THE COLLEGE LANGUAGE ASSOCIATION

Founded in 1937
CLA Journal and World Language Education:
Bridging the Past with the Present
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A Cumulative Index of the CLA Journal from 1957-2013
Compiled by Barbra Chin

Call for Book Reviews and Book Reviewers
The College Language Association Journal or CLAJ (ISSN 0007-8549) is a peer-reviewed quarterly publication sponsored by the College Language Association. It is issued in September, December, March, and June of each year. CLAJ publishes critical essays on African Diasporan language, literature, and cultural studies; seminal interviews; and book reviews.

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The college language association, founded in 1937 by a group of Black scholars and educators, is an organization of college teachers of English and foreign languages which serves the academic, scholarly, and professional interests of its members and the collegiate communities they represent. Since 1957, the association has published the *CLA Journal*, a peer-reviewed quarterly featuring scholarly research and reviews of books in the areas of language, literature, linguistics, and pedagogy.

**The College Language Association . . .**

- Fosters high professional standards for teachers of language and literature and promotes productive scholarship among its members;
- Publishes scholarly books of critical essays and bibliographical references;
- Encourages interest in creative writing;
- Holds an annual convention for presentation of scholarly papers, brought in by the association;
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CLA ARCHIVES

To All Members
And Relatives of Deceased Members

If you have in your possession any CLA records, minutes, correspondence, or miscellanea relating to the Association (especially during its early years, before it assumed its present name), PLEASE SEND OR BRING THEM to the chair of the CLA Archives, Dr. Dolan Hubbard, who will turn them over to the Special Collections and Archives Division of the Atlanta University Center Woodruff Library, which is now the official depository of the CLA Archives.

HELP US PRESERVE OUR HISTORY.
For over fifty years, the *College Language Association Journal* has published peer-reviewed articles devoted to scholarly research in the areas of world language pedagogy, literature, culture, and linguistics. The selected essays in this special issue are only a few of many that represent *CLAJ*’s scholarly contribution to questions and concerns about world language teaching and learning, as well as discussions on the relevance of second language study and its impact on the academic, career, and life skills of black students. The resulting collection of selected articles reflects a consensus of the world language profession on what the field can and should offer today’s learners at all levels, K-12 through post-secondary. Through the use of the terms “world language” or “second language,” we hope to express CLA’s commitment to the belief that world language study is an integral part of U.S. education and is therefore not to be treated as a peripheral “foreign” field of study. Indeed, world or global readiness requires students to develop competence to communicate effectively and interact with cultural competence to successfully participate in multilingual communities in the U.S. and around the world. Now, more than ever, world language educators play a central role in preparing this new generation of learners—the Millennials—to compete in the global society. We now invite you to look back at the well-traveled road of the *CLA Journal*, some fifty plus years, to examine previous practices, research, and scholarship in world language teaching and learning as we consider the current crossroads and potential future pathways before us.

In the context of the article that opens the present volume, “Language and Literature as Aids to Cultural Integration” by Nick Aaron Ford, integration, is defined as “the blending together of separate units or functions into a harmonious and meaningful whole” (14). Ford’s notion that the effective language teacher “who knows that language is a reflection of a nation’s culture...who helps the student not only to understand and appreciate the merits of another language, but also the culture behind that language,” draws attention to one of the 5C’s of foreign language education—cultures. Drawing upon the wisdom and classroom

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1 Originally printed in *CLA Journal* 7.1 (1963): 13 - 21. Pagination in citations follows the original printing rather than the pagination of the reprints that follow.

experience of others such as David H. Stevens, Francis M. Rogers, and Louise Rosenblatt, Ford's article stresses the essential role world language teachers play in developing “culturally integrated” students who will be able “to understand the literature, music, and creative arts of the foreign peoples whose languages” they are learning (18). Liberating language students from “excessively narrow ideas” through the study of the literature of the peoples whose language they are learning is for Ford another objective of cultural integration (19). Ford concludes his essay arguing that

[c]ultural integration operates on two seemingly opposite assumptions. On the one hand it recognizes barriers of all kinds intended to separate races, nationalities, and religions as unnatural and temporary . . . On the other hand, it recognizes the advantages of a pluralistic society, a society in which every race, religion, and nationality offers its special contributions without the feeling of shame or inferiority. (21)

This article, put in the greater realm of world language study, underlines the inextricable link between communication and culture.

Harry R. Warfel's essay, “New Perspectives in Language Teaching,” provides readers some basic concepts about language, teaching methodologies, and world and career readiness. Warfel begins his essay suggesting, “all former notions about the origin of language must now be revised, and certainly the fable that language is a few thousand years old must be discarded” (72). He is emphatic in stating, “almost all pre-1920 philosophizing about language now belongs in the realm of folklore” (72). A discussion on structural linguistics occupies Part I of his article, followed by extensive commentary in Part II on a child's capacity to acquire language. He explains: “He necessarily adopts whatever usages [of language] his ears take in, and his speech is a part of his total behavior . . . The extent of a normal child's language power is dependent upon the amount of language which he has heard” (76). Warfel's insight on language acquisition and speech, presented in this article written some five decades ago, is common knowledge now and is the driving force behind the creation of a number of dual language programs in elementary schools today. In concluding his article Warfel exhorts language teachers to view their responsibilities as language educators “in terms of a larger student goal than the acquirement of a few odd pieces of information about words and punctuation . . . Language can no longer be viewed merely as a graceful accomplishment available to the few. Language belongs to all people . . .” (79). Warfel's words were visionary in that some years later, in 1969, Robert Meade, professor emeritus, stated that,

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Foreign language study is a key to the understanding of another way of life as well as the best means of ending one's own cultural parochialism, and since better intercultural understanding is a vital ingredient of a liberal education in today's unquiet world, it follows that language study is an essential part of such a liberal education, and one which should not be denied to any student. (Mead, March 15, 1969).

The next article, by Albert Gessman titled “Another Language—Another Pattern of Thinking,” explores the value of world language education in terms of another goal area, Comparisons. By comparing and contrasting the target language with one’s native language (henceforth L1), students develop greater insight into their own language and culture and come to the realization that there are multiple ways of viewing the world. The targeted outcome would be a generation of U.S. Americans who are competent in other languages and cultures. Thus, Gessman discusses what he considers “one of the greatest difficulties in foreign language study, the differences in the semantic fields of words, words that have the same denotation but quite different connotations” (153). This article emphasizes the need for world language/second language (L2) educators to “get language teaching back to the place where it essentially belongs: to education . . . the acquisition of knowledge and the training of the mind” (141). Most language educators would agree with Gessman’s assertion that “the mastery” of a second or third language “implies” extensive exposure and use of the language, “but it is certain that the mastery of a second or third language does add a new dimension to one’s personality” (142-143).

World Language educators looking for arguments to explain and justify the role of film in world language teaching and learning will find Françoise Pfaff’s article “Film and the Teaching of Foreign Languages and Cultures,” stimulating. After a brief discussion on the origins and use of images, moving images in particular, Pfaff poses and answers several essential questions regarding “film images” and their use in the world language classroom. She explains, “A film raises the problems of aesthetics, sociology, semiotics, and semiology which are both related to the deciphering of signs...It is, therefore, obvious that the same sign or symbol will be perceived differently by two people of different cultures” (25). Now, some thirty-seven years after Pfaff’s initial presentation of this study at a CLA convention in Memphis, Tennessee, we find that many WL educators are using film in their classrooms and that many publishing companies are producing film-based textbooks and guides in which the 5C’s have been integrated. Phaff’s

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successful experience with the use of film as a teaching tool more than three decades ago substantiates what numerous research findings now reveal—that “film is a useful and effective way to promote language learning and increase exposure to L2 cultures, and interest students in L2 and its cultures.”

Students in our classrooms today will soon be graduating and working in a highly connected and competitive global environment. To prepare them, the National Standards Collaborative Board developed the World-Readiness Standards for Learning Languages, which “define the central role of world languages in the learning career of every student.” Now, more than ever, world language educators face the responsibility of preparing black students to compete in the global society. Wendolyn Y. Bell, in “Old and New Horizons: Some Suggestions for Cooperation between English and Foreign Language Departments,” asserts that mankind is obliged to become increasingly less nationalistic and more international in our outlooks.

Bell presents five challenges for world language educators:

1) make sure that Blacks are fully integrated into their proper slots . . . ; 2) prepare innovatively for our larger role . . . for which we shall, in all probability, not only have to be its firm advocates, but its defenders as well; 3) encourage students to enroll in foreign language courses where they acquire direct access to one of the most effective tools for dispelling provincialism and attaining world mindedness; 4) make foreign language research tools really functionable as a fourth challenge for cooperation for English and Foreign Language Departments; 5) English faculty adopt the methodologies used to teach foreign languages or English as a foreign language. (205 – 210).

Bell’s fourth challenge predates the release of the Standards document, where goal #3, Connections, focuses on connecting the knowledge of a world language and culture with the study of other disciplines, English, for example. This essay looks at ways of expanding and connecting students’ L2 communication and culture skills to English course work. Bells’ concluding remarks further explain how world language skills can assist black students in “legitimizing blackness” (211).

The last group of articles reflects a long-standing research interest of CLA scholars, focusing on the motivations, attitudes, and experiences of black students

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in departments of World Languages. The selected essays by Edna N. Sims, Louise J. Hubbard, Earle D. Clowney and June M. Legge address the usefulness, relevance, career opportunities, and personal benefits connected to knowing a world language and culture. In general, the three articles primarily focused on world language study and the need for black students to pursue such a program of study. Sims begins her article with a charge “directed to those most able to administer the cure” to what she saw as a crisis in some colleges and universities in the 70s: “discourage[ing] the study of foreign languages as a college-wide requirement” (424). Her charge targeted administrators, students, and prospective students at historically black colleges and universities, including black communities surrounding these institutions. Sims discusses the cognitive, learning, life, and career skills acquired through world language study and examines the potential provincialism of those students who “introduce curricula which afford them their diploma in the least possible time” (426 - 427). She closes her essay applauding one university for increasing its proficiency requirement. Now, almost four decades after the publication of this article, many institutions have implemented Standards-based instructional approaches in their world language classrooms. Oral communication skills are being assessed at various levels of instruction, and at a number of institutions the ACTFL Oral Proficiency Interview is an exit requirement for world language majors. Sadly, too, though, language study (and language departments) is again under fire at universities around the country, and majoring in a world language is perhaps harder today than it was when Sims makes the case for the importance of language study among black students especially.

Louise J. Hubbard’s “Foreign Language Study and the Black Student” begins with a question most students ask regarding course requirements: “What good will it do me?” (563). After a brief history of the study of world languages in the U.S., its rise and fall, Hubbard touches on the reason for lack of both philosophical and financial support of L2 study. In terms of philosophical support, such support was waning because learners and stakeholders (institutional administrators and state and federal financial agencies) saw no real progress in L2 student outcomes. The “failure of the classroom to produce fluent speakers of foreign languages . . . and the influence of national opinion that knowledge of foreign languages is unnecessary” were catalysts for the decline in world languages course enrollments, world languages course requirements, and world languages specialists in the U.S. Having outlined the importance and advantages of knowing a world language in the essay, Hubbard addresses who is being disadvantaged when foreign language requirements are dropped. The essay concludes with an exhortation made by

Professor W. Napoleon Rivers to the black student, encouraging him/her to major in Romance languages and the reasons for doing so—“to increase his knowledge of the history and literature of his race; …. to combat falsehood with truth, by searching the sources in these languages and bringing to light important facts which have been obscured, falsified, or omitted, and to rehabilitate distinguished personages of African descent who have contributed richly to world culture but have been detracted or omitted in books printed in the English language… (569) These words are notable in that his two reasons for studying world languages involved the relevance of subject matter to the student. This is ironic in that one comprehensive study on student attitudes toward world language study at HBCUs, published some years later, revealed that very few world languages faculty incorporated materials that addressed Black themes in the target language culture, although a number of black students wanted such topics. 10

Finally, in “The Status of Foreign Languages in Predominantly Black Colleges: An Attitudinal and Statistical Study,” Earle D. Clowney and June M. Legge convincingly argue that problems such as “apathy, low enrollment and lack of funds” might be removed if certain elements were incorporated in the world languages curricula. The results obtained from a questionnaire completed by students, world language faculty, presidents, and deans of predominantly black colleges continue to be relevant and useful in discussions on world language programming in what is now the second decade of the 21st century. The concrete data gathered from their study revealed Spanish and French as the languages most studied and that “college entrance requirements, friends and high school teachers” had the “greatest influences on the students’ choice of language” (266). Finally, in the realm of curricular matters, the survey reveals and suggests the following remedies or improvements: “attention given to conversation, to cultural components rather than tools (grammar, etc.); a rigorous review of teaching methods; a reduction of rote memorization and drills; beginning the study of foreign languages in elementary school; and more interdisciplinary offerings” (281). When considering a pedagogical response to the results of this study, it is particularly important for world language educators to focus on the findings about students’ goals and expectations for their learning.

As editor of this final issue of this volume of reprints of key essays that have appeared in the *CLA Journal*, I invite you to read and enjoy the world languages essays in this part of this special issue. As you review it, we would ask you to share your copy with a colleague who may not have been a member of CLA when these articles were first published or for whom there may be interest in a topic that is discussed in this special issue. Encourage colleagues to communicate the message of these articles, that learning a language is important in the context of this digitally connected 21st century global society where human communication in languages other than English “is at the heart of second language study whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature” (*Standards for Language Learning in the 21st Century* 31).

**Works Cited**


Language and Literature as Aids to Cultural Integration

Nick Aaron Ford

In my presidential address last year, I discussed mainly the past, president, and future of the College Language Association as an independent organization. I made suggestions for new purposes and methods in its internal organization and in its relationship with other societies operating in its field of interest. Although some of my recommendations were controversial (at least I thought they were), I was gratified at the favorable reaction from all sides. In fact, the warmth of that reception has encouraged me to venture again into an area equally as timely and with as many opportunities for dissent.

Today, instead of devoting my discussion to purposes and methods of the CLA as an organization, I shall talk about purposes and methods of the individual members in their capacities as teachers. I shall use as a subject the theme of this conference, worded in a slightly different manner to read, “Language and Literature as Aids to Cultural Integration.” I shall attempt to answer three questions about the subject: (1) What is cultural integration? (2) Why is it necessary? (3) How can it be done?

Let us now examine question number one. The word integration is certainly not new to anyone. Although the American College Dictionary list four principal meanings of the term, to most Americans it means only one thing, namely the absence of racial segregation. Such a definition is, of course, inaccurate, even when its racial connotations are the sole concern. The emphasis here is on the negative, but the act of integration is positive. This basic fact is recognized by the following dictionary definitions: (a) “combination into an integral whole,” (b) “behavior as of the individual in harmony with the environment,” and (c)”the organization of personality traits into a hierarchy of function.” In all three of these definitions the key idea is the blending together of separate units or functions into a harmonious and meaningful whole.

In 1827 Ralph Waldo Emerson, one of the few great American thinkers and writers of the nineteenth century, explained his concept of the term in relation to human personality in the introduction to his famous address, “The American Scholar” delivered before the Phi Beta Kappa Society of Harvard University. He said

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1 President’s address delivered at the Opening Session of The College Language Association’s Twenty-Third Annual Conference, Howard University, Washington, D.C., Thursday morning, April 18, 1963.
The state of society is one in which the members have suffered amputation from the trunk, and strut about so many walking monsters—a good finger, a neck, a stomach, an elbow, but never a man.

Man is thus metamorphosed into a thing, into many things. The planter, who is man sent out into the fields to gather food, is seldom cheered by an idea of the true dignity of his ministry. He sees his bushel and his cart and nothing beyond, and sinks into the farmer, instead of Man on the farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden by the routine of his craft, and the soul is subject to dollars. The priest becomes a form; the attorney a statute-book; the mechanic; the sailor a rope of the ship.

