, that she felt a student teacher would not profit by experience in such a situation. An instructor in a third school had so many student teachers that, even if each one participated for a limited time, the classes were taken over to such an extent that no experimenting could be done.

In the three schools where there are so many language majors that they "spill over" into the public schools, the laboratory school language supervisor is responsible for observing them. In only one case is the supervisor's load adjusted accordingly.
secondary uses. Approximately three-fourths of the directors regarded student teaching as the primary function at the present time. This situation is of course inconsistent with the recommendations of the Association for Student Teaching and of the American Association of Colleges for Teacher Education. These professional organizations have recommended the increased use of public schools for this purpose. It would appear then, that certain language departments, in concerning themselves primarily with the student teaching function, are following the prevailing pattern of inconsistency with recommended "best" practices.

It is customary to have student teachers in the language classes of ten of the twelve schools observed. In four of these, there were none during this particular time. In the other six schools, the number ranged from one in one class to eight in five classes. Altogether there were twenty-four. Of this number, the writer observed one who taught a full hour. The others were either doing "bit teaching" of a few minutes duration, or just observing. The majority of the instructors in the ten schools accepted the student teaching function as a desirable feature of their program. The supervising teachers felt that by carefully guiding the student teachers' work and by controlling the amount and types of activities in which the latter engaged, they were able

5Lang, op. cit., pp. 43-4.
situation were adept in finding opportunities for students to get the feel of teaching.

The writer visited one of the two institutions which had reported having an education course built around participation. There was one participating student in a second-year French class that term. The college instructor responsible for co-ordinating the participation program and supervising the students in all subject-matter fields came in to observe.

Definitely organized programs of participation prior to student teaching are the exception.

Provision for Student Teaching

The campus laboratory school foreign language program should provide for student teaching, insofar as it is in accord with the policy of the institution.

Questionnaire replies indicated that student teaching in languages occurs in thirty-nine of the forty-six schools. Fifty per cent follow the traditional, one-period-per-day pattern. During 1955-6, there were 175 student teachers in five languages in thirty-five schools, or 12 per cent of the certified language teachers for that year.

In his recent analysis of campus secondary schools, Lang classified seventy-five of them according to their primary and
6. one language major, doing an observation for a general education course
7. a visiting group of South American teachers.

Campus laboratory school language classes are observed by pre-service and in-service teachers, and by other individuals in related areas. The numbers of such observations, as compared with less specialized areas, are relatively small.

**Participation as a Pre-student Teaching Experience**

The campus laboratory school foreign language program should furnish opportunities for participation.

Question two of Part II of the questionnaire dealt with this function. Participation as an organized course in Education, carried out in the various subject-matter fields, existed in only two programs. In twenty programs, the types of activities which would constitute "participation" were engaged in either as an integral part of the special language methods course or as a preliminary stage of the student teaching experience.

In the course of her twelve visits, the writer observed one class in a college methods course in which participation assignments were being made and would be carried out in the instructor's classes in the laboratory school. In another situation, she observed several campus school classes in which student teachers were doing participation-type activities as a preliminary stage in their student teaching. The supervising teachers in this particular
The Observation-Demonstration Function

The campus laboratory school foreign language program should furnish opportunities for observation and demonstration.

Question two of Part II of the questionnaire dealt with the function of observation. Table 14 on page 116 summarized the incidence and types of observation.

Provision for observations individually made was a function of all of the twelve schools visited. In two cases language supervisors held group observations on occasion at the request of the Professor of Foreign Language Methods.

In one school, definite blocks of time were designated for observation of language classes in order to avoid conflict between the observation and student teaching functions. In this same situation, however, observation of one class over closed-circuit television was possible two days each week.

The writer found no other observers in the classes which she visited in five schools. In the other seven, the following people were present:

1. one graduate student and one local grade school teacher observing an elementary school Latin class
2. two adults, presumably in-service teachers, observing the fifth grade French class
3. the college supervisor of participating students
4. one student from the language methods class, with an evaluation form in hand
5. one university student, evidently sitting in as a refresher, and a visiting language teacher from a laboratory school in another state
Interdepartmental Planning of Teacher Education Experiences

The campus school language teacher(s) should work closely with the language department and with the education department in planning professional laboratory experiences for future language teachers.

Although the writer realizes that co-operative planning does not automatically result from a particular organizational pattern, nevertheless she would assume that it might exist to a greater degree in those programs where the campus school language personnel also have duties, responsibilities, and privileges in either the department of education or the language department, or both. Questionnaire data showed that this situation obtains in eighteen of the forty-six schools.

The extent of co-operation may be better felt than recorded. As one particularly sensitized through experience in detecting the presence or absence of interdepartmental co-operation, the writer feels justified in judging the campus laboratory school program to be the center of language education for pre-service teachers in five of the twelve programs. In one of the others, where research and experimentation functions have precedence, the lesser degree of contribution to teacher education is justifiable. In four of the other six, the instructors themselves may plan experiences, but there is little interrelationship in the planning. Two programs are quite isolate.
indicate, an acquaintance with mores must precede understanding. Channels to such understanding may be music, art, and literature, or an appreciation of more material things, such as food and clothing.

The elusive expression and intangible measure of an attitude is implied in the question. The language instructors involved in these programs all sincerely desire to interpret correctly and impartially the way of life of the people whose language they teach. The writer heard neither derogatory nor missionary comments among the many explanatory remarks interpolated in almost every class by instructors who do understand a foreign people.

Correlation with Other Areas of the Curriculum

Foreign language activities should be correlated with other areas of the curriculum.

In the questionnaire, question six of Part III dealt with correlation of language learning activities. Table 22, page 187, summarized the fourteen areas of correlation.

For all twelve of the schools, a varying number of such activities were listed. In the course of her visits, however, the writer observed only two examples. In one Spanish class, oral reports were being given which correlated with social studies. In a Latin class, a literary translation of the Iliad was being read with understanding and appreciation in connection with the study of the story in Latin.
Development of Reflective Thinking

Foreign language learning should be characterized by reflective thinking.

When, in the initial and continued stages of the presentation of a second language, the instructor capitalizes on the obvious fact that a pupil has already learned one language—his own—and relates the new words, sounds, and usages in every way to the pupil's experience, he sets the stage for reflective thinking.

When vocabulary is built on a cognate approach, when the imitation of sounds is reinforced by functional phonetics, and when grammar is descriptive, rote learning is replaced by problem-solving techniques. When a language instructor thoroughly understands this concept, and consistently guides his pupils by an inductive method to make their own generalizations based on examples and later reinforced by practice, then the learning activity in his classes is grounded in reflective thinking. The writer observed one campus school language instructor who has such classes.

Contribution to International Understanding

Foreign language learning activities should be directed toward the understanding and appreciation of the way of life of other peoples.

Question five of Part III of the questionnaire revealed that respondents interpreted understanding at different ideational levels. As the French cliche Tout connaître, c'est tout pardonner would
scheduled is unimportant. What is important is that they are provided, so that the language program may, through these experiences, contribute to the development of such democratic values as creativity, self-direction, social sensitivity, and a sense of interdependence.

Four of the twelve schools visited do have language clubs through which such activities are channeled. Four other schools execute such activities as they grow out of their regular language work. The four remaining programs sacrifice the interest, pleasure, and benefit which would come from dinners, fiestas, balls, etc.

One Latin instructor, whose pupils spend about a month, in and out of class, in planning, doing research in connection with, decorating for, and preparing costumes to wear and food to eat at the annual Roman banquet, said she was afraid some of them were taking Latin only for the sake of the banquet.

Another teacher recalled her private trepidation over the success of the rather elaborate bal masqué sponsored by the French Club at Carnival time. She had wondered if pupils outside the department would go along with the costuming and masking which was declared obligatory. Two hundred came.

Clubs in two other schools assume the responsibility for the support of foreign children with money which they earn through entertaining.
Use of Community Resources

The foreign language program should make use of community resources in order to render language learning more meaningful.

Resources include people, places, and things. For those schools located in or near large cities, community resources, insofar as language study is concerned, include foreign restaurants, movies, opera, museums, etc. In questionnaire responses, the presence of foreign nationals in the class was frequently mentioned.

Examples of each of these two most common resources came to the attention of the writer in the course of her observations. One instructor was arranging with her French class a schedule of released time so that they might go to the museum in a group to see an exhibit of paintings. She was arranging for a guide to meet them there. In another school, a Spanish instructor had invited a visiting Mexican to come to his beginning Spanish class for an informal interview. As of this term, one French program had a "built-in" resource person; a French boy recently arrived in the city was regularly enrolled in the school. He was consulted on all fine points of vocabulary and customs.

Extra-Curricular Activities

The foreign language extra-curricular activities should be considered an integral part of the work.

Whether such activities are formalized as club programs, whether they take place in the regular class, or whether they are
These are only a few examples of individual cases. Whenever, in the course of an interview with a language instructor, the discussion turned on the different classes which the writer had observed, she was invariably given several case histories illustrating an individualized approach.

**Direct Learning Experiences**

The foreign language program should provide a variety of direct, first-hand experiences in using the language.

Question three of Part III elicited a variety of responses. Group performances—singing, dancing, and speaking—and field trips were the two main categories.

The writer heard group singing in five of the twelve schools. She saw French and German card games played in another school. Dramatized skits were done in four schools. Magazines and newspapers mailed directly from foreign countries were available to pupils in two schools. In a third, pupils were reading a "real" French book in class, not a reader.

In two instances, successful field trips to Mexico were described to her; in a third, the tentative plans for a trip to Europe were outlined.
In those schools where student teachers were assigned full-time, they were available to work with individual pupils or with groups on special problems. In two schools, a special hour was set aside during the school day for individual conferences. Teachers and student teachers were available—and consulted.

In one school, the teacher had placed two boys who had shown marked ability in beginning French last year in her third-year class. She was watching them carefully to see that they were adjusting to the advanced work.

In another school, a girl who was not strong in other language skills, but who had had a good pronunciation and who had had special training in Speech, had volunteered to enter a speaking contest in French. She was being groomed especially for this by the teacher.

A boy who had been in school in England last year entered a second-year French class. His knowledge of grammar and his reading ability were quite good, but he had had no oral work. His schedule was rearranged so he could come to the laboratory and work with records and tapes which the teacher chose for him. Special effort was necessary on her part to initiate him gradually into the oral work of the class.

In one school, a boy whose family was going to Turkey was being allowed language "credit," and encouraged to work with records, using the listening room under the rather limited guidance of one of the language teachers.
correctly. A great deal of work on pronunciation and enunciation insured correct speech habits. Writing was carefully controlled.

Finally, two equally effective programs were reinforcing their aural-oral approach by a most efficient use of tape recorders and record players. Understanding and speaking were, literally speaking, speeded up amazingly.

With some misinterpretation of the term, it would seem that the aural-oral skills do generally receive major emphasis in campus school language teaching.

**Individual Pupil Achievement**

The foreign language program should provide for the optimum achievement of each pupil.

Question four of Part III asked respondents to indicate specific ways in which they attempted to provide for individual differences. Thirty-nine of the forty-six respondents suggested ways. On the one hand, they advocated "extra help"; on the other, extra reading, thus recognizing the two extremes in ability. A few took into account special interests.

For the most part, the classes visited were rather small. The teachers were well acquainted with their pupils, and quite familiar with their record of past performance and with their present interests. Instruction was individualized to a much greater degree than would be possible in large classes.
the grammar-translation routine. The amount of English used to explain the questions and answers detracted from their value.

The program which the writer would rank next in ascending order of effectiveness left her a little confused. The pupils pronounced well and understood well. The teacher spoke to them in English when she might well have used the second language. They learned vocabulary words in lists with the English meaning. When the writer asked a pupil in the hall what she was studying now, the girl answered, "verbs." In an advanced class, however, the pupils were able to understand and to speak really well.

In direct contrast to this program, the next one observed consisted of classes which were being guided slowly and carefully through grammar rules given completely in French or in Spanish, with abundant examples to illustrate them given by pupils and written on the board by the teacher. Reading was slow and thorough, with answers asked and answered in the second language. The writer recognized the "plan" whereby the teacher was slowly and surely teaching her class.

Two programs among the twelve resembled each other in this respect—they were activity-centered. Pupil interest and varied activities were the keynote. Vocabulary was "practical," Much realia was used.

Two other very effective programs featured an aural-oral approach controlled by definite use of linguistic patterns. Pupils did not try to say everything at once, but said what they did
Development of Language Skills

The foreign language program should provide for the sequential development of the four basic skills, reading, understanding, speaking and writing, with the special emphasis determined by particular circumstances.

Question one of Part III of the questionnaire gave respondents an opportunity to state the special emphasis of their program. Of the thirty-seven who did so, twenty-six gave priority to aural-oral ability, or the basic skills of understanding and speaking. Fourteen listed reading, and only five, writing.

Language is communication. Effective communication is four-way. Among the dozen selected programs, the one which, in the opinion of the writer, exemplified the "best" in language teaching, stressed carefully controlled aural-oral practice, extensive reading for comprehension, and imitative writing, based on graded pattern practice.

The two programs which, in the opinion of the writer, fell short in those practices designed to develop the basic skills, leaned heavily on translation into English as the chief oral activity, and on written exercises which illustrated rules of grammar.

Although basically resembling these two, a third program was improved by the fact that a certain amount of aural-oral work, of the "teacher-question, pupil-answer" type, was used in addition to
### TABLE 25

Availability of Instructional Materials in Twelve Representative Campus School Language Programs

<table>
<thead>
<tr>
<th>Items Involved</th>
<th>Twelve Schools Indicated by Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A variety of reading materials providing for different abilities, interests, and achievement levels of pupils</td>
<td>ABCDEFGHIJKLXXXX</td>
</tr>
<tr>
<td>2. Teacher-prepared materials such as study guides</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>3. Foreign language--English and English-foreign language dictionaries</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>4. Novels, short stories, drama, poetry, folklore writings, and similar materials</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>5. Vocabulary lists</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>6. Periodicals in the foreign language</td>
<td>XXXX</td>
</tr>
<tr>
<td>7. Newspapers in the foreign language</td>
<td>XXXX</td>
</tr>
<tr>
<td>8. Maps, travel literature, and advertisements of the foreign country</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>9. Posters, postcards, craft materials, calendars, samples of foreign money, and similar materials</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>10. Reference books in English referring to the country whose language is being studied</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>11. Examples of correspondence with foreign people</td>
<td>XXXX</td>
</tr>
<tr>
<td>12. Examples of foreign art</td>
<td>XXXX</td>
</tr>
<tr>
<td>13. Examples of foreign music</td>
<td>XXXX</td>
</tr>
</tbody>
</table>
### TABLE 24

Adequacy of Physical Facilities in Twelve Representative Campus School Language Programs

<table>
<thead>
<tr>
<th>Items Involved</th>
<th>Twelve Schools Indicated by Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language classrooms are laboratories for use of the language as a medium of communication</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>2. The classroom is equipped with movable furniture which can be adapted to individual and group activities</td>
<td>x x x x x x x x x</td>
</tr>
<tr>
<td>3. The room is equipped for effective use of audio-visual aids (e.g., curtains, electric outlets)</td>
<td>x x x x x x x x x x x</td>
</tr>
<tr>
<td>4. Readily accessible shelf space is provided for storage of books, magazines, and other instructional materials</td>
<td>x x x x x x x x x</td>
</tr>
<tr>
<td>5. Filing equipment is provided</td>
<td>x x x x x x x x x</td>
</tr>
<tr>
<td>6. A display area is provided for exhibit materials</td>
<td>x x x x x x x x x x x</td>
</tr>
<tr>
<td>7. A record player is available</td>
<td>x x x x x x x x x x x</td>
</tr>
<tr>
<td>8. Records are provided</td>
<td>x x x x x x x x x x x</td>
</tr>
<tr>
<td>9. Recording equipment is available</td>
<td>x x x x x x x x x x x</td>
</tr>
<tr>
<td>10. Visual-projection equipment for both still and motion pictures is available</td>
<td>x x x x x x x x x x x x x</td>
</tr>
</tbody>
</table>

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Tables 24 and 25 on pages 269 and 270 indicate the physical facilities and the instructional materials available in the twelve schools visited.

Unusual items not listed in those tables include:

- short-wave radio
- windowless, sound-proofed listening room
- built-in viewing screen
- departmental recorders, record-players and pianos not subject to sharing
- Magnéticon recording-listening equipment (at the time of its installation two years ago, this was the first high school known to have such equipment)

Three of the twelve schools visited provided barely adequate materials and equipment. Five provided adequate instructional materials but failed to provide adequate audio equipment. The language departments in four schools enjoyed a variety of instructional materials and modern equipment.

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4 These tables include those items listed in Part III and Part IV C, respectively, of the Evaluative Criteria, Section D-6, 1950 Edition, of the Cooperative Study of Secondary School Standards, pp. 102 and 105.
TABLE 23
Comparison Between New York City Language Teachers and Campus School Language Instructors, with Respect to the Number of Degrees, Related Experiences, and Professional Contributions

<table>
<thead>
<tr>
<th>Point of Comparison</th>
<th>Per cent of New York Group</th>
<th>Per cent of Campus School Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold the Doctorate</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Hold the Masters</td>
<td>65</td>
<td>93</td>
</tr>
<tr>
<td>Traveled abroad</td>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>Lived abroad</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Studied abroad</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Are of foreign birth</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Are members of language organizations</td>
<td>62</td>
<td>86</td>
</tr>
<tr>
<td>Had had material published</td>
<td>11</td>
<td>32</td>
</tr>
</tbody>
</table>

Instructional Materials and Equipment

The campus school foreign language program should be provided with a variety of instructional materials and with modern equipment.

Answers to question thirteen of Part I of the questionnaire as summarized in Table 17 on page 140 indicated the use of audio-visual equipment.
for the New York City group is 65 per cent as compared with 93 per cent for the campus school group.

Of the New York City group, 26 per cent had traveled, 26 per cent had lived abroad, and 18 per cent had studied abroad. Comparative percentages for the campus school group are 41, 28 and 47. Actually then, the two groups are comparable as far as traveling or living abroad, but the percentage of the campus school group is far greater for those who have studied abroad.

In the New York system, as in the group under consideration, there was a rather small number of teachers of foreign birth—7 per cent in the New York system as compared with 10 per cent in this study.

Of the 800 teachers, 62 per cent were members of language organizations, as compared with 86 per cent for the campus group. Within the past five years 11 per cent of Huebener's faculty have published articles or books. On their personnel sheets, 32 per cent of the campus school instructors indicated that they have had articles published. Table 23 summarizes these comparative data.

No one of these points is good or bad in itself, but the total helps to form an estimate of ability. Preparation, experiences, and professional alertness of teachers are accepted indices of teaching performance. In these, campus laboratory school language teachers excel.
Interviews with instructors revealed that minor changes—choice of a different textbook, rotation of teaching load, etc.—were being made in nearly all programs.

**Teacher Competence**

The campus school foreign language program should be staffed with "master" teachers.

Personnel sheets filled out by eighty respondents indicated that, both in academic preparation and in the amount and kinds of professional experiences, the teachers involved in this study are superior. These data were recorded on pages 106-121.

Compared percentagewise with the foreign language teachers of the New York City system, which has long been a barometer in the language profession, the campus laboratory school language teachers ranked as high or higher in the number of degrees, and in related experiences. In 1955, Theodore Huebener, Director of Foreign Languages for New York City, made a survey of his staff. His questionnaire elicited replies from 800 teachers in six languages, including Latin. Of this number, only thirty (4 per cent) held the doctorate, as compared with fifteen (18 per cent) of the group considered in this study. At the Master's level, the figure

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Continuous Evaluation of Programs

The campus school foreign language program should be continually re-examined to make certain that it is contributing to the objectives of the program itself and of the school.

Question eight of Part I of the questionnaire had to do with modifications and changes in programs. Table 14 on page 132 indicated the changes. There was subsequent discussion of modifications.

One school was undergoing a thorough evaluation. General and departmental meetings were held throughout the year and consultant services were available. In view of this evaluation, the language staff submitted to the administration a list of five recommendations having to do with additions and modifications of their courses which they considered desirable.

In one situation the entire College of Education devoted twelve half-day sessions during the year to open discussion of the programs of the various campus laboratory school departments. The language staff took their turn with the others in justifying their program and in explaining their procedures. In this same school, a two-week workshop has been planned to precede the opening of the fall session. During this period, planning sessions at two levels—entire campus school staff and departmental staff—will deal with the implementation of objectives.
In the present study of campus school language enrollments, Latin accounted for 30 per cent of the total.

Among the campus schools studied, sixteen (34 per cent) provide for continuity of study beyond the two-year course. In the immediate group of twelve, nine provide for such continuity.

One teacher was giving the third year course because of her interest in her students, with no recognition for the work in her teaching load. Often it meant the sacrifice of her unscheduled time. Another teacher was given special permission to offer the third year of French and Spanish in one class, provided he could work out the content and procedures necessary. In one school, the occasional practice of filling the gap by sending third-year students to university classes was not very successful. In two schools, the writer observed French classes in which third and fourth year sections were successfully combined.

Questionnaire data showed that exploratory experiences are provided in foreign language classes in the campus elementary school in twenty-five cases. Six schools offer general language courses. Instructors felt that these experiences were contributing, and would contribute more in future, to a considered choice of a language in terms of interest and ability.
Six years later, in 1954-5, the Foreign Language Program of the Modern Language Association made a survey through the state education departments of the forty-one states for which figures were available. This survey showed foreign language enrollments at 21.1 and enrollments in modern foreign language at 14.2.

It was not possible for the writer to arrive at an over-all average per cent, because all respondents did not give total enrollment figures for the high school population. Of the twenty-two computed, only four were below the national average for 1954-5 given above. Other per cents ranged upward to 83, with the median at 40.

According to the MLA Survey, 54 per cent of the public high schools in forty-seven states offered one or more foreign language; 43.6 per cent offered one or more modern foreign languages.

In the investigator's preliminary survey of which the purpose was to establish the existence of language programs, she found that of seventy schools reporting, fifty-eight (82.8 per cent) offered foreign languages. Lang found in his study of seventy-five campus secondary schools that 76.2 per cent offered one or more modern foreign languages.²

In the 1948-9 survey, enrollments in Latin were 7.8 per cent of the total enrollment; in the 1954-5 survey, they were 6.9.

² Lang, op. cit., p. 175.
Organization of Programs

The campus school foreign language program should be so organized that an optimum number of pupils may pursue the language(s) which meet their needs, interests, and abilities.

Questions two through seven of Part I of the questionnaire inquired into the effectiveness of organization. Table 13 on pages 129 and 130 gives enrollment figures. From these figures an idea of the relative numbers who continue in the second year of the language, as well as of those who continue beyond the two-year course, may be gained. Tables 10 and 11 on pages 124 and 125, respectively, show the extent of offerings. An examination of these statistics indicates that enrollments and offerings in campus schools are generally more extensive than in public secondary schools.

Enrollment percentages on the whole exceed the national average. In 1948-9, the U.S. Office of Education made a national survey of the extent to which foreign languages are offered and studied in public secondary schools. At that time foreign language enrollments were 21.5 per cent of the total high school enrollment. The figure for the modern language enrollments was 13.7.

In one school with an activity-centered program, the language department promotes many activities which contribute to the growth of social maturity and at the same time require the use of language skills. In another school where rationalism is the pervasive philosophy of the institution, native teachers present the language and the literature in its "pure" form, as knowledge which has value in itself. In a third school, the writer happened upon a mimeographed statement in which the language staff had spelled out possible contributions of foreign language study in each of the ten areas outlined in the Ten Imperative Needs of Youth. In yet another school whose philosophy stresses democratic values, the language program offers opportunity for contributions in terms of individual abilities, for group productions which promote co-operation and a sense of interdependence, and for reflective thinking in solving language-learning problems.

It so happened that the visitor was present on days when various language teachers had meetings, or meetings with committees, from: Pep Club, Future Teachers, Y-Teens, Junior Class, and Elections Committee. Five teachers had heavy guidance responsibilities either for a whole grade or for a group of advisees. Aside from individual involvement in these types of activities, there were, in the opinion of the writer, seven of the twelve language staffs that were participating in total curriculum planning.
CHAPTER VII
A COMBINED EVALUATION OF SELECTED CAMPUSSCHOOL
FOREIGN LANGUAGE PROGRAMS

Data from all sources are now brought together in an effort
to evaluate campus laboratory school foreign language programs.
The pattern of discussion is as follows: (1) The criterion is
stated. (2) The questionnaire data relevant to the point are
reviewed. (3) In certain cases, pertinent comparisons are made
with prevailing situations elsewhere. (4) A composite evaluation,
with supportive examples from the twelve programs, is made.

Place of the Language Department in the Total Curriculum

The campus school foreign language staff should participate
in planning and developing the total campus school curriculum.

Question ten in Part I of the questionnaire elicited a
"yes" or "no" answer to "Do you, as a special area teacher,
participate in over-all curriculum planning?" The "yes" answers
numbered twenty-nine (63 per cent); among them were ten respondents
from the twelve schools. So much for the obvious.

The nature of the curriculum depends upon the philosophy
formulated and adopted by the faculty. A consistent set of pur­
poses lends a sense of direction in all areas, including the
languages. The writer was able, incidentally, to secure written
statements of philosophy from only four of the twelve schools.
The program descriptions given above are based on observations ranging in length from a one-day visit in selected classes, through a two or three day visit of all classes, to repeated observations of a program or a class over an extended period. Observations were in all cases supplemented by personal interviews with campus school language teachers and with other persons closely connected with the teacher education program. Interviews with thirty-two language instructors ranged from a few rapid questions and answers in a hall between classes, through a formally scheduled conference, to a series of discussions of professional problems. The directors of ten of the twelve schools were also available for comment, sometimes in a formally scheduled conference, sometimes in an informal situation.
teacher takes over the class for portions of a period and devotes most of his time to participation activities.

6. The area presently being explored is the use of Magneticon recording apparatus. An experiment now in progress is designed to measure the effect on reading and writing skills of substituting an hour of listening-recording for an hour of the usual learning activities of the class. Pairs of pupils from four classes, matched on the basis of language experience and on a battery of tests, are in two groups. One group spends five class hours in listening, speaking, reading and writing without the use of audio equipment, while the other group spends four such class hours and the fifth working with material presented on the magnetic discs. A linguistic scientist from the University, who has devised some of the tests being used, is acting as consultant.

The use of this particular equipment is in itself an experiment. Although it is used in several university laboratories, including that at Yale, its installation in a high school is rare. The one in this campus school was, in fact, the first known high school installation.

7. One of the language teachers is involved in local and state organizations, and has appeared on the program at the regional meetings. He has been consultant at a language workshop, and has had articles published in professional journals.
After the teacher had demonstrated the techniques of a direct reading approach with the inductive presentation of grammar, then the several members of the Methods class took a turn at teaching for a portion of each hour. During the methods class which followed, there was discussion of both the demonstration and the student teaching. Pupils also volunteered to come in during the afternoon so that students from the methods class might work with them in using the Magneticon recording-listening equipment.

Besides being a valuable experience for the students of the methods class, the majority of whom were in-service teachers, this demonstration class was open to others who would not have had an opportunity to be there during the regular school year. There were several observers. On one occasion, a government-sponsored group of ten South American teachers were able to see this class as well as the elementary school work which they had come to observe. The writer was able to observe both the demonstration and the methods classes for ten successive days, and felt that this was an extremely successful interpretation of the teacher education and leadership functions.

During the regular school year teacher education functions are limited to observation. During the term when the special methods course is being given, students of that class often "participate" actively throughout the term in the campus school classes. It is the policy of the school not to provide student teaching except in special cases. At these times the student
within the pupils' experience and formed a nucleus on which to build more vocabulary. They understood more quickly what they heard, because their eye supported their ear. Writing, guided by patterns, was based on their reading. Speaking, based on imitation reinforced by gradually developing phonetic concepts, passed imperceptibly from words to phrases to sentences. In all the skills, they were on sure ground, because they had tested their hunches and made rules which, having made, they understood. To be sure, the process was not uniform. For some, the hunches came quickly; for others, slowly. But there were always plenty of chances.

4. There is a close working relationship between the campus school language department and the department of foreign language education. Since the primary function of this school is experimentation rather than teacher education, there are no planned professional laboratory experiences. Such experiences are, however, often arranged on an informal, individual basis.

5. This particular campus school has a summer program through the junior high level. Last summer, since a University School language teacher happened to be giving the course in Methods and Techniques of Teaching Romance Languages, he organized a demonstration class drawn from the regularly enrolled ninth and tenth graders. Twenty pupils volunteered to attend class regularly every morning from eleven to twelve for four weeks. During the first two weeks the lessons were in French; during the last two, they were in Spanish.
The following day there was an "examen" of comprehension of the story to be "written." Actually, there were words to be selected and underlined which completed the obvious meaning of sentences selected from the story. No English was necessary.

The story continued. As the teacher read, he explained new words in terms of old or familiar ones, with objects, pictures, gestures, etc. Soon language patterns began to emerge. After many, many uses could be spotted in the reading, then, from these examples listed on the board as they were discovered, the pupils could make a generalization about their use—briefly, and in English. This was grammar—descriptive grammar. Only enough English to pinpoint the conclusion was encouraged. Then, to make sure that the particular use could be transposed, pattern practices were used. These practices were the starting point for the development of the writing skill—structured writing to be sure, but proof against unnecessary errors.

Sound patterns took shape. Certain words sounded like other words when the teacher read. After multiple examples were suggested and listed, a hunch that certain letters and combinations of letters always provoked the same sound proved to be right. Out of the matrix of all French sounds, heard as a whole and not in alphabetic isolation, the pupils formulated, under guidance, the phonetic concepts basic to an acceptable pronunciation.

Out of this direct reading approach, consistently followed, came, first, understanding, because the cognate words were already
are interested in studying a language. The language courses, like all others, are subject to constant evaluation and improvement.

The two language instructors alternate in teaching French and Spanish. By carrying their classes for two years, they insure greater continuity of experience for the pupil. All necessary equipment and materials are available to them.

3. From the first, the foreign language is taught for use, and used in the teaching. At the first meeting of a beginning class, a short, initial conversation had to do with riddles. After two or three had been suggested and solved, the process was analyzed. The ground rules were then transferred to the riddle of language which was about to begin. The rules were three, formulated by the pupils:

1. Test out your guesses.
2. Watch the teacher.
3. Keep your thinking to yourself, because if you give away the answer, it ruins it for everybody else.

Then the teacher, warning them that his association with them in English had ceased, began to read in French, and the pupils followed the printed text of the story. Because the vocabulary was highly cognate, because the subject matter was concrete and familiar, and because the teacher was doing it with gestures, the pupils crossed the language barrier quite naturally. No English was necessary.
This school, comprising grades K through XII, is housed in a twenty-five year old, two-story building located at one corner of the University campus. There are approximately 500 pupils in all grades. Every effort is made to keep the pupil population a representative one in terms of intelligence and socio-economic background. Tuition costs may be waived for a limited number of pupils. The staff is outstanding in professional training and experience.

The writer has observed the language program over a period of time.

1. Co-operative planning of the curriculum by all members of the staff is a firmly established tradition in this school. On Wednesday afternoons classes are dismissed so that teachers may meet as a group and in sub-groups to work out problems and procedures.

2. Three years of both French and Spanish are available to all pupils who are interested. Because of the small enrollment in third-year classes, the two languages are given in a combined class. Pupils who have special interest in languages often include both French and Spanish in their four-year schedule. Exploratory experiences which the pupils have in a general language course at the junior high level help them to decide whether they
6. The bulletin cited above also states that the school must provide for research studies in learning, materials of instruction, methods of teaching, curriculum, and teacher education. There should be both experimentation in which students in teacher training take part and experimentation without direct reference or association with the teacher education program.

The writer observed a second-year French class in which micrographed materials were being used which are to be included in the revised edition of a textbook currently in wide use in public secondary schools. Exercises based on a reading lesson were being checked carefully to see whether certain points of usage had been illustrated carefully enough and frequently enough in the reading so that the pupils could handle similar sentences. The teacher, co-author of this textbook, expects to check revised material throughout the year.

7. The school recognizes its responsibility to provide leadership for the state and nation. The concluding sentence of the bulletin outlining the school's functions reads as follows: "Its staff must be ready to give service to the teachers in the state through cooperative study of educational problems, bulletins, consultative services, and through the various teacher organizations."

The Spanish instructor is in contact with many public school Spanish teachers throughout the state. The French teacher has long been nationally known in the field of foreign language education.
since the city schools prefer to have only language majors participate in their program, the campus school language classes must provide experiences for language minors. The visitor found nine such students in the several classes which she was observing. According to a School of Education ruling, each student should teach 20 per cent of the time. During her two-day visit, the writer saw each of these students participate for a short time in a variety of activities: writing a list of words on the board, asking a series of questions based on a story, correcting an exercise on the board, playing a card game with a small group, etc. When not actively participating, the students were observing. The Latin teacher remarked that it was a much more valuable experience when two of them were assigned to the same class, because they learned from each other's performance more than from that of the teacher.

When, at the close of school, the visitor stopped at the door of the large room reserved for student-teacher conferences, the room was buzzing with activity, as several groups of three or four met with their supervising teacher.

It would appear that the campus school experience is actually a combination of observation and participation, with one or two experiences in sustained teaching. Presumably then, the second semester experience in the major area, under the supervision of a co-operating teacher, is a more "typical" situation.
pupils and student teachers alternate between asking and answering. Then, with the teacher prompting, all the pupils used a series of questions about travel which they had studied to do an unhearsed collective "interview" with the visitor--from where had she come, why had she come, how long would she stay, how did she like the city, etc.

In a first-year German class, the major stress was on reading. Oral work centered on discussion of the events of a story which obviously appealed to the boys' imagination and taste for adventure.

4. The French teacher, Chairman of the campus school language department, holds the rank of Professor of Education and of French. This person gives the course in the Methods of Teaching Modern Languages, which is required of all language majors and minors. The Latin teacher gives a course in Latin Methods when there is a demand for it. All campus school language teachers supervise student teachers in their particular language when the latter are doing their work in the campus school. When the student teachers majoring in a language are doing their work in a city school, the language teacher visits their class at least five times during the semester.

5. In a bulletin which spells out the school's functions, it is clearly stated that the school exists primarily for its contribution to the pre-service education of teachers. Since all prospective secondary teachers must have experience in a class for two semesters, one in their major area and one in their minor, and
As for aural-orai equipment, it is limited to a record-player equipped with ear-phones which is permanently set up in the library. There is a good collection of records available, including the operas most frequently given at the Metropolitan, with multiple copies of the libretti at hand.

3. The visitor observed classes in French, Spanish, and German at both the first and second-year levels. In all three, language was being purposefully studied and used as a medium of communication. In a beginning class in Latin, routine directions were given in that language. Questions based on the reading were asked in Latin, and answered by words or phrases in the correct case and number.

In two of the classes observed, there was approximately 50 per cent absenteeism because of the flu epidemic. French and German card games were brought out; the pupils divided themselves into groups; and teachers, student teachers, and pupils learned to play the games in the respective language of the class. In the beginning French class, the necessary speaking followed a set pattern which had been written on the board. In the second-year German class, the two groups conducted a spontaneous conversation as they played and defeated both teacher and student teacher.

In a second-year French class, a dialogue in question and answer sequence formed the basis for a three-way practice among pupils, student teachers, and teacher. With the teacher suggesting to various persons possible topics for questioning, the sentence patterns were used again and again as the teacher managed that
There is much discussion of aims, materials, and techniques among the modern language teachers. The constant exchange of ideas, as well as the impact of working with other levels and in other situations, keeps the department in a healthy state of self-examination. An interesting sidelight in this regard came in the answer of the German instructor to the writer's question on whether she felt that her experiences with both high school level and university level classes contributed mutually to her teaching success. Her answer was not direct; she declared that her recent summer experiences in teaching German in elementary school classes was invaluable in sharpening her skill with both the higher levels.

Two of the four teachers have enjoyed full-time, long-term tenure in the school. The other two are regular, half-time members of the staff. With previous successful teaching experience at both levels, these two have recently completed their doctorate as well as a period of resident study abroad.

The language department has a variety of teaching materials. An attractive collection of books in the three languages is shelved in one corner of the library. There are multiple copies of readers at several levels. The language room itself is well equipped with shelves and files for various types of realia. A piano, painted to match the walls, is open and ready for use. An enormous bulletin board, extending across the entire rear wall, held material in all three languages.
1. The influence of a university-type organization seems to prevail in the campus school. If a faculty member is half-time or more, he is assigned a group of advisees for whose continuing scholastic program he is responsible over the six-year period. When each pupil is arranging his schedule for the ensuing year, there is a three-way conference—pupil, parent, and advisor. Each full-time faculty member is responsible for a grade or a club in addition to his teaching load of four classes. The Latin teacher, as a part-time executive (Dean of Girls), is of course more familiar with the over-all organization and the common concerns than are the other language teachers. There seemed to be little evidence of much co-operative planning on the part of the total faculty.

2. In a release to the city paper this fall, the principal stated that two-thirds of the students in the high school (185 out of 275) are enrolled in foreign language courses this semester. He continued, "This percentage is probably about twice as high as for most high schools. Latin leads the four languages offered with sixty-two pupils. Next in order are Spanish with fifty-four, French with thirty-nine, and German with thirty." In terms of numbers enrolled and of languages offered, the program would seem strong in proportion to the size of the school. The pupils have had, however, no exploratory experiences which might help them in their selection. Nor is a third year of any language available to a pupil who may develop special skills and interest during his two-year course.
7. The teachers are all members of state, regional, and national language associations. One of them is vice-president of the state association this year.

**School K**

School K is a six-year school, including Grades VII through XII, with an enrollment of approximately 400 pupils. All classes meet in the forty-four year old building on the campus of the University. The School of Education is located across the campus.

The variety of backgrounds from which the pupils come makes the group a cross-section of the area population. Certain suburban sections of the city which do not have a secondary school pay the tuition for all children in this six-year age-grade range who elect the campus school rather than one of the city schools. Other pupils come from various sections of the city. Approximately 80 per cent of the graduates enter college.

Permanent full-time members of the staff hold rank both in the School of Education and in their subject-matter department of the University. In addition to this nucleus of full-time instructors, there are several half-time people, and also several graduate students who are teaching only one secondary school class.

The writer chose to do observation-interviews in this school because of the long-standing and continued contribution made by its language teachers to the language education field.
materials, techniques, evaluation—in brief, the types of things usually reserved for a methods course. Thus the entire staff, responsible as they are for content, for theory, and for practice under their supervision, furnish a kind of apprentice training for each prospective language teacher. With the limited number of majors which they have, they are able to do this.

6. The Chairman of the Language Department has for two years been developing a French program in the elementary school, beginning with Grade V. She has devoted much time and energy to the development of her own materials. Original games have been made by the children themselves with her help. When the visitor observed the sixth and seventh grade classes, they were reviewing the stories and skits they had previously studied, because a new elementary school French teacher was to take over the work the following week. This half-time position was being filled by a native Frenchwoman, educated in this school and presently residing in the city. The "experiment" seemed to have proved itself and to have moved into a permanent place in the school program.

The Chairman is planning, now that the program has been established, to offer a course in the Teaching of Foreign Languages in the Elementary School next summer. The laboratory school classes will be made available for observation and participation in connection with the course.
sentences. At one point, the instructor said, "My, I'll be glad when that tape recorder is fixed so you can hear yourself." The pupils did both chorus and individual reading in Spanish, and answered a variety of questions formulated within the limits of, their vocabulary. They learned to sing "Martinillo." As their homework assignment for the next day, they were to locate on an outline map distributed to each one, certain Spanish cities, the names of which they had been practicing for pronunciation.

Both of the large sections of beginning Latin were working on the uses of the cases. Emphasis on the derivation of words was linked with the acquisition of new vocabulary. A forthcoming round-table discussion of Roman roads was necessitating outside reading. This activity indicated stress on Roman civilization as well as the language. The second-year Latin classes were completing an extended and intensive review of the previous year's work in grammar. Rather than being Latin I and Latin II teachers, the two Latin instructors carried their sections for a two-year period.

4. The five language instructors share all responsibilities for the pre-service experiences of language majors.

5. The visitor found student teachers present in all classes which she observed. These language majors stay with the one class for a whole semester and have a one-hour conference with the supervising instructor every day. In these conferences, each instructor, in addition to the planning and discussion of day-by-day activities, takes the responsibility also for discussing
classes, however (thirty-five to forty in first year, ten to fifteen in second), indicate that many pupils elect Latin for only one year.

All instructors have had long experience in teaching concurrently at the high school and at the college level. They all expressed satisfaction with this arrangement. The French instructor pointed out that her high school classes benefitted from her dual position. By observing the language deficiencies usual to college students coming from many high schools, she was able to teach her own high school pupils more effectively.

Materials and equipment seemed to be sparse and scattered. Language classes were meeting in a college classroom building rather than in the University High School, and in this room there was little foreign "atmosphere."

3. In the French classes, the instructor was particularly insistent about pronunciation, which she taught by imitation and by phonetic rules. The pupils were doing—orally and rather mechanically—dialogues which they had memorized. A question and answer type of conversation based on these dialogues revealed that the pupils were accustomed to listening for comprehension and were accustomed to forming answers to questions. The content of the material prompted the instructor to tell the class about European trains, about the French system of workers' vacations, etc.

Beginners in Spanish were working not only on pronunciation of specific sounds and words but also on the intonation of whole
School J

School J is just one part of an educational institution which includes the teachers college and the grade school as well as the high school. Grades IX through XII, with an enrollment of 1400, are accommodated in a forty-year old building centrally located on the campus. Grades K through VIII are now in a newly constructed and separately administered school. The heterogeneous high school pupil population, drawn from the surrounding area, includes also about a hundred pupils from a state children's home.

The writer chose to include this school among the number to be visited because it has no special language teacher(s). Rather, all members of the college language department are responsible for at least one class at the secondary level. Also, according to the questionnaire reply, the Chairman was developing an elementary school French program which might be used for preparing teachers in this special field.

1. The language instructors are not involved in the high school program. They may attend routine high school faculty meetings, but they are not expected to assume committee or extra-curricular responsibilities, which are carried by the full-time high school teachers. It is only the language department which is organized in a completely vertical way.

2. Latin enrollments are larger than the combined enrollments in French and Spanish. The comparative size of first and second year
gave a quick suggestion to an individual pupil. One pupil needed special material during his noon hour. One group made arrangements to use the tape recorder during a free period. After school, the teacher hurried back to the laboratory to work with pupils individually.

4. There was no indication that professional laboratory experiences in language are being provided.

5. This laboratory school does not count observation-demonstration or participation among its functions. Although an occasional student teacher may be assigned, this is done only at the request of the laboratory school teacher. There were none in language.

6. As far as research and experimentation are concerned, several departmental and individual studies are in progress, in mathematics, in science, in industrial arts. The language department is not presently involved in any studies.

The French teacher is doing an action-research type project. She has compiled lists of all the materials and descriptions of all the activities that she has devised in connection with the various units which she customarily includes in her courses. These were not available to the writer since they were in the hands of the typist.

7. It often happens that groups or individuals present on campus for state or regional meetings visit the laboratory school, including the language department.
familiar with the first part, and as the teacher kept stopping the
recorder, would volunteer to formulate a question about what had
just been heard. Another pupil would volunteer an answer. When
they came to the unfamiliar part of the tape, they listened
intently and were able to answer the teacher's comprehension
questions in English. Another day after more listening, similar
questions would be in French, and then finally the pupils would
form questions and answer each other. Then the pupils selected
two songs—one folk and one popular—which they sang with one of the
girls conducting. Each pupil carried his own folk song book and
several mimeographed song sheets in his notebook ready for use.

During one hour, the writer observed the teacher as she
supervised the language laboratory. Attendance was voluntary. For
the first half of the period, first-year students worked with a
record under close supervision. For the rest of the hour, a group
of second-year students came in to listen to a tape recording of
the conversation which they were currently studying. They worked
independently.

The content of the advanced course—French III and IV—is
adapted to the personality of each class and to the varying ability
of the individuals in the class. Various types of literature are
selected for alternate years to avoid repetition.

The teacher was extremely conscious of individual differences
in her classes. As a whole, the pupils seemed to possess a high
degree of self-direction. Several times during the day, the teacher
The teachers had abundant materials with which to work. In the school library, a section of shelves was filled with French books at several levels—including a beautiful new French picture encyclopedia—and with books in English about France. The Latin shelves contained books about Rome and Roman life. Complete, up-to-date, bibliography lists for both French and Latin were in pamphlet binders on the shelves. Vertical files for these subjects were filled with the latest fugitive materials, such as travel folders, etc.

One room was set aside for a language laboratory. The large record player was installed in a wagon-like arrangement which could be easily rolled into the adjoining classroom when necessary. The tape recorder did not have to be shared with other departments. There was a good collection of French records, both language and literature, and of tapes made in France.

3. In a second-year French class, the pupils were doing a conversation about renting a room in Paris. As long as they included certain basic words and expressions, they might be original in their comments. Several of them had a flair for the dramatic, and their dialogues, done at the front of the room, were very entertaining. The pupils, prompted by such questions as "What helps do you want to give them?", "Did you notice any sound we can help him with?", etc., criticized each other's performance. After about fifteen minutes of this activity, the teacher played part of a tape, recorded by a Frenchman, about a stroll in Paris. The pupils were
school had been involved. Since it is the one money-making activity of the year, pupils and teachers alike were delighted to have cleared nearly a thousand dollars. Much informal evaluation of the activity by teachers was going on, with suggestions for "next year." The French classes had had a "booth," called the Streets of Paris, featuring a can-can dance, French popular songs, and skits and jokes done in a cafe setting. Participants in last year's dance had taught it this year. Preparation for the carnival had constituted the "work" of the French classes during the week, and all had contributed in some way to the success of the event.

On the day of the writer's visit, the French teacher was involved in pre-planning for the all-school elections which were to take place soon. Supervising this activity is one of her responsibilities.

Since the Latin classes constitute only a half-load, the Latin teacher works with the guidance director in the sub-freshman progran. The German teacher is the sponsor of the Junior class. Thus the language teachers, as well as all others, seem to be deeply involved in planning and developing the total curriculum.

2. Nearly all pupils take one of the three languages offered. French enrollments are the largest. Because the present sub-freshman schedule is very full, a language may not be started until the ninth grade. Four years of each language are available. In order to be able to offer the third and fourth years, the two groups are combined.
Classes were to be dismissed for a two-day period immediately following the writer's visit so that the customary faculty workshop might be held. Any problems which had arisen during the first six-weeks period would be subject to solution, and any major changes in policy which seemed advisable would be subject to discussion. All teachers were to be asked, for example, how their particular departments would be affected if the weight of acceleration (the traditional six-year program is compressed into five) were shifted from the beginning of the five-year period to the end. The language department would favor such a move, since a language might then be scheduled a year earlier in the pupil's program.

When the writer asked in the main office for any descriptive information about the school, she was given an eighty-three page mimeographed Procedures Handbook for 1956-7, in which all rules, regulations, duties, etc., were spelled out in detail. In a laboratory school administrators' Newsletter, the writer gleaned the interesting fact that one staff member was doing a study of the communications structure of the high school faculty. Another staff member was studying the nature and extent of participation in the initiation and development of written policies by selected groups in the University High School.

Reverberations were still in the air from an all-school carnival sponsored by the Student Council the previous Saturday night. This event culminated a week's activity in which the whole
School I

School I is a five-year secondary school enrolling approximately 225 pupils. The physical plant, located in a building apart from the campus of the University, is a picturesque gothic structure, vintage 1917.

In the past, it has been the practice to select 50 per cent of the pupil population at the sub-freshman level on the basis of high academic achievement and scholastic aptitude, and to admit the other 50 per cent, with less rigid screening, at the ninth grade level. As the sub-freshman program for the gifted is expanded next year, however, pupils unconditionally recommended by their sixth-grade teacher will be carefully screened, tested, and considered finally in terms of their readiness for an accelerated program.

There is a staff of forty, including many with joint appointments in the Colleges of Education and of Arts and Science. In the language department, the Chairman has for several years held a permanent, full-time position in the University School with rank in the College of Education. The other two teachers have full-time, temporary appointments.

The writer chose to observe this program because she was interested in learning how the language courses were modified to meet the needs of a highly select group, and in seeing what supplementary materials, teaching devices, etc., might be used effectively with such a group.
no student teachers because there are no French majors in the college.

6. The French teacher has been relieved of two secondary-level English classes in order to devote her time to a continuing program of French in the elementary school. The visitor observed classes which included all children in Grades III through VII. Next year the work will be extended through Grade IV, and the following year through Grade V. Thus, two years hence those pupils who elect high-school French will have had aural-oral experience with the language since Grade III, and their high school course will have to be planned accordingly. The teacher is developing her own course of study, and keeping careful and systematic records.

In launching the program, the parents were consulted. Then, the President of the College met with the elementary teachers, the Head of the College Language Department, and the Supervising Teacher who was to do the work. Thus the program is solidly established, and has the full support of the administration.

7. The teachers participate in professional meetings in the area. The French teacher has been chairman of a committee for the nationwide examination sponsored by the American Association of Teachers of French.
There was no evidence or mention of any type of project work, or of extra-curricular activities. In French II, grammar principles were presented deductively, and rules and examples cited.

The Latin teacher taught English and social studies also. In the Latin class she stressed derivation of words and was able to correlate vocabulary work with the pupils’ current material in other subject areas.

4. There was little indication of co-operative planning of professional laboratory experiences in the language area. The one credit course in Methods of Teaching Modern Languages, required of language majors during the Junior year, is given by a member of the language staff. He does not utilize the campus school language classes in any way in connection with his course.

Three years ago, Latin was dropped completely from the college curriculum. Consequently, teachers are no longer being prepared in this area.

In line with the recent interest in teaching languages in the grades, a course dealing with the techniques and materials of teaching French and Spanish in the elementary grades has been given once, and is to be offered “on demand.” The campus school teacher would co-operate in giving this course.

5. The Supervising Teacher of French has in the past had one or two student teachers each semester. In addition to teaching one class per day, these students are required to spend five hours per week in related activities. This semester, by exception, she has
Both teachers believe that one year of a language has surrender value, and do not persuade reluctant pupils to pursue a language the second year. Approximately equal numbers of boys and girls were present in the classes of thirty-six and twenty in Latin I and II respectively, and in the classes of twenty and sixteen in French I and II respectively. Since French has been included in the grade school work, interest on the part of high school students has been stimulated.

It is possible for French students who so desire to continue the language for one or two years more by enrolling in the college classes; their high school schedule is adjusted to permit this.

Both teachers have had previous public school experience and long tenure in their present situation. Their supply of materials and equipment appeared to be meager. The Latin class observed by the visitor was held in the Physics laboratory.

3. The French teacher emphasized the fact that her techniques varied depending on the composite personality of each class. The high school classes observed were conducted in a traditional manner, with emphasis on grammar, on translation, and on exactness of pronunciation based on imitation only. Quite a bit of "conversation" of the question-answer type carried on in the French II class indicated that the pupils were accustomed to using the language to this extent. They gave adequate answers to questions about a field trip taken the previous day by their English class.
area at the junior high level. The school population represents a cross-section in intelligence and in socio-economic background, with only a small percentage of faculty children.

The writer chose to include this school among those to be visited because she was interested to learn how the secondary-level language teacher was handling the extensive elementary school language work. She was curious to see whether, with the opportunity for observation and participation in such a program available, future elementary school teachers were taking advantage of it.

1. The French teacher had indicated in her questionnaire reply that the foreign language staff did participate in over-all curriculum planning. In an interview with both the Latin and the French teachers, it was revealed that little is presently being done in curriculum development, and that routine planning is carried out by the administration. Both teachers have homeroom assignments, but the homeroom is a "few-minutes-before-classes" type of thing.

2. Two years of each of two languages are available, and it is possible for pupils to include both Latin and French in their program if they desire. Thus, the first-year French class consisted of ninth graders and of those eleventh graders who had followed the established custom of taking two years of Latin first. In the second-year Latin class, the teacher, in pointing out a certain derivation, remarked, "When you take your French another year . . . ."
the class is that advocated by the University Latin department. It is radically different from the traditional approach. As yet, no textbook based on it has been written for the secondary level. Therefore this material, tested and retested in University School classes under expert guidance, will be a valuable contribution.

6. Among the four major purposes of the unified School, the second is:

To provide educational leadership through the dissemination of findings and practices of the school through such media as encouraging and providing for visits to the laboratory school by teachers and administrators in service, publication, participation in professional conferences, and consultation services.

The Language Chairman participates in many professional conferences, and is widely consulted. He left the campus during the writer's visit to attend a language meeting in a large neighboring city.

School H

School H, consisting of Grades K through XII, is housed in a separate building on the campus of this pioneer state teachers college which enrolls approximately 3,000 students. There is in the city a large public high school which boasts a more modern plant and better equipment.

The secondary school population is partly urban, partly rural. It includes those children who have been in the school through the grades (approximately thirty pupils per grade), and about thirty additional ones who come in from the surrounding farm
student teachers, nor can it concern itself unduly with practical
problems of elementary language teaching.

5. The School of Education has this year discontinued the secondary
course in observation which had come to be a real burden to all
departments of the University School. Each student observation had
to be accompanied by a conference with the teacher observed. With
the increasing number of students, the time element made this
procedure impossible. No alternative arrangement for observation
has been made.

Language majors do not participate in any way before their
student teaching assignment.

The writer observed one class to which two student teachers
were assigned, and another class to which one was assigned. In
the former case, one of them taught the class for the full hour.
While she was teaching, her colleague kept running notes and also
a pupil participation chart. As they alternate their performance,
they criticize each other. The student in the other class was just
observing. The amount of actual teaching which student teachers do
is left to the discretion of the supervising teacher.

5. The beginning Latin pupils and their teacher were using, for
the fourth consecutive year, the mimeographed manuscript of a Latin
grammar in linguistic terms. During the class, a pupil raised a
question which made the instructor realize that a certain
explanation was not clear. It was checked for further study. The
method featured in the proposed grammar and used consistently in
instructor guided the pupils through a series of answers given in well-pronounced Spanish phrases or short sentences. Then the pupils profited by the visitor's presence to ask him many questions about Mexican school life, sports, etc.

The second-year Latin class was reading a story in Latin for comprehension. Instead of translating, they were answering questions in Latin on the content of a paragraph. They gave phrase answers to questions introduced by quam ob rem, quo tempore, etc. During the day or the following morning before classes, they were to come in and record on the tape their answers to a pattern practice on phrases. Their next practice would be with clauses.

In the first-year Latin class, each pupil had his copy of Webster's dictionary, and this was the door through which he was approaching the study of Latin.

1. With liaison functions designated to a key individual who has a triple appointment in the Language Department, in the School of Education, and in the University School, there should be a close interdepartmental and intra-college relationship. The student teachers take the Methods course concurrently with their teaching assignment, which may be in the University School under the supervision of the same instructor, or in a city school with a co-operating teacher. Inasmuch as 50 per cent of the students enrolled in the Methods course are, however, graduate students, many of them foreigners attracted to the campus by its special language institute, the course cannot be geared specifically to the level of
2. Language offerings include four years of each of Latin and French, and two years of Spanish. The total Latin enrollment is slightly larger than that for the two modern languages combined.

One indication that the teachers are continually re-examining their courses in the light of their proposed outcomes is the fact that, both in French and in Spanish, different textbooks featuring a different approach, are being used this year from the ones indicated on the questionnaire.

The visitor observed the Spanish instructor's classes both in the University School and in the University. He was equally at home in both classrooms.

There seemed to be a minimum of materials. Little had been done to create a foreign atmosphere in the classroom. The Latin teacher was having her second-year pupils use a tape recorder in preparing a reading comprehension lesson. The French teacher, by contrast, admitted that she had not learned to operate such a machine.

3. The writer observed a beginning Spanish class which had developed, in a three-week period, much skill in understanding simple Spanish related to topics with which they were familiar. The professor had invited a Mexican conservation expert, present briefly on campus, to visit the class. Because the visiting Mexican was interested in our method of studying his language, the instructor reviewed with his pupils, in Spanish, the geography of the Americas. With the use of a map, and with many gestures, the
of certain University language departments or schools of thought was carrying over into the high school program.

1. The visitor happened to be present on a day when the University School monthly staff meeting was being held. There were reports from the Chairmen of four major Committees: Research and Publication, Student Teaching and Laboratory Experiences, Curriculum and Instruction, and Pupil Personnel Services. Representatives from the University School faculty and from the School of Education faculty serve on these committees and work with the Director of the University School to build unity in staff and program. At this meeting other committees were announced, according to the preferences previously listed by staff members, which would study immediate problems identified by the staff in their pre-school week meetings. As the Director expressed it, "Major policy changes should evolve from members of the staff; recommendations, following a study of the problem, should find their way up through channels." All three language teachers were working on the major committees, and were appointed to the problem-solving committees.

The French teacher, a full-time laboratory school person, had the responsibility for the Senior girls' homeroom. She had been adviser to this same group during their six years in the secondary school. The Spanish and Latin instructors, since they had partial responsibilities elsewhere, did not have advisory responsibilities.
determine a child's admission to this school include: the date of application, the previous or present enrollment of siblings, meeting the age and sex requirements of the group in which there is a vacancy, and reasonable expectancy that he will remain through Grade XII. Although an attempt is made to maintain a representative student body, this is extremely difficult to do. Actually, with an intelligence level of 115 to 120, the pupil population is skewed. From 85 to 90 per cent of the graduates enter college; however, only about 15 per cent attend the University.

Regular staff members of the University School must have had at least three years of successful teaching experience; they must possess a Master's degree; and they must show evidence of continued professional growth and activity. They do not hold tenure in the University, or, except in unusual cases, rank in the School of Education. Two of the three members of the language department are exceptions in this regard. The Chairman is, at one and the same time, a Professor in the Department of Romance Languages, a Professor of Education, and a University School teacher. He shares this unusual distinction of having a triple appointment with only one other professor. The Latin teacher is one of four people who have dual appointments. At the university level, she gives courses in the Method of Teaching Latin, and teaches Latin classes in the University School.

The writer included this school on the list of those to be visited because she was interested to know whether the influence
as the other subject areas. Closed-circuit television makes it possible for large numbers of college students to observe the campus school classes. On Thursday and Friday each week the language supervisor teaches her first-year French class in the television room of the adjoining college building. Two cameras are used. One, fixed on the teacher, is channeled to a room where students particularly concerned with methods and techniques of language teaching may observe. The other, fixed on the pupils, is channeled to another room where students in Educational Psychology may observe pupil behavior.

7. Both modern language teachers are involved in professional activities in the area. Both have published articles on language teaching in the professional journals. Both are in demand as speakers over a wide area.

School G

School G has for the past two years been a single administrative unit combining the high school and the elementary school. Both divisions, as well as the School of Education offices and classrooms, are housed in one large building on the university campus. New and separate buildings for the University School and the School of Education are a possibility for the near future.

Approximately 200 pupils are enrolled in Grades IX through XII. There is presently some loss of pupils through transfer to the new city school at the tenth grade level. Factors which
Whereas a few years ago all student teachers could be accommodated in the campus school, they have now "spilled over" into the public schools of the area. The college has adopted a professional semester divided into two eight-week periods. During one of these, the student has full-time student teaching plus a seminar meeting once a week. In the campus school, during this period, there were two student teachers in the French classes, two in the Spanish classes, and one who was dividing her time between French and Spanish. Since it is a college rule that each student must have experience in two classes at two different levels, no more could be accommodated in the campus school. The other language majors were working in the public schools of the area under the guidance of carefully selected co-operating teachers. The teaching schedule of the campus school Spanish instructor was arranged for this term so that he will be able to go out to observe each of them at least once a week.

The writer had purposely timed her visit very early in the term—-it was actually the third day of regular classes—because outside observers are not encouraged after the student teachers have "taken over" their classes. They were scheduled to do so the following day.

6. Experimentation and research must, in this school, be sacrificed to the teacher education function, which is its avowed concern. In fulfilling this function, however, an experiment is presently in progress which involves the language department as well
4. The campus school French teacher also gives the course in Modern Language Methods, required of majors during their junior year. The visitor observed this class which met at eight o'clock in the morning. Since this was the second meeting of the class, the instructor was in the process of outlining the course content, and was indicating the types of activities in which she expected the students to participate. A small group volunteered to learn a simple dance which they would then teach in a high school class the following week. It was obvious that the instructor made good use of the campus school program to support her Methods course.

Even during the language majors' sophomore year, the instructor makes a point of meeting them, having them come to the campus school, and providing limited experiences for them in the junior high class and in the French Club.

5. In the Methods class referred to above, the instructor also explained at what time and in what classes during the next two weeks the campus school staff would be teaching for demonstration. A limited number of observers would be allowed in each class for this specified period. Then classes would be "closed" until another designated time later in the term when they would again be taught "for demonstration."

In connection with the same Methods course, each student is held responsible for two "participations." Various activities were suggested by the instructor, and a choice was to be made in terms of the student's talent or interest.
The language teachers have had previous successful public school experience and extensive academic preparation. The Spanish instructor has given summer courses in language, in Philosophy and in Education in large neighboring universities.

Ample provision is made for all types of needed materials. Equipment such as tape recorders, record players, etc., must be shared with other departments, but there is an adequate supply in the school.

3. An oral-aural approach is used. In Spanish particularly, linguistic patterns are the basis of intensive oral practice.

A special time during the school day is set aside for individual help in all departments. The presence of several student teachers on an all-day basis provides a source of individual attention. Student teacher efforts also contribute to the variety and number of extra-curricular type activities which take place in class and club. This participation in games, songs, and dances affords an excellent learning experience for pupils and student teachers alike.

Correlation with one area in particular seems to be most effective. A special Senior course in which literature, art, and music are combined often benefits from the contribution of one or the other of the modern language teachers, both of whom have a broad background in two or more languages and in extended travel and study in several countries.
the ninth-grade course, and about the system of dealing efficiently with the comparatively large number of student teachers.

1. Planning is departmental rather than general. All departmental projects are presented to the high school staff, as well as to the college personnel involved, for their better understanding and approval.

The language supervisor has the responsibility for guidance in a Senior homeroom, a group with which she has now been working for six years. Part of their homeroom program involves the study of a particular problem or problems which they themselves identify. They decided to begin the term with a consideration of good study habits.

2. Latin, French or Spanish may be started by any tenth grade pupil who is interested. Enrollments in the modern languages are comparatively larger than in Latin. The teachers feel that, since all pupils have exploratory experience with the three languages, presented by their respective teachers in the general language course in Grade VIII, they are capable of making their own choice. Many pupils take three years of one language and two of another. The feeling of the staff is that every pupil should have an opportunity for some language experience. If he does not wish to include regular language classes in his high school program, then he may elect the one-year course in the ninth grade. The cycle of "conversational-cultural" (in the case of Latin, "Historical-cultural") courses is repeated.
School F

School F is a six-year school with approximately 400 pupils in Grades VII through XII. It is an integral part of a state teachers college whose specialized function is the preparation of secondary teachers in the academic subjects. The campus school has a long tradition of successful contribution to the teacher education functions of its parent institution. The physical plant, centrally located on the campus, is connected by an enclosed ramp with the Education building. The teachers in the campus school enjoy equal rank, privileges, and responsibilities for college-wide duties, with other members of the College faculty.

In the city where this school is located, approximately 50 per cent of all school children attend parochial and private schools. This situation results in a certain degree of de-emphasis on public school activities, so that there is no occasion for unfavorable contrast with regard to the amount and elaborateness of music, dramatic, and athletic events. An effort is made, in selecting the pupils from a long waiting list, to maintain a representative pupil population.

As the questionnaire reply had indicated, three years of each of three languages are offered, in addition to a general language course and a special ninth-grade course. The reply also indicated the presence of numerous student teachers. The writer was anxious to learn more about the content and organization of
language. The clever manipulation of audio aids was impressive.

4. The laboratory school language program is the center of the language teacher education program. One person teaches the Special Methods, heads the laboratory school language program, and supervises the student teachers. The course in methods and the student teaching take place simultaneously during a given quarter.

5. Likewise, the language program contributes to other education courses. Over the closed-circuit television, the language teacher demonstrated, for the college class in Introduction to Secondary School Teaching (required of all Juniors), the part non-subject matter outcomes (i.e., attitudes and social competence) play in a typical language class.

Student teaching is seemingly the primary teacher education function. An unusual feature is that some work at the elementary school level is included in each major's teaching experience.

6. An experiment is in progress which has to do with evaluation of teaching by aural-oral approach at the junior high level. The person in charge of this experiment was not present to discuss it.

7. All teachers are involved in local language organizations, and hold offices. The department is instrumental in putting out a state-wide language teachers' bulletin. The Chairman is president of the largest regional language organization and is active in language affairs nationally.
story which he had previously put on tape for them. Another day, while he was helping the French pupils with the words of a song which they were subsequently to practice with a record, the German pupils took dictation from the tape recorder. All directions had been carefully included, and spaced repetition of phrases had been carefully timed. Pupils then checked their own work from mimeographed copies of the taped dictation. A third day, the German class copied into their notebooks the words of a song, and then worked out with the teacher a free translation. With the help of a record, they worked on words and music and were ready, on the teacher's next interval with them, to sing the song, with the teacher furnishing a better tempo on the piano this time.

Actually the two periods—from eight o'clock to nine-fifty with a ten-minute break on the hour—fell naturally into about five different activities. During a work-time, when the teacher was in the other class, the pupils studied in groups. Sometimes they asked help of one particularly good pupil. Also, because the age range was greater than in a regular class, the older pupils assumed the responsibility of helping the younger ones.

The visitor observed these classes for three consecutive days during the fourth week of the term. She was impressed by the accuracy of their pronunciation, and by their evident interest in the stories they were reading. Both groups were well into the first book of the Chicago Graded Readers for their particular
studies, science and typing. Remedial instruction and enrichment were the two emphases. Admission was open to any pupil of normal high school age, and children of teachers or other professional workers attending the summer session were welcomed. Any students registered in Student Teaching were to be assigned to observation and student teaching in the high school classes.

According to the prospectus of the University High School itself, one-half credit could be earned in either French or German. The description of the course read thus:

These languages will be taught on a workshop basis. The oral-aural approach will be used under the supervision of a regular staff member. A supervised, extensive reading program will place stress on vocabulary building, with functional grammar as an integral part of the program. The reading program will stress the cultural, literary, historical and economic aspects of the respective countries.

Actually, the summer classes in French and German, with enrollments of ten each, were being handled simultaneously by one extremely capable teacher. No student teachers had been assigned.

3. By careful pre-planning of activities and preparation of materials, by the use of tape recorders and record players, and by self-direction on the part of the pupils, the teacher was able to direct the two groups simultaneously. While the French pupils were working with conversation records, which they were able to follow with the help of mimeographed sheets, the teacher would be reading with the German group. Then, reversing the procedure, he would read with the French group while the German pupils would work on a
where there is no secondary school, and pupils from various parts of the city who elect to attend. An effort is made to maintain a representative population.

The unusual feature of this program was the fact that it offered language during the summer session, and this particular visitation was, by exception, made then.

Questionnaire data had revealed that, during the school year, four years of each of four modern languages, enrolling over 80 per cent of the pupils in Grades IX through XII, are offered by four language instructors. These teachers are also giving work at the junior high and elementary school levels. The Chairman gives the course in Language Methods, and supervises the student teachers who have their work in the laboratory school. She also supervises the occasional language major who is assigned to a city school.

1. The language staff participates in curriculum planning, particularly the Chairman, who is presently also the Chairman of the Curriculum Committee.

2. Inasmuch as the writer made a specific point of visiting this summer program, which sounded the most promising of the five language programs available, discussion of organization is limited to the summer session.

According to the Summer Bulletin of the University, the University High School was in session during the first term, and offered instruction in the language arts, modern languages, social
supervising teacher indicated that this woman's teaching experience in the required junior high course with an oral-aural approach proved very successful.

One student from a Principles of Education class was observing one class, and one student from the Language Methods class came to observe. The latter was equipped with an evaluation sheet; she needed to make written observations concerning the teacher's objectives, her procedures in oral practice, in grammar, in reading, and her use of realia.

6. There was no experimentation.

7. There was no evidence of or claim to leadership in the area.

School E

School E is extremely fortunate in its physical plant. Grades VII through XII, about 400 pupils, occupy a three-story five-year-old building. There is a separate gymnasium-auditorium close by. A separate music building and a separate elementary school complete this campus within a campus, for all four buildings are at one edge of the University grounds, close to the School of Education.

The language area occupies three large adjoining rooms with their six intervening listening-recording booths. The departmental office and student teachers' workroom are across the hall.

The school population includes pupils who have attended the University Elementary School, pupils from a small school district
of whom she had been a student. To the extent that the presentation of a grammar point was made inductively, a certain amount of reflective thinking was provoked. The teacher was careful to use the foreign language to a very great degree.

Oral reports on aspects of civilization were given in class in English. One of them had been prepared for a social studies class and was being repeated in the Spanish class.

Two or three exceptional pupils were preparing to take part in a regional oral contest sponsored by the language department of the university.

4. The Professor of French who gives the course in methods for both modern language and Latin majors comes to the laboratory school to observe the student teachers. She also invites the laboratory school teacher to come to the methods class to discuss such topics as lesson plans with the group.

5. Although many do their student teaching in the public schools of the area, language majors usually have been assigned to the University School. The writer happened to visit at the beginning of a term, so that the four student teachers assigned for that period--two in French, two in Latin--were just getting oriented. They were observing the supervising teacher. One of them was a mature person, a native Frenchwoman who had taught in her own country for several years. A subsequent communication from the
A. To speak with a correct pronunciation understandable to natives.

B. To be able to ask simple questions, make wants known, and carry on some conversation when traveling in the foreign country.

C. To be able to converse in the foreign language with classmates or other Americans who know the language.

III. To develop the ability to read in the foreign language by comprehending the text without direct translation.

IV. To develop the ability to write the language with correct spelling and grammar.

V. To develop an understanding and appreciation of the countries and people where the language is spoken, to understand the present-day life and government there, to have some knowledge of the geography of the country, and to know the main landmarks.

VI. To have an appreciation of the history, fine arts, and other cultural contributions of that country to the world.

VII. To develop an appreciation of the effect of the foreign language upon the English language and grammar in order to understand our own language better.

VIII. To appreciate our American heritage as compared with other world cultures and to appreciate the culture of the foreign countries.

IX. To develop a better understanding of the thinking of people in a foreign land through their own language which reflects their thought and ideas.

X. To develop the ability to understand difficulties of foreign-born Americans who are trying to adapt themselves to our language and customs.