The word *culture* has more varied definitions than integration. The dictionary definition that best fits its use in our title phrase “cultural integration” is “enlightenment or refinement resulting from the development or improvement of an individual by education or training.” The concept which I wish to convey in this discussion is that which Matthew Arnold, one of the most influential British thinkers and writers of the nineteenth century, used in his essay “Sweetness and Light.” It was Arnold’s view that the truly cultured individual is one who continually striving for perfection in his knowledge of things and people and to make that perfection prevail in his society. He defines this perfection, which is the basic characteristic of culture, as “a harmonious expansion of all the powers which make the beauty and worth of human nature, and is not consistent with the over-development of any one power at the expense of the rest.”

In a lecture entitled “Literature and Science,” delivered in the United States approximately seventeen years after the publication of the previous essay from which I quoted, Arnold declared that there are four major powers that constitute human nature, that really distinguish man from animals. He enumerated them as “the power of conduct, the power of intellect and knowledge, the power of beauty, and the power of social life and manners.” He further suggested “that the several powers just mentioned are not isolated, but there is, in the generality of mankind, a perpetual tendency to relate them one to another in divers ways. . . . Following our instinct for intellect and knowledge, we acquire pieces of knowledge; and presently, in the generality of men, there arises the desire to relate these pieces of knowledge to our sense for conduct, to our sense for beauty,-and there is weariness and dissatisfaction if the desire is baulked.”

In the light of the closely related and sometimes overlapping concepts of the two distinguished thinkers and critics, one American and one British, whom I have cited, I now give my final definition of cultural integration: *It is that state of development of an individual which makes and keeps him forever aware of the major powers that constitute his human nature, of the need to relate those powers and their expression to another and to the world in which he lives.*
Language and Literature as Aids to Cultural Integration

Now to the second question. Why is cultural integration so necessary in our time? First, it is necessary because of the overwhelming dominance of science and all that science implies. The typical scientist is single-minded. He is concerned with the discovery of natural laws and their application to the creation of things. He is not concerned with the major requirement of cultural integration, which is the discovery of relationships between the scientific creation and such basic human needs as man's sense for beauty and for conduct. He is concerned with the development of vast power without the sense of values necessary to direct such power into channels of human welfare. The mind which is culturally integrated has overcome the limitation of single-mindedness. It has learned to view all knowledge and all things in relation to human values.

Second, the fantastic growth of slums and ghettos in the large urban centers demands that something be done to counteract the stagnation of this development. At present more than one-third of the students in the public schools of America's fifteen largest cities are products of and continue to live in impoverished cultural environments. It is reliably reported that by 1970 the proportion of the culturally impoverished in these fifteen largest cities will have jumped beyond the half-way mark. Although some of these culturally-starved students are graduated from high school and manage to enter college, few complete the college course. They are dropped for poor scholarship largely because their vision is cut off by the limited horizons of a dull, stagnant culture. An opportunity to glimpse new cultural vistas different from those in which their uninteresting lives have been spent could offer strong motivation for more successful efforts to learn.

Third, the shrinking dimensions of the modern world cry out for a new understanding and appreciation of the diverse cultures which make up our expanding society. If we are to live in peace with nations of the world, we must learn to respect their ways of life. But respect is based on understanding, and understanding results from exposure to the customs, institutions, and manners of peoples who too often in the past have been dismissed as heathens. However, direct exposure is possible to only a few; for most, this exposure must come through the media of literature, music and the fine arts.

Fourth, the ever-increasing leisure resulting from automation requires that appropriate activities to fill the vacant hours of the laborer must be provided. Unless great care is given to filling this need, juvenile delinquency, adult crime, and all kinds of debilitating activities will flourish. For their hours of leisure the culturally integrated will find pleasure in the reading of worthy literature, in becoming participants as well as spectators in dramatic presentations, musical concerts, and art exhibits.

Now for question number three. How can the teacher of language and literature contribute to the cultural integration of his students? First, let us consider the teacher
of languages. Dr. David H. Stevens, former director of the Humanities Division of the Rockefeller Foundation, suggests in his book *The Changing Humanities* that the primary concern of the teacher of languages is active communication with other minds by means of words or other symbols. If he reads ancient manuscripts, or print in any tongue except his own, he makes the transfer of though from one set of symbols to another with as little marring of the original idea as possible. He is as careful about the preservation of values in moving from one language to another as the banker is who deals with international exchanges in money or goods. By the comparative study of languages, including the student’s native tongue, the teacher helps the student to discover a great deal about himself and about others in a diverse, global pattern of peoples. The effective teacher knows that language is a reflection of a nation’s culture. The language teacher, therefore, helps the student not only to understand and appreciate the merits of another language, but also the culture behind that language. An American student who has learned Spanish well has also learned to understand and appreciate something of the cultural patterns of Latin America which will indirectly contribute to better relations between that part of the world and the United States. This kind of cultural integration, even on a small scale, lifts the student out of the narrow confines of his own limited culture and places him in a position to see how people of other nations and other races live and think and feel.

The failure of American education to stress the need for cultural integration by means of effective study of the languages of our neighboring countries is deplored by Dr. Stevens. He says:

> To simplify still further what is lacking to create international sensitivity in American life, the observer needs only to ask how appreciative the public mind is of the cultures of our two nearest neighbors, Canada and Mexico, and how intelligently this country is being expressed culturally to their peoples. The American record of isolationism is as easily read by those who look for it in cultural affairs as in the widely publicized political poses common to certain sections of the United States.²

The language teacher who wishes to develop culturally integrated students will help them to understand the literature, music, and creative arts of the foreign peoples whose languages he teaches. He will help them understand that the customs and institutions of our own country are not the models by which all other people must shape their lives, but are only examples of many such cultural manifestations that have no sacrosanct qualities that set them above all others.

During World War II Francis M. Rogers, who was awarded the Silver Star largely for his extraordinary service to the United States Army as a linguist, wrote an

important article on “Languages and the War Effort: A Challenge to the Teachers of Modern Foreign Languages.”\textsuperscript{3} In it he states that it is impossible to understand the inhabitants of any foreign country or to be accepted by them confidently without an intimate understanding of their language. To that end, he says, “the teaching of foreign languages in our country has been a failure.” It is true that literary levels, but they fail to enable them “to think and feel as its citizens do.” He advises that we stop teaching language solely as a preliminary to a major sequence in its literature. We should offer an introductory course containing substance for intelligent thinking based on nonfiction works of prose that present universal problems through writings of representative thinkers. We should encourage discussion of contemporary ideas in the foreign country so represented in order that habits of oral usage may be accurate in idiom and in colloquial terms. In such ways we can make foreign peoples less strange and their intellectual interests a part of a total “community of interests among the peoples of the world.” In such ways we can promote the objectives of cultural integration.

For the teachers of literature, foreign and domestic, cultural integration can be encouraged in a number of ways. The Educational Policies Commission, headed by President John Fischer of Teachers College, College, Columbia University, in a recent report on “Education and the Disadvantaged American,” identifies the five main streams of the culturally disadvantaged in American schools as Negroes from the rural South; “Hill Whites” from the Appalachian Uplands; Puerto Ricans; Mexican-Americans; and Reservation Indians. The common bond among these groups is the cultural impoverishment of their environments. To these young people the teacher can offer through literature new insights and new visions, insights and visions which the narrow horizons of their homes and ghetto communities deny them even the faintest glimpses. Through literary experiences the culturally integrated teacher can lead this type of student to recognize that his family, his community, or his little group of friends, is only one of a vast multitude of such groups; and that, consequently, the ideals and social concepts he has uncritically accepted must be measured against those of other homes, of other communities, of other social groups before their values can be rightly assessed. This the teacher can do through the vicarious experiences of literature.

Louise Rosenblatt suggests, in Literature as Exploration, that through literature the student is provided with a broader perspective from which to view his own struggle to conform to the dominant pattern. He must live within the framework of our own culture, she admits, but his vicarious experiences through literature can free him from the blind and unthinking adherence to its images of success. “Moreover, he can be liberated from submission to excessively narrow standards that may be imposed by the limited environment in which he finds himself. One

\textsuperscript{3} \textit{Ibid.}, p. 63.
of the most interesting things about our society is its heterogeneity, the number of cultural sub-patterns that exist side by side. If the youth is brought up in some limited geographic or social setting, or if he is aware only of the most generally accepted standards, he may be equally in danger of too narrow a view of what is socially approved. Adolescents often need to be liberated from these excessively narrow ideas."

Another objective of cultural integration should be the attempt to achieve a balanced view of minorities by supplementing one-sided fictional representations with additional readings presenting other viewpoints. Thus Harriet Beecher Stowe’s *Uncle Tom’s Cabin* might be supplemented by Richard Wright’s *Uncle Tom’s Children*, Dubose Heyward’s *Porgy* by Howard Fast’s *Freedom Road*, Lillian Smith’s *Strange Fruit* by James Baldwin’s *Another Country*, Marc Connelly’s *The Green Pastures* by Lorraine Hansberry’s *A Raisin in the Sun*, and Robert Ruark’s *Something of Value* or *Uhuru* by Alan Paton’s *Cry the Beloved Country*. In this way the half-truth of the stereotype could be corrected by a rounded view of full-bodied characters.

During the past few years much damage has been done to our democratic principles by the pressure of minorities of various kinds in behalf of censorship of books and other media of communication. *Huckleberry Finn*, recognized by most literacy critics as a great American classic, has been dropped from the reading list of the New York City public schools because of organized pressure from Negro groups. The charge against it is that it portrays Negro groups. The charge against it is that it portrays Negro character in an unfavorable light, although Nigger of the slave population of the period. It is true that such a reminder of the social and mental conditions of Negroes in the age of slavery is embarrassing to members of the race who are now demanding complete equality with the offspring of their slave masters, but to demand a suppression of legitimate history because it is embarrassing is a negative approach not worthy of mature citizens. Cultural integration suggests a positive approach. Instead of denying the public access to such books, it suggests that other books such as *Freedom Road*, whose hero was an illiterate slave until the period of Reconstruction and who after emancipation by hard work, courage, and vision rose to the leadership of an integrated community in deep south which achieved successful status politically and economically and fought to the last man to maintain that status when attacked by the white supremacists of the neighboring communities. Those who believe in cultural integration would suggest that instead of suppressing books on proscribed list, we should insist that additional books be added to expose intelligent readers to as many different types of racial characters as possible. Let such a novel as Keith Wheeler’s *Peaceable Lane* be added, a book which presents a new dimension to normal Negro-white relations in a suburban community near New York City where a talented, self-assured, financially-

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independent Negro artist buys a home and moves in despite the threats of his wife neighbors. For through the experiences presented here the reader can see that high courage and integrity in one man, even though he is black, will call forth high courage and integrity in those who once denied his equality. To be exposed to the multi-cultural patterns and experiences of the various racial and religious groups in America in such a way that those patterns and experiences can be seen and appreciated in their fullness is to achieve the cultural integration that can be the salvation of our generation.

Cultural integration operates on two seemingly opposite assumptions. On the one hand, it recognizes barriers of all kinds intended to separate races, nationalities, and religions as unnatural and temporary. Like Robert Frost, it insists that “something there is that doesn't love a wall / That wants it “down.” On the other hand, it recognizes the advantages of a pluralistic society, a society in which every race, religion, and nationality offers its special contributions without the feeling of shame or inferiority. It rejoices in the variety of sub-cultural patterns that seek accommodation with each other. It believes that the beauty and strength of a satisfying society rest in the harmonious blending of diverse cultural patterns rather than in the tortuous attempt to suppress or deny all differences in the name of a monolithic unity. It acknowledges that the chief duty of the cultured man is to find or impose order on the diverse elements of his culture. In essence, cultural integration demands of each of its adherents the task that T.S. Eliot outlines for the poet. Elizabeth Drew states this point of view as follow:

But in the greater realm of art . . . ‘there is no competition.’ There is only the struggle for integrity, the honest service of the whole man towards the mastery of integration of life and words, of past and present, of words themselves into the new wholeness of a poem.\(^5\)

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The massive advances of linguistic science since the publication of Leonard Bloomfield’s Language (1933) require new attitudes toward language and language teaching. For centuries the doctrines of scholasticism have hidden essential truths about language. The theorizing of Plato, Aristotle, and their successors, now completely outmoded, dealt with language in terms of classes of ideas that were derived from intuition more often than from scientific observation. Their procedures, especially in dealing with parts of speech, are no longer tenable; similar procedures of more recent vintage, like those having to do with levels of usage, are equally unworthy of serious attention. Most teachers gasp at the mere announcement of the view that traditional definitions of parts of speech and levels of usage are unsafe guides. Yet it is only as we adjust to the facts of language that the shock of disillusionment is replaced by a delight in having teachable scientific concepts available. Scholasticism moved in an aura of mystery that depended upon dogma for its preservation; its adherents continue to speak of language as miracle. Modern scientific linguistics has replaced fiat and deductive logic with the methodology of mathematics and inductive logic; the result is a set of concepts that must command the respect and win the intellectual approval of all who are willing to examine the new approach to language.

The new perspectives open to language teachers are so wide. Reaching in importance that I can mention only a few of them. First, I should like to give some basic concepts about language. Second, I want to say a few words about methods of teaching. And, third, I wish to bring this matter directly to the members of the College Language Association as leaders engaged in lifting youth into competence to meet personal, national, and world problems. I know of no task more important to our generation than the development of spokesmen capable of using language as an instrument for the advancement of humanity. That task belongs to us as teachers, and I feel as if I am bringing you something that deserves to have the force of a mental bomb. If I were to choose a text for my homily it would be, “If you want to get right with the humane ideal, you must first get right with language.”

I

The basic concept of structural linguistics is that speech is language. This generalization is not new, but it must be accepted in a new light. Mankind did not become a new species in the animal kingdom until two or more men and women
could utter distinctive vocal sounds and transmit the same meanings whenever
these sounds were produced. If the anthropologists are right in asserting that
mankind is about a million years old, then language is a million years old. All
former notions about the origin of language must now be revised, and certainly
the fable that language is a few thousand years old must be discarded. The Tower
of Babel story has a wholesome allegorical significance, but its context must be
altered. The postulation of an Indo-European parent language for the Western
world also needs modification. In short, almost all pre-1920 philosophizing about
language now belongs in the realm of folklore.

The structuralist bids us to look at the child as it learns to speak if we would see
the history of mankind repeating itself. There and is one exception: the first human
being had to discover and devise the code of sound signals which became language.
How this code grew into the dynamic system that now exists must not detain
us at this moment. What we are concerned with is the way language became an
inheritance for the second and every other generation of human beings. The same
principles that brought children into language a million years ago are operative
now. The point of departure for all discussion of language, therefore, must be the
steps whereby a child today learns language.

At the risk of repeating an obvious truth I must insist as a kind of overriding
statement in this essay that it is language and language alone that makes mankind
human. Other primates have all the organs of man, but only man has speech. Only
man has the incentive to use these organs that were meant for other purposes, to
produce the vocal sounds called speech. Only man has a historical tradition and
perspective, a sense of progress made and still to be made. Only man has a device
in song and story for the perpetuation of his memorable moments. Only man has a
symbol on which all the learning and all the arts have been constructed. Only man
has aspirations toward something better. The animals make the same sounds, build
their homes in the same way, and live the same restricted lives they did in Homer's
day. Only man has a sense of the illimitable possibilities open to him and of the
nature of the universe in which he is a tenant. All that man is and can be results
from language. There is no more hopeful thought than this one: each of us has, to a
degree, a shaping influence open to us as a result of our possession of language. As
teachers our opportunity is as great for constructive service as is the atom bomb for
destructive purposes. Language is the great force whose potential has never been
fully studied. If we would spend as much money in learning the nature of language
as we have expended in decoding the secrets of the atom, we could find the means
of harmonizing all mankind.