The observer saw all of the French and Spanish classes. In both, the teacher used the textbooks which implement the Cleveland Plan. In her teaching, she followed the method proposed by De Sauzé,
2. In the light of the re-examination of the language program as part of the general evaluation, the foreign language teachers and their consultant, the Foreign Language Methods professor from their University, were making the following recommendations to the administration:

1. that language be taught in the elementary grades for twenty minutes per day by a teacher with training both in the foreign language and in elementary methods.

2. that two years of German be offered, if possible.

3. that all college preparatory students should take a language.

4. that provision be made for a third year of French and Spanish.

5. that the required language in the Junior High be placed at the eighth grade level for the upper 50 per cent of the class, and at the seventh grade for the lower 50 per cent.

The visitor was impressed by the mimeographed materials (study sheets and objective-type tests) prepared almost daily for her Latin classes by the Latin instructor. When she requested copies, they were graciously given to her, and she learned much from studying them.

3. The foreign language teachers have spent much time in spelling out their objectives. The list of ten are quoted:

I. To develop the ability to understand the foreign language.

II. To develop skill in speaking the foreign language.
The University School population is drawn largely from several rural communities near-by whose districts have contracted with the University. Some come from the section of the city adjacent to the campus. A few are faculty children. All in all the student body represents a cross-section of society and an average distribution of intelligence. Approximately 65 per cent of the graduates attend college, the majority moving on up to the University of which their school is a part.

The writer chose to visit this school because of the new building, and because of an over-all evaluation of the program (and of the language section within it) presently in progress.

Questionnaire data had established the fact that two years of each of three languages—Latin, French, and Spanish—are offered at the senior high level. One-half year of either French or Spanish (they are arbitrarily alternated) is required at the junior high level. Classes are handled by one full-time teacher and a half-time Latin teacher who also carries eight hours of teaching in the Department of German of the University.

1. The language teachers seemed to be involved in the evaluation program. They were approaching it departmentally; however, each department submitted written progress reports to the whole faculty.

The modern language teacher was adviser to the Y-teens. At that moment, she was involved with them in their plans for a rather elaborate all-school dance which they were to sponsor on Saturday night.
6. The visitor spent some time in the Elementary School. She observed the high school German instructor teach the third graders and also the fourth. Then she saw a university instructor work with the fifth grade in French. This is part of a carefully planned long-range experiment. Shifting objectives in terms of a child's readiness were woven into an over-all general plan extending from grades three to pre-high school. If this particular experiment continues, it must logically result in courses at the high school level planned in terms of long exposure. The Chairman of the High School Language Department was a member of the planning committee and is following the program carefully.

7. The Chairman is active in various language organizations in the area and maintains contact with public school language teachers through committee work.

School D

School D has existed as a laboratory for the College of Education of this State University since 1914. A new two million dollar building, located at one edge of the campus, was completed in 1956. The school accommodates 700 kindergarten through high school pupils with thirty-seven supervising teachers. The modern language suite includes a classroom equipped with shelves for the classroom library, a built-in wall screen for showing films and slides, and extensive tack-and chalk-boards; an adjoining office; and an interior room to be used for listening and recording.
In a second-year Latin class, the pupils were spending the hour in making a written translation of a section from Caesar's Campaign against Ariovistus in Book I of the Gallic Wars. They worked steadily, conferring occasionally with a neighbor about a form or ending, and going less occasionally to the teacher for help.

b. Although the University Schools are within the Department of Education, they are practically autonomous. In the language area, the Methods of Teaching Foreign Languages is a course in the Division of Romance Languages and Literatures, given by a member of that department. This professor keeps in touch with the high school classes through occasional visitation.

5. Student teachers may be assigned to the school for one term. In Latin, the instructor had supervised only two during her five year tenure. The visitor observed one person who was nominally a student teacher in a second-year French class. Actually he was a graduate student, whose native language was French, with several years' teaching experience in Europe. Even so, he did not have responsibility for the class for the full hour, but was handling one activity for a few minutes. The activity consisted of correcting with the class a verb test which he had constructed and administered the previous day.

There did not happen to be observers at the high school level. Language students do, however, observe and make reports of observations for their class in the Methods of Teaching Foreign Languages. There were adult observers present in the elementary school language classes.
force, particularly in French. As the instructor phrased it, "These children are the type who will go to Paris. Their French is planned for." And so they value aural-oral skills for their probable future use.

The visitor observed the third-year French class. Because it was a beautiful spring day, the instructor began by writing on the blackboard a Rondel by Charles d'Orléans, a fifteenth century poet. The pupils practiced pronouncing it, copied it, and were to learn it by heart for recitation the following day. From their store of knowledge the pupils furnished related facts about the battle of Agincourt in 1415, etc. Then there was some discussion, in English, of a film seen the previous day. The teacher had brought in the French gadget necessary for making café filtre. In the course of the discussion, one boy who had been in school in France and one girl who had traveled there added information. Then followed a period of question-and-answer conversation in French inspired by three French National Railway posters featuring spring scenes. Since certain days were set aside for reading, for grammar, and for "civilization," the assignment for the following day—a grammar day—consisted of written grammar exercises.

The second-year French class was just starting an end-of-the-year systematic review of verbs. This day they "covered" aller. The following day they were to "take" acheter. Grammar was reviewed in English.
been able rather recently to convince the curriculum committee that language should be required. Also, she was instrumental in interesting a university-wide committee in setting up the experiment in language teaching in the elementary school.

The Chairman, in addition to her other duties, was adviser to the Junior class. She met briefly after school hours with their committee to check plans for a class picnic.

2. As had been stated, all students must have at least two years of one language. They may choose among three-Latin, French, and German. Enrollments in French are largest. Among the 65 per cent who continue into the College, those who "place out" on their proficiency test in language may: (a) earn their degree without further language work, (b) continue at a higher level, or (c) begin another language.

Because the modern languages were taught by natives, the classes had a special flavor. The representation of culture had high priority as an objective, and of course authenticity.

3. Preparation for outside examinations was an accepted and valued activity. For 65 per cent, the College proficiency test was ahead. For the majority of the other 35 per cent, College Board examinations were a certainty. When the visitor observed in the spring, College Entrance Review Books were an instrument in use for systematic review.

There is another thread running through the language work of this school which might be considered a secondary motivating
office, and an anteroom furnished with a display case, are in one wing of the first floor. The Latin room occupies the tower of another wing ten minutes away. The German instructor gives his classes on the second floor of the first wing. Obviously, this does not facilitate intra-departmental communication.

The secondary level includes two pre-high school and three high school years, with an enrollment of 470 pupils in these five grades last year. These pupils are tuition students from various parts of the city. All of them, who have an I.Q. of 110 or above, are preparing for college. Formerly, because of the accelerated program (pupils finished high school at the tenth grade level), they had to attend the College of the University. Now there is a trend to go elsewhere, although 65 per cent still attend the College.

Features of the language program which motivated the writer to investigate it were the fact that there is a language requirement for the high school diploma, and the fact that the modern language instructors are "natives."

Questionnaire data had stated that language offerings included three years of each of three languages, and that two consecutive years of any one are a minimum requirement. By staggering them, it is possible for pupils to fit two languages into their schedule if they desire.

1. The visitor gained the impression that there was not very complete cohesion within the language department itself. The department was having a meeting that afternoon. The Chairman had
work with the class in terms of his own interest and special talent or ability. He may do a special project; he may work with individual students or with a group; he may concentrate on materials. Participation is individualized.

Students other than those participating may observe in any area. They must never arrive unexpectedly, however; they sign up for each observation in the school office sufficiently in advance so that the teacher receives notice at least forty-eight hours before they come.

6. There was no experimentation.

7. In-service teachers of the area often observe on their "visiting day." The modern language teacher has been president of the language section of the state education association.

The modern language instructor has twice offered a summer course, once in the Teaching of Spanish and once in the Teaching of French in the Elementary School. For these courses, children from the elementary grades of the campus school volunteered to attend a demonstration class in the summer. During the regular session, there is no foreign language taught in the grades.

School C

School C is a division of the Department of Education of a large privately endowed university. The plant, built many years ago, is in need of a thorough renovation, for which a generous appropriation has now been made. The French room, the departmental
property, which all of the eight and the teacher have used in their
talks before groups and clubs, particularly language clubs of the
area.

1. The faculty may be assigned interchangeably to both levels, the
laboratory school and the college. An instructor may be teaching
at both levels concurrently, as did the Language Chairman this
past year. Because the laboratory school Latin teacher's load
was very heavy, the Chairman of the Language Department came in to
teach a section of Latin II. Recently, when an exchange professor
from Belgium was teaching college English, the campus school
language teacher, also qualified in English, took one section so
that the Belgian might have a second-year French class at the
secondary level and become acquainted with the laboratory school.
In brief, the teachers of the institution and of the laboratory
school form one faculty, and may be shifted wherever they are needed.

5. It is not the policy of this school to have student teachers.
There are, however, participating students who are assigned to the
campus school for a six weeks' period prior to their student
teaching in a public school. The Supervisor of Participating
Students expressed concern to the writer about the continuing
ability of the campus school to handle the ever-increasing numbers
of such students. In language the number of majors is small, so
there has been no problem.

Each participating student works with a laboratory school
teacher for one period a day. Together they decide how best he may
projector and screen. He showed about twenty slides borrowed from a friend who had been in Spain during the summer. Several of the slides were scenes of a bullfight. Before he showed these, he wrote on the board and explained some of the common terms connected with the sport. He did a very effective job of sharing his second-hand trip. Then three boys acted out a playlet, "adapted" from *Sal y Sabor de Mexico*. One of them, an excellent pupil with an unusually good accent developed through much practice with pronunciation records, had memorized his lines; the other two read theirs, but smoothly. They all ad-libbed and inserted jokes, and thoroughly enjoyed themselves, particularly the boy who wrapped himself in a *rebozo* and played the Indian's wife.

That evening the visitor saw slides of the Mexican field trip taken by eight Spanish pupils and the teacher during the Christmas holidays. In addition to the usual activities of Mexico City, the group was able to celebrate Christmas in true Mexican style, thanks to the hospitality of a former exchange student to their institution. The best 165 slides from among all those taken by several persons had been selected by the group after a simultaneous viewing. They were synchronized with a thirty-five minute tape, a record of recalled conversation spoken by pupils and teacher upon their return. It was extremely lifelike, even to having an adult with a foreign accent do the remembered speeches of cab drivers and guides. The composite set of slides and the tape became common
douzaine, ordered directly from Edition Flore. The American story appealed to them; they were delighted with the French way of interpreting it. They read rapidly for comprehension, and referred to the English when they wanted to compare special turns of phrase. By using the original book as a support, they were able to read a real French book—paper cover, uncut pages, no dictionary in the back—with much enjoyment of its colloquial language.

A Spanish II class, by group decision earlier in the year, had decided to set aside one day a week for what they euphemistically termed "Projects for Self-Improvement." A list of twenty possible types of suggested activities had been worked out and mimeographed. They might work individually or in groups. Each week those who were ready notified the teacher of their plans and checked with her on any equipment they might need which she in turn would request from the college audio-visual department. On this particular day, seven pupils contributed, four of them individually, and three as a group. One boy brought in a large poster dealing with various occupations. Pictures of people engaged in different types of work had been mounted with descriptive captions in Spanish underneath. The poster would be placed on the bulletin board, which was in this class a pupil responsibility. One girl put on the blackboard a crucigrama based on the new vocabulary words of a story the class had read the previous week. The pupils took a few minutes to work it. Another girl presented an original version of a word game. In the meantime, a boy had been busy setting up a slide
limited ability." The wide range of individual capacities, interests, and needs is her constant concern. Realizing that activities and experiences are conditions under which pupils acquire skills, the teacher plans with her pupils many projects in which language becomes a real tool which they must handle. Motivation has become intrinsic; the success of the project in which they are involved depends upon their use of the tool.

When the visitor finished observing this program on Monday, she felt that many week-end hours must have been spent by these pupils on activities related to their language work. French I pupils came in and settled down to the interesting business of doing mots croisés. Each pupil who brought a cross-word puzzle exchanged with someone and so each had a puzzle to work; the few who had not constructed one were given a quiz on those irregular verbs which were the subject of the puzzles. The puzzles ranged from very simple ones built around only four or five verb forms plus a few other words to really complicated ones using twenty or thirty forms taken from their notebook list. All puzzles were accepted by the members of the class and by the teacher without critical comparison. The quiz given the others was accepted as a substitute. It served the same purpose—a review of selected irregular verbs—although it was obviously less interesting.

Members of a French II class were thoroughly enjoying a unique experience. They arrived with copies of Gilbreth's Cheaper by the Dozen and of the French adaptation, Treize à la
In addition to her other duties, the modern language teacher works with a very active chapter of the Future Teachers of America. At the moment of the visit she was planning with their committee to attend a state meeting the following Saturday.

2. Third and fourth-year Latin pupils meet together as one regularly scheduled class. In French and Spanish, credit may be earned for third and fourth year work by pupils who excel in language and who desire to continue beyond the regular two year course, although there are no regularly scheduled classes. They work out with the teacher a flexible schedule of meetings and are responsible for their own progress. If the second-year class happens to be doing work from which they may profit, they sit in for a few days. They may work with records. They read extensively. Sometimes they work under the guidance of a participating student. In any case, if there are pupils who desire to continue, a way is worked out for them to do so.

Both teachers are capable and forward-looking. The Latin teacher was given a semester's leave of absence last year to make a trip around the world. The modern language teacher has studied in Mexico and in France. She is alert to the latest developments in the field.

3. An informal, off-the-record statement of purpose made by the French-Spanish teacher was: "The purpose of high school language courses is to stimulate interest so that they may continue if they have interest and ability and to widen the horizon of those of
although a piano, filing cabinet, and bookcases for the classroom library took up most of the floor space not occupied by movable desks. In the Latin room, first and second year classes with over thirty pupils were definitely crowded. A large replica of a temple and some other models which the writer had noticed on a previous visit had been removed to make room for extra desks.

An unusual feature of the teacher education program, brought out in the questionnaire, impressed the writer. This was the system of participation for pre-student teachers. She also wanted to know more about the outcomes of a field trip to Mexico, during the Christmas holidays.

According to the questionnaire, the language offerings include four years of each of three languages—French, Spanish, and Latin—handled by two full-time teachers. Total enrollment in Latin is larger than in both the modern languages combined. Last year 52 per cent of the pupils in Grades IX through XII were enrolled in language classes.

1. The foreign language teachers participate in planning and developing the curriculum. There is a great deal of co-operative planning in this situation. The school philosophy, revised and re-issued in 1956, stressed co-operative living and learning experiences for the pupils, and the writer has reason to believe, from observation and from discussion with educators acquainted with this school and its administration, that its teachers also have this type of experience.
that if more small children could be exposed to Latin, they would later approach the study of it with an already awakened interest and an enthusiasm unmixed with dread.

In filling out the writer's questionnaire in the fall, the teacher had written, concerning the sixth and seventh graders, "We hope some of these can go into Latin II as freshmen." In commenting on this in the spring, she was not then very confident that this would be quantitatively or qualitatively possible. The seventh graders were not responding as well as they had done the previous year, or as the present sixth graders were doing.

7. There were no evidences of, or claims to, leadership in this situation.

School B

School B is housed in a separate building, dating from 1929, located on the grounds of the State Teachers College of which it is a part, but it is at the same time a public school with its own school district. It is supported jointly by the state and by a private foundation. In order to accommodate the increased school population of the district, which is an upper-middle class residential area, the elementary department has been enlarged from a two-room per grade status to that of a three-room per grade. The enrollment in Grades IX through XII last year was 339, a number which could still be adequately handled. In the modern language room, the largest class of twenty-five was fairly comfortable,
and sixth grades, not from the University School, but from various city schools. In these elementary school classes the direct method was used, as advocated by the Classical Languages Department, and practiced by them in elementary courses at the college level also.

In the sixth grade, the pupils wrote in Roman numerals the dates of famous historical events, and made a list of English derivatives from the Latin words which they were using in their reading lesson. They sang "Sodalis ille iucundus" and "Caesar habet unam legionem." They read in Latin from their textbook, Living Latin by Carr and Hadszits. Then they transliterated the page about the geography of Europe and answered in English oral questions based on the content which they had just read.

In the afternoon class, the children answered "Adsum" to a roll-call of Latin names. Then they eagerly acted out commands and repeated, individually and in chorus, simple Latin sentences which told what they were doing. By using pattern sentences, the children demonstrated the concept of gender, of subject and direct object, and of person and the imperative mood. Their working vocabulary consisted of concrete nouns (props were used), easily demonstrable action words, pronouns, descriptive adjectives, and interrogative words.

The teacher's purpose in doing the extramural work was to strengthen general interest in the study of Latin. She shared the feeling of the professors in the Department of Classical Languages.
scheduled to give the course when it is offered, but was not acquainted with the person. The modern language professors apparently were not interested in the language work of the campus school.

The professor of Classical Languages were keenly interested in the experimental work at the elementary school level. The previous summer, in connection with their course in the Teaching of Latin in the Elementary School, the campus school teacher, then a graduate student, had taught a demonstration class.

5. Although an occasional student teacher may be assigned, the school's contribution in this area is now minor, since with increased enrollments city and area schools are used for this purpose under the supervision of generalist supervisors from the College of Education. Student teachers in the language department this year were in the city schools.

Present in the after-school class (described in Part 6) were two elementary school teachers from the city schools and one graduate student in Classical Languages, all of whom were regular observers and potential teachers of Latin at the elementary school level.

6. On Tuesday, language activity began with Latin in the elementary school for a half-hour (eight-thirty to nine o'clock) and ended with a fifty minute class (four to four-fifty). The early morning class included all sixth graders in the University School. The afternoon class consisted of twenty pupils from the fourth, fifth,
prepared by the teacher, seemed to have the characters and setting well in mind. They all contributed freely to an excellent class discussion on the values, attitudes, and way of life of the Danaans, as brought out in Book I. In a subsequent letter to the writer, the teacher said that about two weeks were spent reading the story, and that the pupils' work later with the Latin story was excellent because of the insights they had gained.

As for the French classes, there was, in the opinion of the observer, a definite transfer of method from the Latin to the French. The teaching habits of the instructor and the study habits of the pupils carried over. In French I, a short mimeographed quiz was distributed at the beginning of the hour. The pupils were to answer three questions based on a short story they had read for homework. The questions, to be answered in English, included identification of characters, a résumé of the plot, and translation into English of three isolated expressions. In French II, class reading was intensive. There was practice in writing isolated French words on the board in phonetic symbols. A written translation of three pages was the homework for the following day.

Although the teachers in the University School are considered members of the College of Education, they do not hold academic rank. Neither is there any interchange of teaching duties.

The language teacher was not sure if a course in Special Methods of Teaching the Modern Languages were given. When she checked the catalogue, she did not recognize by name the professor
current year's enrollment figure, three-fourths of them will continue in Latin II next year. French I and II, offered at the eleventh and twelfth grade levels, had enrollments of thirteen and eight, respectively, which are high considering the reduced size of these grades.

The instructor was a first-year teacher. She had become a full-time member of the staff this year after serving as a part-time graduate assistant while working on her Master's degree in Latin. Her effort was slanted toward Latin rather than toward the modern language.

3. Introductory Latin was characterized by much stress on the study of mythology and of various aspects of Roman civilization, and by intensive reading of Latin. First year pupils transliterated as an intermediate step in preparing translation. This procedure was developing in them feeling for the continuity of a story, as well as an appreciation of the interrelationship of words. A mimeographed test, which the teacher had constructed, administered, and scored numerically, was given back to the class for discussion and correction. The test questions had to do with formal grammar and syntax.

The second year class might have been mistaken for a class in English literature. In preparation for reading a Latin story about the Trojan war, the pupils were just beginning to read the Lang, Leaf, and Myers translation of the Iliad. They had read the first chapter, and, with the aid of a mimeographed study sheet
Features which prompted a visit to this school were:

(1) the support given the foreign languages generally by the institution; (2) the heavy enrollments in Latin in the high school; and (3) the experimental work in Latin at the elementary school level being done by the campus school language teacher. Questionnaire data had revealed that Latin III and IV had been dropped only within the past five years, and that presently all sixth and seventh graders were studying Latin.

1. Observation and conversations seemed to reveal a compartmentalized curriculum. An unhealthy attitude on the part of teachers other than the language instructor revealed itself in complaints about the unrepresentative pupil population, the small size of the grades in high school, and the status of the faculty within the College of Education.

There was evidence that the language teacher had contacts with the pupil population outside her language classes. A meeting with a committee from the Pep Club, an organization concerned with arranging transportation to all athletic events, took place after school hours on this particular day. Also, the language teacher had just chaperoned a three-day excursion of the Y-teens, sponsored by the school and conducted on school time.

2. By tradition, pupils in this school "take" Latin in much the same spirit as they attend Sunday School; it is comme il faut in their world. This year twenty-four, or 80 per cent, of the ninth graders were enrolled in Latin I. Estimated on the basis of the
the teacher education program; (5) interpretation of teacher
education functions; (6) experimentation; and (7) leadership role.
In a limited observation, the writer did not always find evidence
for each criterion. Therefore the divisions within the description
are by general areas rather than by individual criteria.

School A

School A with an enrollment maximum of 400 in Grades K through
XII is part of the College of Education of the State University.
It is housed in the same building with the offices and classrooms
of the College, and, with them, is feeling the pinch of space. The
language room is barely adequate.

A certain unspoken socio-economic selectivity has established
itself with regard to the school population. This factor operates
rather insidiously at the tenth grade level when boys particularly
are subject to removal to prep schools, thereby upsetting the
balance of the sexes and diminishing the number of pupils in the two
upper grades. Pupils who have not been in the school previously
do not transfer at such a late date to take the vacated places.
There is a consequent loss in student morale and in efficiency of
instruction in the too-small classes. The majority of the pupils
plan their programs in terms of the entrance requirements of
selected Eastern colleges; a minority continue on to the institution
of which their school is a part.
CHAPTER VI

A DESCRIPTIVE ANALYSIS OF TWELVE REPRESENTATIVE CAMPUS LABORATORY SCHOOL FOREIGN LANGUAGE PROGRAMS

In order to have a first-hand picture of campus school foreign language programs, visits were made to twelve selected schools. These schools are located in eight different states, all of them except two in the area of the North Central Association. Of these schools, eight are divisions of the department of education of large universities, while four are integral parts of state teachers colleges.

The following descriptions of language programs are based on information obtained through: (a) direct observation of classes and related activities; (b) perusal of mimeographed materials in actual use; and (c) confidential interviews with members of the department. Prefaced by brief remarks about the setting and the pupil population, the introduction includes a statement of the salient features, revealed by the questionnaire, which prompted further investigation, and a restatement of questionnaire data relevant to this further investigation. Then, following the pattern indicated in Chapter IV, the description of the program falls into seven broad areas: (1) place of the language department in the total curriculum; (2) organization, personnel, and material of the language department; (3) objectives and learning experiences in language study; (4) place of the campus school language program in
probably led many respondents to place greater stress on the acquisition of factual information about a people rather than on experiences less easily categorized.

6. Many interesting examples of interdepartmental co-operation were given, indicating that a language department need not be isolationist.
Conclusions

1. Some statements of objectives were vague and poorly defined; other were clear-cut and definite. From school to school, methods would vary greatly in their degree of consistency with basic purpose. The majority of respondents declared themselves as favoring major emphasis on aural-oral skills.

2. Fifty per cent of the reports on experimentation dealt with work at the elementary school level. The other 50 per cent of the reports furnished examples of: (1) purposeful use of audio equipment; (2) an open-minded attitude toward a variety of learning activities; and (3) a tendency toward flexible organization.

3. Projects—presentations, field trips, and the simulating of daily-life scenes—were engaged in practically unanimously. Primarily, these experiences afforded the pupils a chance to vitalize their knowledge; secondarily, they served to popularize the study of languages.

4. Attempts to meet individual differences usually took the form of additional reading for the superior pupil, extra help for the poor one, and special interest projects for all.

5. Study of civilization, cultural experiences, and personal contact with nationals, arranged for in several ways, were means designed to promote growth in understanding of other peoples. The difficulty of evaluating attitudes or changes in attitudes
# TABLE 22

Classification of Forty-six Campus School Programs
According to the Areas with Which Language Learning Experiences Are Correlated

<table>
<thead>
<tr>
<th>Area of Correlation</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>21</td>
</tr>
<tr>
<td>Music</td>
<td>21</td>
</tr>
<tr>
<td>Home Economics (Cooking)</td>
<td>11</td>
</tr>
<tr>
<td>Social Studies</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Elementary Grades</td>
<td>5</td>
</tr>
<tr>
<td>Core</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics (Sewing)</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>3</td>
</tr>
<tr>
<td>Dramatics</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>1</td>
</tr>
</tbody>
</table>

This sort of thing happens occasionally, but is not a regular thing. Our students have heard lectures from members of other departments, and I (the supervisor) have given talks to other classes, but the students themselves do not do this sort of thing.

"None," "None to my knowledge," and "Sorry we are not achieving this," along with half a dozen blank spaces, complete the negative side of this particular item.
(c) French classics have been stressed in English classes.

(d) While we study French cooking, the cafeteria saves menus for our translation.

(e) Art classes have painted typical American scenes to send to an affiliated school in French.

(f) French and Social Studies in a T.V. series. We worked on the French background—Marquette, LaSalle, etc.—but the main work is done by the Social Studies Class in American History.

(g) French and German classes are translating brochures and documents on foreign ports (a Social Science project in the Sophomore classes).

(h) A French unit of about nine weeks is given in the core class to give the students an idea of the language.

(i) The Foreign Language Department has collaborated with the Music, English and Art Departments with their course in the Humanities.

(j) The Home Economics Department made candy and cookies. The French students sold them in order to help defray the postal expenses of mailing food and clothing to France.

Table 22 summarizes the data on correlation.

In framing this question, the approach was positive, assuming interdepartmental co-operation to be a fait accompli in the campus school. That this is not true in all cases is revealed in the two following comments:

Core classes sometimes use language materials but other than exchange of ideas among the students there is no interdepartmental co-operation.

4. Art Dept. helps with decorations, bulletin boards exhibit cases.

5. Music Dept. co-operates in putting on assemblies, helping with Christmas songs.

6. Industrial arts helps us build stage settings.

7. Dramatics department usually puts on one classic a year which is a foreign language play translated into English, such as a Moliere play. Co-operate with theatre arts or dramatics dept. in showing films. Also with social studies.

8. At the senior level in World Literature the F. L. teachers are asked to come in and give a series of lectures on the literature of the particular countries whose language they teach.

9. German Band is developed by music dept.


Once the spirit of co-operation has been fostered, it spreads, as this reply illustrates:

Student teachers from the Music Department helped us with our Christmas radio program working with the high school group and the fifth-grade. This spring one of my student teachers hopes to plan a Mexican dinner with the assistance of a student teacher from the Home Economics Department. With the assistance of one of the Girl Scout mothers and the co-operation of the University museum, we had an exhibit for Pan-American week. We are thinking of a play for an assembly program later.

From among the remaining lists, several examples have been selected which seem to indicate planned correlation rather than happy coincidence.

(a) A French class had made figurines of plywood of the natives of old French provinces in co-operation with the art and shop classes.

(b) French classes have worked with art classes in designing programs and in writing captions for them for fashion shows given by the home economics classes.
teachers. Pupils, however, if encouraged and helped to integrate their learnings, will create situations which require interdepartmental co-operation.

The word "co-operation" by derivation implies a two-way relationship. The following list of examples submitted by one teacher would seem to represent only one side of the coin.

1. The art teacher helps us with making of puppets, paintings, etc.
2. Art teacher presents an illustrated talk on art.
3. Music teacher presents an illustrated talk on music.
4. Music teacher has helped students who wished to interpret and replay music of French folk and Christmas songs.
5. P.E. has helped interpret folk dances.
6. Home-Ec has helped make puppet clothes. They glazed chestnuts and almonds at Christmas and served a French dinner.

Another list indicates a less passive role.

1. Reading units on the history and customs of the country integrate well with history or world history. It often creates an interest in history before the student reaches the course.
2. Students in Senior English often choose topics of French or Spanish background for their research papers in Senior English. Sometimes they do part of their reading in the foreign language.
3. Units on art of the country integrate well with art history.
4. Units on music of the country integrate well with music and history of music.
5. Discussion of cooking terms in both French and Spanish integrates with Home Economics. Also serving and style.

Finally, the ten items of the following list seem to strike a balance of give and take:

1. Banquet--home economics.
2. Credit is given in language arts and modern languages for reading they do.
directed the investigator's attention to one campus school French teacher's interpretation of the principle that the teaching of a language is the teaching of a people. Excerpts from the complete causerie have been reproduced below:

We start with the reading of the French map. I did not say a map of France, but a French map. With the help of pictures we try to get a general idea of the country we are studying--of its smallness in geographical area, but diverse cultural aspects. We study in very simple terms a sort of "human geography" of France--seeing how different houses, villages, costumes are in the different provinces, and explaining why they are that way... And just imagine how a picture of a four-pound loaf of French bread will impress upon the student, while he learns the word "pain," the role that the bread plays in a Frenchman's diet... We sing French Christmas songs, folk songs, and popular songs as well... When our college classes gave a spring folklore festival in the amphitheatre, the high school classes took part in it. It gives our students a common background with the French people. If and when they go to France, they will not be "foreigners."

... At every stage of our student's learning, similarities and also differences in customs, practices, and beliefs are brought out with the view of making these understandable, natural, and human, and not "outlandish."

... (From the teacher) they are learning about the French people as one learns from one's family the traditions of one's own country. ... It is hard to measure attitudes, international outlook--but I spoke to all of the boys who had been in France during the war. They all loved the country and were very well received because, as they said, they KNEW THE PEOPLE.

Question 6. Please list examples of interdepartmental co-operation with core classes and with the areas of art, physical education, music, home economics, etc.

A language program increases its effectiveness as a special interest area not by conducting its activities in splendid isolation but by correlating them whenever possible with the work of other departments. Initial liaison efforts must be the responsibility of
Five anecdotal accounts which illustrate these levels of understanding have been quoted below.

(a) Language classes give opportunities for meeting foreign nationals. For a month last year, a gentleman from Peru was a daily visitor in one of my Spanish classes. This year First-year Spanish is observed twice a week by a man from Spain. The students are interested in and responsive to other cultures and moeurs.

(b) This (i.e., growth in understanding) comes about usually, I think, as a result of free class discussion based on a story, film, or some foreign situation. Analysis of differences in educational systems, showing advantages of each, for instance, differences in standards of living, family relationships, social customs, etc. By showing both sides pupils learn to accept differences without evaluating them as good or bad, right or wrong.

(c) During discussions of historical events and current news, our language students indicate keen, sympathetic understanding of foreign lands and peoples as human beings, akin to them in feeling, desires, appearance, etc.

(d) Several pupils have said that they felt like French or Spanish people when they dance or perform in a folk festival.

(e) Tremendous interest in foreign affairs, United Nations, correspondence with students abroad, participation in American Field Service, objectiveness exhibited in their Social Studies and Language Arts classes.

Correspondence, arranged for in various ways, and adoptions or affiliations, sponsored or informal, ranked second and third after personal contact as the most effective means of promoting understanding.

"Reading and discussion" was the most laconic answer given, while the comment "Too many to recount--see attached causerie"
from now than now—although who can say just what influences have
shaped our understanding of other people?"

At the material level of understanding, ways suggested included:

(a) textbooks and out-of-class graded readers
selected because of their cultural content
(b) work on geographic features, showing film strips, slides, etc.
(c) growth through study of various cultural units--
geography, history, customs, etc., of the country
(d) viewing of films, narrated in foreign language and
English and depicting the country and its life
conversation in French on cultural material
(e) occasional reports based on outside research by
students to supplement material in text.

At the cultural level of understanding, ways suggested included:

(a) reports given, slides shown, records played to
help with art, music, important people
(b) programs given by foreign students on the college
campus
(c) foreign newspapers and magazines
(d) radio programs and television programs at home

At the affective level of understanding, ways suggested included:

(a) actual presence in the school of foreign pupils
through participation in American Field Service
or through exchanges directly arranged
(b) visits to the class of foreign nationals
(c) association with foreign students present on the
campus of the institution
(d) sharing of experiences by those pupils who have
traveled or lived abroad or who have participated
in field trips
(e) vicarious experience with individuals as inter-
preted by the teacher as a result of his contacts
in the foreign country.
various ways of promoting understanding through language study may then be arbitrarily categorized. The three levels may be called concrete, cultural and affective.

There is understanding of the concrete aspects of a civilization—the climate of the country, the physical features, the natural resources, etc. History of the country through the centuries has become concretized in the sense that certain material things have won a permanent place—monuments, prisons, currency, etc.

The people, moulded by influences, have expressed themselves in art, literature, and music. These artistic, literary, and musical expressions in their turn have helped to mould successive generations. Understanding in these fields is at a cultural level.

In their affective life the people mirror these lower-level understandings out of which and through which they have developed mores peculiar to them. Language expresses ideas which result from this material, cultural, and affective matrix.

The several "ways" suggested for promoting growth in understanding reflected the several levels at which the respondents fixed their attention when they interpreted the question and made their answer in terms of their interpretation. Again it must be emphasized that this is an over-simplified stratification, and that a seeping-down, bubbling-up process is forever at work in the field of understanding. An analysis by degree is difficult. As one respondent wrote, "We can answer this question better ten years
The slow learner was summarily failed only in the one instance mentioned above. One teacher wrote, "More simple material than that given in the text has helped in dealing with the slow pupils." Another declared, "Extra help has to be given to the slow learner." A third explained, "We have group work led by students who understand the best helping weak students to correct their papers, etc. While everyone reads supplementary books the teacher helps small groups with special difficulties." One teacher gave more specific directions for dealing with the "low I.Q.": "Interest them through projects, not expecting grammatical analysis. If they can, have them illustrate what they have read. Pass those who cannot write correctly if they understand and speak fairly well."

If one were to pick a "typical" response from among the thirty-nine, it might well be the following:

This is an unsolved problem with us. We do give the superior students outside reading, special reports, and so on. They also have the main responsibility in assembly and radio programs although we try to see to it that all students, good or not so good, participate in some way in these activities.

Question 5. Please give an anecdotal account of ways in which pupil growth in understanding of foreign peoples has been promoted through language study.

The word "understanding" proved to be its usual weasel self. Thirty-one respondents interpreted the phrase "understanding of foreign peoples" at several ideational levels. By deliberate oversimplification, these levels may be reduced to three, and the
were proposed. Reminiscent of the Dalton plan discussed in Chapter III was the following answer:

Making out lesson tests so that when the pupil has finished a lesson he can take his test and not have to wait for others. I can usually group my students at their pace; they, in fact, can group themselves according to speed. Before they continue to another lesson, they must discuss in French the lesson with me. I check their notebooks also before they can go on.

In contrast with this was a list of so-called "self-improvement" projects which resulted from co-operative teacher-pupil planning with a Spanish class composed mostly of second-year with a few third and fourth-year pupils. Each Friday was devoted to the presentation of projects planned either by individuals or by groups of various sizes depending on the nature of the project. Projects varied according to the ability and interest of the individual pupil. The teacher became a resource person.

Special interest projects, though not so systematically planned for, occurred on several lists in answer to this question. When mentioned specifically, they included:

- dramatization of skits, short stories or novels
- original composition
- use of records
- special sessions with tape recorders
- puppet shows
- reciting poetry
- preparation of bulletin boards
- exhibits
- mobiles
- singing
- term papers
- conversational groups
- games
- practice in spontaneous comprehension
satisfactory," while, in contrast, another person dismissed the question with four words—"usual group work techniques."

The most frequently mentioned technique was some variation of the extra-reading approach. It was perhaps systematized most carefully by the person who wrote, "Reading out-of-class selected graded readers—each student reading at his own rate. Comprehension and achievement are checked by objective tests taken individually upon completion of each reader."

Other interpretations of this technique were as follows:

(a) Additional interesting reading material has been given to the better pupils, also reports on subjects of interest to the individual pupil.

(b) Exceptionally bright students read books of an author while the rest of the class reads one, i.e., if the class reads Molière's *Bourgeois Gentilhomme*, the bright pupils read it plus *Les Précieuses Ridicules*.

(c) In dealing with individual differences I have found it most helpful to have supplementary reading texts available, as well as related readings in English from the school library.

(d) Language books for free reading.

(e) We offer more supplementary reading on review days to superior students.

(f) Those with ability may read books beyond the text.

(g) For those who are progressing rapidly, an introduction to Spanish literature.

Other than the "more reading" solution, which obviously must apply only to those who read and who read well, several techniques
first experience the pupil would grow in creativity; from the
others he would gain a feeling of world citizenship.

(a) We spend two weeks at Christmas time doing
special projects which are an interpretation— in
painting, chalk drawings on boards, water color on
panes of doors and windows, friezes around the room,
puppetry—of the stories and customs of Christmas
which we read at that season.

(b) The third year class has "adopted" an eleven-
year-old French girl, to whom they send clothing and
money, with whom they correspond regularly in French.

(c) A special activity very much enjoyed last
spring was handling an Exhibition of Drawings and
Paintings made by school children of Paris. We had
the exhibit for two weeks and held "open house" one
day for distinguished guests.

Question 4. Please give examples of techniques which
have been found helpful in dealing with individual dif-
ferences in language classes.

Both the temperament and the educational philosophy of the
teacher were revealed in his answer to this question. The simple
solution offered by one was "failing the slow ones; fastest
students encouraged to do extra reading." Another person admitted
she had developed "no special techniques," but perhaps in her case
this was not essential, for she added, "just the old, old formula
of personal interest and special work." No technique can replace
personal interest; rather, personal interest will find its own
techniques. The somewhat defensive comment of a third person was,
"I have tried separating classes into groups but this is not
presently being made for one during the coming summer. The same
school has sponsored one to Mexico. At the time data for this
study were being gathered, four other campus schools in as many
states were in the process of planning field trips to Mexico.
Subsequent discussion with the sponsors of two of them indicated
that the experience was a rewarding one. One group made the trip
during Christmas vacation. The other, which was one section of a
Senior trip, took place on school time.

Ordinary field trips included visits to the Art Institute,
foreign language plays at the University, opera, concert, museum,
ethnic group programs of singing and dancing, and foreign
restaurants.

While a visit to a foreign restaurant would surely be a
desirable experience, the following description illustrates the
correlation of the realistic experience of eating with social and
cultural activities in the school setting.

One year we celebrated Pan-American Day with a
dinner and the Spanish classes. Representatives from
different Spanish-speaking countries were invited and
gave short talks about their respective countries.
The food was Spanish or Mexican, the menu chosen by
the Spanish students and the food prepared by the
Future Homemakers. There was plenty of Spanish and
Mexican music and around the room were "puestos" of
products and arts and crafts of Spanish-speaking
countries.

Descriptions of three different projects which do not fall
within the categories discussed above (i.e., presentations, field
trips, and vicarious life situations) are given below. From the
Association, and an hour program on French Day in a "Christmas Around the World" program open to the public of a large city. One particular program must have been very interesting; for it, the high school pupils "together with a college group and an elementary group, planned and executed a radio program to show content and method of teaching French at these various levels."

Last year the language department of one laboratory school furnished their school's contribution to the fiftieth anniversary celebration of the College of Education of a state university. This Foreign Language Folk Festival was one of nine programs by each of the nine divisions of this College of Education which occurred at intervals throughout the year in commemoration of the anniversary. Regional dances, songs, games and customs were welded together into an original fiesta in which all language pupils participated and to which other departments and personnel of the school contributed. The language department became the focal point of an all-school activity on this occasion. Subsequently, the pupils gave another performance for all French and Spanish pupils in the schools of their city of nearly 400,000.

As for field trips, their extent and variety must necessarily vary with the geographical location and the cultural and/or ethnic milieu. Probably the simplest example was attendance as a class at local French movies, while the most sophisticated example was obviously the European field trip. Two of these European trips have been sponsored by this particular campus school, and plans are
school, the language teacher, who was also the core teacher, wrote: "We do a creative assembly program for the entire school. A special effort is made to include audience participation." In another school with a very small language enrollment, "Every year the language classes give an all-school assembly. Last year we gave short playlets in the foreign language and sang songs in the languages." The chairman of the department of a much larger school wrote:

Every three or four years French, Spanish, and Latin classes give a joint program in assembly, each group being allotted fifteen minutes. Songs, dances, talks about different customs, have usually made up the program--at times a little skit in the foreign language with an interpreter to help the audience. Similar programs have been put on the radio. One superior French class took a French play to two or three nearby high schools.

The logical extension of this type of activity has taken two directions: participation, on an equal basis with the high schools of the area, in regional fiestas or other events usually sponsored by a university language department; and presentation of programs to the school patrons--parents, friends, and community. Participation in regional performances was mentioned by five schools; these performances involved large areas of their respective states. In one state, the University sponsored a state-wide rally, with entries in grammar, composition, and plays. Presentation of plays to other-than-school audiences took several forms: a thirty-minute radio program, a demonstration of spontaneous conversational ability for PTA and for the State Education
Several language departments likewise had established the tradition of giving the Christmas Assembly. One teacher wrote, "Each year my French classes put on a Christmas Assembly. I am enclosing a copy of the program we gave this year. The story is a lovely one. I have other Christmas programs that have been done through the years." Actually this particular story was an original play based on a translation of a French Christmas legend. It was effective in the reading, and the specific directions for lighting, action, accompanying choruses, etc., indicated that the production must have been impressive. Upon request, this teacher sent copies of several Christmas programs which were original with her classes in the campus laboratory school of a liberal arts college.

Another teacher reported an interesting variation of the Christmas Assembly, in line with the present emphasis on language work in the grades. "Our two high school classes are co-operating with the first and second grades in a Christmas program. It is very short, but all in French." In a demonstration school where Spanish is taught from Kindergarten through Grade XII, the singing of Christmas carols in Spanish by the elementary school children was part of the Christmas Assembly. At the other end of the academic road, the secondary pupils of one campus school prepared programs for a combination college-high school club along with the students of the institution's language department.

The general assembly, as opposed to the special occasion assembly, appeared on several lists. From one very small laboratory
Among the forty answers to this question, a jarring note was sounded only twice. One person made the unqualified statement, "There has been no such activity for several years." Another wrote,

We have done very little of this, partly because of our location and partly because our institution is already so heavily weighted toward the "field-trip" type of approach. In the past we have sometimes sponsored an all-school assembly, but we have not done so recently. The language classes themselves celebrate various holidays, etc.

Actually, the majority of respondents did not read the question carefully, with the result that there were lists of many activities and few descriptions of one special project. Activities listed ranged from such a routine procedure as group singing to an European field trip. Special projects described ranged from the designing and sponsoring of a French booth at the school carnival (specifically, a large map of France used as a dart board with the size of prizes determined by the size of the city hit), to the sponsorship, through the American Field Service Program, of two foreign pupils.

The vehicle of expression most universally available to language pupils vis-a-vis the entire school was the assembly. The specific program most frequently mentioned was Pan American Day, planned sometimes for "this year," sometimes "annually." United Nations Day also called for special effort on the part of the language department.
Since several of our students are taking both French and Latin I am conducting a study to try to establish the influence of one on the other: should a pupil take Latin first, then French? Or vice versa?5

Question 3. Please describe a special project in which language classes have engaged (e.g., a field trip, celebration of a special "Day," an all-school assembly, etc.)

The investigator was seeking evidence to determine the extent to which language classes participated in those types of activities which develop in pupils qualities of co-operativeness and creativity within a social frame of reference. These projects ought never to be classified as "extra" but ought rather to be thought of as culminating activities during which the interests, understandings, and skills arrived at through language study may be re-experienced by the pupils themselves and, in many instances, experienced vicariously by others.

5This problem previously occupied the attention of G. C. Kettelkamp, then language instructor at the University High School of the University of Illinois. In a bulletin published in 1949 by the College of Education Bureau of Research and Service, entitled Which Step First? The Relation of Sequence to Language Development, he reviewed the opinions of language experts and then reported the findings of his own investigation. He checked the records of University High School language students from 1922 to 1944. Then, because of the limited number involved in a small school, he turned to the more than 3,000 records for the same period available at the Thornton Township High School in Harvey, Illinois. Data were more favorable to a French-Latin sequence than to a Latin-French sequence. Latin was less advantageous as a first language than any of the others. He concluded that there was greater gain from one modern language to another or from a modern language to Latin than from Latin to a modern language.
language, Italian, were a few of their learning activities. They shared music and folk dances. They wrote and produced original plays.

At the end of the year, each section took a standardized test in the opposite language; test scores indicated that half of the members of the class had absorbed a "year's worth" of the second language in addition to a third year of the one in which they were officially enrolled. Because the instructor would often work with one group while the other group worked independently, the experience was valuable in developing independent study habits and self-direction. The instructor felt that the course had been a definite challenge to this group of superior students. He made the following significant comment:

Perhaps the most important value of this class was its broadening influence; students began to think in terms of Western languages and literatures rather than of one single country's contributions.4

One other study that would come under the heading of organization was thus stated:

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Experimentation with organization would include the following example of special one-year courses:

To enrich the high school curriculum and to enable those who do not go on to senior high school language to gain some cultural values of language study we now offer in the ninth grade Conversational-Cultural French; Historical-Cultural Latin and Conversational-Cultural Spanish on a rotation plan (i.e., each language is offered every third year). Tenth grade students may be admitted without special permission; however, all others must have special permission. It is an elective course and meets five times per week. The student receives one unit of school credit for the course.

Two schools reported experimenting with combined classes. In one school this included combinations of Latin II and III, of French I and II, and of Spanish I and II. In the case of Latin, combining solved the problem of insufficient enrollment in the third year. In the case of the modern languages, combining of levels was the alternative to offering the two languages in alternate years.

In the second school French III and Spanish III were combined in an amazingly successful fashion. The eleven pupils participated in planning the course and in developing class procedures. After pooling their experiences and defining their interests, they allotted a certain percentage of time to the various projects upon which they had decided to work. An exchange of languages, an initiation into comparative literature through the simultaneous study of LeSage's *Gil Bias* and Padre Isla's version of the same work, the sharing of newspaper articles read in Mexican and Canadian newspapers, and an introduction to the study of a third Romance
method, and with organization. As for experimentation with materials, the use of audio equipment ranked first.

(a) I have been working with records—conducted one experiment to see how many times a student usually has to hear a record before he comprehends it, how much he retains, what interests him most.

(b) The Magneticon listening-recording laboratory—to study the growth of aural-oral skills in secondary school foreign language pupils.

(c) We are trying to improve pronunciation by the use of records and the tape recorder.

(d) We have a brand new recording room separate from our classroom and are planning now how we can use it as a language laboratory.

Experimentation with method might include the following items, with no implication, however, that they are "new."

(a) Experimentation is being made with visual aids in learning grammar.

(b) We put out a Spanish newspaper once a month for the high school Spanish department. First-year and second-year students are the contributors. This gives them a chance to use what they have learned, not only in the writing of the articles but in reading articles submitted by other students.

(c) First two weeks of language without texts. No English spoken in classroom during that time. Thereafter, English is kept at the strictest minimum.

(d) We have started to test for comprehension and retention. The results are wonderful. Method is, of course, aural-oral with association of grammar but not grammar per se.

(e) Starting Spanish I classes for first nine weeks with a conversation book stressing oral-aural work entirely.
(b) I have experimented with teaching French in the sixth grade. This group continued French in the seventh grade. I lost no pupils and I never gave a grade to a pupil. I had to do this on my own time, however, and found it difficult to continue it. I always intended to write a children's book from the materials I concocted for this course, most of which came from children, but alas, I did not.

(c) For the past few years we have been experimenting with the teaching of French, Spanish and German in grades one through six. These classes meet for 20 minutes three times per week and are taught, some of them, by members of the language departments of the University, some by visiting Porto Ricans, some by part-time teachers hired on hourly basis, and some by University students who are proficient in the language and are preparing for teaching. This year we have experimented with French, Spanish, and Latin in the seventh grade. These are supposed to be an enrichment for the seventh grade curriculum and exploratory in nature.

(d) Our Future Teachers Association members (under supervision) taught twenty fourth grade pupils for thirty days last year in Spanish and French: twelve pupils took Spanish, eight took French.

As for the eventual effect on the secondary program, two teachers identified it as a problem with which they must deal. One wrote, "What to do with students who have had a foreign language for four years in the Elementary School? New high school courses will have to be planned." Another explained, "At present we are working with French in the elementary school beginning with the fifth grade. Our problem here (still unsolved) is articulation with high school work. We think it will require a reorganization of our high school courses."

The remaining 50 per cent of the replies to question two consisted of examples of experimentation, with materials, with
be in progress. The parenthetical explanation of the question was meant to encourage any spelling out of promising procedures, or any refinement of accepted principles.

Fifty per cent of the replies dealt with ways and means of introducing foreign languages at the elementary school level. The investigator had established as one of the limitations of her study the fact that she would not deal with Foreign Languages in the Elementary School (FLES). In connection with this question on experimentation, it must be considered, however, because it impinges on the secondary program in two ways: first, secondary instructors have become involved, either directly as teachers or indirectly as supervisors or liaison people, so that their attention has focused on this phase of experimentation to the exclusion of others; and second, continued work in the elementary school will demand a reorganization of material and techniques in the secondary school. The statements quoted below illustrate the degree to which the instructors have become involved.

(a) Thanks to the interest of the fourth grade teacher we started French the second semester last year. It was apparently quite successful; the parents as well as the children were most enthusiastic. I met the children 20 minutes every day the last period of the school day—which is a test of any subject. This year I am continuing with the same group in the 5th grade and hope to take them through the 6th at least. The fourth grade parents this year have been very disappointed, but until I am relieved of some English classes I can't take on any more work in the elementary school, unfortunately.
The system of reporting to parents in use in one university high school includes a separate card for each subject, with the general objectives of the school and the specific objectives of the particular department spelled out. The card for languages stated that students who have had two years of a foreign language should:

1. Possess an acceptable pronunciation.

2. Be able to read accurately and with moderate ease simple selections from the foreign language.

3. Be able in a modern language to comprehend elementary conversation in the foreign tongue and to make satisfactory replies to questions.

4. Have a knowledge of the grammar of the language studied in order to achieve accurate reading, and also in order to write (and in a modern language speak) without gross errors in form or syntax.

5. See the relationships between the foreign language and English.

6. Acquire a knowledge and a genuine appreciation of the culture and civilization of the people whose language they are studying.

Question 2. What experimentation have you or other members of the department been doing? (This may be with materials, with method, with organization; it need not be "big" to be significant!)

The investigator used the word "experimentation" in a very broad sense, hoping that it would induce a free expression of creative ideas and accounts of empirical research as well as an explanation of the nature of any formal experiments which might
speak, understand, read and write with a great deal of work on cultural appreciation as well," he added tentatively, "Perhaps the speaking and writing aims are given major emphasis in the modern languages."

In those few cases in which objectives for Latin study were stated separately, the ones usually listed were: (a) reading for comprehension; (b) emphasis on derivatives and mythology; (c) general understanding of linguistic processes; and (d) an understanding of the contribution and influences of Greek and Roman civilization in the Western World.

As was mentioned previously, one instructor, who gave classes at both the secondary and college level, and who worked with student teachers in her classes, submitted her answer to this question in the form of a copy of her annual report to the principal. One section of the report seemed pertinent to this discussion.

The objectives in Spanish are: (1) to broaden the general education of the students through a better acquaintance with the way of thinking and living of the Spanish-speaking peoples; (2) to develop skill in the use of the language in accord with each student's ability. By gaining a real understanding of a people of a different cultural background, the student is better fitted to understand his own culture and to see the relation of his country with the rest of the world.

This year the class in beginning Spanish has made good progress in the ability to read Spanish and has laid the foundations for oral skill. . .
years," gave priority in the grades to aural-oral ability, and recommended "training for ease in reading" at the high school level.

(d) One might speculate about the procedures of the person who wrote, "My method is eclectic, with a tendency toward ever greater emphasis on the aural-oral approach, though I believe that a basic knowledge of grammar fundamentals is essential to any real progress in language learning." The person whose stated goal was to "prepare for College Board examinations and for placement tests" mentioned emphasis on grammar, as well as aural-oral skills, reading comprehension, and civilization as objectives. One further statement re fundamentals of grammar as an objective is quoted below without comment.

Our stated aim is to teach the students the fundamentals of French grammar, to introduce to them, insofar as is possible, some general aspects of French culture, history, and geography, and to give them training and practice in hearing and speaking. The importance given to these things is theoretically left to me, the supervisor, and I theoretically encourage the student to make a choice, but I personally prefer to emphasize grammar and reading ability most. This is partly due to my conviction that this instruction will serve the student better, in the ways that he is likely to need French, than an excess of oral-aural practice which fades too quickly.

(e) Writing seemed in most cases to be an "also" thing. There was little clarification of what it might include, although presumably "creative translation" would be written. One respondent did seem to place a relatively greater emphasis on this skill, for after having declared, "We believe in equal stress of ability to
Aural-oral ability receives major emphasis, but grammar is also stressed. I feel that as long as the students are taking the trouble to learn the language, they might as well learn it correctly.

Aural-oral ability gained through reading, writing and learning of French culture. I emphasize the oral phase of French study because I find that this stimulation brings about better reading skills.

(b) "Cultural appreciation," according to one person, "is important not only for itself but for the greater possibility of creating in the pupils a more lively interest in the subject." One respondent distinguished between "civilization" and "cultural experiences." A third respondent listed as the second of his two main objectives "ample cultural experiences through varied activities." This implied a different slant from that expressed in the objective stated thus: "Cultural appreciation is strived for at all levels through the choice of materials which we use." The following statement of this objective goes beyond the mechanics of cultural appreciation: "An awareness about the people as ordinary human beings who live their language."

(c) Reading with comprehension should reach its logical conclusion of "comprehension of unadulterated Spanish or French by the end of the third year," in the opinion of one person. Another respondent explained, "We stress reading for comprehension in the first year of all foreign languages with simple conversation, even in Latin." Another person, having made the introductory statement that "The objectives in French vary in the different
By interpreting as objectively as possible the freely phrased expressions of thirty-seven respondents, the writer established the following objectives in order of their relative frequency:

- (a) aural-oral ability 26
- (b) cultural appreciation 17
- (c) reading with comprehension 14
- (d) fundamentals of grammar 8
- (e) writing 5

(a) Some respondents gave the impression of understanding much more clearly than others the implications of their stated objectives. When the teacher in a campus school connected with a denominational institution wrote that he stressed "basic aural-oral ability as background for foreign church mission preparation," this special purpose unquestionably justified special emphasis. Or when another teacher wrote, "Aural-oral ability receives major emphasis; communication is the major aim of language work," he indicated a sense of direction. Likewise a sense of proportion was revealed in the statement, "Aural-oral ability receives major emphasis, but these are multiple-purpose courses." On the other hand, the quantity and quality of aural-oral ability developed might be subject to question in these two cases:
In addition to the three respondents who left Section III entirely blank, one other did not attempt this particular question. Six submitted mimeographed statements of objectives and method; of these, three answered the question notwithstanding. A seventh included a copy of her preceding year's report to the principal, in which she had dealt with this question. One person dismissed the matter with the statement, "My objectives are those of the Cleveland Plan." Thirty-seven, then, stated their objectives with varying degrees of clarity.

Although the investigator purposely made the parenthetical suggestion very off-hand, nevertheless this hint obviously structured five answers. One person inserted the numbers one, two, and three, before the descriptive phrases "aural-oral ability," "reading for comprehension," and "cultural appreciation," in that order. Another, following the line of least resistance, wrote, "I try to emphasize all three objectives." A third said, "We emphasize aural-oral ability, reading for comprehension, and cultural appreciation. Language teaching should be made practical; therefore, the above objectives are stressed."

Another respondent, without committing himself, revealed that he was au courant of present trends in language-teaching when he wrote, "There is a demand for emphasis on oral-aural ability. Study of the literature of the country rates about third place now, with cultural appreciation in second place."
exploration. In the light of responses, she checked each question to see whether it had in general elicited the desired information. Then, within the limitations of the question, she reported as objectively as possible the consensus of the group and gave verbatim samples from among the most pertinent answers.

Question 1. If a statement of objectives and methods has been put down on paper, please enclose a copy. Lacking this, please discuss briefly which among possible objectives (i.e., aural-oral ability, reading for comprehension, cultural appreciation, etc.) receives major emphasis.

Ideally, a spontaneous statement of his philosophy of language teaching from each respondent would have been the desideratum. Realistically, such a collation would not have been susceptible of interpretation or tabulation—assuming that it would have been forthcoming, which is extremely doubtful. The other extreme would have been a prepared check list of possible objectives, which, in the opinion of the investigator, was undesirable because it would undoubtedly have resulted in "wishful-thinking" answers. She tried to effect a creative compromise by suggesting that the respondent discuss the major emphasis in his teaching. By using the words "objectives" and "method," she hoped to provoke the "what" along with the "how." She also invited previously thought-out statements in lieu of answers. Then, in order to give some sense of direction, she suggested three possible objectives.
3. In spite of the trend toward off-campus, full-time teaching, three-fourths of these language programs may still consider student teaching their chief function.

4. During 1955-6, exactly as many student teachers were prepared in French as in Spanish, German, and Latin combined in thirty-five campus schools.

5. In 60 per cent of the cases where there are off-campus student teachers in language, the campus school language supervisor does maintain contact with them.

6. The secondary level is omitted in two-thirds of the summer laboratory school sessions. Within the remaining one-third, there are only five which have a language program.

7. Campus school language teachers make a definite contribution to in-service education in their area.

Policies and Practices

The preface to this section of the questionnaire read thus:

The investigator is interested in your professional judgment regarding certain issues and problems in foreign language teaching and in the unique features of your program. Please feel free to continue any or all answers on the back of the sheet, or add extra paper.

Of the many issues and problems susceptible to endless consideration—"endless" in that they have existed since the Tower of Babel without being solved—the investigator chose six for
"Consultant in a four-day work-shop for foreign language teachers in a large city system."

"State Education Association demonstrations where public school teachers are enrolled."

"The lab school often teaches on Saturday in order that the teachers of this area may observe and talk with the supervising teacher."

"Teachers from our service area do come in for observation. Arrangements are made ahead of time for their visits."

"A number of them write to me for information on testing, tests, textbooks, club activities, songs, recordings, summer schools in foreign countries, devices and techniques, objectives, etc."

"Yes, very much so. We receive individual teachers and groups, students from teachers colleges, etc. . . . about every day. . . ."

"The return to teaching of former students has made our load rather heavy."

**Conclusions**

1. In 50 per cent of the programs studied, the person responsible for a foreign language methods course is directly involved in the campus school and is therefore a clinician with a laboratory immediately available to his pre-service teachers.

2. Professional laboratory experiences in language work have not been adequately developed. Group observations are rarely made. Participation activities are limited.
On seven returns this space was blank. On three returns, there was an unqualified no; on three others an unelaborated yes. On thirty-three, there were comments. These fell into four general categories: (1) neutral availability, (2) informal service, (3) general contributions within the service area, and (4) specific practices.

Remarks indicating neutral availability appeared on twenty-five per cent of the responses. Typical of these was this statement:

"Yes, of course. But most of them are experienced teachers who don't ask for help."

Informal service seemed directed largely to graduates of the institution. Although not so stated, it might sometimes have been part of an informal follow-up program. The following comment was typical:

"No formal organization as such but former students often make appeals and we do some visiting of schools."

One of the most succinct statements re general contributions came from a well-known and very busy campus language person. He wrote:

"All types of consultation—by letter, phone, interview, speaking to groups of teachers, visiting schools, etc. etc."

Several respondents mentioned specific practices:

"Consultant to the city public schools last year, to all of the suburban schools in our area."
Of the forty-six schools, eighteen reported a secondary program in the summer school. Of these, only five included language courses. Table 21 shows these facts.

**TABLE 21**

Existence of Secondary Programs During the Summer Session with the Presence or Absence of Language Classes as Part of Such Programs

<table>
<thead>
<tr>
<th>Secondary Programs</th>
<th>Language Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existence</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>No</td>
<td>28</td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
</tr>
</tbody>
</table>

Of those thirteen who checked the second no, five added explanatory remarks, as follows:

"Remedial work only."

"First nine grades only. Ninth graders are not given their language in the summer."

"In the summers of 1954 and 1956 we had an elementary language program."

"There was some Latin taught in the seventh grade last summer."

"In the past no, but one is being considered for next summer."

**Question 7.** Are you available to public school language teachers in your area for consultant services or for phases of in-service training? If so, please elaborate.
year, they take methods and problems given by the campus laboratory teacher. During the second eight weeks they do student teaching.

"Through several conferences during the eight weeks and also through the Area Coordinator of Student Teaching who observes them and checks on them four or five times during the student teaching period and brings information back to the methods teacher."

In another situation, any contribution which the campus school teacher might make seemed to depend on the initiative of the off-campus supervisor.

"The person responsible for placing student teachers off-campus always visits the classes twice each semester; foreign language supervisors are available for consultation if off-campus supervisor so desires."

In another institution where the supervision of student teachers is the primary responsibility of the Professor of Foreign Language Education, the laboratory school teacher has on occasion taken over this supervision.

Questions six and seven represented the investigator's attempt to get at the degrees of concern on the part of the institution, and, within the institution, of the campus school language personnel, for the pedagogical aspects of in-service training.

Question 6. Is there a secondary program in your laboratory school during the summer? Yes _____ No ____ If so, are language classes taught? Yes _____ No _____
Of the thirteen situations where there was contact between the campus language teacher and the off-campus student teacher, this contact rested in three cases on previous acquaintance, as these comments revealed:

"All are well-acquainted—all have attended the methods course of the laboratory school supervisor."

"They have been 'participating' students with us previously."

Among the other ten, the laboratory school teacher had the major responsibility for supervision in six instances, while in the other four he worked with or supplemented the efforts of another supervisor. Statements which illustrate the first type of relationship are:

"The laboratory school supervisor visits the classes of the student teacher and works closely with the student teacher and the cooperating or master teacher."

"Visitations--check of plans--interviews weekly."

"Has actual supervision of student teacher in planning work and criticizing teaching."

"The supervisor of the lab school makes three to four visits during the quarter."

The following illustrations show how campus laboratory language specialists have worked with generalist supervisors. The first came from an institution which has a "professional semester." During the first eight weeks of the second semester of their senior
The implication of these figures as a sampling of the number of language teachers presently being graduated is interesting. If the availability of language offerings depends on teacher supply, French is in the ascendancy, while Latin must surely decline.

Question 5. If there are language student teachers in the public schools, does a laboratory school supervisor have any contact with them? Yes ____ No ____ If so, please explain.

In this question, only twenty-one schools were involved; the other twenty-five either had no program of student teaching, or else they handled it completely within the laboratory school, in one instance for the very good reason that "there are no foreign languages taught in the county schools or city," and in another because the "campus school is the only high school."

In eight of the twenty-one schools, the laboratory school supervisor had no contact; in thirteen, he did—ten on a formal basis, and three on an informal basis. Of the eight who answered negatively, three commented:

"They are supervised by a supervisor in the School of Education."

"There are other supervisors for those in public schools."

"There is a laboratory supervisor for all student teachers in the public schools. The foreign language teacher has no contact."
TABLE 20

Distribution of Student Teachers during 1955-6 in the Several Languages as a Teacher Education Function in Thirty-five Schools

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>87</td>
</tr>
<tr>
<td>Spanish</td>
<td>68</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>5</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
</tr>
</tbody>
</table>

According to Maul's Teacher Supply and Demand Report, the total number of college and university students completing standard certificate requirements in the languages for 1955-6 was 1,424. Assuming, of course, that those who did student teaching also completed all other certificate requirements, then the number accounted for in these thirty-five programs constituted 12 per cent of the nation-wide total for the year.

---

"One period a day for five days a week in one class for one semester" was, then, the basic pattern. In three cases, the time requirement was two periods rather than one. In another case, it was possible to spend two periods, if the student desired to teach French and Spanish concurrently. In one school, the student stayed the full year rather than one semester. Below are the descriptions of four programs less easily categorized.

"One hour a day; sometimes more. This for an entire year. Also required to observe two hours a week in minor and spend two half-hour sessions in the elementary school language program."

"They must serve for one quarter—observe, then teach two classes of different levels, and work during the conference period."

"One hour a day five days a week in teaching and five hours a week in activities such as helping students, supervising study halls, observing, etc."

"One hour per day per semester student teaching (teaching usually amounts to three weeks), and one hour participation in the minor subject."

Question 4. How many did student teaching in the laboratory school last year? French _____; Spanish _____; German _____; Latin _____; Other _________

The largest number of student teachers for any one school was thirty-seven in three languages. The smallest number was one in one language, a situation which obtained in twelve schools. Table 20 below gives the totals in all languages in thirty-five schools.
TABLE 19

Prevalence of Student Teaching Opportunities in Language Classes in Forty-six Campus Laboratory Schools

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Number of Schools</th>
<th>Per cent of Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>33</td>
<td>72</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Under special circumstances only</td>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>

For the thirty-three schools, the amount of time varied greatly. Five respondents indicated that their students spent the whole day; ten that they spent a half-day. One wrote in "some" and "others," indicating an optional arrangement. Another respondent wrote, "We encourage students to take sixteen hours (a full load) of student teaching, but in foreign languages this is usually impossible, so they take a half-day in successive quarters."

The other 50 per cent described their basic one-period arrangement in such terms as "period," "class," "hour," "fifty-five minutes," and "foreign language period." Variations occurred in the number of periods and in the amount of related work, as well as in the length of the term. Fortunately, respondents explained these variations rather fully, thus covering up in most cases the deficiency of the question itself, which ignored the factor of term length.
"They do most of these as participation in the methods class."

Other activities listed by respondents included:

- Previewing available audio-visual material
- Preparing objective tests
- Preparing graded reading material
- Doing work with small groups
- Participating in extra-curricular language activities
- Observing in order to present oral and written reports in methods
- Administering dictations and tests
- Making bulletin boards
- Evaluating textbooks.

Question 3. Do language majors do student teaching in the laboratory school? Yes No If so, how much time do they spend: All day ; Half-day Other (explain).

Thirty-three checked yes. Of the thirteen no answers, seven were categorical, and six were qualified. One of the qualifying statements read, "If it is at all possible to arrange off campus teaching, we do not take them." Another comment—"sometimes a few days prior to internship"—indicated a brief supplementary experience for those who, by state law, would do their student teaching in the public schools. In one case, at the secondary level, the student has two quarters of teaching. During the first, he spends an hour a day in the laboratory school on an assistantship basis; during the second, he goes off campus to any one of thirteen surrounding public high schools for full-time work. The three other brief comments were: "seldom"; "a few do; very few kept"; and "some in lab, some in city." Table 19 shows these data.
TABLE 18

Incidence and Nature of Observation and Demonstration Available to Pre-service Language Teachers in Forty-six Schools

<table>
<thead>
<tr>
<th>Nature</th>
<th>Number of Schools</th>
<th>Per cent of Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>Both individually and group</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>No observations</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Group only</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

On the basis of a possible twenty-two, the five activities suggested ranked thus:

Working with individual students 18
Preparing materials 15
Building resource units 15
Grading papers 12
Correcting practice work 12

Two respondents amplified "building resource units" by stating that the student also shared the responsibility for directing them in the class. Two others, who had checked all activities, explained:

"During their Junior program of observation and participation, they do these."
Question two was intended to determine the extent of professional laboratory experiences other than, and prior to, actual student teaching. These experiences might be in the nature of observation or participation.

Under observation the respondent might check Individually or Group, or both. Five left these spaces blank, presumably indicating none, and three others carefully wrote in "no," "none," and "not at all." Of the remaining thirty-eight, twenty-five checked only individually; one checked only group. Three of those who checked individually made brief annotations also under group. The first specified "one group observation per year," the second wrote "sometimes," and the third commented, "little." Of the third group of eleven who had checked both individually and group, one carefully inserted the word "and" to verify her checking. In two instances, clarifying comments appeared: (1) "Each junior in the college observed twenty hours for each of two quarters in the laboratory school," and (2) "When they take methods with me, they observe." Data on observations are given in Table 18.

As for participation, in addition to checking any or all of the five possible experiences listed, the respondent might describe other experiences. This section was blank on nineteen questionnaires. On five others, there were comments, the gist of which was that there was no participation prior to student teaching except an occasional observation.
gave the course. In eleven other cases a member of the college foreign language department gave it. In one case, distinct methods courses for Latin and for German were the responsibility of the language departments involved, whereas the Romance Language Methods Course was taught by the Professor of Foreign Language Education within that school.

In the eleven remaining institutions, there were interesting combinations of teaching load. In nine, laboratory school instructors who also taught language classes at the college level gave the methods course. Four of these instructors also supervised student teaching in the laboratory school. In two instances, the laboratory school teacher gave the course in language methods within the school of education and also taught classes in his major language at the college level.

Actually then, for the thirty-four institutions under consideration, there were six different organizational patterns. In three of them, the involvement of campus school personnel was direct and central.

Question 2. In what ways do prospective teachers majoring in foreign languages participate in your program prior to student teaching?
Observation: Individually ______; Group ______
Preparing materials _____; Grading papers _____; Correcting practice work _____; Working with individual students _____; Building resource units _____; Other ways (please describe)
seven seek to determine the degree of responsibility which programs and personnel are willing to assume for the less intensive but no less important second phase.

In considering pre-service teacher-education functions, question one is basic, because the liaison between the campus program and the methods course may well determine "how" and "how much" the former is to contribute.

Question 1. Is a course in foreign language methods offered in the college or university of which your school is a part? Yes ______ No ______
If so, is this course taught by a laboratory school foreign language supervisor (critic teacher)? Yes ______ No ______
If not, is it given by a member of the School (or Department) of Education faculty? Yes ______ No ______
Is it given by a member of a college foreign language department? Yes ______ No ______

Of the forty-six schools, thirty-four are within institutions in which a foreign language methods course is offered; twelve are not. Of the twelve which replied negatively, three commented:
(1) "Plans are underway to begin teaching foreign language again next year in the college here"; (2) "A course has been approved and will be offered, probably by a member of the college foreign language department"; and (3) "There are no language majors. It would be offered by the critic teacher if there were majors."

Of the thirty-four who replied affirmatively, eight indicated that the methods course was taught by a laboratory school foreign language supervisor. Four indicated that a member of the school (or department) of education other than a laboratory school person
8. Two-thirds of the respondents indicated that they shared in the planning of the total school curriculum.

9. On the question of language clubs in schools where there is an extra-curricular program, there is an equal division between the "haves" and the "have-nots."

10. Although certain standard textbooks hold a favored place, there was evidence that passive acceptance of "the book" did not prevail. In a few programs, instructors were actively engaged in developing their own materials.

11. Most programs make extensive use of audio-visual aids, although a language laboratory as such presently exists in only a fifth of these schools.