The great contribution of structural linguistics has been its discovery of the
systematic nature of language operation. Where all once seemed mystery or magic,
now simple principles apply. Language is a sound-signaling system. In English 33
distinct vocal signals (9 vowels, 21 consonants, and 3 semi-vowels) interplay with
4 levels of pitch, 4 degrees of loudness or stress, or stress, and 4 lengths of pause
or juncture. These 45 units that have no meaning in themselves, are all that are
needed’ to form combinations that do have meaning. It comes almost as a startling
thought that all that has been and can be said in the English language emerges
through the varying combinations of 45 sound units, just as the derived code of
writing presents the full scope of expression by means of 26 alphabetic letters and
12 punctuation marks.

Language is also a structured system. Every meaningful succession of language
sounds has a rhythm, and each language has its characteristic tune or melody
playing over its rhythm. Just as it is easy to identify individual speakers through
the timbre of their voices, so it is possible to identify languages through their tunes.
More obvious to most people is the systematic syntactic operation of sentences.
Because a vast vocabulary exists in almost every language, it is often thought that
the vocabulary makes the language. The fact is that the two systems of sound and
syntax make each language. Any-body can master the words in a dictionary and
still not "know the language; only a fluent delivery of the speech patterns provides
the necessary basis upon which the dictionary entries can be used properly.

The basic principles underlying the systematic operation of all languages are
the same. All languages employ in varying degrees the devices of word order,
inflection, agreement, word-grouping, apposition, repetition, and substitution.
Nearly every language has language-words, called structure-words in English’
which form groups; the most familiar of these are prepositions’ clause markers,
and auxiliary verbs. Nearly every language uses pitch, although a language like
Chinese uses pitch more than does English. In short, the similarities among all
languages are much greater than is commonly realized. The differences result
from the differences in basic sounds and in the systematic arrangements of these
sounds into tunes and syntax’. The writing codes also differ, but these differences
are systematic and become easily intelligible in terms of the speech codes on which
they are based.

The code of speech is the source of—and the chief validation of—the code of
writing. That is, the writing code, though it cannot have a one-to-one relationship
with the speech code, must always be viewed as a substitute for speech. For this reason
it is unwise to assume that “silent reading” is a desirable early goal in the education
process. The proper approach to writing is through speech, and the differences
between the two codes must be lifted to awareness. Speech is a stream of significant
vocal sounds uttered into the disappearing air in homogeneous time relationships
in such a way as to give the distinct impression of a tune accompanying the rhythm
of expression. Writing is a linear sequence of significant graphic language marks inscribed upon a durable physical substance in homogeneous space relationships whose total effect is that of a geometric design. The contrasts thus include sounds and marks, acoustics and graphonomy, air and material substance, evanescence and permanence, time and space, music and geometry. Despite these differences the similarities in the primary signals are so great that most people assume an equivalence of the two codes. They are, of course, separate codes with their own principles, but it must never be forgotten that speech is the original code.

Writing is so important as a bearer of the cultural record of a people that it is natural for the educator to place it higher in a scale of values than does a linguist. Certainly our whole school program is based more on writing than on speech, but effectiveness in such a program cannot be attained if students do not achieve a mastery of the systems of speech and writing. The structuralist, therefore, asks that educators build their programs in terms of the necessity for having students become experts in handling both the oral and written codes before attempting to move into the higher branches of learning.

II

The manner in which a child enters into his native language provides the basis for pedagogical principles in the teaching of language. An infant enters this world with the capacity to speak any language. The vocal apparatus is not specialized. He forms his sounds on the basis of what he hears. His native language is the one he hears and makes in infancy. The greatest heritage of a human being is language. Babies seem intuitively aware of this fact, for they crave language and they respond to it. Some selection process makes it possible for them to form a few sounds, and then as they grow older they utter their words in the systematic patterns of the native language. Their so-called mistakes in English, for example, are largely in the irregular forms, as in “I buyed a book” or “I singed a song.” That is, they somehow get the basic sound and syntactic systems first, and this possession is theirs long before they have much of a vocabulary or a capacity to utter much more than idiomatic phrases. All a child knows of language is what he has heard. He necessarily adopts whatever usages his ears take in, and his speech is a part of his total behavior. His ear is his most important sensory receptor for language, although his eyes help him discover and imitate gestures and facial movements that can accompany speech.

Whatever language a child speaks, therefore, has come to him through the ear. The extent of a normal child’s language power is dependent upon the amount of language which he has heard. Since mongoloids and other handicapped children are able to use language, it is evident that intelligence is not the only factor in
language learning. Indeed, it seems quite clear that discrepancies in language power among non-handicapped children are largely a matter of experience and not of mental ability. Wherever parents or nurses have dutifully spoken constantly to children and have provided opportunities for children to develop their language capacity, there is evidence of language skill. On the other hand, wherever children have been discarded into a solitary, languageless existence there is evidence of backwardness. A considerable amount of juvenile delinquency can be traced to language backwardness. By the age of six a child should have become expert in the code of speech. If he has not a real facility in expression, then the school must focus upon giving him speech before it gives him reading. There is no greater crime against a pre-school child than shutting him out of competence in speech. Failure to give him speech is equivalent to denying him a passport into human society.

The school exists primarily to bring a child into literacy, that is, to give him the ability to read and write. The steps into reading must parallel his entry into speech. The eyes now become all-important, but he must learn to read in terms of what he is accustomed to hear. Thus eye perceptions and ear perceptions must go hand in hand until the two systematic codes are handled with equal facility. A child of six or seven should seldom read anything at sight, and certainly he should not read silently until he has gained proficiency in reading aloud at normal speech speed what he sees in print. Backward-ness in reading is usually the result of inexperience and not of low intelligence. Possibly no error has been so devastatingly cruel to children as the too early decision that I.Q. scores excuse teachers from insisting upon making their pupils master reading. An I.Q., which is based partly on reading skill, is not so much an indication of intelligence as of the amount of time a student needs to become proficient in a subject. Just as every child can, and desires to, enter into speech, so every child can become a good reader.

Too much emphasis has been placed too early in a child’s career upon writing. In a society in which age sixteen is the earliest permissible school-leaving moment, it seems unwise to ask children to write before they are able to read extensively. The muscular skills necessary to writing must accompany ear and eye skills, and hence a too early introduction to writing can lead to poor habits and bad attitudes. Writing is not a language skill; it is a form of drawing, and writing should not begin until a child has the ability to manipulate a pencil and to place designs on a line from left to right. The age of eight is early enough to begin writing. Once instruction is begun, there should be continuous practice in exercises that help sharpen the child’s awareness of the different language patterns and especially the special requirements of the code of writing. Imitative practice rather than original composition should mark most of the work, and the whole writing enterprise should be given the context of pleasant activity.
The problem which faces most college language departments today is that of a student body which has not been introduced adequately to language knowledge and to the arts of reading and writing. Foreign-language teachers are attempting to teach French or Spanish to young people who are inexperienced in maneuvering their native language. English teachers are attempting to superimpose upon this weak foundation a mass of knowledge about the two codes of speech and writing without providing the essential experience which is lacking. The result has been frustrating to the students and stultifying to the teachers. A handbook full of rules about usage and grammar is usually assigned to students; this tome is useful chiefly to editors who already know their way around in language. Some few students may benefit from the required exercises in memorizing these rules, but the vast majority lay down the book at the end of the year without having received permanent benefit beyond the gift of a passing grade.

A radical change is necessary in the teaching of language. Foreign-language teachers must adopt the procedures which brought children into their native language. The system must be taught, as it is now being taught by the method of Edgar Mayer and Theodore Mueller in La Structure de la Langue Francois (U. of Florida, 1958). English teachers must take their students where they are and perfect their knowledge and skills in speaking, reading, and writing. All that has been missed must be made up, not in a context of "remedial" or "dummy" English, but in a spirit of preparation for the great tasks ahead in the fifty years of active vocational life to be enjoyed by the students. The students with poor speech habits must be bathed in good talk until good talk is the normal production, the inexperienced readers must be moved through the simple types of reading which they have missed. The inexpert writers must practice the patterns of essays, fiction, and poems until their imitative exercises provide the necessary proficiency for original composition. In this process each student can develop a true and proud literacy because he is truly competent in the language arts. No other result than this one is desirable, no less result should be accepted. Certainly the substitution of a handbook of knowledge about language for this kind of competence must be considered equivalent to short-changing a student. He deserves to enter the heritage of great expression and to become a creative worker in the largest enterprise open to human beings, the creation of a better society.

Recently Vance Packard published The Status Seekers (1959), a work so full of meat for language teachers that it ought to be required reading. To it might be added Allison Davis’ Social-Class Influences upon Learning (1948). Packard analyzes the circumstances, including the influence of education that tend to fix the status of individuals in America’s several classes. Davis shows that current
school procedures “penalize most heavily the pupils of the lower socio-economic groups” (p. 39) and that “in making the linguistic factor the chief basis for judging mental capacity, the test-makers have chosen one of the poorest indicators of basic differences in problem-solving capacity” (p. 85). The two books provide the basis for new attitudes on the social goals of language teaching.

Because language is the humanity-making device, the language teacher must see his task in terms of a larger student goal than the acquirement of a few odd pieces of information about words and punctuation. Language is the central instrument in society, and its centrality must be honored by perfecting students’ use of it. The tendency has been to perpetuate old attitudes. “Academic culture,” says Davis, “is one of the most conservative and ritualized aspects of human culture” (p. 97). Possibly in the field of language teaching the scholastic tradition has its most tenacious roots. Much in that tradition is good, but there is a great deal that needs to be changed. Language can no longer be viewed merely as a graceful accomplishment available to the few. Language belongs to all people, and all people can attain expertness in speaking, reading, and writing.

Authors can be developed only in a context of the joyous use of language and a capacity to manipulate easily the various literary forms. Repressive teaching devices, such as those associated with workbooks and handbooks, inhibit the free flow of the imagination and put galling fetters upon the hand that writes. The traditional image of the language teacher is that of an ink-squirting ogre who leans over writers to sneer at every word. The real teacher frees his students. He gives them competence before he asks them to write like Emerson. He demonstrates that mastery is open to all. He makes possible and thus secures, excellence from his students. He opens doors into the whole of humanity by making it possible for every man to speak and write to all other men. Through language can come all the gifts that mankind has striven for through the ages.

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Another Language—Another Pattern of Thinking

Albert M. Gessman

“Getting acquainted with one more language means living one more life.”

T.G. Masaryk (1850-1937)

Foreign language study is on its way back into our schools. Materialistic thinking, assessing its value in terms of utility, and having found it wanting, had been driving it out; the same thinking, now evaluating it in terms of national security, is bringing it back. As language teachers, we hail this overdue comeback, whatever its reasons; but while doing our best to fulfill the legitimate needs of our society, we should use the opportunity to get language teaching back to the place where it essentially belongs: to education in the basic sense of the word.

For centuries, the study of foreign—notably classical—languages was embedded in an educational system that emphasized the acquisition of knowledge and the training of the mind. The growing complexity of modern society has shifted the emphasis of school curricula to social adjustment and practical skills. It is, however, unjustified to try to reach this certainly necessary goal at the expense of the other. This, alas! Has been done widely, and the deplorable spreading of semi literacy and prefabricated thinking we can witness now is the unwelcome result. True progress in education as elsewhere does not mean destruction of the old to make place for the new but harmonious integration of new insights into old, time-proven ideals. And this is what we need.

Foreign language study is admittedly of little value for social adjustment in a basically unilingual country like ours; but as a means for the development of mind and personality it is independent of nationality. The aphorism quoted in the beginning overstates its case as most aphorisms do in order to bring out their point sharply but no doubt a deep truth is hidden in it. Language and its users continuously interact: man, or more precisely, creative individuals within a speech community, shape language to fit their need of expressing new ideas: hence a continuous semantic development and turnover in the vocabulary. On the other hand, even the creative individual—let alone the average member of a speech community—remains largely the prisoner of his language because it is hard to conceive of ideas for which one’s language has no means of verbal expression. Each language has its own “esprit de langue,” which may be defined as the linguistic reflex of a communal pattern of thinking; this, slowly modifying and adapting itself, is handed down from generation to generation over a long period of time. No one,
not even the foremost linguist or the boldest poet, can dare to introduce sudden changes in bulk. Language being a system of conventional signs, he would run one or both of two risks: his innovations might be unintelligible or unacceptable to his community. Unacceptability could result from a feeling that innovation is too strange, too unconventional, or even too ridiculous, altogether not in line with the esprit de langue and offending the community’s “linguistic instinct” (Sprachgefühl).

This esprit de langue is absorbed gradually by the foreign student who thereby acquires new, hitherto unheard-of patterns of thinking. To call it acquisition of a new, additional personality, an additional life, is naturally exaggerated but it is certain that the mastery of a second or third language does add a new dimension to one’s personality.

The road to the mastery of foreign languages via our school channels is still thorny. The public support foreign languages have begun to enjoy is not yet wholehearted: from the two, three, or—at the very best—four years a language curriculum may comprise it is still a long way to the six or seven years that are deemed indispensable for the first foreign language in other countries. The question is then: if the road to real mastery is blocked by unfavorable conditions, has the acquisition of a partial or perhaps only nodding acquaintance with a foreign language any educational value at all?

On the basis of almost a quarter-century of experience, this writer is inclined to answer with a quality yes. Mastery of a language, which implies a long period of using practicing it, produces new thinking patterns in the student’s mind automatically but they often remain subconscious. If the study time is too short for mastery, the teacher can expose the student to these patterns by conscious effort of pointing them out and analyzing them. This method, applicable in a curriculum of any length, makes the new experience in thinking patterns fully conscious. It may appear on the surface that this approach consumes much extra time that could better be used for practice but this is actually not the case. In most instances, it is rather a shortcut to the student’s understanding of difficult features of the language studied, which it would take much more time to absorb by mere practicing, i.e., by automatization of patterns.

If language study is seen from the angle of mind training, it does not make much difference which language is studied. The classical languages were preferred for a long time as more suitable for the purpose. It was thought that the rich inflections of Latin and Greek and the strict rules of accidence deriving therefrom and favoring involved clause and sentence patterns, would train the mind in logical and analytic thinking. While there is no doubt that this can be achieved through a study of Latin or Greek, other disciplines (mathematics, logic) can bring the same benefit of classical studies is erroneous; they bring a tremendous
enrichment of personality in quite different areas. In terms of the student’s being exposed to unfamiliar patterns of thinking—and no other subject matter can do this so efficiently as a foreign language—there is no particular reason for preferring Latin or Greek to a number of other, living or dead, languages.

There is a point to ponder, however. Each language has its own “esprit de langue,” and thus, qualitatively, the same basic benefit can be derived from any one. Quantitatively, however, it may be said in general that the farther a language is removed in space and/or time from English, a member of the Atlantic community of languages, the more will its esprit de langue be different. The rarely offered and “exotic” languages (Russian, Arabic, Hindustani, Malay, Japanese, Swahili, etc.) whose study is now encouraged by our federal government, will lend themselves excellently for the purpose in question: in their patterns of thinking, they are much remoter from English than are German or the Romance languages, studied more frequently.

The brief and eclectic survey of linguistic material we shall give on the next pages does not pretend to offer new discoveries. It is intended to help many a language teacher to see his subject from an angle that may be new to him, and to do some digging of his own along the suggested lines so as to be able to introduce his students efficiently to the pattern of thinking of his foreign language. It also intends to convince of the reality of the proposition discussed here those to whom the conception of language as a reflex of a pattern of thinking may seem strange.