Teacher Education Functions of the Programs

The seven questions of this section were designed to reveal in what ways and to what extent programs were contributing to the education of language teachers. It is recognized that teacher education must be continuous; the granting of a degree is merely a line of demarcation between its pre-service and its in-service phases. Questions one through five have to do with the first phase; they focus on the professional laboratory experiences of the prospective teacher in the campus school milieu. Questions six and
One person wrote optimistically, "none at present; we hope for a small one next year in the new classroom building."

**Conclusions**

1. Sixty-seven per cent of the instructors devote their full professional attention to language teaching in the campus school and to related teacher education courses. The other 33 per cent includes those who combine campus school teaching with teaching at another level or, in a few cases, with graduate study, as well as those few who teach in other subject-matter areas.

2. The two-year course prevails. Seventy-eight per cent of the schools offer at least two languages for two years.

3. Latin is started by ninth graders twice as often as either French or Spanish, perhaps because traditionally Latin "helps with" a modern language.

4. Forty-three per cent of the respondents indicated that there is selective enrollment in languages.

5. Considering as a whole those programs for which enrollments over a five-year period were given, gains and losses were balanced.

6. Half of the programs have been changed or modified over a five-year period; half have remained constant. A great deal of the modification has consisted in introducing languages at a lower grade level.

7. Only 8 per cent of the programs include a general language course at the junior-high level.
In this question, the use of five symbols in checking was confusing to respondents. They reacted quite consistently in checking WM, M, and O, and in leaving other spaces blank. Consequently it was possible to tabulate only the relative use of items, as indicated in Table 17.

**TABLE 17**

Extent of Use of Instructional Materials and Audio-visual Equipment in Forty-six Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Number Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td>51</td>
</tr>
<tr>
<td>Record player</td>
<td>40</td>
</tr>
<tr>
<td>Books for free-reading</td>
<td>39</td>
</tr>
<tr>
<td>Magazines</td>
<td>39</td>
</tr>
<tr>
<td>Films</td>
<td>38</td>
</tr>
<tr>
<td>Free materials</td>
<td>38</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>37</td>
</tr>
<tr>
<td>Charts</td>
<td>35</td>
</tr>
<tr>
<td>Film strips</td>
<td>34</td>
</tr>
<tr>
<td>Slides</td>
<td>32</td>
</tr>
<tr>
<td>Radio</td>
<td>10</td>
</tr>
<tr>
<td>Recording-listening lab</td>
<td>9</td>
</tr>
<tr>
<td>T.V.</td>
<td>9</td>
</tr>
</tbody>
</table>

Additional items mentioned included bulletin boards, exhibits of arts and crafts, newspapers, and games. There were many remarks about effective ways of using audio-visual materials in general.

As for recording-listening laboratories, one consisted of six booths, another of three. One respondent wrote, "Have good facilities--Educorder, tapes, etc. Separate rooms in building but not next to language room." In two schools, classes were able to use the university facilities--one only "occasionally," however.
Mimeographed sheets of an experimental nature
Developing our own materials
Spanish translation of *Nous Autres Américains* (unpublished)
The first comment applied to Latin, the second both to French and to Russian, and the third to Spanish.

In 1956, at a conference sponsored by the Foreign Language Program of the Modern Language Association, nineteen leaders in the foreign language field drafted a formal request to textbook publishers. They urged the publishers to:

encourage textbook authors who in their manuscripts (1) develop automatic response through repetition of speech patterns before the introduction of other types of exercises, (2) present grammar inductively, (3) make extensive use of dialogue and graded materials for class discussion, (4) introduce techniques for the use of audio-visual aids, and (5) provide material for dictation.\(^2\)

These "manuscripts" may be forthcoming from campus school situations in the future as they have been in the past.

**Question 13.** Indicate the extent of use of the following materials and equipment: (X - have none; VM - very much; M - much; O - occasionally; N - none)
- Collections of language books for free-reading
- Tape recorder
- Radio
- Record player
- TV
- Maps
- Charts
- Film strips
- Films
- Magazines
- Slides
- Free materials from Pan American Union or from tourist agencies
- Recording-listening laboratory (Please describe)

Other; (Please list)

translation method. Others have emerged from a particular Method or Plan evolved in one controlled teaching situation. Textbooks influenced by the so-called "Army Method" feature "mim-mem" techniques. The authors of still other textbooks have stressed functional activities and socialized procedures. Thus the choice of a basic beginners' textbook reveals a certain slant on aims and methods.

In twelve of the thirty-three schools which offered French, the beginning textbook was French for the Modern World by Dondo and Brenman. In nineteen of the twenty-six schools which offered Spanish, the beginning textbook was El Camino Real by Jarrett and McManus.

Two Latin textbooks ranked equally, for one was used in eight and the other in nine of the thirty-one schools where Latin is taught. They were Latin for Americans by Ullman and Henry, and Using Latin by Scott, Horn and Gummere.

The complete list of beginners' textbooks given in answer to question twelve may be found in Appendix C.

It was gratifying that many respondents listed readers and other supplementary textbooks. The highlight of the responses to this question, however, consisted of comments found on three questionnaires. Instead of the name of a standardized textbook, three teachers had written:
TABLE 16

Existence of Extra-curricular Programs in Campus Schools with the Presence or Absence of Language Clubs as a Part of These Programs

<table>
<thead>
<tr>
<th>Programs in All Schools</th>
<th>Clubs in Thirty-eight Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existence</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
</tr>
</tbody>
</table>

There were three explanatory remarks in connection with no answers:

"The Policy committee does not allow formally organized clubs outside Boys Clubs, Girls Clubs, and Student Council."

"We have no language clubs because most of our students are bus students and we have no after-school clubs. Activities like Y-teen, Hi-Y, Drama Club take all the noon hour time available. The only time provided for much activities is Monday noon. Also the Language teacher is the Y-teen advisor.

"I have the Student Council. There are no language clubs."

Question 12. What beginners' textbook(s) are you currently using?

The writer's purpose in asking this question was to see whether there were certain definitely preferred types of basic textbooks. There are many textbooks which, within their attractive cover, are essentially vehicles of a thinly disguised grammar-
year before, language arts." Another, feeling that "over-all" was an ambiguous term, made it clear that he participated in planning only in the secondary school. Table 15 summarizes the responses to this question.

### TABLE 15

Number of Language Staffs Participating in Total School Curriculum Planning in Forty-six Schools

<table>
<thead>
<tr>
<th>Situation</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>29</td>
<td>63</td>
</tr>
<tr>
<td>No participation</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Uncertain</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

**Question 11.** Do you have an extra-curricular program in your school? Yes _____ No _____ If so, do you sponsor language club(s)? Yes _____ No _____

Thirty-eight schools reported extra-curricular programs, two of which were characterized as "very limited" and "of a sort." Six respondents checked no. Two left the first part blank; of these two, one checked no in the second part of the question.

The thirty-eight were almost evenly divided between those which did not sponsor language clubs—sixteen no's and two blanks—and the twenty which did. Table 16 shows the existence of such programs and the presence of absence of language clubs as a part of them.
The series of three questions was designed to get at the nature of those courses labeled "general language." Four respondents checked a "yes-no" sequence; "yes," it was a foreign language exploration type--"no," it was not an English background type. A fifth program consisted of one semester of general language followed by a second semester of either French or Latin, labeled "exploratory." In the sixth case, the word "partly" was written in along with checks after all three suggested descriptions, leaving the emphasis of this eighth-grade course undefined.

Question 10. Do you, as a special area teacher, participate in over-all curriculum planning? Yes _____ No _____

This question assumed that over-all curriculum planning would characterize the campus school. One respondent wrote, however, "We have no over-all curriculum planning." Of the remaining forty-five, twenty-nine answered in the affirmative, twelve in the negative, and one, perhaps by accident, checked both yes and no. Three were blank. Two negative replies were qualified. One of those who indicated that he did not participate in over-all planning wrote in the word "departmental." Another person qualified the negative reply by stating, "except general discussions in faculty meeting. I have never been on the curriculum committee." On the positive side, one language teacher wrote, "I am the chairman of the curriculum committee." A significant comment read, "All teachers now at work on Reading; last year, social living;
was part of an enrichment program in one seventh grade. The other modifications had to do with language study in the elementary school.

Question 9. Do you give a course in 'general language'? If so, at what level? Is it a foreign language exploration type course? An English background type course? A combination of both?

There were thirty-nine negative and six positive replies. One respondent checked neither, but wrote this explanation:

In 1954-5, a general language course was introduced in the seventh grade, but later we dropped it when French, Spanish, and Latin were introduced three periods per week as an enrichment for the seventh grade curriculum.

Of the six courses which were reported, one was required at the seventh grade level for one quarter only; another at the eighth grade level for the year; and a third at the junior high level for one year, but whether it might be grade seven, eight or nine was not specified. This latter course was equally divided among Latin, French, and Spanish. In a fourth school a second semester of either French or Latin followed a first semester of general language at the eighth grade level. According to the plan of the fifth school a half-year of either French or Spanish, considered as exploratory, was included in the pupil's program either at the seventh or at the eighth grade level, in classes sectioned according to ability in English. The sixth school reported a general language program for one hour daily in both the seventh and eighth grades for a period of three months.
Twelve respondents described modifications in their programs other than those of cancellation or addition. One school added a third year to their high school foreign language offerings (in French, German, and Latin). Another reported that, in addition to the regularly scheduled French and Spanish, Latin had been offered when there was sufficient demand. One small school which had previously offered only French was able to add Spanish by teaching the two on an alternating basis. Another school advanced from the policy of giving the first and second years of Spanish and Latin in alternate years to one where both are offered each year. Organizational changes in one extensive program resulted in alternating French and Spanish at the eighth grade level, and scheduling Latin only for grades ten and eleven. In one case, a two-year sequence of German had replaced the Spanish course, but this was only a temporary change.

In four programs, there was an extension downward into the junior high. One campus schools, connected with an institution where there is a strong Latin department, dropped Latin III and IV, but added compulsory Latin in the sixth and seventh grades. In another junior high, all pupils in grades seven and eight were taking French for half an hour a day, and in grade nine for a full hour. A language exploratory course was a requirement for one quarter at the seventh grade level in a third school. Exploratory-type work in French, Spanish, and Latin, three periods a week,
In the case of Latin, it was dropped in three schools, and added in one. In two instances, German was dropped, to be replaced in one case by French and in the other by Spanish. Another school reported the opposite situation; Spanish had been dropped and German added. Two schools which had previously not offered any language introduced Spanish, and a third introduced French. Spanish was introduced in a school which had previously offered French only. A fourth school added both French and Latin. One school which had offered two years each of Spanish and of Latin, was able to add a one-semester course in Conversational French. In the over-all picture, gains exceeded losses. Table 14 gives the data on cancellations and additions.

**TABLE 14**

Languages Replaced by Others, Added, or Dropped from the Curriculum During a Five-year Period in Forty-six Schools

<table>
<thead>
<tr>
<th>Schools Changing from</th>
<th>French</th>
<th>German</th>
<th>Latin</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No language</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added only</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dropped only</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
pattern of increase or decrease in holding power. Had the respondents been able to furnish both sets of figures in all instances, the per cent of language enrollments for campus schools could have been computed and compared with the national. Unfortunately, this was not possible.

In twenty-four cases, parallel figures were given. In five cases, enrollments in language for the five-year period remained, percentage-wise, practically constant; in eight they increased; and in eleven they decreased. In one case, the increase was 35 per cent. The largest decrease was 10 per cent.

In those twenty-two cases where the enrollment was given on the basis of grades nine through twelve for 1956-7, it was possible to calculate the per cent of the high school population taking languages. These per cents were computed and included as a final column in Table 13 on pages 129 and 130. They ranged from 6 per cent in a school with an enrollment of 420 with two-year courses in two modern languages available on an alternating basis to 83 per cent in a school with an enrollment of 300 with four-year courses in each of four modern languages available.

Question 8. Has there been any significant change in language offerings in the past five years? Yes _____ No ____. If so, what languages were: Dropped ____; Added ____; otherwise modified (explain) __________

Twenty-five checked yes and twenty no. There was one blank. Thus, there were changes in over 50 per cent of the programs during the past five years.
TABLE 13 (continued)

<table>
<thead>
<tr>
<th>School Reporting</th>
<th>FRENCH</th>
<th>SPANISH</th>
<th>GERMAN</th>
<th>LATIN</th>
<th>RUSSIAN</th>
<th>Total in all Languages (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>% of Total Enrollment</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 11 66</td>
</tr>
<tr>
<td>25</td>
<td>7 8</td>
<td></td>
<td>7 11</td>
<td></td>
<td></td>
<td>33 23</td>
</tr>
<tr>
<td>26</td>
<td>26 34</td>
<td>15 10</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>27</td>
<td>35 40 12</td>
<td>39 18 7</td>
<td>15 17 4</td>
<td></td>
<td></td>
<td>187 66</td>
</tr>
<tr>
<td>28</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25 11</td>
</tr>
<tr>
<td>29</td>
<td>6 5</td>
<td>12 14</td>
<td>11 14</td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>30</td>
<td>25 19</td>
<td>16 13</td>
<td></td>
<td></td>
<td></td>
<td>125 35</td>
</tr>
<tr>
<td>31</td>
<td>19 20 4</td>
<td>20 10 3</td>
<td></td>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td>16 10</td>
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<td></td>
<td>21</td>
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<tr>
<td>33</td>
<td></td>
<td>3 10</td>
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<td></td>
<td></td>
<td>13 15</td>
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<tr>
<td>34</td>
<td></td>
<td>9 12</td>
<td></td>
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<td>21</td>
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<td>35</td>
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<td>11 6</td>
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<td></td>
<td>87</td>
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<tr>
<td>36</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 27</td>
</tr>
<tr>
<td>37</td>
<td>17</td>
<td></td>
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<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>38</td>
<td>40 28</td>
<td></td>
<td>50 40</td>
<td></td>
<td></td>
<td>158 39</td>
</tr>
<tr>
<td>39</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>40</td>
<td>26 23</td>
<td></td>
<td>38 26</td>
<td></td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>7 22</td>
<td></td>
<td></td>
<td></td>
<td>29 6</td>
</tr>
<tr>
<td>42</td>
<td>30 37 9</td>
<td>30 15</td>
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<td>23 14</td>
<td></td>
<td>158</td>
</tr>
<tr>
<td>43</td>
<td>17 22 13</td>
<td>9 14 22</td>
<td></td>
<td></td>
<td></td>
<td>123 66</td>
</tr>
<tr>
<td>44</td>
<td>6 5</td>
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<tr>
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<td>19</td>
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<td></td>
<td>58 33</td>
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<tr>
<td>46</td>
<td>11 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>58 29</td>
</tr>
</tbody>
</table>

Sample Reading: In school number 38 there were enrollments in First and Second Year French of forty and twenty-eight, respectively, and in First and Second Year Latin of fifty and forty, respectively, thus making a total of 158 pupils enrolled in language classes, or 39 per cent of the high school population. For school 1, the enrollment figures were not given; instead, checkmarks were used.
# TABLE 13

Enrollments in Campus School Language Programs

<table>
<thead>
<tr>
<th>School Reporting</th>
<th>FRENCH</th>
<th>SPANISH</th>
<th>GERMAN</th>
<th>LATIN</th>
<th>RUSSIAN</th>
<th>Total in all Languages (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>15</td>
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<td>7</td>
<td>8</td>
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<td>15</td>
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<td>3</td>
<td>14</td>
<td>11</td>
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<td>4</td>
<td>15</td>
<td>8</td>
<td>12</td>
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<td>15</td>
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<tr>
<td>5</td>
<td>50</td>
<td>140</td>
<td>14</td>
<td>22</td>
<td>12</td>
<td>15</td>
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<tr>
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<td>24</td>
<td>14</td>
<td>10</td>
<td>9</td>
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<td>21</td>
<td>50</td>
<td>25</td>
<td>21</td>
<td>12</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>6</td>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

% of Total Enrollment
"Though usually the poor are weeded out at the end of the first semester."

"Not intentionally."

Factors involved in selection, mentioned in descending order of frequency, included:

- total grade average
- college entrance requirements
- combination of I.Q. and grade average
- future needs of pupil
- desire of parents
- "strong motivation" or "special interest."

Question five asked for present enrollments in all language classes. These figures appear in toto in Table 13 on pages 129 and 130. Language enrollments must be considered in the light of total school enrollment. This was given in thirty-eight cases, and for a third of these the enrollment figure fell between 100 and 195. Only seven reported as many as 400 students, and the top figure of 500 included kindergarten through high school.


Questions six and seven were constructed in parallel form because, were there any major organizational change affecting the total picture, it would affect language within that picture. Then, too, parallel figures would be necessary in order to verify any
TABLE 12

Classification of Forty-Six Schools According to Selection of Pupils for Enrollment in Language Classes

<table>
<thead>
<tr>
<th>Language Enrollment</th>
<th>Number of Schools</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>Not selective</td>
<td>26</td>
<td>56</td>
</tr>
</tbody>
</table>

It would seem that checking yes evoked a "conviction of sin" in the respondent because, of the twenty who did so, fifteen felt called upon, not only to check the bases for selection suggested, but also to write an explanation! Some of them revealed much:

"Our guidance director is quite dictatorial in the matter."

"If motivation is strong, we permit a student to try a language."

"All those expecting to go to college are urged to take a foreign language."

"Advised to take it if A and B. Permitted if there is special interest."

"Upper 50%."

Interesting and revealing comments also accompanied the no's:

"Any child who wishes can elect language."

"Elective but not selective except that advisors do discourage some people with low grades and/or low I.Q.'s."
Question 3. Circle the grade level or levels at which pupils usually begin:
French: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
Spanish: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
German: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
Latin: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11
Other (Specify):
__________ Grade 7 Grade 8 Grade 9 Grade 10 Grade 11

A plain tabulation of grade levels for beginning a language as brought out in this question would be meaningless in itself. The answers held implications for evaluating the organizational pattern of programs. One point at issue is whether the pupil is taking foreign language in high school as background for continued study in college, or whether he is taking it for its surrender value. In the first instance—assuming that only the two-year course might be available to him—he would do well to take it during his junior and senior years. In the second, it would not matter. Another point at issue is the debatable question: Does the study of one language help in learning another?

By tradition, Latin usually has had a favored spot in the ninth grade. Eighteen circles here as contrasted with eleven for Spanish and nine for French indicated that this was the case.

Question 4. Is enrollment in language classes selective? Yes ___ No ___. If so, what are the bases for selection? I.Q.'s ___; Grade average ___; Adviser's recommendation ___; Other (explain) ___

The yes and no answers appear in Table 12.
Table 11
Scope and Sequence of Language Offerings in Forty-Six Schools

<table>
<thead>
<tr>
<th>Offerings</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four years of each of four languages</td>
<td>1</td>
</tr>
<tr>
<td>Four years of each of three languages</td>
<td>2</td>
</tr>
<tr>
<td>Four years of each of two languages and three years.</td>
<td>1</td>
</tr>
<tr>
<td>Four years of each of two languages and two years of a third</td>
<td>2</td>
</tr>
<tr>
<td>Four years of one language and two years of each of two others</td>
<td>2</td>
</tr>
<tr>
<td>Four years of one language and two years of a second</td>
<td>1</td>
</tr>
<tr>
<td>Four years of one language</td>
<td>2</td>
</tr>
<tr>
<td>Three years of each of three languages</td>
<td>1</td>
</tr>
<tr>
<td>Three years of each of two languages</td>
<td>1</td>
</tr>
<tr>
<td>Three years of one language and two years of each of three others</td>
<td>1</td>
</tr>
<tr>
<td>Three years of one language and two years of each</td>
<td>1</td>
</tr>
<tr>
<td>Two years of each of four languages</td>
<td>1</td>
</tr>
<tr>
<td>Two and a half years of two languages and two years of a third</td>
<td>1</td>
</tr>
<tr>
<td>Two years of each of three languages</td>
<td>1</td>
</tr>
<tr>
<td>Two years of two languages and a half year of a third</td>
<td>1</td>
</tr>
<tr>
<td>Two years of each of two languages</td>
<td>12</td>
</tr>
<tr>
<td>Two years of one language</td>
<td>4</td>
</tr>
<tr>
<td>One and a half years of each of two languages</td>
<td>1</td>
</tr>
<tr>
<td>One year of one language</td>
<td>2</td>
</tr>
<tr>
<td>One year of each of two languages</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten through high school of one language</td>
<td>1</td>
</tr>
</tbody>
</table>
in Table 10 on this page, but also to consider the various combinations of courses as they are listed in Table 11 on page 125. Even though the two-year pattern prevails, its ubiquity is less obvious.

**TABLE 10**

Classification of Forty-six Campus Schools
According to the Number of Years of Various Languages Offered

<table>
<thead>
<tr>
<th>Language</th>
<th>Years Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td>Latin</td>
<td>2</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
</tr>
</tbody>
</table>
Four schools had three full-time teachers; six schools had two; twenty-one schools had one. In several of these schools, other instructors, not full-time, also gave some classes. In fifteen schools, the program shared attention with other levels or with other departments. It might be assumed, under ordinary circumstances, that, in general, the program without a stabilizing force in the form of a full-time person would be less strong. But if these instructors brought to their one or two or three classes special ability and interest, the situation might be quite the reverse.1

Question 2. How many years are offered? French _____; Spanish _____; German _____; Latin _____; Other
(Specify) _____ _____

In order to appreciate the significance of this question, it is necessary not only to consider the figures as they are compiled

1As regards the over-all interdepartmental relations of the laboratory school, Lang found that sharing of staff did create a problem in scheduling and co-ordinating of activities. Of the several statements of this problem made by administrators and quoted by Lang in his Analysis of the Campus Secondary Schools Maintained by Public Institutions, two which illustrate the tenor of their remarks are re-quoted below.

"Lack of interest on part of college faculty in our campus school--lack of interest on part of faculty who teach only part-time in high school. They feel their first obligation is to the college and not to the campus school." (Lang, op. cit., p. 192)

"Co-ordinating of the campus school with the University program regarding calendar and activities. (We operate under the philosophy that the college instructors should also teach the children. This is an ideal operational philosophy but it presents some problems in adjusting the supervisors' loads for both college and University School assignments)" (Ibid., p. 200).
Extent and Organization of Programs

Question 1. How many teachers devote full time to foreign language? _____. How many others have one class: ____; two ____; three ____; four ____? Total teachers involved in foreign language program? ____

As shown in Table 9 below, a literal count of "total teachers involved" came to 107. A re-check of the original listings made by the directors of these schools in the initial inquiry indicated a possible total of ninety-three. This discrepancy very probably resulted from the inclusion of teachers who were working only with foreign language in the elementary school.

TABLE 9

Classification of Instructors According to the Number of Language Classes Taught in the Campus School

<table>
<thead>
<tr>
<th>Class Load</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time.</td>
<td>45</td>
</tr>
<tr>
<td>One class.</td>
<td>21</td>
</tr>
<tr>
<td>Two classes.</td>
<td>25</td>
</tr>
<tr>
<td>Three classes.</td>
<td>8</td>
</tr>
<tr>
<td>Four classes.</td>
<td>2</td>
</tr>
</tbody>
</table>

Total teachers involved .. 107
to seven per person. The average for the group was three. Ten state, five national, and three regional organizations headed the list. Ten persons held offices in these organizations. Three had been or were currently involved in the preparation of contests sponsored by national organizations. Three others were editors of certain sections of the professional journals.

How did these particular people become interested and involved in laboratory school work? A careful examination of their educational background indicated that, of the eighty, thirty-four held at least one degree from the institution of whose staff they were presently members. Of the thirty-four, fifteen held two, and two held three, degrees from this same institution. This would indicate that in 42 per cent of the cases involved, there had been a sort of "apprenticeship." In only five cases, however, had this taken place without intermediary experience elsewhere, ranging from one to twenty-five years. Aside from this tendency on the part of institutions to recall their own, there seemed to be no discernible pattern of preparation among the group.

In terms of academic degrees, teaching experience, oral command of the language(s), related experiences, and involvement in professional activities, the group as a whole seems to be well qualified.
TABLE 8

Extent of Engagement in Various Types of Professional Activities as Reported by Sixty-two Campus School Language Instructors

<table>
<thead>
<tr>
<th>Types of Activities Reported</th>
<th>Composite Number of Such Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings of local, regional and national organizations.</td>
<td>588</td>
</tr>
<tr>
<td>Individual speeches, plus the &quot;dozens&quot; reported by two people and the &quot;few&quot; reported by a third</td>
<td>575</td>
</tr>
<tr>
<td>Committees, plus &quot;several&quot; reported by one person, and another's significant comment, &quot;can't count them&quot;.</td>
<td>155</td>
</tr>
<tr>
<td>Articles, plus a &quot;few&quot; reported by one person.</td>
<td>96</td>
</tr>
<tr>
<td>Papers read at meetings</td>
<td>57</td>
</tr>
<tr>
<td>Radio programs, plus &quot;two series&quot;</td>
<td>56</td>
</tr>
<tr>
<td>Television programs, plus the &quot;two series&quot; and &quot;two individual appearances&quot; of another</td>
<td>17</td>
</tr>
</tbody>
</table>

Question nine was restricted to a consideration of membership in language organizations. It would have been advisable to add a tenth question on membership in educational organizations other than those peculiar to the languages, such as the Association for Student Teaching.

Only eleven failed to list any foreign language organizations in which they claimed membership. The sixty-nine listed memberships in a total of 164 different organizations, ranging from one
TABLE 7

Division of Teaching Load Between the Several Languages and Other Subject-Matter Areas as Reported by Eighty Instructors

<table>
<thead>
<tr>
<th>Description of Load</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors engaged in full-time language teaching at any level</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>Instructors dividing their teaching load between languages and other subjects</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Part-time instructors engaged only in language teaching</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Question eight read as follows:

Indicate approximately how many of the following you have done during the past five years:

Articles published ___ Speeches made ___ Papers read ___ Language committees served on ___
Radio programs ___ T.V. programs ___ Local, regional and national language meetings attended ___.

Probing into the area of professional alertness, this question sought to determine to what extent the respondents might be contributing out of their experience to the profession as a whole, and in what ways they might be helping to educate the public to the need for foreign language study. Table 8 indicates activities engaged in to these ends by the active nucleus of the group.
Question seven read as follows:

If you do not devote full time to foreign language classes, how many of them do you currently teach? ______
What time proportion of your class load does this represent? _____ What other subject(s) do you currently teach? ____________________________

The wording of this question assumed that those teachers who devoted full time to language teaching at whatever level would not respond. Of the eighty, fifty-six fell in this group, since they either taught one or two languages full time at one or two levels, or combined language classes with phases of teacher education in the language area, such as methods and/or the supervision of student teaching.

Of the remaining twenty-four, nine were teaching only half-time. Presumably several of these were engaged in graduate work, although only one person so specified. The other fifteen were in small schools and of necessity taught other subjects besides language(s). English and social studies were the most frequent subjects of combination with the languages and usually represented 50 per cent of the teacher's load. Two teachers had core classes, and one had classes in science. Eighty-one per cent of the total group were devoting their full professional attention to language teaching and the teaching of language teaching. Table 7 summarizes these data.
to determine the length of service would be significant as an indication of age level at which such work was begun.

It was unfortunate that the question as phrased proved susceptible to a variety of interpretations. Some respondents wrote in explanations of their answers; others drew circles and/or lines indicating the classification of their present position now as private school, now college, and occasionally as public school. Others seemed to include their present position within another total, as for example an improbable seventy years of service resulting from thirty-seven public and thirty-three present position. Any assumptions based on the figures in this question are therefore suspect.

A figure different from that of present position appearing in any other space must have indicated other experience prior to laboratory school teaching. This was true in all but eight cases which would indicate that 90 per cent of the total group had had previous experience. Lack of any figure at all in the blank after "public school" in thirty-two instances would seem to indicate that the road to the campus school did not lie through the public schools in at least 40 per cent of the cases. Curiously enough, only two individuals reported previous experience in another laboratory school. Seventeen had held their present position for twenty years or more. Fifteen others had held theirs for periods ranging from ten to nineteen years. The work, though exacting, must be rewarding.
of the number had traveled in the country without having, at another time, studied there also. These travel periods ranged from one month (a trip to the Soviet Union in 1956, for example) to thirty. The average amount of travel time was six months.

In addition to the eight foreign-born teachers in the group, all of whom had spent approximately twenty-five years of their life outside the United States, fifteen others reported having lived in a foreign country. Usually they were there as members either of the armed forces or of government service. One person had spent twenty-five months as a missionary. Another reported having been engaged in social service work for eight months. The longest period of residence reported was five years, the shortest one month.

Question six read as follows:

Number of years of teaching the foreign language(s)
in: Public school _____; Private school _____; College _____; Present position _____.

The investigator's purpose was to determine the amount and type of experience the laboratory school language teacher had had before going into his present position. To her this was extremely significant. Previous public school experience, for example, would seem to be a sine qua non for anyone engaged in training teachers for public schools. The time element was likewise pertinent. Laboratory school work is extremely exacting, and requires adaptability to procedures and people. Thus, being able
Question five dealt with the kind and extent of experience in the foreign country. Twenty respondents reported no study, travel, or residence abroad. Of this number, ten were teachers of Latin rather than of a modern language. Of the sixty-five modern foreign language teachers, the percentage of those who had either traveled, studied or lived abroad was eighty-four. These data are summarized in Table 6.

**TABLE 6**

<p>| Kind and Extent of Experiences in Countries of Language(s) Taught as Reported by Eighty Instructors |</p>
<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>Travel without study</td>
<td>33</td>
<td>41</td>
</tr>
<tr>
<td>Residence</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>None of these experiences</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

Thirty-eight people reported periods of study of varying lengths. The longest period was twenty-five months; the shortest, one and a half, or the usual six weeks summer course. The average study period for the group was about eight months—roughly, an academic year.

Thirty-three people reported travel without study in the country of their major language(s). In twenty-five cases, this was in addition to the study period mentioned above. Only eight
From the tenor of their remarks, nine other people evidently answered this question with similar mental reservations. Within the limitations of the question, the languages listed are given in Table 5.

**TABLE 5**

**Numbers of Instructors Indicating "Bi-lingual"**

Command of One or More Languages

<table>
<thead>
<tr>
<th>Language(s) Listed</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>French-Spanish</td>
<td>20</td>
</tr>
<tr>
<td>French</td>
<td>14</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
</tr>
<tr>
<td>French-English</td>
<td>7</td>
</tr>
<tr>
<td>German-French-Spanish</td>
<td>2</td>
</tr>
<tr>
<td>German-English</td>
<td>2</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td>Spanish-English</td>
<td>1</td>
</tr>
<tr>
<td>Spanish-Portuguese</td>
<td>1</td>
</tr>
<tr>
<td>Italian-French</td>
<td>1</td>
</tr>
<tr>
<td>German-Russian-Spanish</td>
<td>1</td>
</tr>
<tr>
<td>German-French-Russian</td>
<td>1</td>
</tr>
<tr>
<td>German-French-English</td>
<td>1</td>
</tr>
<tr>
<td>Latvian-German-Russian</td>
<td>1</td>
</tr>
<tr>
<td>French-Spanish-Arabic-Portuguese</td>
<td>1</td>
</tr>
<tr>
<td>Latin-Greek</td>
<td>1</td>
</tr>
<tr>
<td>Croatian</td>
<td>1</td>
</tr>
</tbody>
</table>

Total ........................................ 65

There were fifteen who wrote "none" or failed to answer. The majority of these were, as one might suspect, Latin teachers. Of the straight Latin teachers, however, one listed German and English, one French, one Latin and Greek, and one Croatian.
Naturally, the academic training of the eight "natives" was disregarded in this particular tabulation, since at that time they were not earning "foreign" certificates or degrees. To summarize, then, 36 per cent had experienced academic training in addition to American.

Question four reads as follows:

Of what language(s) do you have "bilingual command"?
(This term as used here implies oral facility characterized by a near-native accent and by an active vocabulary adequate to meet societal and professional needs.)

In this question the investigator was attempting to get from the respondents a self-evaluation of their command of a language. The term bi-lingual was ill-chosen; however, by placing it in quotes and by giving a parenthetical explanation, the investigator had thought to direct attention away from its literal connotation. That she had not succeeded was obvious from one respondent's reaction. He wrote, "This question is curious; most Americans never attain to this degree of proficiency in spite of long residence and study abroad." Then he continued, "I speak Spanish, French and German with enough proficiency so that, though a native speaker realizes that I am not a native, he cannot place my exact nationality." The writer took the liberty of listing this respondent as having "bi-lingual command" of the three languages because his description told what her use of the word had meant to imply.
Question three had to do with attendance at a foreign university. No attempt will be made to evaluate the foreign university certificates and/or degrees listed. When compiled, they made impressive reading. Broken down on the basis of the approximate time element, they might be divided roughly into two groups: (1) those of an academic year or longer with a diplôme or a certificat d'études de premier degré, and (2) shorter courses of various types, with a certificat d'études.

In the first group there were twelve. Nine of these were from the Sorbonne, either in the Ecole de Préparation et de Perfectionnement Des Professeurs de Français à L'Etranger or in literature courses, combined in three cases with work at the Institut de Phonétique. Another person earned a certificat d'études françaises, premier degré, at Grenoble. Two Spanish teachers had spent a year at the University of Madrid and at the University of Puerto Rico, respectively.

In the second group, there were fourteen who listed certificats d'études for shorter courses. Eight of these were from French universities; five from the Sorbonne, and one each from Aix, Poitiers, and Grenoble. One had studied at both Munich and Innsbruck, another at the Universidad Michoacana in Morelia, Mexico, and another at the National University in Mexico City. Three listed several short courses in three countries. Two Latin teachers had studied at the American Academy in Rome, and one at the School of Classical Studies in Athens.
and four others were graduated from a foreign university. Of the remaining seventy-two, fifty-four had the A.B., sixteen the B.S., one the P. Ed., and one the Ph.B.

All but five individuals held the Master's degree, and one of these was a candidate. Four had earned the degree in institutions in other countries. Of the other seventy-one, sixty-six held Masters of Arts, three Masters of Education, and two Masters of Science. Two of the number, in addition to their first Masters in a language, held a second in Education.

Twenty per cent held the doctorate. Four persons stated that they were at the time certified candidates. At least six other people indicated extensive study in highly recognized American universities which would be equivalent of a doctorate in course work. Table 4 below indicates the number holding degrees at the three academic levels.

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Masters</td>
<td>75</td>
<td>93</td>
</tr>
<tr>
<td>Doctors</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>
TABLE 3 (continued)

<table>
<thead>
<tr>
<th>Institution</th>
<th>E</th>
<th>M</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina, Woman’s College of University of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State University</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma, University of</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania, University of</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>St. Catherine, College of</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mary of the Woods College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina, University of</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syracuse University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee, University of</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Texas College of Arts and Industries</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Texas State College for Women</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transylvania University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulane University</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Utah, University of</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Michigan College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Reserve University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia University</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>William and Mary, College of</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wilson College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin State Teachers College, Superior</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin, University of</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Wisconsin-Milwaukee, University of</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions in other countries</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Institutions not stated</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 3
Institutions from Which Academic Degrees Were Attained by Eighty Instructors

<table>
<thead>
<tr>
<th>Institution</th>
<th>B</th>
<th>M</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berea College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Butler University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago Teachers College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago, University of</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Concordia College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denison University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drake University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Eastern Illinois State</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida, University of</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>George Peabody College for Teachers</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Goucher College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiram College</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Illinois State Normal University</td>
<td>2</td>
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</tr>
<tr>
<td>Illinois, University of</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Illinois Wesleyan University</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana State Teachers College, Terre Haute</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Iowa, State University of</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Kansas State Teachers College, Emporia</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Kansas, University of</td>
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<td>1</td>
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<tr>
<td>Kentucky, University of</td>
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<td>Louisiana State University</td>
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<tr>
<td>MacMurray College</td>
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<tr>
<td>Memphis State College</td>
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<tr>
<td>Miami University</td>
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<tr>
<td>Michigan State University</td>
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<tr>
<td>Michigan, University of</td>
<td>4</td>
<td>6</td>
<td>2</td>
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<tr>
<td>Middlebury College</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Middle Tennessee State College</td>
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<td>Mississippi, University of</td>
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<td></td>
</tr>
<tr>
<td>Missouri, University of</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>Nebraska, State Teachers College, Wayne</td>
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<td></td>
</tr>
<tr>
<td>Nebraska, University of</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>New Jersey State Teachers College, Montclair</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 2

Numbers of Instructors Teaching One Language or a Combination of Languages at All Academic Levels

One modern language full-time .......... 36
Latin full-time ............................ 13
Combinations of one, two or three languages ............................ 31

Total ............................ 80

Twelve of those thirteen who did not submit data sheets were, according to the preliminary survey, teachers of Latin. If these twelve, plus the two who teach English rather than a foreign language in combination with Latin, were included, it is obvious that the total number of teachers who offer Latin is greater than the total for any one of the modern languages. A subsequent question, number seven, which had to do with class load, revealed further that, of the sixty-three who were primarily concerned with modern languages, ten taught also one class in Latin.

Question two had to do with the number, kind and source of earned degrees. With four slight omissions, the data on this question were complete. The full spread of degrees and institutions is laid out in Table 3 on pages 109 and 110.

All were college graduates and therefore held the baccalaureate. Four, as mentioned above, did not specify the institution,
TABLE 1

Classification According to Sex of Eighty Foreign Language Instructors in Forty-six Campus Laboratory Schools at the Secondary Level

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59</td>
<td>74</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>26</td>
</tr>
</tbody>
</table>

Because campus schools usually fit into an integrated program which extends from Kindergarten through college and sometimes includes a graduate school, it must be understood that these language instructors may be working at two or even three academic levels. In order to have an indication of the breadth of their language ability, the respondents were asked in question one to list those languages they were presently teaching, without regard for level. Table 2 shows the numbers teaching a language singly or in combination.

Of the eighty, twenty devoted full time to French, thirteen to Latin, thirteen to Spanish, and three to German. When two languages were combined, French and Spanish headed the list with sixteen, followed by four in French and Latin, three in Latin and Spanish, three in Latin and German, and two in Latin and English. One teacher had classes in German and Russian. Two teachers were giving classes in a three-language combination—one in French, Spanish and English, and one in French, Latin and Spanish.
The data gathered are now to be presented in four sections: (1) qualifications of instructors; (2) extent and organization of programs; (3) teacher-education functions; and (4) policies and practices.

**Qualifications of Instructors**

Because the investigator felt so strongly that no language program could rise above the individual and collective strength of the teachers responsible for it, she enclosed with each questionnaire personnel sheets to be filled out by all teachers involved in the program. The preliminary listings made by the directors of those schools finally included in this study had indicated that ninety-three people—seventy women and twenty-three men—were concerned with these forty-six programs, but only eighty returned data sheets. A check of the original listings made by the directors revealed that of the thirteen who did not furnish personal data, two were men and eleven were women. Table I shows the relative proportion of men and women involved in the immediate discussion. From these figures, it would appear that this specialized field of language teaching attracts more women than men. Men do hold, however, approximately a fourth of such positions.
three main divisions: extent and organization, teacher education functions, and policies and practices. Part I contained thirteen factual questions on scope and sequence, enrollments, integration of language work in the total program, and materials and equipment. Aside from the questions on school and language enrollments covering the past five years, most questions were seemingly well answered. Part II dealt with seven aspects of teacher education, requiring short answers and inviting optional comments in some cases. Part III contained six rather open-ended questions intended to elicit information on the distinctive features of the program. The answers to these questions were uneven, but this in itself revealed certain emphases peculiar to each program.

The personnel sheet, of which a copy may also be found in Appendix A, consisted of nine questions which dealt with the training, experience and professional alertness of the teachers. Eighty of these were received with the forty-six questionnaires.

**Printed Courses of Study and Other Materials**

Mimeographed courses of study came from five schools. Fugitive materials in the form of samples of programs, newspaper clippings, etc., came from several others. Many personal letters containing explanations of various phases of the program and giving supplementary information accompanied the returns.
CHAPTER V

FOREIGN LANGUAGE PROGRAMS IN SELECTED CAMPUS LABORATORY SCHOOLS--THE PRESENT SITUATION

Sources of Data

The data gathered are from three sources: (1) preliminary survey letter to the directors of schools; (2) questionnaire and personnel sheets; and (3) printed courses of study and other materials submitted.

Preliminary Survey

An explanatory letter, of which a copy may be found in Appendix A, was sent to the directors of the campus schools, asking them to list the chairman of the language department, the name(s) of their language teacher(s) and the languages offered. This gave a prevue of the extent and organization of the language department and made it possible to address subsequent communications to a designated person. It also furnished a means of checking the number of data sheets to be included with the questionnaire. On the basis of these replies, a working list was then compiled.

Questionnaire and Personnel Sheet

The questionnaire, of which a copy may be found in Appendix A, consisted of three legal-sized sheets in mimeograph. There were
17. The campus laboratory school foreign language program should provide for student teaching, insofar as it is in accord with the policy of the institution.

Experimentation

18. The campus school foreign language program should serve as a field for experimentation.

Leadership Role

19. The campus laboratory school foreign language instructor should be a leader in his field within the geographical area.

20. The campus laboratory school instructors should contribute, through publications, speeches, and committee and organization work, to the advancement of foreign language teaching on state and national levels.
9. The foreign language program should make use of community resources in order to render language learning more meaningful.

10. The foreign language extra-curricular activities should be considered an integral part of the work.

11. Foreign-language learning should be characterized by reflective thinking.

12. Foreign language learning activities should be directed toward the understanding and appreciation of the way of life of other peoples.

13. Foreign language activities should be correlated with other areas of the curriculum.

Place of the Campus School Language Program in the Teacher Education Program

14. The campus school language teacher(s) should work closely with the language department and with the education department in planning professional laboratory experiences for future language teachers.

Teacher Education Functions

15. The campus laboratory school foreign language program should furnish opportunities for observation and demonstration.

16. The campus laboratory school foreign language program should furnish opportunities for participation.
2. The campus school foreign language program should be so organized that an optimum number of pupils may pursue the language(s) which meet their needs, interests, and abilities.

3. The campus school foreign language program should be continually re-examined to make certain that it is contributing to the objectives of the program itself and of the school.

4. The campus school foreign language program should be staffed with "master" teachers.

5. The campus school foreign language program should be provided with a variety of instructional materials and with modern equipment.

Objectives and Learning Experiences in Language Study

6. The foreign language program should provide for the sequential development of the four basic skills, reading, understanding, speaking and writing, with the special emphasis determined by particular circumstances.

7. The foreign language program should provide for the optimum achievement of each pupil.

8. The foreign language program should provide a variety of direct, first-hand experiences in using the language.
many cases, his services are "fugitive"—that is, they are freely and spontaneously given, and leave no trace in the records.

20. The campus laboratory school instructors should contribute, through publications, speeches, and committee and organization work, to the advancement of foreign language teaching on state and national levels (79, 80, 81).

The profession at large ought to profit from the experiences and experiments of campus school language people. To this end, articles must be published describing what is being done; speeches must be made explaining what is being attempted; organizations and their committees must be joined so that thinking may be shared and, in the sharing, improved.

Summary

To recapitulate, then, the effectiveness of campus laboratory school language programs must be considered in the light of these twenty criteria, grouped in seven areas. The criteria are restated below in summary.

Place of the Language Department in the Total Curriculum

1. The campus school foreign language staff should participate in planning and developing the total campus school curriculum.
The trend is to move student teaching from the campus school to the public schools. Administrative difficulties, however, often make a complete shift impossible. Then, too, there may be exceptional cases which ought to be handled in the campus school. Also, the presence of a student teacher with an inquiring mind may serve as a stimulus to the supervising teacher's constant evaluation of the program.

Experimention

18. The campus school foreign language program should serve as a field for experimentation (18, 21, 24, 25, 27, 30).

One of the recognized functions of the laboratory school is experimentation. Public school teachers have many obligations and regulations to fulfill, and are not entirely free to test their hunches. They ought to be able to look to the colleges of education and to the laboratory schools within those institutions for new materials and tested techniques in their field.

Leadership Role

19. The campus laboratory school foreign language instructor should be a leader in his field within his geographical area (27, 28).

He should pool his knowledge in workshops. He should be a resource person, approachable by phone, by mail, or in person. In
Teacher Education Functions

15. The campus laboratory school foreign language program should furnish opportunities for observation and demonstration (17, 27, 29, 77).

While pre-service teachers will benefit primarily from this function, it also carries over into the leadership function in that it should be available to in-service teachers of the surrounding geographical area.

16. The campus laboratory school foreign language program should furnish opportunities for participation (27, 29, 76).

Prospective teachers should early in their college work begin to participate in the guidance of language learning experiences. They may make case studies of individual pupils in the language class. They may work with pupils who have been absent. They may work with small reading groups. They may assist in the language-listening laboratory. They may help in planning and carrying out co-curricular activities. There are literally dozens of ways in which they may become acquainted with the program with profit to themselves, to the pupils involved, and to the supervising teacher.

17. The campus laboratory school language program should provide for student teaching, insofar as it is in accord with the policy of the institution (22, 23, 26, 29).
13. Foreign language activities should be correlated with other areas of the curriculum (70).

Johnston likewise recommended more interdepartmental planning, an urgent need in language teaching, stating her point thus: "In the interest of economy, efficiency, and meaningful, integrated content, modern language instruction needs to be closely meshed with that in other fields." This happy result must come from careful pre-planning of activities. It happens rarely by coincidence.

Place of the Campus School Language Program in the Teacher Education Program

11. The campus laboratory school language teacher(s) should work closely with the language department and with the education department in planning professional laboratory experiences for future language teachers (73, 74).

For the effective functioning of the language education program, the three departments must understand their respective roles and the ways in which they may mutually support and strengthen each other's work. This requires co-operative planning of mutual responsibilities and activities. Intervisitation of classes is highly desirable.

7Loc. cit.
historical factors, transcends these same factors. In grappling with a "definition of the Cultural Objective," a working committee of the 1956 Northeast Conference had this to say concerning the foreign language teacher's role:

His approach may be called holistic: he presents the culture as a whole, without necessarily analyzing it or even being very explicit about the characteristics of that culture. The function of the social scientist is to tell about the culture; the highest function of the foreign language teacher can be to represent the culture. If a teacher of French can be as nearly like a Frenchman as possible, and if in his classroom he can create the atmosphere of French culture in every feasible way, we may say that he is representing French culture—and here we mean, note, culture as a whole, or as a way of life.\(^5\)

Language educators endorse the idea that desirable attitudes toward other cultural groups and changes in behavior patterns where these groups are concerned ought to result from foreign language study. They are stymied, however, when it comes to evaluating attitudinal growth. The recommendation of Marjorie Johnston, Specialist for Foreign Languages in the U. S. Office of Education, is that "In the absence of adequate measuring devices, teachers should keep better anecdotal records and collect more samples of student and community reaction."\(^6\)


As Alberty has said, "The most significant type of learning in a democratic society is characterized by reflective thinking, rather than by mechanical habit formation." There is plenty of opportunity for reflective thinking in foreign language learning. But thinking takes time, and thinking is difficult; it must be provided for and encouraged. Unless the instructor has himself arrived at a thorough understanding of the process of reflective thinking, and unless he appreciates its implications for the inductive approach to language teaching, he does not guide language-learning activities accordingly. The cliche that "teachers teach as they were taught" applies: if a teacher has acquired a language by mechanical habit formation, he may not have come to realize that there is a more economical and effective method.

12. Foreign language learning activities should be directed toward the understanding and appreciation of the way of life of other peoples (66).

As citizens of the atomic world, we must do more than lip-service in the way of international understanding. Foreign language teachers must guide their pupils into such understanding, not incidentally and abstractly, but purposefully and positively, by helping them to interpret a way of life mirrored in a mode of expression. A way of life, while rooted in geographical and

\[\text{Loc. cit.}\]
supplement actual language learning, which is essentially a social process.

11. Foreign language learning should be characterized by reflective thinking (65).

Vocabulary, pronunciation, and language structure are the three cornerstones of language learning. In the initial presentation of individual items within these three categories, the approach should be inductive. In other words, from a variety of examples presented for the pupil's consideration, he will, in terms of his past experience with similar material, arrive at a generalization concerning meaning, formation of sound, or grammatical concept. Because he learns best what he has figured out for himself, this inductive presentation is a much firmer basis for functional use of language than mechanical memorization of word meanings, mechanical mimicry of sounds, and mechanical application of rules. If the pupil is early made aware that language is governed by definite laws which he himself can discover, his feeling of mastery will contribute to a sustained interest. To be sure, the material must be carefully graded, because he must be confronted with the necessity of making only one generalization at a time. Then, after a period of incubation during which the word, the sound, or the usage is fixed by practice, he is ready to apply this recently acquired knowledge in solving other language problems.
is the language-speaking nationals present on campus. Closer in age and interests to the secondary school pupils than foreign professors or visitors, they are more capable of communicating with them.

Ethnic groups and societies with foreign connections are always eager to co-operate in representing their respective cultures. If contributions have been made to the development of the area by settlers of foreign origin, then early local history may be exploited. The geographic location of the school controls to a great extent the availability of museums, art exhibits, etc. The resources of a cosmopolitan area are much greater also for foreign restaurants, newspapers, movies, etc.

10. The foreign language extra-curricular activities should be considered an integral part of the work (77).

A forward-looking educator would not consider an elaborately organized extra-curricular program a sine qua non of a "good" school. This is not to say that he would omit the types of activities engaged in as a part of such a program. He would prefer instead that the types of activities sponsored by special-interest clubs such as the French, Spanish, Latin, and German Clubs be integrated with the "regular" work and shared by all pupils. But if in a school the curriculum and the extra-curriculum are still a two-part formation, then language clubs may be a useful adjunct to the extent that their activities grow out of and enrich and
is motivated by goals which are intrinsic to the activity.\(^3\) The language teacher must set the stage, as it were, by creating situations in which the pupil must react, use his skills, and gain his objective. These learning-by-doing activities cause the pupil to learn and remember what he uses and needs to know.

Having a role in a play with the resultant responsibility not to "spoil" the performance will motivate the type of over-practice necessary to perfect the most difficult foreign sound. Listening to a fellow teenager discussing in the "other" language a matter of real concern and significance will bring even the blase language learner to the edge of his chair as he concentrates on understanding. A comic book or some fugitive material on foreign automobiles or fashions can be read. Writing to a pen pal an account of Saturday's football game or slumber party is a meaningful performance in which verb forms take on meaning and vocabulary words come to life.

Mass media at present supplement greatly the efforts of the teacher in furnishing experiences in understanding the second language.

9. The foreign language program should make use of community resources in order to render language learning more meaningful (67).

Inasmuch as the primary community in the case of the campus laboratory school is the campus itself, the most obvious resource

\(^3\)Alberty, op. cit., p. 84.
7. The foreign language program should provide for the optimum achievement of each pupil (58, 62).

Each pupil has the right to have his achievement measured in terms of his own growth pattern, which must be distinct from that of his peers. His experiential background is different, so that he makes different associations. His rate of working is different. His interest and motivation are distinct. These factors influence the quality of his achievement in language work.

Class projects and committee work in unit teaching provide for the ability and special talent of all types of pupils. For those with a lesser verbal ability, dramatizations and manual activities, such as poster work, costume-making, etc., render learning more functional. For these so-called slower pupils, aural-oral work, with writing at a minimum, is most effective.

Gifted pupils, with experience in self-direction, may do individual work on pronunciation, on special interest projects, etc. Co-operative planning and also constructive suggestions given in a permissive atmosphere help the pupils to help themselves and to help each other.

8. The foreign language program should provide a variety of direct, first-hand experiences in using the language (37, 57).

Among several generalizations concerning learning, Alberty included this one: "Learning is most effective when the learner
the amount of time available for language study, it is necessary to plan with this limit in mind.

It is entirely possible that a pupil may have a particular goal which may be attained by concentrated attention on one skill at the expense of, but never to the exclusion of, the others.

Assuming, of course, that the instructor is not only capable of guiding the pupils equally well in developing all of the skills, but also that he is not addicted to a particular approach which prejudices his efforts, then special emphasis on a particular skill—the "what"—ought to grow out of "who," "when," "how long," and "why." Cole and Tharp, in their effort to stress this point, italicized the following statement:

Each school or system must select the objectives best suited to its particular educational philosophy and needs, and then choose the content and method best suited to its objectives.²

In any case, since the pupil is going to learn to do by doing, he must practice most what he hopes to do best. If he is to learn to speak, he must practice speaking. If he is to learn to read with speed and comprehension, as he does in English, then he must engage in extensive reading. If he is to come to understand, then he must have many experiences in listening. These are just obvious ways of reiterating the fact that methods have to be consistent with objectives.

Devices for multi-sensory appeal increase the efficiency of teaching. Language-listening laboratories are an effective means of saturating the pupil with the sound of the language.

Materials and equipment are necessary in a campus school not only for efficient teaching, but also in order that pre-service teachers may become familiar with the uses and availability of all kinds of maps, posters, calendars, figurines, games, cookbooks, costumes, coins, flags, stamps, menus, sheet music, slides, films, film strips, records, tape and magnetic disk recorder-listeners, etc., etc.

Objectives and Learning Experiences in Language Study

6. The foreign language program should provide for the sequential development of the four basic skills, reading, understanding, speaking and writing, with special emphasis determined by particular circumstances (34, 45, 53, 66).

Language is communication, which has a four-way approach. The eye and the ear are mutually supportive. And Bacon has said that "writing maketh an exact man."

A small child may learn a second language by a "natural" method, but eventually he grows out of the bi-lingual stage, and demands eye support for ear learning.

Understanding the language and reading it are passive skills, and develop at a faster rate than the active skills of speaking and writing. When circumstances dictate limitations to
The campus school language teacher must not only be a capable practitioner; he must also be a skilled diagnostician. Pre-service teachers—and experienced ones also on occasion—watch his performance, and then want to know "why" and "how." His role is to help them understand the basic principles involved, not just his "way of doing." He must demonstrate accepted concepts of learning specifically applied to language, not show off a bag of tricks or pet prejudices.

The campus school foreign language supervisor must possess a high degree of professionalism, a quality which may be "caught" as well as taught.

5. The campus school foreign language program should be provided with a variety of instructional materials and with modern equipment (52).

The "Mark-Hopkins-on-one-end-of-a-log" theory is vastly inappropriate for foreign language teaching in our atomic age. The most proficient and efficient language instructor, cast in the role of constant tutor-companion to one pupil, would be fully occupied in creating the ambiente, in fitting the content to constantly shifting interests, and in repeating as constantly as necessary the fundamental language patterns. Admitting these difficulties in a one-to-one relationship, how much more in a class is there an obvious necessity for all kinds of realia, for multiple copies of textbooks and readers as well as a variety of casual reading material, and for audio equipment properly installed?
Changes and modifications in the scope and sequence of offerings are necessary if the language department is not to become stagnant. Likewise, teaching practices within the classroom need continuing scrutiny and adaptation to changing conditions.

4. The campus school foreign language program should be staffed with "master" teachers (53, 75).

To spell out completely the meaning of the term "master teacher" is beyond the province of this study. The prerequisite for becoming a superior teacher is becoming a superior person. Having assumed an initial and potential development of desirable personal qualities, it is necessary that he possess also an adequate and proportioned education--general, special, and professional. Then for the adequate guidance in developing the rich potentialities of language study, the teacher must have both full mastery of his language(s) and also specific and successful experience in guiding language learning experiences.

A language instructor must not only be able to interpret words or expressions whose meaning is outside the experience of his pupils; he must be able also to interpret a way of life which is "different from," not "inferior to," their own. A language instructor must not only be able to translate English into another language; he must be able also to translate educational theory into practice. Only thorough knowledge and understanding gained through experiences can alleviate the danger of being misunderstood.
The pupil's own interest should be the determining factor in his selection of language. Counseling should only help him to make his own decision. No pupil should be prevented from enrolling in a foreign language solely on the basis of a low I.Q. or a low grade average.

If within a class where sincere and continuous effort has been made to provide for individual differences, there are pupils who lack interest and who are not profiting from the work, they should be allowed to discontinue at the end of the first year.

For those pupils who show special ability and interest, a language should be available to them without gaps throughout high school so that they may continue it in college. The actual and potential need of the country for linguists is as great as it is for mathematicians and scientists.

3. The campus school foreign language program should be continually re-examined to make certain that it is contributing to the objectives of the program itself and of the school (67, 70).

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of starting language study at the high school instead of the elementary school level, then ought there not to be in the junior high schools, prior to the student's choice, a truly exploratory course in the world aspects of language, designed to inform the student concerning the geographical distribution and relative importance of the world's major languages, where they are spoken, by whom, by how many, and outlining what he may reasonably expect to achieve with each of them if he follows through" (Modern Language Journal, XLI (Mar., 1957), p. 119.
always ready to contribute to learning activities in whatever department these activities may be going forward. Language teachers ought to be among the most valuable resource people at hand.

Also, foreign language teachers, in the same measure as their colleagues, have an extra personal contribution to make, which often grows out of their association with class or club activities.

Organization, Personnel, and Material of the Language Department

2. The campus school foreign language program should be so organized that an optimum number of pupils may pursue the language(s) which meet their needs, interests, and abilities (69, 71).

Foreign language study is not justifiable for all secondary school pupils. All pupils ought, however, to have at some level exploratory experience with a second language. The most desirable place for this experience is at the elementary school level. Failing this, a limited amount of language work, either in a course in general language,¹ in a short introductory course, or as a unit in general education, ought to be required at the junior high level.

¹Mario Pei, writing on "The 1956 New York City Language Syllabus and the FL Scene," had this to say concerning the General Language course:

"What happened to the old General Language course, which offered among other things, a cross-section of several languages, enabling the student to gain some inkling of what he would be up against in the study of each? If we are to retain our present antiquated system
pages of the two preceding chapters where may be found, in the material discussed, the implication for that particular criterion.

**Place of the Language Department in the Total Curriculum**

1. The campus school foreign language staff should participate in planning and developing the total campus school curriculum (68, 71, 72).

Since laboratory school faculties are usually small, they often work as a committee-of-the-whole on such projects as revising school philosophy or deciding school policy in respect to specific issues. This situation would automatically include the language teacher(s). Otherwise, the language staff must have representation on committees. By being actively involved in interdepartmental discussion and planning, the foreign language teachers may see their program in relation to the whole and bring it into line with the general philosophy and objectives of the school.

In setting up co-operatively the scope and sequence in various subject-matter areas, it is important that the language teacher be involved. In this way the many opportunities for correlation with language work which exist within the various units of the several subject areas are systematically brought to his attention. Because language teachers reach only a relatively small percentage of the pupil population through actual class work, it behooves them particularly to move outside their doors and be
CHAPTER IV

CRITERIA FOR CAMPUS LABORATORY SCHOOL
FOREIGN LANGUAGE PROGRAMS

Chapter II established the various functions of the campus laboratory school in the light of their evolvement in different situations. Chapter III indicated the ways in which foreign language programs in the campus school have been influenced by shifting aims and objectives of language teaching, by evolving educational procedures, and by increasing emphasis on professional experiences in teacher education.

It is the purpose of this chapter to outline a set of criteria which are derived, by implication, from the material presented in the two preceding chapters. This chapter will then serve as a frame of reference for an examination of foreign language programs which are dedicated not only to effective teaching of languages but also to effective teaching of teachers of languages.

Inasmuch as the teacher education, experimentation, and leadership functions of a laboratory school rest on the basic assumption that it must be a "good" school, and since creative, purposeful teaching in every department is one of the primary conditions of a "good" school, the foreign language program is analyzed first. The criteria resulting from this analysis are followed by others peculiar to the laboratory school situation. Numbers in parentheses following each statement of a criterion indicate the
In 1951, Dondo, Johnson and Brenman added Book II of French for the Modern World. They expressed their gratitude in these terms: "Last but not least, to the pupils in the second year French class of the University High School, Madison, Wisconsin, who contributed generously by their co-operation as "guinea pigs" during the trial period. It is to them that this volume is dedicated."  

In this chapter the writer has sought to trace the parallel lines of development of language methods, teaching approaches, and laboratory experiences in teacher education. In each of these three areas, she has given specific examples of ways in which certain campus school language programs have interpreted such methods, approaches and experiences during a half-century. In concluding this historical perspective, the writer has cited the contributions of campus school language instructors to the professional literature of their field.

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and a regular beginning class of fourteen pupils at the University High School. Cochran, in the "Acknowledgments" of her dissertation, thanked the Dean and Director "for placing at the writer's disposal the facilities of the University High School for experimental purposes." 68

In 1936, Bovée and Lindquist, in the acknowledgments of their omnibus volume II, Une Aventure en Français, wrote, "Our thanks are due to Madame A. Marie Côté Greene of the University of Chicago Laboratory Schools ... extremely patient in trying out the experimental edition in the classroom." 69

In 1937, Nous Autres Américains appeared. This textbook features a direct reading approach and the inductive presentation not only of grammar but also of pronunciation. Beginning with the first lesson, there is connected narrative prose designed to appeal to adolescent interest. In his Foreword, Tharp wrote, "Dr. Marguerite Richebourg, Instructor in French at University High School, Ohio State University, has offered many important suggestions growing out of her use of the text in mimeographed form during the past three years." 70


she was doing background reading for this study. There would be no way of estimating the number of "fugitive" documents, prepared either individually or in committee, to meet local needs. This in spite of the fact that Windrow, rationalizing perhaps, but nevertheless knowing whereof he spoke, declared, "to write about the laboratory school one must have leisure, and there is no leisure in the laboratory school."^67

The essence of the teaching experiences of several campus school language instructors has been distilled in textbooks and readers. During a quarter of a century many of the books most commonly and successfully used in secondary school French classes have been given their trial run in campus schools.

In 1929, Beginning French: Training for Reading, by Helen M. Eddy of the State University of Iowa Laboratory School, was constructed in the light of her convictions that a grammar book may be of great utility in the learning of a foreign language on grounds of economy, even when the acquisition of the mastery of the reading adaptation is the first stage for all purposes. This recognition-type grammar was used conjointly with the new West-type reader, Si Nous Lisions, which was constructed by Eddy's graduate student, Grace Cochran, and revised in the light of teacher and pupil reactions in both the summer demonstration class

III and V reported seventeen and eleven respectively, and Regions IV and VI reported seven and four.

**Conclusion**

Campus school language teachers, out of their experience and experiments with special, general, and teacher education methods, have written for their own professional journals and for other publications. A total of 144 articles, books, bulletins, etc., written by forty-three individuals representing seventeen different laboratory schools, were readily available to the writer when

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66 The word "Region" in this context requires explanation. It was first used by Carleton A. Wheeler et al. in Volume IV of the Modern Language Study, *Enrollments in the Foreign Languages in Secondary Schools and Colleges of the United States*. The geographic pattern established in Volume IV was followed by Purin in Volume XIII of the same Study in 1929. Logically enough, then, Tharp kept this pattern in tabulating the report of the 1952 Survey. According to this pattern, Region III is the South (Alabama, Florida, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia); Region IV is the North Central (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin); Region V is the West Central (Arkansas, Kansas, Missouri, Nebraska, Oklahoma); Region VI is the Southwest (Arizona, Colorado, Nevada, New Mexico, Texas, Utah). Regions I (New England), II (Middle States), VII (Northwest) and VIII (California) reported no campus schools where student teaching was conducted.
the student-teacher program should provide opportunities for the student to develop skill in promoting and directing activities of this nature.64

Flowers quoted the then recent writings of both Koos and Kandel in support of his recommendation.

Another Look at Foreign Language Teacher Education

In 1948 the Executive Committee of the National Federation of Modern Languages voted to appoint a nation-wide committee to study the status of training of modern language teachers in the high schools of the country. Because of his experience with the earlier survey done under the auspices of the Modern Language Study, it was logical that Charles M. Purin be appointed General Chairman. When the survey was closed in 1952, Purin found that the Foreign Language Program did not have funds available to finance the analysis of data. At that point James B. Tharp of The Ohio State University was able to obtain from the Graduate School of that institution a grant to finance the analysis, which he then directed.

On the questionnaire, question seven of Part II is pertinent to this study: "Where do the candidates do student teaching?"

Of the 265 institutions reporting, only thirty-nine—a mere 14 percent—designated the campus school.65 Of these thirty-nine, Regions

64J. G. Flowers, Content of Student Teaching Courses (New York: Teachers College, Columbia University, 1932; Contributions to Education, No. 538), p. 71.

65James B. Tharp, "Status of the Academic and Professional Training of Modern Language Teachers in the High Schools of the
department availed itself of the training school facilities about as frequently as other departments. Four schools reported one such observed demonstration; six schools reported three; two reported five, and eight reported more than five. Thirty-four departments reported no such observed demonstrations. As for student teaching, the prevailing practice consisted of an hour a day fitted into the student's college program. "In a few instances, and these only in teachers colleges, does the prospective teacher approximate actual conditions by teaching full days or half days."

Need for Related Experiences

In the thirties, a methods teacher advocated particularly the advisability of student-teacher participation in French Club activities. "The modern language club has theoretical justification and pragmatic sanction," she wrote. In her opinion, it devolved upon the training school to help prospective teachers develop skills necessary for the successful direction of the club.

That her thinking was in line with that of contemporary educational workers may be seen in this recommendation made the previous year by Flowers in his doctoral study:

In view of the emphasis placed on extra-curricular activities by the high schools, it is recommended that

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62 Ibid., p. 71.

Johnson advocated having the language major in the class not as a mere observer, but as a participant. As such, he would prepare each assignment, and follow class procedures, studying the pupils and analyzing their reactions. He might work with groups, or with individuals.

Purin Report of 1929

Purin, in the course of his report on the training of language teachers, discussed the need for observation and practice teaching. It was his opinion that "under ideal conditions such opportunities are best found in a demonstration school conducted on the college campus."59 "But," said he, "we cannot afford to wait for the general establishment of such schools before giving our prospective teachers a chance to observe and teach."60 In discussing the relative emphasis placed on a formal course in observation, he stated, "A few of the larger universities and most of the teachers colleges have their own demonstration schools which offer the best facilities for work of this sort."61 The reports of approximately fifty departments of education on the number of formal observations per semester in seven areas indicated that the modern language


60 Loc. cit.

61 Loc. cit.
One of the first references to student teaching in foreign languages—German, specifically—occurred just forty years ago. A laboratory school teacher, who also was responsible for the language methods and the practice teaching, was referring to the aim of his course in Educational Practice. "The creation or improvement of a teaching personality capable of intelligent growth is made the chief aim, above all aims as to method or subject matter in the narrower sense." 57

Some language specialists in the past may not have appreciated the necessity of professional training. This attitude was pointed up in the very forceful statement made by Laura Johnson of the Wisconsin High School in 1922. At this time the values of special training were not widely recognized within the profession.

We are in danger of assuming that a person who has a thorough knowledge of French will be "per se" a competent teacher; that giving a student courses in phonetics, composition, conversation and literature will, by some magic process, make him fit to go out and teach beginners; a student who, during his four years of college has lost all contact with high school problems and psychology and has long since forgotten how he himself began! We are also too prone to fall back on the general criticism that teachers' courses are too theoretical to be of any practical value, and on the easy-going philosophy that "a teacher is born and not made." The teaching of modern foreign language is a science and an art and as such involves a certain fundamental law that can be stated, demonstrated and proved. 58

of a greater measure of autonomy for the laboratory school, feeling that it might thus make a greater over-all contribution to education. But then special precautions must be taken lest it develop into an empire of its own. Standard VI of the American Association of Colleges for Teacher Education, re "Facilities Needed to Implement the Program of Professional Laboratory Experiences," states:

If the college program and laboratory activities are to be coordinated as closely as they should be, responsibility for developing the curriculum of the college-controlled laboratory schools should be shared by the entire college staff, and planning of the unique function of laboratory experiences in the college program should be done jointly by the college and laboratory school teachers.55

Early Examples of Laboratory Experiences

In the summer of 1877, at Amherst College, Dr. Lambert Sauveur initiated his Summer Language School, which was to continue in various places in New England for the next twenty years. He taught a class for children by the "natural" method, and permitted teachers to observe and even to participate briefly in the teaching. This experience might be termed a foreshadowing of programs in professional laboratory experiences, involving as it did observation-demonstration and also limited participation.56


Practices in Teacher Education

In addition to their reflection of special methods and their interpretation of general method, campus school language programs have been modified by a third factor, namely, the contribution which they have been able to make to the education of future language teachers. How have they discharged this special responsibility, which is, after all, their raison d'etre?

In this area, the over-all relation of the campus school to its parent institution and to related departments has set the tone. Some institutions have achieved a high degree of integration through the liaison functions of the campus school teacher, who has been responsible for a three-way integration of theory, subject-matter, and practice. By holding a joint appointment in the academic and education departments (or schools), and by teaching the special methods course and also supervising student teachers, he has kept his finger on the pulse of total teacher preparation for language majors. In other cases, only a two-way relation has been established, in which the methods professor has also supervised student teachers. Particularly when the two are done concurrently, the methods course becomes truly functional—a real outgrowth of the problems and concerns of the pre-service teacher. In some institutions, the languages have been taught in the campus secondary school by members of the college language staff. For this, broad and successful experience at both levels is prerequisite, so that prejudiced effort does not result. Other institutions have declared in favor
In the curriculum organized around an extended period of integrated activity, there is an allotment of time for special interest areas, including the languages. The activities and interests developed in general education may lead to the election of a language, and, conversely, the study of the language may contribute to general education units. The language teacher participates in over-all curriculum planning, acts as a resource person when his background and experiences serve to expand learning experiences for the pupils, and may on occasion guide learning activities outside his department. Then, because he regards his pupils as individuals with tastes and interests, he finds in them a wealth of talent and special capacities upon which he capitalizes. This mutual reinforcement is the best guarantee of effective results in language work. A genuine core program developed around pupil concerns and a language course based on actual language experiences are, in combination, consistent with the "best" that has been envisioned for a general teaching method.

As educators have sought to put changing educational theory into practice, foreign language teachers in campus schools have attempted to carry out such practice applied specifically to language learning. Certain foreign language programs, strategically located in those schools where a definite plan or study was in progress, have reflected such adaptations of method.
this category. "The growing opportunity for diplomatic, military, and other service in foreign countries is one of the reasons why more high-school youth with aptitudes for learning foreign languages should be given opportunity and encouragement to do so." 54

This proposal to provide for general education departed widely from the time-honored "subject" system, by which sixteen "units," approximately half of them in required subjects, were necessary for graduation. Under this system, the objectives of a department loomed larger than the unified experience of the pupil. Patterns of general education worked out during the thirties included correlation—informal and formal—and fused courses.

Campus language programs in relation to these types of core were noted in the previous discussion of the Eight-Year Study. The General Language course at the University School of The Ohio State University was an example of fusing elements within the language field itself. The Culture Epoch approach at the Horace Mann School was an example of fusing subjects representing different fields of knowledge around world history as the central theme. With this approach, the language specialist was able to co-operate with the coordinating teacher when language aspects were being considered in a particular epoch.