Most obvious but most limited in the scope of concepts are characteristic ways of thinking as expressed through this vocabulary and idiom stock of a language, in other words, semantic characteristics. English has a number of words untranslatable into other languages because the concepts are lacking or at least not current there; for the same reason, many foreign words have no exact English translation. When the concepts in question spread beyond their original home the foreign word is borrowed or replaced by a “loan translation” (“calque”). Such are, e.g., English gentleman, poker face, smartness, fairness, outsider (German calque: Auszenseiter): German Übermensch (Engl. recent calque: superman), Lebensraum, Weltanschauung, Heimweh (Eng. calque: homesickness), Gemütlichkeit: French honnête homme, jolie fille, esprit, bravoure, prestige, sympathique; Greek logos, hubris, kosmos; etc.

The English-speaking student is often puzzled when he learns that the foreign language does not have specific word for concepts quite obvious and trite to him. Russian cannot express “I have” (u menä est’ syn = with me there is a son = I have a son), nor can Hungarian (nekemkönyvem van = to me is a book of mine = I have a book) or Hebrew (yêshliiggereth there is to me a letter = I have a letter). Russian has no word for “I must” either (ädolženitti = I [am] obliged to go, or
French and Spanish have no words for “to stand” (je suis debout = I am on end, estoy de pie = I am afoot) and “to sit” (je suis assis, estoy sentado = I am seated). Spanish has no specific word for “parents” (los padres = the fathers), French has none for “daughter” (fille today = girl). English, on the other hand, has no equivalent for German Geschwister = Czech sourozenci (brothers and sisters collectively), German Feierabend (end of the working day), Spanish la siesta. French distinguishes the sexes, ages, etc. of cattle (boeuf, vache, veau, génisse) but has no separate word for “cattle” (German Rind); Hungarian distinguishes the younger brother (ōcs) from the elder brother (bátya) but cannot say “brother” (testvér = brother or sister). Latin has words for “mat white” (albus) and “glossy white” (candidus) but none for “white”.

Foreign languages distinguish concepts that to the English speaker’s mind are incapable of subdivision because English provides only one word in each case. Thus, “time” in Spanish tiempo or vez, Russian vremä, pora, or raz. English “to love” in Greek ἐρών, ἀγάπαν, στέργειν or philēin, each of which covers quite different concepts. But often the opposite is the case, which is not less puzzling to the English speaker: “mind,” “spirit” and “wit” is the esprit in French; “do” and “make,” hacer in Spanish, faire in French delat’ in Russian.

Often exact semantic equivalents to English words and idioms are available in foreign languages but the way of thinking underlying their formation is quite strange. The in-laws are all “beautiful” in French (belle-mère, beau-père belle-soeur, etc.-irony? euphemism?). A compatriot is a “son-of-our-home” (hazánkfia) in Hungarian; an octogenarian is a “man-a-son-of-eighty-year” (‘ish ben sh’mônimshânâh) in Hebrew; a policeman is “eyes-eyes” (mata-mata) in Malay. The democratic American signs his letters “Y ours truly” and answers the rollcall by “here!” The Castilian, formed by a feudal society, uses “S.S.S.Q.B.S.M” (susumisoservidorquebesasusmanos = your obedient servant who kisses your hands and “Mandeusted” (“command me”)-what a profound difference in national psychology!

Most important-and one of the greatest differences in foreign language study-are the different connotations. Most English words have, beside their central meanings, numerous side meanings, and so do the foreign equivalents. The trouble is that the side meanings (connotations) are not identical. But when we use a word in its denotation or one of its connotations, the repressed meanings are present to the subconscious mind, thus endowing that word with a specific (e.g., poetic, humorous, obscene, etc.) flavor that is absent or different in the foreign equivalent. The same holds true of English equivalents of foreign words. We must learn how to use discriminatingly the Spanish address pronouns tú/usted and vosotros/ustedes to avoid insults unwillingly provoked by a mistake; we must be careful about the
context in which we use the German word *Dirne* (in a rural context it means “female farmhand” but in an urban context, “prostitute”) or the word *Haupt* (“ich setzemir den Hut auf das Haupt” is ridiculously poetic in an everyday situation).

There is no doubt that at the basics of all these differences are different concepts of things and ideas, most of which can easily be made to stand out by a bit of psychological analysis. The differences in thinking are much more on the surface with idioms and proverbial expressions. The American *has* breakfast, the French and Spaniards *take* it, the Germans eat it, while the Slavs just *breakfast*. When two persons meet, the Anglo-Saxon asks his opposite number *how he is “going”*; the German, *how it is going to him*; the Spaniard or Italian, *how he is*; the Russian, *how he is living*; the Czech, *how things are “conducting themselves” for him*; the Malayan (eager for gossip?), *“what’s the news”* (*Apa khabar?*); the Mswahili, a little pessimistically, *“what’s wrong with you?”* (*Hujambo?* = what do you have?); but expecting the answer, *“Sijambo”* (I have nothing=nothing’s wrong with me). The Arab or Jew is not curious at all and satisfied to wish his fellow man health, welfare and peace, all wrapped into one word, “salâm” or shalom.

Very characteristic for the way of thinking of peoples are the areas of activity from which idioms are preferably borrowed to be used metaphorically. Such areas may be taken to the nearest to the heart of the average national in question. The British have a predilection for seafaring and the sports (*embark on something, plain sailing, know the ropes, launch something, shipshape; teamwork, make a point of, ride the high horse, dark horse*); the Germans for war and hunting (*den Spieszumkehren, die Scharteauswetzen, im Schildeführen, ins Hintertreffengeraten, Fehdenhanschuh, Lachnsalve*); the Slavs prefer agriculture and the crafts; etc.

More hidden are the sweeping differences in patterns of thinking expressed by morphological syntactic characteristics. Here we often touch on peculiar views of the world and philosophies of life. Even where such implications are absent, the peculiar way of thinking is often striking.

Thoughts are normally expressed in sentences and an analysis of sentence structure reveals some aspects of thinking patterns. In English, two characteristic features stand out: a relatively strict word order and a small measure of formal interdependence among the sentence parts. The recent development of English has shown the same trend.

The English word order of the sentence core (subject-verb-direct object) has now become immutable, even for questions (*The boy reads a book:Does the boy read a book?*). The growing use of *est-ceque* brings French to the same stage of development (*Paul veut chanter:Est-ceque Paul veut chanter?*). Latin, on the other hand, may arrange the sentence parts in any way; German has almost the same
freedom and so do Slavic and many other languages, using this freedom to express subtle shades of emphasis.

The development of stereotyped sentence clichés is usually ascribed to the loss of case inflections. This is an error. Where the “esprit de langue” insists on that freedom, ways and means are found to preserve it without case endings (compare Span. El muchacho lee sulibro. Lee sulibro el muchacho. Su libro lo lee el muchacho.) The psychological issue here seems to be unbound versus disciplined thinking.

As for the interdependence of sentence parts, there are many languages (Chinese, Burmese, Malay, etc.) having none of it. English has almost reached this stage and modern (spoken) French is only little behind English. Let us compare a sentence in its singular and plural form in English and French:

(Engl.)
Having worked hard, our old servant became tired and fell asleep.
Having worked hard, our old servants became tired and fell asleep.

(Spoken French in phonemic spelling)
ε outcryvayeboku, notr’vövalv eax’nufatige e setâdormi.
ε outcryvayeboku, no vövaleso dv’nufatige e s’sôtâdormi.

In English, where we have chosen an extreme example, the change from servant to servants has left the rest of the sentence untouched. In French, notr becomes no (nos) and ε (est) twice changes into sô (sont), though in written French the reader’s eye would detect four more changes (valet-valets, devenu-devenus, fatigue-fatigués, endormi-endormis). Compare the same sentence changing into the plural in Spanish and Czech:

(Span.)
Habiendotrabajado mucho, nuestoviejocriado se pusocansado y se durmió.
Habiendotrabajado mucho, nuestosviejoscriados se pusieroncansados y se durmieron.

(Czech)
Pracovavtěžece, nášstarýsluha se unavilausnul.
Pracovavšetěžece, našistrařisluhové se unaviliausnuli.

In both languages—in Czech more so than in Spanish because of the number change in the gerund—the sentence parts are closely knit together by suffixes showing number. This would be similar in Latin, Greek, Hebrew, Swahili, etc., while the Uralic, Altaic and many other languages would rather resemble spoken French. The issue here seems to be one of analytic versus syntheric (global) thinking.
Very interesting is the role that sex seems to play in human thinking. Most languages other than Arya, Semitic and Hamitic, seem to place little emphasis on its verbal expression. English, though of Aryan lineage, has given up this emphasis almost entirely and few remnants are extant (he-she, father-mother, bull-cow, actor-actress, etc.) The Romanic, Slavic, or Semitic languages, however, can hardly as much as name a person without reference to sex. Compare these three short letters:

ENGLISH: Dear friend:
I was unable to come to see you last Friday because I was ill. My teacher told me to go to the hospital for a few days, and my cousin took me there in the afternoon. Now I am all right again and I’ll see you soon.
Your friend, Billie

SPANISH: Muy amiga mía:
No pude visitarte el Viernes pasado porque estaba enferma. Mi profesora me dijo que fuese a la enfermeía por unos días y mi primo me llevó allí por la tarde. Ahora vuelvo de estar bien y te veré pronto.
Tu amiga Guillerma

CZECH: Milá přítelkyně, 
Nemohla jsem tě navštívit minulý pátek, protože jsem byla nemocna. Má učitelka mi poradila, abych šla do menocnice na nekolik dní a muj bratranec mě tam vzal odpoledne. Nyní jsem zase zdráva a brzo tě navštívím.
Tvá přítelkyně Vilma

Four persons are involved in this communication: the writer, the friend, the writer teacher, and the writer’s cousin. From reading the English version, the sex of none can be established. In Spanish, there are seven references to sex, enough to establish the sex of all persons concerned (the cousin, “primo” is male; the other three, female). In the Czech version there are sixteen references to sex; the writer’s and the recipient’s sex are established within the first three words.

Among the languages emphasizing sex, the degree of emphasis varies. In many languages with three genders, living beings-regardless of their sex-can be referred to by neuter nouns, e.g., German, das Kind, das Weib, das Mädchen; Czech dítě (child), děvče (girl), kotě (kitten). The emphasis is much stronger in the Romance, Semitic and some other languages where, in a way, the whole world is personalized and sexualized by splitting the stock of nouns into masculine and feminine only.
Interesting details are found in the area of personalization/sexualization of things. As one example of many, let us quote the case of sun and moon. English, potentially using he and she respectively for reference, and the Romance languages (el sol/la luna, le soleil/la lune, etc.) personify the sun as male, the moon as female. So did the Romans and the Greeks (sol/luna, ho hêlios/hêselênê). German makes the sun female (die Sonne) and the moon male (der Mond). Slavic does not personify them at all; the sun is neuter. (Cz. slunce) and there are two words for the moon, one masculine (Cz. měsíc) and the other feminine (Cz.luna).

Even to the English speaker who is certainly used to disregard sex, it comes as a minor shock when he becomes acquainted with languages which neglect sex to such an extent that not even the personal pronoun can show it. Hungarian has only one pronoun (ó) for “he,” “she,” and “it,” and Turkish (o), Swahili (yeye), Malay (ia) and many other languages follow suit.

The English speaker is certainly puzzled by the fact that many languages show number not only in nouns and pronouns but in almost all parts of speech. This, he would feel, is superfluous because in Spanish “nuestras hijas cantaban” neither “our” nor the action of “singing” represent a true plurality: but he would also be convinced that the distinction daughter: daughters is essential and indispensable. What a shock to learn that Malay, Chinese, etc., can do without it!

Extremely interesting are the different attitudes to time as expressed by verb forms. Most European languages are enough concerned with the time of an event to have their verbs distinguish between past, present, and future. The Romance languages even distinguish an immediate from a remote future or past (French je vais faire: je ferai; je viens de faire : je fis) . The Semite, however, still lives in the eternal timelessness of the desert: his verb cannot distinguish time. Neither can the Malay verb: the tropical jungle is timeless, too.

Among the languages distinguishing time, many are also careful to express the time relation between main and subordinate actions by special tense forms, e.g., the plusquamperfectum for anteriority in the past in Latin, and its equivalent in Germanic and Romance languages. Slavic has no such concern but is extremely meticulous in denoting duration by giving its verb “perfective” and “imperfective” aspects. Czech goes to some length in keeping apart not only momentaneous actions from durative ones but also the latter from habitual and serialized ones:

uviděl/jsem ho= I caught sign of him
viděl/jsem ho= I saw him
vidal/jsem ho= I used to see him
vidával/jsem ho (každýrok) = I used to see him (each year several times)
Another Language—Another Pattern of Thinking

Other aspect-conscious languages are Greek, the Romance languages (for past actions only), Lithuanian, Semitic. German is unconcerned but English, its cousin does distinguish actions in progress from such not in progress. The issue here definitely seems to be a difference in outlook on work and action.

In connection with this we should also note the attitude toward the performer of an action as expressed by voice. The Romance and Slavic languages shun the passive for imperfective actions. (Fr. on dit que . . . , Span. se dice que . . . , Russ. govorat, cto . . . , Cz. říká se, že . . . ) . English has no such prejudice (it is said that . . . ). Some languages (e.g. Basque, Gruzian) strongly prefer passive verbs.

In a related category fall differences such as, Engl. I am cold, Fr. j'ai froid (personal) vs. Germ. miristkalt, Cz. mně je zima (impersonal). Russian in particular has a strong predilection for impersonality and almost all modal auxiliaries are expressed in this way: mne priho ditsâ (it arrives to me = I must) , mne svobodno (to make it is free = I may) , mne nado (to me it is necessary = I need) , mne hočešťâ (to me it wants = I want to) mne nel'zâ (to me it is impossible = I must not), etc. Hungarian and other Uralic languages share this bent.

Other differences in concepts concern the division of space around the speaker (Span. éste = the one near me :ese = the one near you : aquél = the one near him and the adverbs aqui : ahi : allí versus Engl. this : that and here : there) ; the definiteness or indefiniteness of abstractions as expressed by use or omission of the article (Engl. man, life, justice versus Fr. l'homme, la vie, la justice and Germ. der Mensch, das Leben, die Gerechtigkeit) ; of objects, in particular the partitivity of direct objects after negative verbs (Engl. I don't have money vs. Fr. je n'ai pas d'argent, Cr. nemámpenêz {genitive!}; the distinction of animate from inanimate direct objects (Sp. busco al padre :busco el pincel, =Czech hledám otce :hledám štětec) ; and many other issues.

We shall not close without touching one particularly conspicuous area of psychological differences among various language communities: the verbal expression of emotions. Also here we must limit ourselves to a few casual remarks.

The means for expression of endearment (other than intonation and gestures) are lacking almost entirely in English, French or Northern German, which show a strikingly sober and matter-of-factly attitude to emotional life. What, for instance, can you do in any of these languages with a name like Mary to show your affection either as a lover or as a parent or as a friendly stranger? Not much. A Northern German may perhaps say Mariechen or the dialectal form Mareike; the Englishman or Frenchman not even that. Compare this with the Italian variants Mariú, Marita, Marietta, Marina, Marinetta; the Czech, Mářa, Mařka, Mařenka, Maruška, Marušinka; the Hungarian, Marika, Maricza, Maricska, Micika, each of
which may be reinforced by the possessive suffix of the first person (Marikám, Micikám, etc.) ; the Austrian, Mariédl, Mitzi, Mitzerl, Mitzerle. In some languages, the use of hypocoristic (“endearing”) suffixes can even be extended to the adjectives and verbs: Spanish pequeño: pequeñito: pequeñicito; Czech malý (small) : maličký, malininký, or malinoučký, or spát (to sleep) : spinkat. Maybe no language can go farther than Czech in a sentence such as, malinké dět’átko spinká v postélce (each word has a hypocoristic suffix). An English translation such as, “the little child sleeps in his (little) bed” catches the semantic element only; the emotional content is simply untranslatable. It should be noted, by the way, that such affixes are not interchangeable without a slight modification in the emotional content; you may use a different form in addressing a playmate, a classmate, a sister, a sweetheart, etc. In the same languages, other suffixes may express disapproval, contempt, disgust (compare Span.-ón, Ital. –one, -occio, Czech –isko and the like.