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If I concentrate on the technical aspects of the language which must form the basis of all further study, how can I find time to correlate my work with that of other departments? Or, if I reach out, as I should, beyond the technical limitations of language study, how can I find time to teach the fundamentals? Like most dilemmas, it has no final and ultimate answer, but involves a reasonable compromise between the two extremes. Without ever forgetting that our first responsibility is to teach our students to read and understand, to pronounce and to spell, if not actually to speak and write the foreign language, we must realize that it is the cultural values of the language that justify the study of its technical aspects. It is only by demonstrating constantly that language study has significance beyond the purely arbitrary demands of teachers, courses of study, and university requirements that we can and should maintain our presence in the secondary school curriculum.

Post-War Thinking on Curriculum

After the war interlude, there were renewed attempts at curriculum reorganization. In 1941, the Educational Policies Commission expressed their thinking in Education for All American Youth, and reiterated their ideas eight years later in A Further Look. They posited the ten imperative needs of youth, and proposed to meet these by a program of "common learnings" which should occupy a specified portion of the pupil's time. Always, however, he would have, at the secondary level, a minimum of one-sixth of his day free to pursue electives in fields of avocational, cultural or intellectual interest. Study of a foreign language would fall in

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individual case, these teachers considered the pupil's proficiency in English, and also the amount of reading which he was accustomed to do. Much attention was given to an all-inclusive free-reading program. Coutant has explained how the foreign language classes participated in this.\(^{51}\) Theirs was an extension of interest into foreign literature and in the use of language.

With great caution, the Publications Committee of the University School remarked in 1936, "The language program in a progressive school curriculum is a most difficult matter to analyze."\(^{52}\)

In 1940, Bovee wrote the report for the language department of the well-articulated six-four-four system at Chicago. The program which he described was a thoroughly organized plan, grounded in Boveean method and suited to a school population of which 95 per cent went to college.

At the Wisconsin High School, although the results of the over-all experimental program were rather unfortunate, the language department was alert to the issues involved in moving from a water-tight compartmentalized program to an integrated program.

Johnson wrote:


of communication led to the use of the direct method entirely in
introductory work of the first year. Through dramatization, games,
songs, and conversations, an active vocabulary and good pronunciation
were developed before any text was used.

At the University School of The Ohio State University, which
was established coincidentally with the initiation of the Eight-
Year Study, the language teachers were involved in over-all
curriculum planning. In Thirty Schools Tell Their Story, in a
discussion of this point, with special reference to the upward
extension of the core, it was pointed out that planning was the
common concern of the total faculty. "Teachers of foreign languages
and mathematics were as actively concerned in these discussions as
the teachers who did more of the actual teaching." \(^{50}\) All teachers
thought in terms of the pupil's total program. All teachers
endeavored to make, in their area, a contribution to the purposes
of the school.

In addition, the English, French, German and Latin teachers
formed a single committee to work out an articulated program. In
the ninth grade, general language was their co-operative venture.
Tenth-graders might then elect a foreign language only with the
permission of the general-language faculty. In deciding each

\(^{50}\) Thirty Schools Tell Their Story, Adventures in American
At the Lincoln School, foreign language work at the elementary school was gradually abandoned, so that by 1939 French, which had once been taught throughout the twelve grades, was not offered below grade nine. If French were elected, it was necessary to pursue it for a minimum of three years, with a fourth elective. With the restraint of examinations lifted (a welcome respite, for Dean Russell in his annual report for 1931 had said, "Lincoln High School cannot become the experiment station which it should be unless the college entrance problem be surmounted"), the slow pupils could progress without the necessity of cramming grammatical information. Wide use was made of singing, dramatics, films and recording-reproducing devices. A graduated reading program, adjusted to individual rates of progress, was planned. During 1938-9, French classes made a total of twenty-three field trips.

At the Horace Mann School, language offerings included six years of French, three years of Latin and four years of German. Under their coordinated program featuring the Cultural Epoch approach, language teachers made contributions to various topics, particularly at the eleventh grade level where the central theme was other civilizations and cultures. In advanced language classes, reading materials were chosen which correlated with the Social Studies wherever possible. Emphasis on language as an instrument

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1. Comprehend the written foreign language without translation.
2. Comprehend the spoken foreign language.
3. Translate the foreign language into English.
4. Pronounce the foreign language correctly.
5. Speak the foreign language well enough to make oneself understood.
6. Write the foreign language correctly and efficiently.
7. Recognize and use foreign grammatical forms correctly.
8. Acquire the terminology and classification of grammar and syntax.

Under understandings and appreciations, there are five:

1. Become acquainted with foreign literature.
2. Understand and appreciate the structure of language as a social institution.
3. Become conscious or aware of language as a feature of the environment.
4. Become acquainted with the life and thought of foreign peoples and cultures; gain insight into their intellectual life.
5. Learn about the life, history and institutions of the Romans and their influence on the development of Western civilization.

Under interests, there are three:

1. Become interested in reading foreign languages as a leisure time activity.
2. Develop interest in and curiosity about words.
3. Develop interest in classical allusions and references in modern life, art and literature.\(^{48}\)

For the most part, general education under the new program absorbed from one-third to one-half of the total time, with less available for language work. During this Study, when the participating colleges had agreed to waive all specific college entrance requirements, language became an elective program.

sections pertaining to them in the final series of five books, it has been possible to glean some notion of their foreign language programs.

Aikin stated that, in secondary schools generally, the traditional subjects of the curriculum had lost much of their vitality—that "the study of a foreign language did not often lead to extensive or searching reading of the great literature in that language." Kaulfers, the foreign language consultant for the Eight-Year Study, found during his visits that a unifying theme or frame of reference was lacking. The point of departure for language study should be the language as a vehicle for communication.

The composite list of objectives of the Thirty Schools were grouped by the Evaluation Staff under five headings: skills, understandings and appreciations, interests, good thinking, and social maturity. The subject-matter outcomes of the several areas were then classified under the first three headings. "Good thinking" and "social maturity," considered general objectives held in common by all teachers, did not lend themselves to sub-division within subject-matter areas.

The writer has excerpted the outcomes accepted as desirable in foreign language instruction. Under skills, there are eight:

\(^{47}\)Aikin, op. cit., p. 7.
the number of classified lists and by indenting and bracketing
usages and cognates, Tharp further increased the serviceability of
the list.\textsuperscript{13}

Foreign Languages in the Eight-Year Study

In 1932, the Commission on the Relation of School and College
undertook the Eight-Year Study. Their purpose was to demonstrate
that secondary schools could, if they would, institute new and
better classroom procedures and still prepare their students
successfully for college. Among the participating schools, there
were six laboratory schools—Horace Mann, Lincoln, The University
of Wisconsin, Ohio State, The University of Chicago, and Oakland.\textsuperscript{14}
These schools were in many ways "well-equipped and strategically
located for educational experimentation, but their responsibility
for teacher education often makes pioneering difficult."\textsuperscript{15} Among
the Eight-Year Study publications, including the initial unpublished reports\textsuperscript{16} of the six schools as well as the references and

\textsuperscript{13}James B. Tharp, \textit{The Basic French Vocabulary} (New York: Henry
Holt and Company, 1939). Similar compilations exist for German and
Spanish.

\textsuperscript{14}Oakland was not a "campus" school but one of the eight city
high schools. A co-operative arrangement had been worked out with
the University of California whereby this school served its teacher-
training purposes. Since it does not fit the definition accepted for
this study, there will be no further discussion of its program.

\textsuperscript{15}Wilford Aikin, \textit{The Story of the Eight-Year Study} (New York:
Harper and Brothers, 1942), p. 29.

\textsuperscript{16}These unpublished reports are on file in the Bureau of
Educational Research at The Ohio State University.
In 1931, the French Section of the Association of Modern Language Teachers of the Central West and South appointed a committee to work out a basic French vocabulary. Five people, of whom two—Bovée and Helen Eddy—were campus laboratory school teachers, were the working members of the committee. VanderBeke, who had constructed the vocabulary list, and Cheydleur, who had constructed the idiom list under the aegis of the Modern Language Study, were consultants. The committee chosen to represent both secondary and college levels as well as oral and reading methods, and chaired by Tharp, an impartial specialist in language-teacher education, prepared individual preliminary lists.

By a preliminary vote, 2,393 items were unanimously agreed upon. After checking such existing lists as those of Wood, Palmer, Ogden, and the New York State list, members revised their verb-form, environmental, and cognate lists, and submitted those also to a vote. With the resulting additions, the list numbered 2,752.

In the light of legitimate criticisms by teachers, Tharp subsequently revised the committee list to include 299 words and idioms from the New York State Syllabus and 163 environmental words. The Basic French Vocabulary in its present form, containing 3,334 entries, shows English meanings, derivatives, compounds and extensions of meaning, and phonetic pronunciation. By increasing
de Monsieur Perrichon. An "F" contract included reading, answering questions and doing exercises based on the Act, writing a resume, and doing a map. This represented the minimum achievement required of all members of the class. To these activities, a "G" contract added the dramatization of a scene. An "E" contract included the gathering of materials and the presentation of an illustrated talk on any one of several suggested subjects.

In this plan, there were possibilities for varying the formal recitation, for enrichment through the use of supplementary materials, and for caring for individual differences in respect to ability and rate. The plan did not spread widely outside the Wisconsin High School, and did not continue there as a formal organization for more than a dozen years.

The Word List

Another contribution to language education made at this time resulted from the efforts of language researchers, inspired by the work of educators. This was in the field of vocabulary. In 1921, Thorndike's Teacher's Word Book appeared, and with it came vocabulary consciousness. His list included 10,000 words which had occurred with a frequency of at least five times in a count of 4,500,000 running words. Presumably inspired by Thorndike's study, modern language specialists began compiling vocabulary items into lists which came to be based on both range and frequency.
also advocated reading aloud in class, as well as silent reading under control. Free voluntary reading outside of class was to be promoted. These were the foundations of the course leading to the reading adaptation. Presumably the ideas of Morrison and of Bovée, Head of the Language Department, were subject to mutual modification as a result of their close association during this period.

The Contract Plan

At the Wisconsin High School, Harry L. Miller worked out a plan which he felt might provide both unity and diversity in class work. Without sacrificing "groupness," he and his colleagues attempted to provide for individual differences by using assignments graded as to quantity and quality. The pupil chose the contract he wished to fulfill, and then worked at his own rate along guide lines laid down by the teacher.

Guiles illustrated how this system was adapted to language study with a specific example from second-year French. The class as a group was to spend three weeks working on Act II of \textit{Le Voyage}.

\begin{footnote}{One of the books in which Miller set forth his ideas was \textit{Creative Learning and Teaching} (New York: Charles Scribner's Sons, 1927). In it, he expressed his hope that the movement for the Contract Plan would not be formalized. "The contract is co-operatively constructed. No two classes, no two schools should be expected to produce identical patterns" (p. 100).}
\end{footnote}

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their message rather than transverbalizing—then the method must be
"learning to read thought content by abundant experience in reading
thought content from the beginning." "Initial diffuse movement"—
the phrase Morrison used to indicate trial and error—would soon
straighten out, as the "hits" came to exceed the "misses."

In seeming contradiction to this recommendation, however,
Morrison's so-called first "stage" of language learning embraced
oral-aural activities without books, papers or notes for two or
three weeks, until the class acquired a sense of the use of the
language as a vehicle of expression. Substantially the same system
would work in Latin, except that sentences as units of expression
were written on the board in place of the verbal commands. Then,
after the class had accumulated a stock of word, form, and syntax
uses, they began to read "real content," the dearth of which
Morrison deplored.

Free written expression was encouraged, on the theory that
as long as the pupil was trying to express his thoughts, the quality
of his writing was of minor importance. An important factor was
testing for comprehension; by this means it could be determined if
the gradient were too steep. Morrison advocated phonetics, but
warned against allowing them to become an end in themselves. He

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40 Henry C. Morrison, The Practice of Teaching in the
Secondary School (Rev. ed., 1931; Chicago: University of Chicago
followed either individually or collectively through projects, games and extra reading, in the "time left." Clearly a wiser use of the individual pupil's time was made under this system, but it resulted in a fragmented kind of learning.

Morrison's Theories on Language Teaching

In 1920, at the Laboratory School of the University of Chicago, Morrison and his staff began a six-year period of experimentation. A detailed exposition of the teaching procedures evolved by them appeared in the very influential Practice of Teaching in the Secondary School, of which Chapter XXV was devoted to Foreign Languages.

Although Morrison placed language-teaching techniques outside the science-type procedure which was his chief contribution to general method, nevertheless it is pertinent to examine briefly his recommendations for the language area because many of his ideas as an educator were to be espoused shortly by advocates of the reading method within the profession.

The concept basic to Morrison's thinking was that real learning implied actual change in the learner's behavior. Morrison referred to this change as an "adaptation." In language teaching, he advocated the reading adaptation as the desirable goal. The learning product peculiar to language was an adjustment in the form of ability rather than of attitude. If the objective of language teaching were the reading adaptation—looking through the words to
Thorndike emphasized the obvious but previously ignored existence of individual differences, and various people began to seek plans to provide for them. Deihl, language instructor at Wisconsin High School, wrote in 1916: "Perhaps no problem of school life causes the conscientious teacher more worry and thought than that of providing for the individual needs of the members of a class."38 Through experiments, he worked out a system of note-book corrections which placed on each pupil the responsibility for his own work but within a group framework, since the entire class participated in the correcting process.

The Dalton Plan

One of the organized systems of individualized instruction was the Dalton Plan. Associated particularly with Parkhurst's own Dalton School, established in New York in 1920, this system did not have widespread influence in public schools. Crandon described "Daltonizing" a class in Beginning German at the Horace Mann School.39 The entire class worked on a core-assignment, but the "lines of interest" resulting from the material presented were


psychological-pattern technique of some direct methodists. Both of
these psychologies assumed that there was one "best" way of presenting
language phenomena, and that all might learn the same selected
material in the same selected way. It was assigned, studied,
recited, and tested. This was part of a Procrustean scheme
characteristic of all teaching.

Had the Dewey school continued, it would surely have
contributed significantly to language teaching. In The Dewey School
the meager references to language work were couched in terms of
holistic experiences, not atomistic bits and pieces.

"To William Heard Kilpatrick must go much of the credit for
breaking the lockstep system of education." He saw the use of
the project--individual and/or group--as meaningful activity,
conducive to reflective thinking in all steps from purposing to
judging, and to the most effective learning. Alert to the value of
real life experiences as a basis for language work, Angus has
described how, as early as World War I, the pupils in language
classes at the University of Chicago High School "adopted" a war
orphan, corresponded with families, and raised money for the French
wounded. They were involved in the war effort.  

36 Harold B. Alberty, Reorganizing the High-School Curriculum

37 F. R. Angus, "Advanced High School French in War Times,"
whatever its limitations and/or excesses, revitalized the "grammatical." The "reading," justified by its proponents on grounds of practicability, evolved in the atmosphere of the direct. The "oral-aural," reinforced by improved mechanical devices, has synthesized the features of those other movements which preceded it. But these have been reforms within the guild, as it were; they have affected only the special methods peculiar to the languages.

The Evolving Concept of General Teaching Method

The writer proposes now to take another point of departure, and to examine, again chronologically, the main lines of development of general teaching method. Inasmuch as foreign language teachers in campus schools have been more closely associated with educational theory than their colleagues further afield, it is logical to assume that they have attempted to make interpretation and application of educational theory appropriate to their subject area.

Breaking the Lock-Step

The theory of mind as a substance in contrast with body formed the basis of faculty psychology, implemented so well in foreign language teaching by the grammar-translation method. The theory of mind as a composite of "states" formed the basis of the psychology popularized by Herbert, and characterized in foreign language learning by the exaggerated object-lesson approach and the
program was well-organized before 1920 at Chicago; both French and German were begun in grade four. Thus their present program of foreign languages in the elementary school (FLES), begun in the fall of 1955, is a "restored" one. In 1941, Wood and Henwood described their system of selected participation which had been successful for many years already in the fifth and sixth grades of the laboratory school of the University of Missouri. Continuity of instruction in Spanish from grades four through twelve has been provided in the P. K. Yonge School at the University of Florida since 1936; approximately 155 out of 180 pupils have usually been enrolled. According to the Mildenberger Report,35 there were ninety-four college campus or demonstration FLES programs in 1955.

In such ways have emphases in aims of language learning shifted; in such ways have they found interpretation in campus schools. It has been an overlapping, enriching, supplementing process, with one movement dovetailing into the next. The "direct,"

34 Edna Wood and Virginia Henwood, "French in the Laboratory School of the University of Missouri," French Review, XIV (Jan., 1941), pp. 214-19.

Item 7 is not to be considered merely as one-seventh of the qualifications, but will eventually be treated on a par with standards of subject-matter preparation (i.e., the first six categories). The statement of these qualifications was subsequently endorsed by several national or regional language organizations and has been widely publicized in professional language journals.\textsuperscript{32}

The Program has taken advantage of a national interest in teaching foreign languages at the elementary level. Theodore Andersson, an active leader in this movement even before his appointment to succeed Parker as Director, expressed himself thus:

The blunt truth is, I believe, that we have not by and large succeeded in our language instruction in this country... To try to correct the present situation in secondary schools and colleges would result in mere patchwork. Some, indeed much improvement could of course be achieved, but our big opportunity is to introduce language teaching into the elementary schools.\textsuperscript{33}

Although it is not the province of this study to consider language instruction at the elementary school level, it may be noted in passing that campus laboratory schools have been in the vanguard in this movement. In the Dewey School, the nine and ten year olds studied a modern language for a half-hour per day. The

\textsuperscript{32} Copies of this statement may be found in diverse periodicals, such as the UNESCO Publication "The National Interest and Foreign Languages" (Revised ed., Jan., 1957), pp. 130-33. Also the Modern Language Journal, XXXIX (Oct., 1955), pp. 290-91.

\textsuperscript{33} A Committee Report by the Faculties of Exeter, Andover, etc., General Education in School and College (Cambridge, Massachusetts: Harvard University Press, 1952). A letter from Andersson to the Committee, p. 50.
not a new method, the oral approach in modern foreign language teaching has led to changes that appear to be both desirable and fruitful in that particular subject area.29

The Foreign Language Program of the Modern Language Association

In 1952, the Modern Language Association of America began a survey of national scope, referred to within the profession as the FL Program. Supported by an original and then by a renewed grant from the Rockefeller Foundation, this Program is still in progress. To quote William R. Parker, the first director, this program is a "constructive inquiry into the role which foreign languages should play in American life."30 The two-pronged approach has been to "invigorate language instruction on the one hand, and, on the other, to give the public such pertinent facts as it can discover."31

A major concern was, of course, the matter of teacher qualifications. The Steering Committee prepared a qualitative statement, with recommendations of minimal, good, and superior levels of preparedness in seven areas: aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation. The Foreign Language Program staff has projected the creation of objective-type tests to measure these qualifications.


of a second language in one or two years."  Most of this investigation concerned college language courses. The investigators did state, however, "that the few experiments at the secondary-school level in the development of ability to speak and understand a foreign language have not yielded concrete evidence on the effectiveness of the newer methods." To be sure, a reasoned application of modified techniques did have value. Johnson, a laboratory school person, stated categorically, "It is as essential in language work as in science studies to have access to a laboratory." Kettelkamp, a former laboratory school language teacher who had experimented in his classes at the University High School of the University of Illinois with the first crude model of the mirrophone, commented thus:

Although duplication of the techniques used in the army training program are not possible in most schools, the results of these techniques did influence foreign language teaching methods throughout the country. While


26 Ibid., p. 240.


The Chicago Investigation in the Wake of the ASTP

In a few years came World War II, revealing the dearth of personnel skilled in languages. In its urgency, and with lavish expenditure of time and money, the Army developed methods and materiel. The war ended, and the language-teaching profession came to dwell within the shadow of the ASTP mirage. That war-time motivation and army discipline did not obtain in American schools was a fact blithely ignored by critics and wishful thinkers alike.

The findings of the Chicago Investigation contributed to a renewed sense of proportion. This Investigation of the Teaching of a Second Language, financed by the Rockefeller Foundation, was carried out at the University of Chicago. During a three-year period (1944-7), investigators gathered data concerning experimental programs in which certain Army techniques had been transferred to civilian instruction. Testing of achievement in these programs followed. Results showed that the "experimental courses evaluated by the Investigation generally failed to produce near-native oral-aural or reading proficiency in the American student

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2. The investigation is thoroughly described in two volumes. The first is a joint account by the two leaders of the investigation, Frederick B. Agard and Harold B. Dunkel, and is called An Investigation of Second-Language Teaching. Together they present the evidence gained from testing, the methods of gathering the data, and their conclusions. The second volume, written by Dunkel alone, is called Second Language Learning.
in geography, explorations, and history, as at the junior high grade levels at the University of Michigan Laboratory School. As for Latin, she found a direct-reading technique in use by Carr at the Horace Mann School and also at the University of Chicago Laboratory School. She found some of the best teaching in foreign language classes at the junior high level, notably at the Horace Mann School and at the Wisconsin High School.

In 1933, Sarah Wolfson undertook an experiment at the James Monroe High School in New York City. In one class she used the Eddy materials and methods; in a control class, equated as to size and I.Q.'s—both median and range—she used the "usual methods"—written and oral exercises and a small amount of reading. When the two classes took the American Council Beta Achievement Test in French in June, the experimental group rated higher in comprehension and vocabulary, and lower in grammar. Obviously, "different"—not "lower"—standards needed to be used for measuring grammar of the recognition type. This experiment was a bona fide example of the use of materials and methods developed in the laboratory school to achieve the reading objective. It "worked" in a public high school not only in that it produced better results on the standardized test but also in that it was more productive of results in terms of interest and practical facility.  

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The French program at the State University of Iowa High School continued for a decade and a half to implement the recommendations of the Coleman Report.

In 193?, Eddy was selected as the Specialist in Foreign Languages for the National Survey of Secondary Education which the Office of Education was conducting. The purpose of the National Survey was to discover in the distinct subject areas the best practices as far as content and teaching procedures were concerned, and to indicate the most significant trends. To this end, Eddy studied the printed courses of study of 207 schools, and visited 263 classes in 72 schools. Of these classes, 82 were in Latin, 181 in modern foreign languages. She found the "new-type" course—the term used to designate a course designed to carry out the recommendations of the Study, of which that at the University High School at Iowa City was the prototype—in operation in approximately fifty schools, that is, in about 75 per cent of those she had selected for sampling. In these programs, the reading aim was uppermost, with stress on recognition-type grammar only and with exercises for writing and practice in speaking definitely subordinated. Other significant trends, which will be appropriately discussed in a subsequent section of this chapter, included: first, concern for individual differences, with provision for them sometimes based on variations of the contract plan, as at the University High Schools of Oregon and Wisconsin; and second, correlation with social studies, with units worked out, for example,
first in a class at the University High School. New words were presented in context, and the pupils were guided in forming inferential concepts. The number, density and incidence of recurrence were carefully controlled. The Cheydleur French Idiom List and the VanderBeke French Word Book, undertaken under the aegis of the Modern Language Study and not yet officially off the press,\textsuperscript{22} were made available to her.

Following \textit{Si Nous Lisons}, whose sixteen chapters were to be read respectively with the first sixteen lessons in \textit{Beginning French}, \textit{Pierrille} was a second reading book, a continued story whose nine chapters were adjusted to the last nine lessons of the "grammar."

Subsequently, Eddy and various graduate students working with her, produced a second-year basic reader as well as supplementary plateau readers for both first and second years. The order of presenting language activities and the grading of the readers made possible an integrated two-year course with reading the skill-aim, with cultural material included, and with preparation, through an aural-oral introduction, for delayed emphasis on speaking, in case the student were to continue the study of the language. These materials and techniques were certainly not perfect, but they were consistent in purpose, and yielded high achievement in reading.

1. The pupils should at the earliest possible moment derive pleasure and a sense of power from study.

2. Words should be learned by practice in actual reading situations, not memorized as "vocabularys."

3. New words should appear at regular intervals, not in a mass. (West recommended a density—ratio of new words per running words—of one to sixty or seventy, and three-time repetition in the immediate context with spaced repetition in subsequent pages.)

4. The matter of the reading book should be suited to the age of the foreign pupil.21

Eddy applied these basic principles, but at the same time made certain modifications in line with American school conditions, the difference in age level, and certain fundamental differences in structure and vocabulary of the language being taught. Between June, 1927, and December, 1929, she directed three experiments, two at the University High School and one in a public high school in Minneapolis. Under carefully controlled conditions, she tried out a coordinated set of materials. The "grammar," Beginning French: Training for Reading, presented that which was essential for recognition in reading, accompanied by a series of questions intended to aid the teacher in taking an inductive approach. She also used and revised the French Workbook and the Progress Tests which she was constructing.

A reading book, Si Nous Lisons, was constructed under Miss Eddy's direction by her graduate student, Grace Cochran, and tested

21Ibid., p. 269.
Implementation of the Reading Method:
Development of Materials

It remained for laboratory school personnel to make the practical application of the conclusions reached by the Study. Realizing the need for graded material to implement the reading objective, and assured of editorial assistance and a publishing outlet by the University of Chicago Press, Helen Eddy of the State University of Iowa High School undertook to prepare such material. In constructing it, she followed the principles outlined by Michael West in his monograph entitled *Bilingualism*.20

This work described his experiment with Bengali boys who were learning to read English. By the use of standardized tests, West concluded that the English reading vocabulary of a sixteen-year old Bengali boy was equal to that of an English boy of nine and a half (approximately 5,000 words). Compelling boys to read material approximately six and a half years below their age level resulted in lack of interest. Their vocabulary had to be brought to the point where they could read at their proper level of maturity. In order to furnish practice material for them, West rewrote such stories as *Treasure Island*, using as his vocabulary guide Thorndike's *The Teacher's Word Book* of 1921 which reports the frequencies in reading material of the most frequent 10,000 words in English.

In constructing his materials, West was guided by four principles:

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period of eleven years, although the Study itself officially lasted only three years. These volumes included reports of the administration of batteries of tests; a study of eye movements; range-frequency lists of words and idioms for three languages; and special studies of problems pertinent to language learning. Handschin called the Study the magna charta of language learning.

Vis-a-vis such existing factors as the actual state of teacher preparation, the average length of the course, and the probable subsequent use of the language, the Coleman Report recommended the "Reading Method." This interpretation of the word "reading" was, however, radically different from that of the Committee of Twelve. It meant comprehending the printed page, not examining individual words as atomistic units. One learned to read by reading, not deciphering. Convictions on this point were substantiated by Buswell's laboratory study of eye-movements.

A substantial part of Buswell's experiment was carried on in the Laboratory Schools of the University of Chicago, where he worked with students at the high school level and found no notable difference in their reading habits from those at the college level. He found that maturity of reading was greater for those students who had been taught to read for content than for those who had been taught by an indirect translation method.19

1. Who should and who should not study modern languages?
2. When should the subject be begun?
3. What is the minimum time below which the study of a modern language is unprofitable?
4. What should be, in language abilities and in other ways, the specific objectives of the course for the three chief groups involved under present conditions:
   (a) Those who study one year at most?
   (b) Those who study two years at most?
   (c) Those who study three years or more?
5. What should be the content of the course by years (grammar, vocabulary, reading matter, cultural content) for each of the three groups of students?
6. What classroom procedure must be followed in order that the objectives may be attained in the largest number of cases?
7. What standards of achievement may be reasonably expected at the various stages?18

Probably no survey in any subject-area has equalled the Modern Language Study in terms of scope, thoroughness and influence. Eighteen volumes, with a total of 5,592 pages, appeared over a

While any adequate consideration of methods of teaching a foreign language cannot be attempted here, it may be noted in passing that if direct values alone are to determine the aims of foreign language instruction there can be no doubt that the so-called "direct methods" in some form must obtain. On the other hand, if the aims are dominantly determined by the indirect values, great importance must be attached to the use of the mother tongue and to translation. In the majority of classes it is altogether probable that methods of teaching are demanded which emphasize the best elements of the "Direct Method" without sacrificing the importance of the mother tongue and without neglecting the values of translation.  

This statement was indicative of a movement of reaction. At this time the unfortunate linguistic experiences of World War I soldiers dealt a blow to the morale of the profession. By 1924, former language students, administrators, and language teachers themselves, felt the need for a serious evaluation of the situation and for a more systematic charting of their course.

The Modern Language Study and the Stress on Reading

In 1924, the Modern Foreign Language Study, financed by funds from the Carnegie Corporation and sponsored by the American Council on Education, was set in motion. Under the Chairmanship of Robert H. Fife, a twenty-member Committee on Direction and Control, supported by special investigators Algernon Coleman, Charles M. Purin and Carleton A. Wheeler, and advised by the educational psychologist V.A.C. Henmon, set out to find the answers to seven deceptively simple questions. The questions were:

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The "pierre de touche" of the Bovéan philosophy is expressed in his slogan "larger earfuls mean larger eyeful." He was adamant in his insistence on the initial appeal to the ear. In one presentation of his thinking, he concluded with a paraphrase of a French proverb: "L'oreille a ses raisons que la raison ne connaît pas." 14

What Bovée and his colleagues might be accomplishing in the extended curriculum at the Chicago University School was not being accomplished in schools throughout the country. Teachers, trained themselves by the grammar method, clung to it and geared the little reading that they found time to do accordingly. Relatively few of them possessed speaking facility themselves, and consequently were in no position to impart it. At the same time, the vociferousness of the reformers within the profession confused the rank and file, and in their confusion they came to give lip-service to the Direct Method without realizing fully its implications. Inglis concluded his discussion of the place of foreign languages with this impartial statement:


15 Ibid., p. 406. (The ear has its reasons which reason does not know.)

16 At Chicago, the European custom of beginning language in the fourth grade at approximately nine years of age, with all children electing either French or German, obtained by 1917, and continued during the long tenure of Josette Spink, whose textbooks for teaching at this level are well known.
well as those of the University School. In an effort to prove that
the grammatical terminology used in rules was not necessary for
comprehension, he graphed results of tests administered in two
Chicago high schools—one in which they used the grammar-translation
method and another in which they used a direct conversation method--
and a third in the University School where he himself was using a
Direct-Phonetic Method.

As a basis for "developing the memory of the ear" and
enabling it to retain whole sentences, he adhered firmly to the idea
of a preliminary study of each separate and distinct sound. To this
end, he copyrighted in 1914 a Chart of the French Vowel Sounds using
the phonetic symbols of the IPA. This chart, instructions for its
use, and daily drill formed the basis for a phonetic approach which
he considered to be a sound basis for vocabulary building and
accurate spelling. Imitation alone he thought to be ineffective.

Feeling that oral as well as written attainment ought to be
tested, he devised a score card featuring syllable-, group-, and
sentence reading. This was probably one of the earliest attempts
at formulating a standardized test of pronunciation. ¹³

¹² A. G. Bovée, "French Phonetic Training in the University

¹³ A. G. Bovée, "A Suggested Score Card for Attainment in
theory that the child's mental states were built up and made over in terms of his sense impressions. Learning situations were carefully set up and as carefully controlled by a so-called "psychological pattern."

Then, with the impressions, ideas, and textbooks acquired in Europe, Bovee returned to Chicago to work out concrete applications of the principles that he was to espouse to the end of his thirty-nine year tenure at the University High School. As he refined his approach through his experience and experiments, he came to refer to it as the "Organized Direct Method." As presented by Bovee and his colleagues in 1919, the method rested on three principles: the restricted use of English; the focus of attention on vocabulary, with grammar developed inductively; and the systematic arrangement of vocabulary.\(^10\) In connection with this third principle, expressed by the word enchaînement, Bovée developed twenty-one distinct devices for making clear each new word in terms of those already learned.\(^11\) Gradual growth controlled by these principles would enable the learner to read eventually. In other words, reading ability was essentially a fusion.

A tireless worker, Bovee conducted experiments to substantiate his theories, often using the classes of the city high schools as

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From Paris, Bovee went to Germany, where reform in language teaching, initiated by Victor et al., had begun about 1890. He visited the Musterschule in Frankfort, where Max Walter had brought the Anschauungsmethode to a high degree of perfection. A detailed anecdotal record of an observation made in one of Direktor Walter's classes a dozen years earlier \(^8\) would indicate that, in addition to this presentation of word meanings through actions, pictures and objects, he also stressed formal phonetics, using Victor's Lauttafel freely, that he incorporated Realien in the daily lesson, and that he presented actions à la Gouin. \(^9\) These procedures implemented the

\[\text{
était trop séduisant pour qu'on ne fût pas tenté de le suivre. On oubliet volontiers que la mère n'a qu'un élève devant elle, et qu'elle l'a constamment sous la main.}\] (After having for a long time neglected pronunciation, one has come to believe that oral teaching is all-sufficient. Is it not through direct communication that the mother teaches her child to talk? The example was too enticing for one not to be tempted to follow it. It was purposely forgotten that the mother has only one child, and that she has him constantly with her.) A. Bossert, L'enseignement des Langues Vivantes (Paris: Librairie Hachette et Cie., 1911), p. 49.

\(^8\) An Englishwoman, Mary Brebner, was sent on a six months' tour of inspection of German schools in 1898. She made an excellent report of her findings in The Method of Teaching Modern Languages in Germany: New York, Macmillan, 1898. Pages eight through fifteen are devoted to an account of her observation of Walter's class.

\(^9\) François Gouin (L'Art d'Enseigner et d'Etudier les Langues, 1880) advocated organizing the vocabulary to be learned in a series of statements using a different action word in each one. By repeating and acting out the meaning simultaneously, pupils would remember the verb, and retain the other words in the series because of the sequence.
In the secondary period (thirteen through fifteen years), "a corre-  
relative study of word derivations and problems of syntax and grammar  
in each language (i.e., Latin, French, and German) was developed."  
Actually, the school's experience beyond the thirteenth year was  
too short to produce much positive information.

**European Influence and the Direct Method**

To the University of Chicago Laboratory School came, in 1910,  
a dynamic teacher of French who was to be the prime mover in  
propagandizing the Méthode Directe and in defending it tirelessly  
throughout a long and successful career in this school.

In the spring of 1913, Arthur Gibbon Bovée went to Europe  
for the express purpose of studying the Méthode Directe as it was  
currently being practiced in the schools of France. By that time  
the method, whose use had been decreed by the Ministry of Education  
in 1902, was in its eleventh year. After a rather unenthusiastic  
initial reception, it was now growing in popularity. Bovée was not  
indiscriminately impressed. After observing English and German  
classes in the Paris schools for several weeks, he criticized the  
average instruction for its lack of "enchaînement." The method had,  
he felt, a "large ingredient of the 'natural'."  

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6 *loc. cit.*

7 There is confirmation that he was discerning in his judgment  
in certain of Inspector Bossert's remarks in a Report of that year.  
"Après avoir longtemps négligé la prononciation, on en est venu à  
croire que l'enseignement oral suffit à tout. N'est-ce pas par com-  
munication directe que la mère apprend à parler à l'enfant? L'exemple
understood the terms. Comparison actually was invalidated due to the fact that intensive grammar study over a six-weeks' period preceded the reading in those three sections. Final written tests given to the five sections indicated results favorable to the "reading" approach. Oral tests for pronunciation and expression, administered by an impartial instructor, revealed greater ability on the part of the reading sections. If the word "experiment" seems to be used in an exaggerated sense, it must be remembered that the year was 1912, and that the scientific method was not in educational vogue. Also, aptitude tests were not available to her for purposes of sectioning. Whatever the "experiment" may lack in research significance, as an activity of the then eight-year old campus school it has deserved mention in this study.  