Emotions can also be expressed through the form of address. The Anglo-Saxon addresses every one by you. This may well be very democratic but it deprives him of a part of the poetry of life. A whole category of love lyrics in, say, German must remain a closed book to him because he cannot understand all the fuss about “das erste Du”: this first occasion of saying “Du” to each other is a red-letter day in the life of a couple of lovers. In deceased democratic Czechoslovakia, the pronoun “ty” was also used in many organizations (e.g., the famous “Sokol”) as a verbal symbol of human brotherhood. Very interesting and revealing psychologically is the semantic content of curses used by different ethnic groups. As most of the material in unprintable, the reader is encouraged to work this field for himself.

Finally we should only touch the “social mentality” of peoples as expressed through vocabulary and phraseology. The languages of the Western culture yield much interesting material (compare the above mentioned Spanish S.S.S.Q.B.S.M. and mande usted) but are outdone by far by a number of languages in the Far East (Japanese, Javanese, etc.) which use largely different vocabularies in talking to people of different social classes.

Though the subject matter of this article could be extended to fill volumes, the writer hopes to have brought sufficient material to drive home his point, or rather that of the quotation with which he started. He further hopes that the reader will be stimulated to an exploration, in the direction, of the foreign language he knows and teaches. It will be an absorbing and rewarding exploration-rewarding for himself as well as for his students.

Talladega College
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Film and the Teaching of Foreign Languages and Cultures

*Francoise Pfaff*

(This paper, accompanied by film demonstrates, including Sembène Ousmane *La Noire de*-, was presented at the April, 1978, CLA Convention in Memphis, Tennessee)

The twentieth century is, no doubt, the century of images captured by the camera eye. In the United States, “children under 5 watch an average of 23.5 hours of T. V. a week. That may be less than the weekly video diet of adults (about 44 hours), but its effects are potentially enormous. Multiplied out over seventeen years, that rate of viewing means that by his high-school graduation today’s typical teenager will have logged at least 15,000 hours before the small screen, more time than he will have spent on any other activity except sleep.”¹ Cinema, on the other hand, remains one of people’s favorite means of escape from the worries and routine of their daily life.

Images are not new. They have been transmitted for ages through transcribed symbols or realistic drawings. They go as far back as the pre-historic man who left us signs of his presence on cave walls. Likewise, Egyptian sarcophagi and Greek urns have left scenes of the life in Ancient Egypt and Greece, By walking along the *bas reliefs* or turning the urn, people were in fact enjoying the first films that man had ever conceived.

It would be too lengthy here to describe the slow evolution of the moving pictures from the ancient shadow shows of Asia to our grandfather’s magic lantern or from Leonardo da Vinci’s “Camera obscura” to Louis Lumière’s “cinématographe.” Yet, by skimming over the history of images, moving images and the moving pictures of today, we have already placed images in certain historical and sociological contexts. Indeed, those images reflected the environment in which they were produced. As such, moving pictures or films are also a precious tool for the sociologist, the anthropologist, and anyone interested in the cultures they illustrate. The Encyclopedia *Britannica* considers film as an art which has “developed” a rich language of communication, central to which is the ability to rearrange space and time to produce a totally new “reality.”

In what perspective should film be viewed? If film is a language consisting of images, how is film imagery going to be deciphered? How are film images to be placed in their proper socio-cultural context along with the linguistical elements they provide?

To start answering those questions and before seeing how films can be used in foreign-language classes, it is important to state that film is not a new form of literature, although the tools and methods of analysis may appear similar. Film language deals with images referring to particular representations of an object or emotion. In the case of visual representation of objects, a film image may wrongly appear to be less ambiguous than the language of words. Let us take the example of a cat. Everyone knows that a cat is a cat. In film, a cat, or rather the image of a cat, may be less evocative, less likely to be enriched by imagination, association, or recollection than in literature, where a cat can be many cats unless further description refers to one cat in particular. In film, the cat is represented directly in shape, color, and size but this same cat symbolizes many ideas and feelings according to the socio-cultural context from which the filmmaker, the film, and the viewer derive. As such, a cat may refer to bad omen, femininity, slickness, meanness, darkness, death etc. . . and, of course, we will find many of the symbols already found in literature but placed in a different perspective.

A film raises the problems of aesthetics, sociology, semiotics, and semiology which are both related to the deciphering of signs and the study of the laws that govern them. It is, therefore, obvious that the same sign or symbol will be perceived differently by two people of different cultures as will be exemplified in the discussion of Sembène Ousmane’s film, La Noire de—.

As seen before, film is not comparable to literature, but, at the same time, it would be erroneous to state that film is simpler than literature or that it is more linked to entertainment than to serious and thorough studies. Film images can be very intricate as proved by the works of directors such as Bergman, Godard, and Fellini. The moving picture can be ambiguous because it shows but does not explain, and we all know that people do instinctively search for meanings in images.

Applying Goldman’s theory of the novel (in La Sociologie du Roman) to film, one can say that film is the product of individuals or groups influenced by the society in which they live. American films are often fast-moving, noisy, and technically intricate; and, usually, they are less apt to be emotionally involved than European films. French cinema often focuses on the psychological facets of emotional problems, films from the Soviet Union are propagandist, while films from Latin America and Africa try to convey a particular message tied to the problems of their newly emerged nations. If one applies Jung’s theory, film can be seen as the reflector of the collective unconscious, very much like former myths.
A Marxist approach to film would tend to prove that film is influenced by the
dominant ideology of the ruling class, which owns the means of production.

In fact, the theories of film are many, and the last definition we will analyze
here is film as a true reflector of culture. In her 1947 article, *An Anthropologist
Looks at the Movies*, Hortense Powdermaker wrote:

> Through the study of American movies, we should likewise contribute
to the understanding of the American society. We assume that movies
will reflect values and goals of folklore; the theatre and literature have
always reflected them.

Defining films as cultural reflectors, and cultures include languages, we
now start to see why films should be introduced in the curriculum of
foreign-language classes.

If it is true that “the history of language is the history of change,” the teaching
of languages should include changes adapted to the evolution of societies. We
know that 96.6% of American households have at least one television set. Why,
then, should the teaching of foreign languages and cultures remain exclusively
imprisoned in the print-oriented tradition? Why not appeal to students through
means to which they are already accustomed and attracted? Why should the
teaching of foreign languages be fastidious when it truly can be exciting? Why
should languages be confined to books when films can present native speakers in
their natural surroundings?

Recently, it is true, many schools have developed modern-language
laboratories in which students can repeat basic structures and sentences read by
native speakers. Although such equipment should indeed remain, nothing replaces
the audio-visual content. I don't mean 10-minute films or mediocre time fillers
used in a classroom when teachers need a break to rest their vocal cords but feature
films of high artistic, technical, and linguistic standards viewed as an integral part
of intermediate or advanced language classes.

Many people, of course, will argue that images encourage the passivity of
the student while reducing their creativity. My experience in this field opposes
such statements since simultaneous perceptions of the same image will trigger
discussions. Films used in foreign-language classes will stress the use of the four
basic language skills: listening, speaking, reading, and writing.

It is after having made such observations that I initiated a new course within the
Department of Romance Languages at Howard University. This course, *France and

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French-Speaking Countries Through Films, includes works by prominent French-speaking directors such as Francois Truffaut, Jean-Luc Godard and Ousmane Sembène. Its purpose is to provide the students with new approaches to the study of foreign languages and cultures based on the viewing, analysis, and criticism of films in French.

The themes studied include youth, family, education, religion, justice, work, race relations, etc. in both France and Francophone West Africa. Most films are selected so as to present several views of the same theme. Race relations in France, a subject which was of great interest to Howard University students, was illustrated by the following works: Joli Mai, (1962) , a semi-documentary film directed by French filmmaker Chris Marker, whose skillful camera wanders among the people of Paris giving to the usually forgotten members of French society the opportunity to express themselves in front of a camera while performing their usual tasks. The film includes interviews with a taxi-driver, housewives, young working women, union leaders, African students, young Arab workers, prisoners, etc. in the tense and insecure climate of France at the eve of Algeria’s independence.

La Noire de— (1966), by Senegalese filmmaker Ousmane Sembène, describes the life, frustration, and ultimate alienation of an African maid brought to France by her white employers. This film enables the students to perceive the mechanisms of neo-colonialism in Africa and also France’s stereotypical ideas of the “Dark Continent.”

La Permission (1967), a film made in French by the black American filmmaker Melvin Van Peebles, illustrates the life of an American G. I. in France and his involvement with a white French girl. It depicts the subtle racism and dubious feelings related to blacks in France. This film was selected because it showed France through the eyes of a foreign director, thus serving as a bridge between films made by French directors and those made by French-speaking African directors.

Soleil O (1972), made by Mauritanian film Director Med Hondo, relates a young African accountant’s attempt to work in France and his subsequent “awakening” to the realities of the black worker’s life in France. It is a highly symbolic film which goes from the historical background of French presence in Africa to the present issues set forward by the migrant-worker population from its former colonies.

The brief synopses previously cited make it scarcely necessary to mention how some conclusions drawn from such films differ from the usual statement found in textbooks based on the official sources of the French Cultural Services, according to which racial prejudice remains unknown in “La Belle France”!
France and French-Speaking Countries Through Films is a three-credit course open to both graduate and undergraduate students. In all instances, the films are used as primary class sources supplemented with bibliographies, biographies, excerpts from textbooks, and newspaper articles dealing with various themes illustrated on the screen.

I also observed with great pleasure that non-registered students attended all the films and class discussions. In other instances, teachers of other departments sent their students to see the films. On the strength of an anonymous survey conducted at the end of the course, I found out that it had been well received by the students, who benefited greatly from a wider range of experiences which strengthened their understanding and learning of French.

The reasons for using feature films in language classes are as infinite as the ways to utilize them. Teachers should not be afraid to innovate. First, the teacher should not feel he is going to be replaced by a machine which we all know with great relief is impossible! In fact, quite the opposite is occurring since it is the teacher who studies and discusses the films with the students. Second, the teacher should not believe that puritan rigidity is always the key to teaching and learning! Why should film be banned from the classroom under the sole pretext that it may also be enjoyable? As people say in France, let’s “joindre l’utile à l’agréable”! Third, the teacher should consider that his audience is generally young and “boob tubed” anyway, as seen before. For every book the average college student reads, he views 20 films!4 Why shouldn’t we plant seeds in prepared grounds? We all know that the visual media affect our students on a daily basis. The use and criticism of films in the classroom will also help them to be more discriminating in their selection of what they view during their leisure time. Shouldn’t classes expand in the direction of the outside world?

To anyone wanting to attempt the experience which I had, my advice would be words of encouragement and patience. The launching of a new course involves convincing your colleagues and the administration that it will be both new and fruitful. A course based on films involves a budget for the rental of films which are easily obtained from American distributors through-out the United States. France and French-Speaking Countries Through Films had a budget under $1000 for 10 films and the funds were supplied by the Mellon Grant of Howard University’s College of Liberal Arts. Then, once the schedule for the film viewing is set, many additional tasks are involved in ordering, receiving, and shipping the films (I may say that all the films ordered came in time in spite of one or two instances of last-minute nervousness when the film arrived on the very day it was to be shown). Classes met twice a week from 4: 00 to 6: 00, one class period was devoted to the screening of

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the film while the other was devoted to the discussion of the previous film as well as a short introduction to the following one. Finally, six typewritten papers were assigned to the students as well as three exams throughout the semester.

Since the outcome of such a course was very encouraging, I would mention that one of my next projects involves a course entitled \textit{French Film Workshop}. It will include the thorough study of filmscripts in French and two scripts written and interpreted by the students. Their films (30 minutes in length) will be recorded by a video-tape system and serve as the main requirement for the course. Tapes of the scripts will be available in the language lab for phonetic purposes, and the writing of scripts by the students will call for the efforts in the field of grammar and composition while stimulating the often hidden creative and artistic talents of the students. Teachers from the School of Communications at Howard University will be invited to lecture in this interdisciplinary class so as to familiarize the students with the techniques of film writing and film making.

I have strong reasons to believe that my introduction of films in the sphere of foreign languages proved to be successful. On the cognitive level, such feature films provided an invaluable enrichment suppressing the abstract notions commonly associated with the teaching and learning of foreign languages and cultures. French, spoken in a French environment, became real in the ears, minds, and mouths of my students; and for me, that was a real achievement!

\textit{Howard University}

\textit{Washington, DC}
Old and New Horizons: Some Suggestions for Cooperations Between English and Foreign Language Departments

Wendolyn Y. Bell

As a direct result of our technological acumen, wish to escape the many problems of our planet, and seemingly insatiable desire for exploration, we have walked on the moon and have viewed television pictures of Mars. By so doing, we have learned, in the words of Montagu Ashley, “…that man will have no other home than the planet on which he was born and that he had better make the best of it.”

Since we are earthbound for living, we are obliged to become increasingly less nationalistic and more international in our outlooks. William P. Pressley predicts “that in the last quarter of the century there will be no foreigners in the world—the pronoun they will be changed to we. We will intermingle the world over. One world, indeed!” Yet, it is imperative that Ralph Ellison’s “Invisible Man” who, because of cultural bias, has been so persistently and systematically excluded from almost every subject, becomes properly visible. In essence, then, this is our first challenge—the see to it that the “dimensions” are so rearranged and reorganized that Blacks are rightly integrated into their appropriate slots. (Further in this presentation, I shall offer some specific suggestions on ways to meet the challenge.)

Within the framework of internationalism in this our global village, one of our principal areas of research should and must be man himself, who has yet received too little attentions in our world of materialism and things, Ashley foresees, and I agree, that “all education will basically be in the humanities, but more broadly conceived than in the past…. Education should be…training in the art and science of being a warm loving and all other training should be secondary to the main purpose.” After centuries of so-called civilization, it does seem somewhat ridiculous that we must set ourself [sic] this goal. But true internationalism will depend upon achieving it.

Viewed from this perspective, it is evident that the humanistic discipline of languages and literatures are destined to occupy an even greater place in the

3 Ashely, p. 19.
curriculum. This our second challenge, will require us to prepare innovatively for our larger role, for which we shall, in all probability, not only have to be its firm advocates, but it defenders as well.

Why do I write that we will probably be called upon to defend our disciplines? Because, and I quote an unidentified University of Chicago Professor, who declares: “The main demand of the more radical at the moment is ‘relevance.’ While in theory it could be well argued that the FL’s have never been more ‘relevant’ to our situation than today, ‘relevance’ in the present debate is usually attributed to courses that presumably make a direct and immediate contribution to changing the social environment, and almost all ‘academic’ subjects are automatically excluded….”

Except for English Composition, and perhaps even that in some cases, all our subjects are academic.

So, at a time when the study of foreign languages in particular and academic subjects in general are under attack, it would seem advisable that cooperation between English and Foreign Language Departments is ever more necessary for, excuse the cliché, there is strength in unity. We of the foreign language disciplines will look for support from our colleagues in English, who, more than teachers of any other subject, should be best prepared to come to our defense. At as time we must be allies in defending our joint academic areas. Paradoxically, then, we face the tremendous task of anticipating an expanded role in the future, but have to safeguard against losing ground at the present time.

Since we expend a great deal of our time in the preparation of teachers, I will address myself to this segment of our work as our third challenge. According to Joel L. Burdin in an article entitled “Promoting International Understanding and Competence,” “the prospective teacher, even more than other citizens, needs to have a broad understanding of those forces which affect all mankind. More than the average citizen, he needs to have those attitudes, that knowledge, and that appreciation which will enable him to help children and youth to attain a sufficient degree of worldmindedness.”