Foreign Language Study in the Dewey School

There is but a fleeting glimpse of another and a healthier approach to language study in the story of the Dewey Laboratory School at the turn of the century. There, Groups VII, VIII, and IX (the ten-, eleven-, and twelve-year olds) "took over a good share of the printing of songs, poems, reading lessons, programs, records or plays in English, French, or German for the whole school."  

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1 M. M. Clarehan, An Experimental Study of Methods of Teaching High-School German (Columbia, Missouri: University of Missouri, 1913; University of Missouri Bulletin, Ed. series, Vol. I, No. 5).

practice. The hoped-for outcomes were: an introduction to the life and literature of the peoples, ability to read for information, and potential value as a means of communication.

This report touched upon a majority of the basic problems of language teaching. All in all, it was for modern language teachers an emancipation proclamation from the dominance of paradigms, rules, and examples inherited from the teaching of the classics. That this emancipation was not—that it could not possibly be then, and may never be—completed, was due to the continuing dominance of faculty psychology. As Gardner Murphy so aptly expressed it three decades later, "The faculty psychology has been buried repeatedly, and has come from the grave, put on its apparel, and gone on again." But at least the framework within which the "analytic and reflective faculties" were trained was considerably broadened.

Naturally there was debate over the relative merits of the established grammar-translation method and this first "reading" method. One of the earliest experiments in language teaching methods, for which credit goes to the University of Missouri High School, dealt with a comparison of the two. Clarahan taught three first-year German classes, sectioned at random, by the "reading" method and two other sections by the "grammar" method, as she

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stood as the official pronunciation of the Modern Language Association of America. The effect on language teaching was profound.

As our public high school system expanded in the wake of the Industrial Revolution, the need for better organization at the secondary level in those subjects then required for college entrance was evident. To this end, and at the specific request of the National Education Association, a committee under the chairmanship of Calvin Thomas met to consider the position of the languages in secondary education and to make recommendations on methods and on teacher training. On the basis of responses to a questionnaire sent to 2,500 teachers, the members of the committee concluded that, since the majority of those studying languages did not enter college, the high school must offer a course with surrender value. Operating on "the-greatest-good-for-the-greatest-number" theory, they recommended reading as an attainable aim.

One must not be misled, however, by their use of the word "reading." The following sentence is very revealing. "Translation is the exercise which is ielt by both teacher and pupil to be the most important, and it is the one, accordingly, which is most insisted upon."² This self-disant reading was to be accompanied by three other procedures: scientific training in pronunciation, drill in the rudiments of grammar, and a moderate amount of oral

Specialized Training Program (ASTP)\(^1\) stressed speaking ability; thus, doctoral candidates acquire a "reading knowledge." Time, place, and circumstance determine the direction of stress. This section of the chapter will endeavor to show in what ways direction at the secondary level has shifted during the past sixty years and how these ways have been interpreted in various campus high schools.

**The Committee of Twelve and the So-called "Reading Method"**

Although in Chapter II chronological exactitude took the study of the campus high school back to 1887 and the founding of the Horace Mann School, the writer has decided to consider the report of the Committee of Twelve in 1898 as the point of departure for the discussion of aims. For a quarter of a century this report

\[^1\] The Army Specialized Training Program (ASTP) included study programs in mathematics, engineering, etc., as well as in the languages. The foreign language branch was known as the Foreign Area and Language Study Curriculum (FALSC). In this curriculum, there was a 60-40 concentration of time between the study of (a) colloquial language and (b) a composite of history, geography, politics, etc. The ability to discuss in fluent, every-day language matters peculiar to a geographical region was the result of strenuous hours of mimicry and memorization (mim-mem) presided over by native drill-masters and of equally concentrated attention to information dispensed by native informants. The writer will discuss later in this chapter the eventual influence of the so-called Army Method on language teaching at the secondary level.
CHAPTER III

FOREIGN LANGUAGE PROGRAMS IN CAMPUS LABORATORY SCHOOLS--
A HISTORICAL PERSPECTIVE

Foreign language programs in campus schools have developed under the impact of three factors: the shifting emphases in aims of language teaching, the evolving concepts of a general teaching method, and the expanding possibilities for professional laboratory experiences on the part of prospective teachers. It is the dual purpose of this chapter to examine the ways in which each of these factors has impinged upon campus school language programs, and to consider the ways in which campus school language programs have contributed to foreign language education in terms of these factors.

Shifting Emphases in Aims of Language Teaching

Mastery of a second language indicates a four-fold ability to read, understand, speak, and write. Acquiring this ability is an intricately interwoven process in which all four skills must move forward at the same time though not, of course, at the same rate. While each skill is obviously an integral part of the whole learning process and incapable of isolation, nevertheless basic purpose may highlight one among the four. Thus, the Army
to them, campus schools must choose those which are compatible with their peculiar goals and facilities. Then, generally speaking, language departments must reflect in their program the functions emphasized by the school.
solution has been amalgamation, at the secondary level, with the public schools. This has happened frequently at the secondary level, as at the University of Oregon and more recently at the University of Georgia. Some have felt that the answer lay in a reorganized and expanded program, while others have tried to find a compromise in substitutive arrangements. In Ohio, for example, three state universities have reacted in three different ways. Bowling Green State University abandoned its campus school. Kent State University has just completed a new two million dollar plant and has begun an extensive evaluation of the total campus school program. Miami University has continued to operate the McGuffey School through Grade VIII only. A financial agreement has been entered into with a new consolidated public high school to make limited use of its facilities and faculty under prescribed conditions.

In making their contribution to education, different campus schools have fulfilled varying functions. Those which developed within the early normal schools served as a place where preservice teachers might "practice." Later, as the normals were gradually transformed into teachers colleges, and as the concept of laboratory experiences was enlarged, related functions such as observation, participation, and demonstration were added. Although the majority of campus schools connected with universities served similar purposes, certain exceptional ones contributed to education through experimentation. With all the possible functions open
In addition to a laboratory school which would perform such functions, Dr. Stratemeyer suggested that there should also be a number of off-campus co-operating schools, since no one school can furnish all required experiences.

At the DeKalb Conference in 1955, Hermann Cooper, Executive Dean of State University in the State of New York, discussed briefly the future of the campus school.

At the present time nearly all of the student teaching is completed in the public schools. In the future it is anticipated that the campus school of practice will be used primarily for demonstration teaching, research, and experimental work. It is the view of many that changes in the public school curriculum and in teaching techniques should grow out of researches and experiments that are conducted by the teachers college faculties in the campus schools. These schools should become the centers where teachers of the region visit regularly for help in improving their teaching and their materials of instruction. No professional college for teachers will play its rightful role in education until it provides leadership in the improvement of teaching and curriculum development based upon sound research and experimentation. This will be a costly program but one that must be developed if education is to gain professional status.  

Faced with the problem of re-orienting the campus school, different institutions have reacted in different ways. Some have decided, as did Teachers College, that the campus school no longer served a vital purpose, and that they could make a greater contribution to education by using their resources in other ways. A common

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Recent Thinking and Local Solutions

In 1955, the Association for Student Teaching, an organization composed of a small but purposeful group of individuals involved in teacher education, entitled its yearbook *Functions of Laboratory Schools in Teacher Education*. Chapter VII of the yearbook is a report of a symposium by selected leaders in teacher education on the "Present and Future Uses of the Laboratory School in Teacher Education." Florence Stratemeyer, leading off the discussion in answer to the question "What is the unique function of the campus laboratory school? the co-operating school?" established first the need for both types of school. She then expressed very concisely her answer:

There is a need for a laboratory school in which the college student can realize a vision of the theory being developed at the college--a school easily accessible which is effectively carrying out promising practices.

... Such a school should serve five major functions:

a. Guidance through observation and critical evaluation.
b. Guidance through participation.
c. Provision of student teaching opportunities for students having special difficulties.
d. Provision of opportunities to share in experimentation to improve practice.
e. Provision of post-student teaching laboratory experiences (with an expert) for some students. 19

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9. FOLLOW-UP FUNCTION

Campus laboratory school instructors may take part in the follow-up service given to beginning teachers, particularly if the instructors have been closely associated with them in their pre-service work.

10. CURRICULUM DEVELOPMENT FUNCTION\(^\text{17}\)

Campus school staff should be participating continuously in the larger planning of the institution.

Although it might be considered an amplification of point eight, nevertheless it should be emphasized that in those institutions where graduate work is offered in education, the campus school has a special function. Writing on the "Role of the Laboratory School in Graduate Education," Olson declared, "There is a potential resource in the laboratory schools which is surely much greater than has ever been attained anywhere."\(^\text{18}\) Among the five functions which he listed, he gave equal importance to the professional preparation of graduate students. If advanced work is to represent a professional type of education which integrates theory and practice, then the graduate student needs to participate in work at hand, namely, in the laboratory school.

\(^{17}\)Report of Study Group III, Sections A and B, of the School for Executives of the American Association of Colleges for Teacher Education. Estes Park, Colorado, 1948. (mimeographed)

1. FURTHERING THE DEVELOPMENT OF PROFESSIONAL LABORATORY EXPERIENCES

Professional laboratory experiences, such as travel, paid work, community agency, camp, and other activities may be more effective under supervision.

2. INTEGRATING THEORY AND PRACTICE

Controlled group observation, individual observation, case studies, and self-initiated projects are possible means by which theory and practice may be integrated.

3. PRACTICUM LABORATORY

Limited participation prior to student teaching, such as lesson and unit planning and working with individuals or small groups, helps to develop minimum competencies before students engage in student teaching.

4. STUDY OF SCHOOL AND COMMUNITY INTEGRATION

An emphasis on parent-school relationships and more effective use of community resources develops greater awareness of the role of the school.

5. LATER OBSERVATION AND PARTICIPATION

Post-student-teaching observation and participation, in some cases remedial, serves to reinforce and refine previous experience.

6. SERVICE FUNCTION

Individual participation by staff members in professional activities helps to upgrade performance in their field.

7. PIONEERING, EXPLORING, DEVELOPING, AND PUBLISHING

The campus laboratory school may use its resources in developing approaches to problems of a broad nature.

8. RESEARCH CENTER

On occasion, personnel in related areas, as well as the campus school staff, may work within the school.
functions. Also, it was becoming evident that campus schools alone could no longer care for the expanding load of student teachers. Furthermore, for several years there had been a growing conviction that student teaching under "average" conditions in a public school was preferable to the teaching of children in what Hunt had twenty years before called a "cloistered, campus, laboratory, hot-house school." Now, sheer force of numbers was lending impetus to the move. Because of the administrative problems involved, however, such a move could not be effected immediately.

An Evaluation by the American Association of Colleges for Teacher Education

In 1948, a Study Group at the School for Executives, sponsored by the American Association of Colleges for Teacher Education, turned its attention to a consideration of the place and functions of the campus laboratory school in teacher education, in the light of the expanding concept and scope of professional laboratory experiences. This Study Group listed ten functions from among which each institution would select those it would fulfill in terms of its peculiar purposes, needs, and resources. Following is a list of the ten proposed principles and brief explanatory remarks inserted by the writer with the idea of clarifying the sometimes cryptic phraseology.

French play as a core activity, with fuller understanding because of the related subject matter studies."  

In 1949, it was decided to disband the Horace Mann-Lincoln School because it seemed no longer to be fulfilling its experimental purpose. As Caswell expressed it, "At Teachers College, we made an exhaustive study of various approaches to school experimentation and concluded that the operation of a school like Horace Mann-Lincoln was not the most promising."  

When protests came from its "public"--that segment of society for whom it had come to serve as an excellent prep school--Justice Boden upheld the right of Teachers College to carry out its intention. In rendering his decision, Justice Boden declared:

"The Lincoln and the Horace Mann-Lincoln Schools have contributed little to the broad field of public education in the last fifteen years. The school is probably the peer of any in the country in teaching and in preparing its students, and has functioned superbly in that respect. However..."

Certainly this move on the part of Teachers College stirred those educators who had become complacent about the campus laboratory school as an institution and caused them to reconsider its

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14 Caswell, op. cit., p. 450.

the speeches and demonstrations of its faculty, it has contributed to teacher education in Ohio. By participating in the Eight-Year Study (subsequently discussed in Chapter III), it contributed to a project of wider-than-state scope.

In setting forth the functions of the University School, the faculty stated that, in order to contribute to the entire program of teacher education, the University School must be an "Experimental" school. "It is an experimental school in the sense that intelligent hypotheses for improving education should be tried out carefully and studied critically, and the program reconstructed in the light of evidence secured." During the quarter of a century of its existence, this campus laboratory school has not lost sight of its commitment to experimentation.

**Action at Teachers College and Its Repercussions**

In 1943, Horace Mann and Lincoln Schools were merged in order to promote growth and expansion. There was less individual experimentation, but more group effort, resulting in a unified pupil-teacher-parent program. Core themes were developed, to which the modern languages, mathematics, and science, as well as the related arts, made their contributions. Director Goodson stated, "Pupils studying French, for example, have produced a

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12 Faculty of the University School, The Philosophy and Purposes of the University School (Columbus, Ohio: College of Education, The Ohio State University, 1948), p. 2.
facilities for observation, participation, and directed teaching. Fifteen of the twenty reported observation and participation, while eighteen had directed student teaching. Although nine of them claimed experimentation as a function in their official publications, Jarman concluded, after studying the principals' replies concerning research studies in progress, that "In view of these replies one may have some misgiving concerning the exercise of the research function in the university high school."

Specific consideration of the language area in these twenty schools revealed that there were offerings in five languages—Latin, French, Spanish, German, and Norse. In Latin, two-, three-, and four-year courses were given in six, seven, and four schools, respectively. In French, one-, two-, three-, and four-year courses were available in two, nine, three, and four, respectively, of the twenty schools. In Spanish, one year was available in two schools, and two years in two others. Three schools offered German—one for one year, one for two years, and one for four. One school offered one year of Norse.

The Experimental Function at The Ohio State University School

The Ohio State University School has been a pioneer in exploring, developing, and also in publishing its findings with regard to major issues. Through its publications, as well as by

11 Jarman, op. cit., p. 90.
At that time, fifty teachers colleges were in existence; six had been established prior to 1900, twenty-three between 1900 and 1915, and twenty-one between 1916 and 1925. During the next fifteen years of rapid expansion in the number of teachers colleges, Standard I was implemented by the establishment of fifty-nine training schools, of which only about a third included a senior high school.

Student teaching as a requirement of state law, first introduced in 1906 in California, had spread by 1925 through fourteen states. By 1942, it was a requirement in forty. The significance of this parallel development seems obvious; the _raison d'être_ of these campus schools was the student teaching function.

**University Laboratory Schools**

In 1932, Jarman completed a study of twenty laboratory schools on the secondary level connected with state-supported and state-controlled universities. Several of the twenty were less than ten years old at the time. The Ohio State University, the University of South Carolina, and the University of West Virginia were in the process of building campus schools; five others were planning to build. Approximately 60 per cent of the state universities did not have campus secondary schools.

Insofar as the functions of these schools were concerned, Jarman concluded that their primary function was to provide
A Second School for a Second Purpose at Teachers College of Columbia University

In 1917, Lincoln School of Teachers College opened with a staff of twenty-five and an enrollment of one hundred and sixteen in grades I through V. Money for the building, operation and equipment came from the General Education Board; supervision came from Columbia University. During the next eight years, the Grades VI through XII were added, and enrollment reached four hundred and eighty, with a staff of sixty-seven. The Lincoln School set out to reorganize subjects, such as mathematics, science, and languages, so that these subjects might meet the needs of pupils more fully. Although the curriculum was organized around subject matter, there was conscious concern for problems of a broad type. Thus, while the Horace Mann School continued to exert an influence on education through demonstration, the Lincoln School made its major contribution through curriculum experimentation.

Growth of Laboratory Schools in Teachers Colleges

In 1926, the American Association of Teachers Colleges established accreditation standards for teacher education institutions. Standard I recommended that "Each teachers college maintain a training school under its own control as a part of its organization, as a laboratory school, for purposes of observation, demonstration and supervised teaching on the part of students."  

terms of objectives, tried, and continuously revised. Economy of time was a major concern. Feeling that the elementary-secondary-college sequence was an artificial division imposed by tradition, they reorganized on a seven-four basis in 1914. At the eleventh grade level, they offered a fourth year of French for which advanced credit was given in the College over and above the three units usual to the high school. This was true also for advanced courses in History, Mathematics, and English. For their six-year sequence in French and the seven-year course in German, begun in the elementary school and carried through into the college level as a result of their articulation plan, detailed courses of study were published in early issues of the Modern Language Journal. 9

By 1911, the enrollment in the twelve grades of the Teachers College Schools had reached thirteen hundred with a faculty of ninety. These schools included the Speyer Kindergarten through Grade VIII, established in 1899.

The State University of Iowa organized an Elementary School in 1915. The following year a University High School on a three-three plan was added. In these early beginnings of campus secondary schools may be seen, then, their diversity not only of purpose but also of organization.

9 These pioneer courses of study may be found in the Modern Language Journal, III, 1919, pp. 100-115, 193-213, 251-276, 300-323, and 368-376.
Arkansas, Illinois, Minnesota, Missouri, Nebraska, North Dakota and South Dakota were the state universities. In the opinion of the authors, the University of Missouri had "perhaps the most efficiently organized practice school of secondary grade in the country. Starting modestly in 1904, it has grown rapidly and in 1908-9 has two hundred and fifty pupils."\(^7\)

The primary interest of this committee, as far as these eleven schools were concerned, was in their implementation of the "practice" function. Apropos of the quality of instruction in these schools, Farrington, Strayer, and Jacobs stated that "even when a part of the teaching is in the hands of young and inexperienced teachers, will provide a training for the youth that will compare more than favorably with the best ordinary high schools in the state."\(^8\)

In 1911, the University of Chicago Laboratory Schools enrolled eight hundred and sixty pupils, and had a faculty of thirty-four elementary and forty-nine high school teachers. Under the leadership of Judd, curriculum research in the several fields, including the languages, moved forward. Materials were selected in

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\(^8\) Ibid., p. 14.
treatment of the specialized interests and the subject matter of the secondary period was scarcely in progress. As Stiles so succinctly expressed it, "The laboratory school was at its pinnacle when Dewey was doing his research at Chicago."^6

Thus early in the campus school movement two different and distinct routes were indicated. One, exemplified by the Horace Mann School, led to influence on education through demonstration; the other, envisioned in the Dewey School, led to influence on education through experimentation.

**Early Beginnings of Campus Secondary Schools**

Progress in the development of training for secondary teachers, and in the use of practice schools to this end, was the subject of a study in 1909 under the aegis of the National Society of College Teachers of Education. Farrington, Strayer, and Jacobs sent a questionnaire to sixty-nine institutions. Fifty-one replies were received, twenty-six from state universities, the remainder from privately endowed colleges. Eleven institutions reported practice schools under their control. Adelphi, Teachers College, Lehigh, and William and Mary were the independent colleges;

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^6 Lindley

"Lindley Stiles, now Dean of the University of Wisconsin School of Education, made this statement at a meeting of the North Central Laboratory School Administrators in April, 1953. He was speaking on "The Role of the Laboratory School in Teacher Education." (Notes taken by a laboratory school administrator who attended the meeting.)
school, renamed Teachers College, was affiliated with Columbia University. In this program for the training of teachers of teachers, the Horace Mann School, as the campus school of Teachers College, had a part from September 12, 1887. Throughout the fifty-five years of its independent existence, this school continued to make its greatest contribution in terms of demonstration. Carrington, in his study of the functions of laboratory schools, noted that as many as 90,000 visits a year were recorded in this school.\textsuperscript{5} Through this large-scale observation and through the influence exerted on graduate students, the materials and methods developed in the several subject areas at this school contributed to the improvement of education.

At the University of Chicago, in 1896, John Dewey undertook to work out a school system as an organic whole from kindergarten to university. Because his purpose was to test in practical application certain philosophical and psychological ideas, he used the word "laboratory" to describe the scene of his work. That this work was cut short after eight years was an irreparable loss to the development of campus schools. The records kept by his co-workers ended with their Group XI (ages fourteen and fifteen);

\textsuperscript{5}J. W. Carrington, "Functions of Laboratory Schools without Student Teachers," The Expanding Concept of the Laboratory in Teacher Education. Twenty-first Yearbook. (Lock Haven, Pennsylvania; The Association for Student Teaching, 1941), p. 74.
took over their name and functions. Beginning with the redesignation of Albany in 1890 and of Ypsilanti in 1897, continuing slowly but steadily for two decades and accelerating after 1920, the normals were transformed into institutions vastly different from their nineteenth century original. In some instances, their campus school was extended upward; in many more, the secondary division was not regarded as an essential element. Williams, in a survey made in 1942, found that of 111 State Normal Schools and Teachers Colleges, only 54 maintained a secondary department in their campus school.1

It has been the writer's purpose, in this introductory resume of the development of institutions devoted to teacher education, to show, first, how the campus school grew and developed within these institutions, and second, how the secondary level of the campus school, with which she is primarily concerned in this study, failed to keep pace with the elementary level. Subsequent divisions of this chapter deal with the development of varying functions in different school situations.

Two Pioneer Schools with Distinct Purposes

In 1687, New York College for the Training of Teachers was chartered as a professional training school; five years later the

1Williams, *op. cit.*, p. 120.
Inculcated at the Normal. Emphasis on the laboratory phase of teacher education with the model school as its focal point was the distinctive trait common to normal schools.

As public education was extended upward, with the resulting need to prepare teachers for the secondary schools, a similar practice school for their benefit did not receive like encouragement and support. This was perhaps partially due to the initial bifurcation in the preparation of high school teachers. As their preparation was gradually forced upon the university, professional training was given slight consideration. Subject matter was stressed; would-be specialists in an academic field were trained, and sent forth to teach on the theory that knowing a subject automatically implied ability to transmit it. Pedagogy per se was not at first considered worthy of being a university discipline.

The first four chairs of pedagogy were established at the State Universities of Iowa in 1873, Michigan in 1879, Wisconsin in 1885, and Indiana in 1886. In 1891-2, the U. S. Commissioner of Education reported "chairs" in thirty-one institutions. The concern of the occupants of these chairs was, however, largely theoretical and philosophical; there was little provision for the practical.

Because the colleges and universities were not meeting the need for trained teachers at the high school level, the Normal

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In the Middle West, the state education of teachers began at Ypsilanti, Michigan, in 1853. Here the model school shifted back and forth from the model to the practice phase. The Illinois State Normal University opened in 1857 with a three-year curriculum intended to prepare teachers for schools of all levels throughout the state. The first class was graduated from its Model School in 1865. In the fall of 1866 the secondary and grammar grades of this school were separated, and the sixty-three pupils in the high school "sat alone." Because there were no strongly entrenched institutions of higher education in this area as there were in the East, the normal schools had a broader field. West of the Mississippi, the first normal was established in 1858 at Winona, Minnesota; two rooms were set aside six years later for a "model department." Within the next two decades, many states throughout the Middle West and South provided normal schools. According to the 1875 Report of the U. S. Commissioner of Education, forty-seven of the sixty-seven state normals then in existence had laboratory schools attached. Inherent in their plan was the idea of demonstrating the "normal" way of teaching. At the opening of the "experimental" school in Albany, New York, David Perkins Page had expressed its purpose thus: "to afford each Normal pupil an opportunity of practicing the methods of instruction and discipline

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CHAPTER II

THE VARYING FUNCTIONS OF CAMPUS SCHOOLS

The Campus School Within the Normal School

The campus school was a legacy to teacher education from the Normal School. In Europe, where the idea for such a school may be traced back as far as 1654 and the will of Duke Earnest of Gotha,\textsuperscript{1} practice classes were a common feature of teacher-training schools in the eighteenth and nineteenth centuries. When in 1823 Samuel Hall established a private academy for the preparation of teachers in Concord, Vermont—possibly the first private American normal school—he included in his plan a group of children for demonstration and practice. In 1839, when the first state-supported normal school, located presently at Framingham, Massachusetts, was opened at Lexington, a model school was an integral part of the institution. Likewise, the model-practice school was an essential part of the Connecticut Normal, established in 1850. The state legislature in New Jersey provided for a normal and model school in 1855, with practically an equal expenditure for each of the two buildings. In Pennsylvania, the Bill of 1857 granted aid to its regionally-financed normals, and made the model school mandatory.

\textsuperscript{1}Williams, \textit{op. cit.}, p. 1.
reviewed research related to a description of the campus laboratory school and outlined the procedures, scope and sources of data.

In Chapter II an attempt will be made to fix the study within its frame of reference by presenting a brief history of the campus laboratory school movement as an integral part of teacher education. This will not be an exhaustive and detailed account, but rather an examination of significant trends as they have been developed by particular institutions or groups of institutions. This historical approach may clarify the seemingly tangled web of purposes and explain the inconsistent juxtaposition of functions sometimes proposed for these schools. It seems logical to assume that foreign language programs mirror the strengths and weaknesses of their campus school. If this assumption is valid, then a glance at the chronological development of laboratory schools in general and of those reflecting a peculiar educational purpose in particular should be helpful.
"good" language program, assuming that campus programs are good. There was a supplement to the questionnaire in the form of a one-page nine-item data sheet intended to be filled out by each teacher involved in the language program.

Step III. Sending the Questionnaire

The investigator sent sixty individually typed letters (of which fifty-three were personally addressed) explaining the purpose of the survey and seeking co-operation. The questionnaire, the correct number of personnel sheets, and, of course, a stamped, self-addressed envelope accompanied the explanatory letter. The original effort and three follow-ups resulted in forty-six usable questionnaires and data sheets from eighty individuals. In addition, two other respondents furnished information about their program but not in such a form that it could be incorporated into the survey. Three pleaded pressure of work as their reason for not returning the questionnaire. Thus, while acknowledgment came from 85 per cent, the percentage in terms of usable questionnaires was only seventy-six.

Step IV. Compiling and Presenting the Data

The data submitted were then organized and interpreted. Presentation of these data is made in Chapter V.

The first chapter has consisted of an introduction in which the writer has stated the purpose, need, limitation of scope, basic assumptions, and definition of terms of the dissertation, and has
programs. In the refining process, several influences were at work:

1. Her own experience, in that she had previously taught French, Spanish, and Latin in a campus laboratory school.

2. Supervised experience, in that she had actually participated at the graduate level in an outstanding laboratory school program.

3. Professional literature. Believing that any institution or any program as it presently exists may best be understood in the light of its historical development, she had read all available material on campus laboratory schools, and likewise all available articles, monographs, dissertations, etc., written by campus language teachers. Knowledge of what had been done in the past prompted several questions re present practices.

4. Expert criticism. After much reworking of material, the questionnaire and the accompanying personnel sheet were submitted for criticism to two experts in Language Education, one the past and the other the present Executive Secretary of the Foreign Language Program of the Modern Language Association of America. Then a disinterested Specialist in Education checked the questionnaire thoroughly to insure maximum clarity and accuracy.

The questionnaire in its final form solicited data concerning: (1) extent and organization of programs; (2) teacher education aspects; and (3) policies and practices. Parts I and II were largely factual. Part III attempted, without structuring the answers, to ascertain, through rather open-ended questions, what really makes a
identified by name, went a preliminary, individually typed letter which explained the purpose of the study, urged the co-operation of the language department, furnished a simple blank on which should be written the name(s) of the language teacher(s) and the language(s) taught, and an air-mail-stamped, self-addressed envelope. On this preliminary round, there was a 91 per cent return.

As a result of these seventy-four responses, however, fourteen schools were eliminated from subsequent inquiry. In three cases, the terminology "University High School" applied to the preparatory department of Catholic Universities, and was therefore misleading. In ten cases—-one a university high school, nine state teachers college high schools—-languages were not offered. To the latter group, two other schools were subsequently added. Their principals had been seemingly reluctant to admit that no language was now being given; one had submitted the name of an instructor who wrote to say that language classes had been discontinued as of this year, and another had given the name of a student teacher, who wrote that she was giving a class in Spanish on a voluntary basis after school hours. One university high school had just been merged with a city high school.

Step II. Constructing the Questionnaire

Anticipating the eventual establishment of a master list, the investigator had undertaken to construct a questionnaire which would elicit responses designed to reveal the extent and nature of existing
The Office of Education sent a list, compiled in connection with their Inventory of Facilities Project of 1953, of 199 selected institutions which had reported that they operated some form of on-campus laboratory school, which might be pre-school, nursery, kindergarten, elementary and/or secondary. The Research Division of the National Education Association furnished a more helpful list, compiled in connection with Maul's 1956 Survey of Salaries in Universities, Colleges and Junior Colleges. These lists were not complete or definitively informative, but they served as a point of departure. Then all available college catalogues of these institutions were used to check the description of the campus school and the extent of its program. In this way, those schools maintaining only an elementary department—an overwhelming majority—were eliminated.

Letters to the Executive Secretaries of the Regional Accrediting Associations elicited helpful information or suggestions. The Executive Secretary of the North Central Association suggested that by matching the list of accredited institutions of higher learning against the list of accredited secondary schools by geographical location, it would be possible to locate the campus schools. Inasmuch as it eventually developed that approximately 60 per cent of all campus schools maintaining a secondary department were in the North Central Area, this proved to be a most practicable suggestion.

Finally the investigator arrived at a list of eighty-one campus schools which were presumed to have a secondary school program. To their principals, forty-three of whom were by now
terms of philosophy, curriculum, materials, evaluation, child study, group dynamics, leadership role, research, community and parent relations, and school needs, he discussed the responsibilities of The Ohio State University School. 6

**Procedures, Scope and Sources of Data**

The main source of data was a three-page mimeographed questionnaire, sent to the chairman—or in small schools, to the one teacher--of the language department. In addition, a personnel sheet was included for each individual teacher. The steps in the preparation of these forms and their subsequent disposition were as follows:

**Step I. Determining the Existence of Campus Schools at the Secondary Level**

To determine the existence of campus schools at the secondary level proved to be an extremely elusive process. At the time this study was initiated, no listing of these schools was available from any source. Although laboratory school administrators do have an organization, it was referred to by one member contacted as "embryonic," and is seemingly rather opportunistic in its procedures. There was much fruitless correspondence with various people who "might know."

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By the use of a jury, he predicted the potential use of these schools, and then compared the potential with the actual. He found that more than half of the schools surveyed served four purposes: observation, participation, classroom demonstration and student teaching.  

In 1957 Lang made a comprehensive survey of seventy-five campus secondary schools maintained by public institutions. His investigation covered ten areas: use, building facilities, teaching facilities, administration, staff, student teaching, pupils, program, interdepartmental relations, and operational and administrative problems. Inasmuch as Lang's dissertation dealt with sixty-one of the seventy schools about whose foreign language program the writer had obtained varying degrees of information, perusal of this study broadened the writer's insight into the general background of these schools.  

A fourth study reaches beyond the actual laboratory school, but in so doing emphasizes its leadership role. In 1948 Ramseyer made a field study of the then current practices in school improvement in twelve carefully selected schools, of which two were laboratory schools. After a critical analysis of these programs in

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4 E.I.F. Williams, The Actual and Potential Use of Laboratory Schools (New York: Teachers College, Columbia University; Contributions to Education, No. 646, 1942).

Observation and Demonstration

Observation ordinarily denotes the viewing of a class in progress, engaged in whatever learning activities it may be carrying on at the moment. Demonstration is a structured observation, ordinarily involving a pre-explanation of the learning experiences which will presumably be taking place. Observations may be made individually or by a group; demonstrations are usually for the benefit of a class, such as the Special Methods of Teaching Foreign Languages.

Summary of Research Related to the Description of the Campus Laboratory School

Most of the research done in connection with campus laboratory schools has dealt with one specific function, namely, the administration of student teaching. In the past quarter of a century, there have been only three comprehensive studies of the laboratory school as an entity.

Jarman in 1932 studied the detailed operation of twenty university laboratory schools in as many states and compared each of them with a public high school in its same geographical area. 3

Ten years later Williams investigated the operation of the campus laboratory school in a group of state teachers colleges.

Campus laboratory school

Caswell's definition is accepted as the most accurate and concise:

A school largely or entirely under the control of the college, located on or near the college campus, organized for the specific purpose of preparing teachers, with staff and facilities designed to serve this purpose.\(^1\)

The terms "demonstration," "model," "training," "practice," and "experimental" have been used at various periods to designate such a school. In fact, these adjectives presently exist in the names of many campus schools.

Professional laboratory experiences

The Sub-committee of School and Community Laboratory Experiences of the Standards and Surveys Committee of the American Association of Teachers Colleges adopted in 1948 the definition which has become widely accepted:

All those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.\(^2\)

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\(^1\) Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, L (April, 1949), p. 444.

2. The campus laboratory school as an institution has made and will continue to make its contribution to education. This is not to deny that the problem of the balance of purposes does exist, and that, as a consequence, different schools may be fulfilling distinct functions.

3. Organization, enrollments, facilities, instructional materials, and teacher qualifications are indices of the degree of instructional effectiveness of a program, and as such are justifiable items for research.

**Definition of Terms**

**Foreign languages**

A foreign language is a pattern of symbols of experiences peculiar to a people other than one's own. The term includes Latin as well as the modern languages. Among the modern languages, no delimitation is intended, but it is realized that at the secondary level such factors as tradition, available materials, and availability of trained teachers favor the teaching of the more common European tongues—French, Spanish, and German.

In order to avoid being repetitious, the writer may sometimes refer simply to "language." It should be understood, however, that in all cases this word is being used interchangeably with "foreign language" in the sense that it is defined in the preceding paragraph.
the campus school would be one place where such practices might be found and reviewed. If this is true, then there is need that this be done so that other language teachers, and teachers of language teachers, may profit. This is in line with the larger need for more and better teaching of languages at all levels on a national scale.

Limitation of Scope

No attempt was made to investigate thoroughly the extent and organization, aims and objectives, materials and techniques presently being developed in the teaching of languages in the elementary grades of campus schools. Programs at the elementary school level were considered only insofar as they impinged upon secondary programs by involving secondary school staff time and effort. This situation obtained in twenty-five of the forty-six schools.

Basic Assumptions

There are three basic assumptions which underlie this study:

1. Foreign languages, as a special interest area, deserve a place in the curriculum of the present-day secondary school. They hold this place not through inertia but through the immediate and ultimate values which they have. It is desirable that the selection of a language be made in terms of the needs, interests, and abilities of the individual pupil.
CHAPTER I
INTRODUCTION

Purpose of the Study

The purpose of this study was to investigate the foreign language programs of all campus laboratory schools at the secondary level with respect to the following: (1) number, preparation, experience, and professional alertness of teachers; (2) scope of language offerings; (3) enrollments; (4) grade levels for beginning the languages; (5) availability and extent of use of instructional materials; (6) broad language-learning experiences engaged in by the pupils; (7) current experimentation in organization, methods, and materials; (8) integration of language study in the school program; and (9) contributions to teacher education through the professional laboratory experiences afforded to foreign language majors and minors.

Need for the Study

To improve foreign language teaching at the secondary level is the continuing concern of the profession; to improve the teaching of teachers of foreign languages at this level is a related concern. Practices consistent with the nature of the learning process and the nature of the learner must be discovered in the places where they exist and disseminated as widely as possible with a view to improving language teaching. It is logical to assume that
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A STUDY OF FOREIGN LANGUAGE PROGRAMS
IN CAMPUS LABORATORY SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in the
Graduate School of The Ohio State
University

By

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