To help achieve this objective, English Departments will have to continue to encourage their students to enroll in foreign language courses where they require direct access to one of the most effective tools for dispelling provincialism and attaining worldmindedness. In the process, the students will improve their own language behavior and broaden their cultural horizons.

More specifically, English and Foreign Language Departments can establish co-majors to include course designed to impart information and develop skills needed by all prospective language teachers. Among these may be introduction to literature, literary analysis, stylistics, linguistics and methods.

As we become more international in our perspectives, English and Foreign Language Departments can and need to cooperatively concentrate their attentions on the area of methods in order to keep abreast of the increasing interest in bilingual education. According to Donald D. Walsh,6 “the teaching of English to native speakers of another tongue is not a task for American foreign language teachers. It is a task for regularly certified American teachers of English and other subjects, who are also thoroughly prepared in contrastive linguistic analysis and who have a thorough acquaintance with their students’ native tongue.” The two departments concerned, English and Foreign languages, can provide the necessary instruction in their separate disciplines while cooperating to give courses where the required skills and knowledge overlap. Not only will we produce better prepared teachers, but we will help them to enhance their job possibilities as well.

Besides training teachers, we prepare students to enter graduate school (who may or may not eventually become teachers), and we also provide instruction at the graduate level. I see making the foreign language research tools really functional as a fourth challenge for cooperation for English and Foreign Language Departments. Incorporating foreign literatures in Comparative literature courses, for example, by the use of translations is not the answer. Where language majors are concerned, I am in wholehearted agreement with Mills F. Edgerton, Jr.7 who states: “the use of translations in courses leads to such abuse that it ought perhaps to be abandoned completely until such time as the general level of sophistication in matters linguistic is such that translations can safely be included among texts to be normally studied as literature.” As a tangential point, I would like to inject that here is a fertile area of our cultivation. We can set as a goal the productions of students strong in contrastive linguistics who would be those most perfectly prepared to produce acceptable translations.

Now back to the point at hand: making the foreign language tools really functional. Since the student has spent many precious hours acquiring his foreign language skills, not only does he need encouragement but also assistance in employing them. I would suggest then that English teachers should expand the bibliographies for some of their graduate and undergraduate course to contain

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entries of articles and book in the foreign languages which their students are studying. Your colleagues in the Foreign Language Department can assist you in identifying appropriate materials. Thus, English instructors can revitalize their own latent tools while assuring that those of their students remain dynamic.

From the instructional point of view, recourse to team teaching—the English instructor and as many foreign languages teachers as may be necessary (i.e., one French and one Spanish)—represents yet another method which we might employ to ensure that the student uses his tool subjects. From the student point of view, where their individual preparation is not in the same foreign language, but two or more different ones, individual oral and/or written reports on the foreign sources can be assigned.

For monographic courses, one on Romanticism for example, we can arrange for team teaching also, if we are planning a more traditional type comparative course. Here the student will be responsible for readings in two languages. Using a more innovative approach, we can structure a seminar on, let us say, European Romanticism wherein the team teaching method can also be combined with the procedure of having our students read in his native language and at least one foreign language.

Thus, our students who are already well-initiated into the practice of using their foreign languages and who have grown accustomed to do so, will not be shy or reluctant to seek such references in their individual research. Out of such research we can expect many new dimensions and a real flavor of internationalism for the world’s stock of knowledge.

Also accruing from studies of the type which I have just described can be several special benefits for Blacks. In a speech given in 1933 (I emphasize the date to point out that some of these have been long-existing challenges), W. Napoleon Rivers addressing himself to the topic “Why Negros Should Study Romance Languages and literatures,” stated the following as two of the desired goals: “to (1) increase his knowledge of the history and literature of his race; (2) to combat falsehood with truth; by searching the sources in these languages and bringing to light important facts which have been obscured, falsified or omitted, and to rehabilitate distinguished personages of African descent who have contributed to world culture but have been detracted or omitted in books printed in the English language…. ” Further on in his speech Dr. Rivers supports his positions by saying that Negroes themselves need to put things in their proper perspective because “…the white scholar goes to the sources but does not bring back the truth. He brings back the matter which fits into the well established [sic] grooves of the

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Suggestions for Cooperation between English and Foreign Language Departments

Nordic mind, relative to the Negro.” Our young scholars will not only find fertile topics for research, but they will be growing in self-esteem as they make valuable scholarly contributions.

Up to this point, I have chiefly written about cooperative efforts between English and Foreign Language Departments in their work to produce teachers and citizens primarily from among those students who are our majors and minors. But what about the far larger number of individuals for whom we provide service courses? Our fifth challenge: while we discuss their needs we will not be excluding our majors and minors because they too are exposed to our instructions at this level. We of the foreign language disciplines will continue to service all the students who come to us, and we would hope, in view of the foregoing discussion, that English Departments will be sharing their majors with us for more than the one or two years sequences of courses. Moreover, we hope that English majors will at least minor in a foreign language or, where possible, have a co-major in English and a foreign language.

But, back to the point at hand—what about those students whom we service? At my own University, I have long been an advocate, without much success so far, of adopting and implementing the slogan “every teacher an English teacher.” We, more than any other teachers, sympathize with our college English teachers who are prepared to give instruction at that level only to find that they must indeed teach a ‘new’ language, standard English, to many of their enrollees. A possible solution to meeting this problem would be adopting some of the methods and techniques used to teach foreign languages or English as a foreign language. Here it is that your colleagues in foreign languages can provide valuable information in helping you to structure courses to enable students to more rapidly acquire the skills needed for improved oral and written expressions.

Many colleges and universities add to and delete from their curricula remedial work in English: the public schools more than the private. This shows indecision as to whether the student should receive college credit for the work, not whether he needs the instructions. We of the Foreign Language, being very familiar with the problem can firm allies in helping you to establish such courses, whether for credit or not, as necessary inclusions in the curriculum. Perhaps through in service seminars the methods and techniques can be explored and agreed upon with assistance from the Foreign Language Department.

Students with stronger English backgrounds are predictably apt to have greater success in all their other courses and foreign language work in particular. The students will be more knowledgeable language wise and will probably profit from

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9 Ibid., p. 126.
being exposed to similar methods of instructions. As a result, the task of learning the foreign language will be easier for student and teacher alike. Therefore, through their cooperative endeavors, English and Foreign Language Departments can be proud of producing students who are better able to communicate.

In my concluding statement, I am using a quotation from Alvin Poussaint who reminds us, when speaking on “The Role of Education in Providing a Basis for Honest Self-Identification,”10 that the black people are not just seeking equality, full rights, and freedom. What’s going on now is also a search and fight for inner emancipation from the effects of white racism—to become somehow purged. So it’s also a question of legitimizing blackness.” No one would deny that we need to be articulate in expounding our own case. To becomes that “warm loving being” which Ashely emphasized as a priority of concern, Blacks must seek means toward establishing a positive self-image which they are prepared to present and interpret to others. With renewed determination to stress the human aspects in our humanities disciplines, if we are successful with one, two, or all the challenges herein set forth, we will be making huge strides toward achieving that goal.

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This report is intended as a thought-provoking antidote to what the author perceives to be a crisis situation and is directed to those most able to administer the cure. The crisis in question is evidenced in the willingness of some higher-education institutions of the United States to discourage the study of foreign languages as a college-wide requirement. This turn of events may, unfortunately, be mistakenly interpreted as a signal that the study of foreign languages is now of lesser importance than the so-called “more basic disciplines.” Foreign languages, however, are a rung of maximum utilitarian value in the struggle of blacks up the economic ladder. Therefore, the administrators of black higher-education institutions, their students and prospective students, concerned United States Government socio-economic and education agencies, and the black community at large must take care not to eliminate precipitously a valuable skill-related discipline the benefits of which, once capriciously discarded, may never be completely retrievable when the blunder is later recognized.

To those underscoring an inclination in some colleges and universities for a modified foreign-language requirement, it should be remembered that many students of the majority population have mastered a foreign language before being admitted to college and are able to show evidence of exposure and travel which black students cannot afford. Also, an earlier trend away from foreign-language study is now reversing itself. Underscoring the intrinsic value of this skill-related discipline for students interacting in the multiculturally competitive urban areas where many of them will be employed, it should be remembered that the tiny but constantly cumulative informational sensitivities accrued in studying a foreign language are essential for success in obtaining grants and fellowships, for passing bar, board, or professional examinations and graduate-school entrance examinations. Black students must not be programmed for a terminal bachelor’s degree or restricted to graduate schools which have a relaxed foreign-language requirement. They must be able to compete, at least minimally, with students from all national institutions of higher education.

Though it is not difficult to understand the financial problems of economy-minded college administrators who are compelled to operate with reduced budgets, nor the lament of students wishing to abbreviate their university sojourn, we deem it imperative to caution them that too narrowly specialized curricula inevitably result in provincialism. More importantly, black students, as guardians, not only
of their own education but also of that of their children, should be cognizant of the experiences of earlier graduated students who, as susceptible undergraduates, yielded to pressures advocating fewer “liberating” subjects. A recent survey emanating from a questionnaire to the graduating class of a major university found that these students, in retrospect, felt the average college student was ill prepared to select intelligently a course of study for his future: “In their search for what was relevant, they were permitted to take what they thought they wanted and to avoid what they didn’t want to take. It wasn’t until their later years that they realized their mistake.”

The courses the surveyed students most frequently wished they had taken were six in all: foreign languages (first place), literature, English, creative writing, science, and philosophy. Bearing in mind that all but one of the above are selected from the humanities, let us alert ourselves to the “pros” and “cons” of the matter as it relates to the study of foreign languages, not necessarily as a major subject but, rather, as a general-education requirement (approximately six semester hours above the elementary level) for all college students. Though we shall focus generally on the total student population of the United States, we shall attempt to evaluate the benefits for the black student of the urban community.

The most frequent arguments against the study of foreign languages decry the time spent in acquiring the skill as disproportionate to the benefits received. It is said that students, on completing the foreign-language requirement, obtain only a superficial knowledge of a discipline which they may never use and, to placate dissenting faculty members, patronizingly retort that the students who need foreign languages “will take them anyway.” Although very few have dissected cats, frogs, earthworms, sheep’s eyes or animals’ hearts since intermediate biology, the time spent can hardly be considered disproportionate to the benefits.

The dictionary remains the perennial best seller, attesting to the fact that, after constant study from elementary school through college, one manages to attain only a superficial knowledge of one’s own language. The foreign service of the United States defines a “useful knowledge” of a foreign language as the ability to handle everyday speech (with the aid of a dictionary) to read a newspaper and discuss a technical article in a particular field. We view six semester hours above the elementary level as a springboard rather than a terminus ; that is to say, there remains no great distance before this level of competence can be achieved.

2 Savaiano, p. 13
Forward-thinking students who recognize their need for foreign languages may not “take them anyway” for, though well intentioned they may be, they are like those of us who fail to keep our new year’s resolutions beyond the month of January. Though the students of the large metropolitan areas pride themselves in being more sophisticated than their rural counterparts, they are, in their quest for equal voice in preparing their own college curricula, programming themselves and their peers, with the help of their easily yielding college faculty and administrators, to remain provincially oriented urbanites due to their eagerness to introduce curricula which afford them their diploma in the least possible time. Perhaps, for their own sake, they will dare to be different if they can come to realize the irreparable harm they innocently heap upon themselves. Can the monolingual person ever really claim to be well educated? No, he cannot. Let us examine the provincialism which we seek to combat.

The urban college graduate, in addition to being a resident of a multilingual world, is surrounded daily in his own city by evidences of multilingualism and multiculturalism which he, knowing only his native language, is unable to perceive. Though he considers himself to be among the educated of the world, he is conspicuous in his limitations and, if he does travel, he cannot help advertising his single-culture orientation. Upon studying even a single foreign language, one simultaneously discovers that language expresses culture and helps the student to acquire tiny but constantly cumulative sensitivities which culminate in an awareness of humanity which cannot be gained in any other way.

Whether the administrator of a policy-setting government agency, an institution of higher learning, a social agency, or big business, the person who fails to perceive the importance of foreign-language study will negatively influence all with whom he has contact. Sadly, the most forceful perpetrators of urban provincialism are the educators who insist upon depriving those they teach just because they themselves did not attempt to “advertise” their foreign-language facility in seeking employment. They are missing the opportunity to understand the varied interests and psychological needs of students who must be encouraged to expand their own horizons rather than to become carbon copies of their classroom professors. One of the most grievous problems of the urban school in this century is seen in the failure of its students to write acceptable English. Even for college students English, along with mathematics, science, and other “difficult” disciplines, remains a subject in which even the native speaker fails to excel.

Many maintain that one should, therefore, direct all one’s efforts to the mastery of one’s own language. What they fail to realize is that those who have difficulty with the English language should avail themselves of every possible opportunity to work with words, sentence structure, composition, oral expression and—yes,
even literature. The study of a single language does not provide a sufficient range of verbal perceptiveness since only eight percent of English words are Anglo Saxon in origin; indeed, there are things about English which one cannot learn in English: “The person who has never comprehended, spoken, read, or written a language other than his mother tongue has little or no perspective of his own language, particularly its unique structure; he has never penetrated the rich areas of learning and experience lying beyond monolingual communication.” Just as one does not become a true musician until one knows more than a single instrument, one cannot defend the validity of any “logic” based on language patterns which do not have universal validity. Similarly, one begins to understand one’s own culture only when one learns to perceive the ramifications of another world culture. It is an error to consider travel as a substitute for language perception if one is ignorant of the written and spoken symbols with which a culture reveals itself.

Though the globe is shrinking—America and Russia have already landed astronauts on the moon—there are still long-distance telephone operators in the United States who ask their customers how to spell “Santiago” and later inform them they cannot find it in the “African” directory; other operators cruelly threaten to charge extra when their bilingual customers interpret in the native language of the foreign operator names and numbers which she (the United States operator) would have been able to understand and pronounce with even a minimal acquaintance with a foreign language. Students sitting on committees with learned administrators should not have to ask for a translation of “addenda” or “errata” of important memoranda. A student from Bolivia should not encounter a single American citizen who believes her country to be a city in Alaska. Department store clerks and restaurateurs ought to be able to give simple directions to their foreign visitors. When two people apply for a single position the one who has, in addition to the job requirements, the knowledge of a foreign language is the one more likely to be hired.

As long as United States housing inspectors complain: “Sometimes you can’t explain (in Spanish) why you’re there” or public health medical personnel or social workers fail to bring medical services to the non-native-born, there will be a need for foreign languages. Even the trend towards including the history of America’s minorities in today’s textbooks can only be completely accomplished through the study of foreign languages: “Spanish archives certainly contain letters, diaries, and sundry accounts which will throw light, of racial importance, on the explorations in the southwestern part of the United States. We remember Estevanico, called El Turco, who discovered the Grand Canyon of Colorado, and led expeditions

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4 Savaiano, p. 13.

5 “Lowering the Language Barrier” (Editorial), Washington Post, June 18, 1974, Sec. A, p. 46.
into Arizona and New Mexico. There were Negroes with Balboa in the Pacific, Pizarro in Peru, Cortez in Mexico, and with other explorers in Guatemala, Chile, and Venezuela. Nor should the memory lapse on the parts played in Cuban and Spanish history by Paez, and in Brazil by Patrocino and Dias. Thus, the study of foreign languages continues to be the key to communication for the world cultures of poverty. The foregoing remains true especially when one recalls how the era of slavery in the United States proved the value of population control through language control when the natural multilingual ability of polyglot blacks was annihilated as people of similar languages were separated and thus rendered politically impotent.

The black student without foreign language skills who is interested in blacks of other countries and in Third World peoples must rely on second-hand information concerning them since seven-eighths of the world’s population is non-English-speaking and four-fifths of the world is non-white. Much information on the history and culture of black peoples is still locked in national archives or in the minds of peoples who have received and who can transmit information only orally. The French-speaking African countries include Guinea, Senegal, Ivory Coast, Togo, Dahomey, Republic of Chad, Zaire, Congo-Brazzaville, Niger, Mali, Algeria, Morocco, Tunisia, Mauritania, and, in this hemisphere, Haiti, Guadaloupe and Martinique. The Portuguese-speaking African countries are Guinea, Guinea Bissau, Angola, Mozambique, and, in South America, Brazil. The Spanish-speaking countries with black concentrations in Africa are Spanish Guinea, Fernando-Po, and the Spanish Sahara. Latin America also boasts of large numbers of Spanish-speaking blacks, many of whom have migrated to the United States.

The student wishing to pursue graduate study will need, in many instances, at least a reading knowledge of one foreign language for the master’s degree and two for the doctorate. We do not believe it is the intention of most institutions of higher learning to restrict all students to a terminal bachelor’s degree. Few will deny that the higher positions of leadership in any given field will continue to go to people with a broad liberal arts exposure which includes foreign languages rather than to those who have limited their proficiency to a single discipline. A knowledge of a single foreign language will give students the competitive edge.

Language enhances success in international politics. The key to communication with inhabitants of the Third World minimally includes Spanish, Portuguese, French, and Arabic. Since seven-eighths of the world’s population is non-English-speaking and is, unfortunately, periodically engaged in various degrees of revolution, one cannot afford to depend upon interpreters whose sometimes erroneous or biased translations for a given situation can result in disaster.

Forward-thinking world leaders such as Russia and Germany have long been aware that facility in a foreign language necessitates concentrated study over a long period of time. The average student, even before entering college, has studied at least one foreign language for ten years in Russia; and in Germany, for six years. The average college freshman of the United States, however, has had only two years of foreign language in high school. Research undertaken by members of the Modern Language Association on the benefits of foreign languages in business, economics, finance, management, social science, and government is especially pertinent. We conclude our paper underscoring their findings.

Today’s job market is difficult; employers can afford to be highly selective. There are a number of jobs begging for people with language skills to supplement other technical, business, or professional talents. Our country has just begun trade with China; the Arab nations are emerging as critical links to the survival of our domestic economy; Latin-America and the newly independent French- and Portuguese-speaking countries of Africa are providing more and more opportunities in commerce and industry. The executive and managerial positions in banking, finance, in the engineering and technical trades, in radio and television, health services, travel and tourism, hotel, motels, the transportation industry, publishing, manufacturing, the foreign service, and government will continue to see its market serviced or, indeed, “cornered” in the traditional manner by those who have availed themselves of opportunities for promotion, higher salaries, and attractive assignments by developing an auxiliary skill in a foreign language.

Today’s black graduates should participate with the thousands of American businesses which buy and sell products across national boundaries bringing the value of world exports to approximately 400 billion dollars. Selling to consumers abroad requires a thorough acquaintance with the culture of a Country—its history, customs, media, language, and social institutions. The traditionally successful United States representatives are those who have not allowed themselves the costly and disadvantageous dependency upon interpreters for transacting their business. Some representative advertisements from the Sunday Classified Section of The New York Times include:

8 Honig, p.11.
• An associate Vice President for a Middle Eastern office of a New York bank with knowledge of French and Arabic.

• Two Spanish-speaking auditors

• One Spanish-speaking accountant

• Two banking correspondents to work with customer accounts, with “knowledge of bank operations, letters of credit, or paying and receiving,” plus fluency in French, German, or Italian

• One Arabic-speaking territorial bank officer

• A bank credit analyst with fluency in Spanish and an accounting background for interpreting corporate and foreign bank credit data

• A multilingual international banking administrative assistant

• An international marketing and financial assistant with a technical degree and knowledge of at least one foreign language

The social sciences include the study of economics, political science, psychology, social welfare and rehabilitation, sociology, anthropology, urban studies and social planning. Sociologists and anthropologists, who, involved in the study of the origins, cultures, traditions, languages, beliefs, values and social relationships of man, must, in order to achieve any depth of understanding, be fluent in the language of the people they are studying. Political scientists, economists and urban planners study local, county, national, and international governments and may be teachers or researchers for both private and government organizations. As advisors to government officials, they must not restrict themselves to interpreting world events solely through the American perspective but must be aware of the cultural and political differences which are accrued through the study of language and culture in order to develop intelligent attitudes and policies. The Director of the Russian Institute at Columbia University, Marshall Shulman, maintains that this sort of narrow view was responsible for some major difficulties encountered during the Vietnamese war and that similar problems are likely to arise in our dealings with Russia and other nations where the language is not English.

. . . . one reason we were not in a position to make sensible judgments about the issue as it arose in the middle nineteen-sixties is that in the entire country we did not have a handful of people who knew the language, the policies, or the culture of Vietnam. Our decisions were made in ignorance 9

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9 Honig, p. 23.
Most social service agencies are located in cities where there are concentrations of minority groups (the United States has the fifth largest Spanish-speaking population in the world, after Spain, Argentina, Mexico, and Colombia) and immigrants, and they need bilingual workers who can help with the problems of poverty, education, unemployment, child abuse, poor housing, and illness. In social work and psychology, caseworkers, vocational counselors and supervisors cannot win the trust of their clients in local government agencies, schools, hospitals, rehabilitation centers, and community action programs without knowing Spanish and the Spanish culture which, we reiterate, are accrued through the study of a foreign language.

The United States Federal Government is the largest employer of individuals with foreign-language skills, both at home and abroad. Language proficiency is relevant for positions in the State Department, the Agency for International Development, the United States Information Agency, the Voice Of America, the National Security Agency; the National Aeronautics and Space Agency, the Federal Bureau of Investigation, the Immigration and Naturalization Service, the Bureau Of Narcotics and Dangerous Drugs, the Department of the Treasury’s Foreign Claims Settlement Commission, the Central Intelligence Agency, the Peace Corps, Vista, and the Head Start Programs of the Office of Economic Opportunity. In the foreign service alone, officers, after appointment, are expected to acquire an acceptable level of proficiency in at least one foreign language, while junior officers are limited to no more than one promotion until they do so. There remains no doubt that the Federal Government will continue to employ large numbers of today’s black graduates. Clearly, the applicant who has had some college training in at least one foreign language will be more able to compete for the more desirable positions.

There remains a ray of hope on the subject as long as students and educators are willing to weigh open-mindedly the benefits of the study of foreign languages. Not too long ago the proficiency requirement in foreign languages was increased to raise the academic quality of the University of Kansas. Should other forward-thinking institutions do less? Our hats off to the Boards of Education across the United States who have expressed a desire for students in their respective jurisdictions to become bilingual. We are certain they realize America cannot afford to continue to tolerate the ignorance or the communication lack which breeds distrust, hatred, fear, war, and lack of advancement both nationally and internationally. Let us lead our posterity to the citizen-of-the-world status which will give them the added sense of self-respect, self-reliance, mental dignity, and the intellectual worth they need to eliminate the all too-prevalent vestiges of urban parochialism.

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10 Savaiano, pp. 11-14.
In reply to those advocating fewer requirements in the humanities, it should be remembered that foreign languages are a skill-related discipline and, therefore, must always be separated from other humanities. There is no remote opportunity for overlapping or duplication of this skill in any other area; in the college setting, a foreign language can be taught only in the foreign language classroom.

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What good will it do me? This question being asked by all students today is prompting institutions of higher education to provide programs with built-in answers. Course requirements for graduation are being evaluated with the results that in many instances study of foreign languages has been dropped schools and colleges students may choose subjects that will serve them best as they and perhaps a counselor perceive their needs. Black students in the past were usually counseled out of the foreign language field with the reasoning that the subject would be too difficult and that they would never need it. As the choice today becomes theirs to make, black students become a part of mainstream American that sees no benefits in academic study of a foreign language.

Interest in the study of foreign languages in the United States rises and falls. This interest rose to new highs in the 60’s with a widespread awareness that Americans must be able to communicate directly with persons of other countries. Recognizing a vital need for a large number of Americans to have competence in foreign languages, the federal government made funds available. As a result classroom teachers of foreign language were retrained in methods that seemed to guarantee a truly bilingual student. Now in the mid 70’s, as foreign language educators analyze the lack of success with the new techniques, methodology is seen as just one of several factors that influence performance in the foreign language classroom. American interest in foreign languages has again declined as the benefits of foreign language study are obscured by failure of the classroom to produce fluent speakers of foreign languages. More important is the influence of national policy. National opinion that a knowledge of foreign languages is unnecessary is demonstrated as international affairs of the United States continue to be handled through translators.

It is not surprising, then, for black students to recognize only the possible need for a reading knowledge of a foreign language in their field of interest if they undertake graduate studies. Many students decide that if the time should come, they will take a one semester reading course and know all the foreign language required. Would that we had statistics on the number of students with no previous foreign language study who have seen their progress toward an advanced degree blocked when they discovered that learning foreign language involves more than memorizing a set of synonyms. To view knowledge of a foreign language only as a classroom tool is shortsighted and limiting for any young person, especially so for the black student. “What good will it do me?” The answer will come through clearly
Foreign Language Study and the Black Student

if all interference such as the following is removed. Dispel the myth of predestined failure for black students in foreign language study. There are no special problems for the black student with foreign languages any more than for the white student. Indeed, consider the report of a study made at Ohio State University which suggests that “black college students are likely to be successful in a foreign language course, even though they may have difficulties with all their other subjects.”

Dispel also the myth that language learning requires time and effort just like learning anything else that calls for development of skills. Students are right to ask “What good will it do me?” before investing their time and effort.

Study of foreign language opens one’s eyes. More specifically it opens one’s mind. It does more. Foreign language study liberates the mind. Black students, bound to their role in their community, in their city, in our nation, are released from that bondage. The beginning learner discovers that the lips, the tongue, the organs of speech are not made to be moved in one way only, the American way of moving them to say the letters “r”, “s” or the words “hello,” “goodbye,” or any other sounds of the English language. The beginning learner discovers that the sounds that result when we move our lips this way, or that way, when we put the tongue here or there, are neither derisory nor unacceptable, and that aptness in habituating the speech organs to produce the new and different sounds in praiseworthy. The learner discovers that words naming such ordinary objects as a house or a loaf of bread refer to objects in a different culture quite unlike those he envisions; that speakers of English see a table as having a leg; the speaker of French sees its foot. A man has a leg and a foot, as does a dog or a cat; not so to the Spanish speaker who uses a completely different word for the leg of a man and that of an animal, the word for an animal’s leg including also the foot. Beginning with the first contact with a foreign language, students develop a new perception of reality. They begin to understand that what you experience determines what you can say, that what you can say limits what you think. The German philosopher Ludwig Wittgenstein expressed it thus, “The limits of my language mean the limits of my world.” Study of foreign language enables the learner to escape self-defeating provincialism, to look objectively at his world.” Study of a foreign language enables the learner to escape self-defeating provincialism, to look objectively at his world. Black students, through foreign language study, as by no other means, learn indelibly and irrefutably that minority status does not mean inferior, that different means neither better nor worse. Study of a foreign language can, as no other subject, develop self-confidence in the learner. Reinert explains, “Each language which a person can control gives him another way of understanding the world, another insight.

1 Jane Kollaritsch, “Success of Black Students in Foreign Languages,” *College Student Personnel*, 14, No. 1 (January, 1973), 32.
into reality. The greater his understanding to reality, the better chance he has of exerting some control over reality and having real control of his own destiny.”

It is, of course, the goal of students to succeed in their studies. For one reason or another everyone does not always reach that goal. Honest failure in foreign language study, in my experience, does not nullify the acquisition of a new view of reality nor the liberation of the mind.

“What good will it do me? What good will foreign language study do the black student who has no interest in becoming a teacher of foreign languages? There are job opportunities in various areas for the person who, in addition to training for a special job market, has also developed competence in a foreign language. American industrial involvement on international scale increases yearly. Import-export businesses and branches of American companies are located in many countries. The owners and managers of such companies know the fallacy of the American excuse for avoiding foreign language study that “Everybody over there speaks English.” Even the tourist who has carefully kept to the tourist trail has noticed that advertisements of American products abroad are in the language of the foreign country. The American secretary who can work in the desired foreign language as well as in English is a rarity. American firms in other countries seek personal who, in addition to their ability to the job, have also linguistic skills and cultural understanding. Professor Gould of the Department of Journalism at Wichita State University cites the “desperate” need of journalists who are fluent in a foreign language and have an understanding of foreign nations and people. He asserts that “the substantive knowledge necessary for a foreign correspondent worthy of the name, comes largely from an academic experience enriched by the study of cultures through their languages.”

Having a limited usage of a foreign language opens up job opportunities. The person who has prepared only to quality for his job preference cannot compete with the person who presents a broader preparation. Employers who cannot find the wanted personnel with language competency frequently select the applicant who by prior language experience evidences capability for language training. For positions concerned with human relations, the person with the understandings acquired through foreign language study has the advantage. A limited knowledge of certain foreign languages is extremely useful in many areas. In places with a large Spanish-speaking population, for instance, persons in medical occupations, workers in social service, policemen, and city officials with a functional use of

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Spanish make their work satisfying to themselves as well as open avenues for advancement. In areas where foreign nationals are frequent visitors, competent personnel in all aspects of hotel, restaurant, and retail store service who have in addition foreign language capability are prized. For Blacks, as we know, getting and keeping employment is difficult. In competition for a position the equal qualifications of the black applicant too often become less that sufficient. This can be offset by that extra qualification, which in many instances is the ability to handle another language and understand another culture. Clifton R. Wharton, Jr., president of Michigan State University, cautions against the limitations of career training, “an over-concentration of Blacks and other minorities in career-oriented educational programs may bar them from entering important occupational or leadership activities which require a wide understanding of the inheritance of man.” Nor should Blacks be content with the minimum amount of training which prepares only for the lowest-ranking positions. Teachers and administrators as well as students themselves must see that black students receive training that will qualify them for superior positions and give them the flexibility needed for career adjustment. The successful person in all areas has more than the minimum requirements. The successful has also ease of expression, the ability to communicate ideas clearly and effectively. A benefit of even a minimal amount of foreign language study is the insight it gives to the learner into the nature of his own language. Word study and vocabulary growth exercises in one’s own language do not surpass the understandings gained in foreign language study of the influence of words.

The white American is no better off in this respect than the black American, so might say, since many colleges of all sizes have dropped or altered their requirements for foreign language study. Consider that the prestigious colleges, models for smaller colleges, have kept or in a number of cases have increased the admission requirements in foreign languages. Consider the many study aboard programs for high school and college students. How many Blacks have been able to afford this excellent and expensive way to acquire foreign language skills? The substitute opportunity exists in our secondary schools and colleges. If the institutions, do not require study of a foreign language, should not black students require it of themselves? Consider the young people who spend school vacations abroad with no fixed goals. How many are black students? How many black students can afford the luxury of a summer idleness? Who is being shortchanged when foreign language requirements are dropped? Who is being shortchanged when the inner-city high school and the urban college administrators and counselors of black students throughout the United States say: “If you take typing and other business subjects, foreign languages are no value to you”; when they say in 1975: “Foreign languages

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are too hard for our students, and they’ll never need them”? As in all fields of study, there are teachers of foreign languages who are not committed to their profession. Students have a great deal of influence over the quality of instruction they receive. They and administrators must insist that good instruction and the opportunity to develop foreign language skills are made available in the foreign language class.

Frequently the comment is made that the person who does not plan to be a foreign language specialist cannot predict which foreign language may be needed later in life, or that everything learned will be forgotten by the time a need for it arises. Thus, it is reasoned that it is better to wait until one is sure which foreign language will be of value to the individual. It is often possible that a match can be made of future vocation and foreign language need. In an area with a large population city service jobs, among others, would do well to develop competency in the language that is widely spoken. On the other hand, the initial study of a foreign language gives the never-to-be-forgotten information on how languages work. If a need develops for competency in a different foreign language, the major groundwork has been done; the learning of a second foreign language is quicker and easier. If the language studied is needed many years later, a reading knowledge for a graduate degree, perhaps, this can be developed through self-study with far less effort and time than that needed by the one who has no basic information. If oral fluency is needed, the supposedly forgotten skills will surface after renewal of exposure to the language, and on this foundation progress to competency will be accelerated.

Over forty years ago Professor W. Napoleon Rivers urged the black student to specialize in Romance languages “in order to (1) increase his knowledge of the history and literature of his race; (2) to combat falsehood with trust, by searching the sources in these languages and bringing to light important fact which have been obscured, falsified, or omitted, and to rehabilitate distinguished personages of African descent who have contributed richly to world culture but have been detracted or omitted in books printed in the English language. . .”5 Since that time Blacks have located and disseminated much information about their ethnic heritage. Today with an awareness of his past, the black student must come to terms with himself, understand who is as an individual, and forge a place for himself in American life. The liberating experience of foreign language study opens a way.

District of Columbia Teachers College
Washington, D. C.

The Status of Foreign Languages in Predominantly Black Colleges: an Attitudinal and Statical Study

Sponsored By The Spencer Foundation
June 23, 1978

Earle D. Clowney, Atlanta University
June M. Legee, Clayton Junior College

The purpose of this study is to examine the status of foreign language learning in predominantly black colleges, from the point of view of students, foreign-language professors, and administrators (Deans/Presidents). Particular emphasis will be placed on attitudes toward foreign-language study, its usefulness, relevance, and place in the curriculum of the black college, and the implications for the future of foreign-language study there.

The following is a listing of all school to which questionnaires were sent:

1. Alabama State University, Montgomery, Alabama
2. Albany State College, Albany, Georgia
3. Alcorn State University, Norman, Mississippi
4. Allen University, Columbia, South Carolina
5. Bennett College, Greensboro, North Carolina
6. Bethune-Cookman College, Daytona Beach, Florida
7. Bishop College, Dallas, Texas
8. Bluefield State College, Bluefield, West Virginia
9. Bowie State College, Bowie, Maryland
10. Central State College, Wilberforce, Ohio
11. Claflin University, Orangeburg, S. C.
12. Clark University, Atlanta, Ga.
13. Elizabeth City State University, Elizabeth City, N. C.
15. Fisk University, Nashville, Tennessee
16. Florida A & M University, Tallahassee, Florida
17. Florida Memorial College, Miami, Florida
18. Fort Valley State College, Fort Valley, Georgia
19. Huston-Tillotson College, Austin, Texas
20. Jackson State University, Jackson, Mississippi
22. Johnson C. Smith University, Charlotte, N. C.
23. Kentucky State University, Frankfort, Kentucky
24. Knoxville College, Knoxville, Tennessee
25. Lane College, Jackson, Tennessee
26. Langston University, Langston, Oklahoma
27. Lincoln University, Lincoln University, Pennsylvania
28. Lincoln University, Jefferson City, Missouri
29. Livingstone College, Salisbury, North Carolina
30. University of Maryland, Eastern Shore, Maryland
31. Miles College, Birmingham, Alabama
32. Morehouse State University, Atlanta, Georgia
33. Morgan State University, Baltimore, Maryland
34. Morris College, Sumter, South Carolina
35. Morris Brown College, Atlanta, Georgia
36. Norfolk State College, Norfolk, Virginia
37. North Carolina Agricultural & Technical State University, Greensboro, North Carolina
38. Oakwood College, Huntsville, Alabama
39. Paine College, Augusta, Georgia
40. Paul Quinn College, Waco, Texas
41. Philander Smith College, Little Rock, Arkansas
42. Rust College, Holly Springs, Mississippi
43. St. Augustine's College, Raleigh, North Carolina
44. Savannah State College, Savannah, Georgia
45. Shaw University, Raleigh, North Carolina
46. South Carolina State College, Orangeburg, South Carolina
47. Southern University, Baton Rouge, Louisiana
48. Spelman College, Atlanta, Georgia
49. Stillman College, Tuscaloosa, Alabama
50. Talladega College, Talladega, Alabama
51. Tennessee State University, Nashville, Tennessee
52. Texas Southern University, Houston, Texas
53. Tougaloo College, Tougaloo, Mississippi
54. Tuskegee Institute, Tuskegee, Alabama
55. Virginia State College, Petersburg, Virginia
56. Virginia Union University, Richmond, Virginia
57. Voorhees College, Denmark, South Carolina
58. Wilberforce University, Wilberforce, Ohio
59. Winston-Salem State University, Winston-Salem, North Carolina
60. Xavier University of Louisiana, New Orleans, Louisiana
Results of the Student Questionnaire

The Foreign-Language Attitude Questionnaire (a modified questionnaire) was filled out by approximately 200 students in elementary foreign-language classes. This number represents responses from forty institutions.

Choice of Language

Of the approximately 200 respondents, 84 had studied or were studying Spanish, 84 French, 8 German, and 22 a combination of these and/or Latin. Only 42 has studied a foreign language outside school (e.g., TV, while studying abroad, etc.) One hundred and ninety-six (196) knew a person who spoke a foreign language; 46 did not. The greatest influences on the students’ choice of language were college entrance requirements, friends and high-school teachers. Parents and high school counselors has the least influence on choice of language.

Question five (5) was a 12-part question which asked the student to rate the importance of certain factors on choice of language for study. The chart that follows will plot specific findings.

THE LANGUAGE I CHOSE WAS

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Slightly Important</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prettier than others</td>
<td>34 15.8%</td>
<td>89 41.5%</td>
<td>91 42%-214</td>
</tr>
<tr>
<td>Easier than others</td>
<td>39 21.7%</td>
<td>50 27.9%</td>
<td>90 50.2%-179</td>
</tr>
<tr>
<td>Of great importance in today's world</td>
<td>81 44.5%</td>
<td>62 34.0%</td>
<td>39 21%-182</td>
</tr>
<tr>
<td>Useful for job</td>
<td>56 30.2%</td>
<td>84 45.4%</td>
<td>45 24.3%-185</td>
</tr>
<tr>
<td>Useful in field of study</td>
<td>77 43.5%</td>
<td>55 31.0%</td>
<td>45 25.4%-177</td>
</tr>
<tr>
<td>Helpful for travel</td>
<td>80 50%</td>
<td>50 31.25%</td>
<td>30 18.75%-160</td>
</tr>
<tr>
<td>Helpful in understanding People of the country</td>
<td>64 35.7%</td>
<td>80 44.6%</td>
<td>35 19.5%-179</td>
</tr>
<tr>
<td>Helpful in enriching background &amp; broadening cultural horizons</td>
<td>101 55.8%</td>
<td>64 35.3%</td>
<td>16 8.3%-181</td>
</tr>
<tr>
<td>Spoken by relatives</td>
<td>22 12.3%</td>
<td>39 21.9%</td>
<td>117 65.7%-178</td>
</tr>
<tr>
<td>Imp. to my Soc. Class</td>
<td>40 21.9%</td>
<td>72 39.5%</td>
<td>70 38.5%-182</td>
</tr>
</tbody>
</table>

Two items were rated as “very important” reasons for the choice of a particular language by 50% or more students responding. A desire to visit a country where that language is spoken (50%) was a significant reason. Only 18.7% of the students thought this was unimportant. But the most important reason for the choice was
the students’ wish to “enrich my background and broaden my horizons.” Almost 56% of student respondents found this to be a very important reason for choice of language, and 8.5% (116 respondents) felt it was unimportant.

Items least important to students were “it is easier than other languages” (50.2)% and “it is spoken by my relatives”(65.7%).

Skills of Interest to Foreign-Language Students

The next series of questions centered on various skills that foreign-language programs can emphasize. The students were asked to rate skills according to “great interest,” “some interest,” or “very little interest.” The chart below details results:

<table>
<thead>
<tr>
<th>Being Able to:</th>
<th>Great Interest</th>
<th>Some Interest</th>
<th>Very Little Interest</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in conversation</td>
<td>99 (46%)</td>
<td>89 (41.7%)</td>
<td>25 (11.7%)</td>
<td>213</td>
</tr>
<tr>
<td>with native speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to news broadcasts</td>
<td>78 (36.4%)</td>
<td>98 (47.7%)</td>
<td>38 (17.7%)</td>
<td>214</td>
</tr>
<tr>
<td>Enjoy films</td>
<td>52 (32.7%)</td>
<td>76 (42.5%)</td>
<td>31 (19.4%)</td>
<td>159</td>
</tr>
<tr>
<td>Read classical lit.</td>
<td>53 (33.1%)</td>
<td>68 (42.5%)</td>
<td>37 (23.1%)</td>
<td>160</td>
</tr>
<tr>
<td>Read current lit.</td>
<td>70 (43.3%)</td>
<td>68 (42.2%)</td>
<td>23 (15.7%)</td>
<td>161</td>
</tr>
<tr>
<td>Write letter</td>
<td>64 (40.2%)</td>
<td>70 (44%)</td>
<td>25 (15.7%)</td>
<td>159</td>
</tr>
<tr>
<td>Write stories, articles</td>
<td>19 (21.5%)</td>
<td>41 (46.5%)</td>
<td>28 (31.8%)</td>
<td>88</td>
</tr>
</tbody>
</table>

As it is apparent, most students were interested in speaking with native speakers and reading current literature in the target language. Reading classical literature and writing stories in the language were of least interest to the students. Foreign films and news broadcasts fell somewhere in the middle.
**Satisfaction with Aspects of the Foreign-Language Class**

Satisfaction with the particular language class of which the student was a member was the next subject for evaluation. On the next page are results of that section of the questionnaire. The students rated them as: quite satisfied, fairly satisfied and dissatisfied.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Quite Satisfied</th>
<th>Fairly Satisfied</th>
<th>Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of skills taught</td>
<td>103 52%</td>
<td>83 42%</td>
<td>12 6%</td>
<td>198</td>
</tr>
<tr>
<td>Textbooks used</td>
<td>104 53.8%*</td>
<td>74 38.3%</td>
<td>15 7%</td>
<td>193</td>
</tr>
<tr>
<td>Classroom activities (left blank if inappropriate)</td>
<td>78 39.7%</td>
<td>79 40.3%</td>
<td>39 20%</td>
<td>196</td>
</tr>
<tr>
<td>Language laboratory</td>
<td>55 35%</td>
<td>72 45%</td>
<td>30 19%</td>
<td>57</td>
</tr>
<tr>
<td>Homework assigned</td>
<td>98 35%</td>
<td>84 42.2</td>
<td>16 8%</td>
<td>98</td>
</tr>
<tr>
<td>Readings assigned</td>
<td>82 42.7%</td>
<td>89 46.3%</td>
<td>21 10%</td>
<td>92</td>
</tr>
<tr>
<td>W/Native speakers, listening to radio broadcasts</td>
<td>48 24.9%</td>
<td>93 48.2%</td>
<td>52 26.9%</td>
<td>193</td>
</tr>
<tr>
<td>Information you received from your teacher as to your progress</td>
<td>81 41.8%</td>
<td>62 32.0%</td>
<td>51 26.2%</td>
<td>194</td>
</tr>
<tr>
<td>The way your progress was evaluated</td>
<td>95 49.2%</td>
<td>77 39.8%</td>
<td>21 10.8%</td>
<td>193</td>
</tr>
<tr>
<td>Overall amount of time you were given to study</td>
<td>109 55.6%*</td>
<td>67 34.1%</td>
<td>20 10%</td>
<td>96</td>
</tr>
<tr>
<td>Teacher’s personality</td>
<td>141 72.6%**</td>
<td>49 25.2%</td>
<td>4 2%</td>
<td>194</td>
</tr>
<tr>
<td>Teacher’s ability to speak the language</td>
<td>172 87.3%**</td>
<td>22 11.1%</td>
<td>3 15%</td>
<td>197</td>
</tr>
<tr>
<td>Teacher’s ability to help you learn (usefulness)</td>
<td>131 66.8%*</td>
<td>56 28.5%</td>
<td>9 4.5%</td>
<td>196</td>
</tr>
<tr>
<td>Teacher’s availability for consultation outside class-room hours</td>
<td>135 70**</td>
<td>43 22.2%</td>
<td>15 7%</td>
<td>193</td>
</tr>
</tbody>
</table>

*50%-69%
**Over 70%
Almost ninety percent (87.3%) of student respondents were quite satisfied with the teacher’s ability to speak the language; 72.6% were quite satisfied with the teacher’s personality. One hundred thirty-one students (66.8%) were quite satisfied with their teacher’s ability to aid them in their study. Three more items were ranked as quite satisfactory by over half the students. They include (1) overall amount of time given to study (55.6%); (2) textbooks used (53.8%); and (3) types of skills taught. Classroom activities were least satisfactory to students.

Speaking the language was the subject of questions 8 through 10. Only 27 students felt teachers placed too much emphasis on speaking correctly; 169 did not. Sixty-nine (34%) of the students though it was helpful to use the language more often even if it meant speaking incorrectly. Fifty five (26%) said no; 77 (38%) were not able to form an opinion. One hundred and fifty-seven (81.7%) felt it was important to speak a language correctly (pronunciation and grammar) in order to communicate; 35 had no opinion. In general, then, students desired oral practice in the language even to the sacrifice of accuracy. But over 80% felt that it was important to learn eventually to speak the language with correct pronunciation and grammar.

**Methods of Teaching**

Questions 11-14 concerned content and method of teaching. Students opted overwhelmingly to influence content and methods in courses in foreign languages as well as in other subjects. They would have desired more discussion of culture in foreign language: 128 (yes) (64%); 51 (no) (25%); 19 (no opinion) (9%); and in English, 100 (yes) (59%); 49 (no) (29%) and 20 (no opinion) (12%). Respondents agreed in general that they did not know if a different class organization would have helped them in their foreign-language study.

The rest of the questionnaire was devoted to finding out specific attitudes displayed by students after exposure to a foreign language. Students in great number showed a desire to speak a foreign language like a native. Only 30 felt the time spent studying a foreign language was not beneficial; only 19 felt it was not so important for Americans to learn a foreign language. Overwhelming numbers (105) very much enjoyed foreign-language study and would consider study abroad (115 definitely would; 72 maybe). Eight did not find their language study enjoyable and 21 would not consider going abroad to increase their knowledge. Most felt fairly at ease in listening, speaking, reading and writing the language, although any felt more at ease in listening and reading than in speaking and writing. And 70% of the students agreed that no special talents are needed to learn a foreign language. Only 16% felt such a talent was necessary. Fourteen percent were “not sure.”
The final section of the questionnaire explored the students’ study of foreign language as it affected their own cultural identity. Question 29 reads: “Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad.”

Students responded in the following fashion:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>19</td>
<td>51</td>
<td>49</td>
<td>25</td>
</tr>
<tr>
<td>Total 59</td>
<td>Total 100</td>
<td>Total 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When asked if a commitment to the study of a foreign language and the culture of its people endangers one’s own cultural identity, students answered:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>83</td>
<td>62</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Total 108</td>
<td>Total 78</td>
<td>Total 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These answers, as well as those which follow, reveal a certain apprehension in regard to the use of foreign language as a tool for resolving international misunderstanding. Even more striking is the revelation that many students (57%) in foreign language classes felt that their own cultural identities were somehow threatened by a wholehearted commitment to the study of the language and culture of a foreign people.

Regarding the questionnaire in general, comments were few, but among those few, a definite positive attitude toward foreign languages were reflected. Also, some respondents recognized the need for such a questionnaire to evaluate the foreign-language programs, and indeed many postulated that the questionnaire would have been even more beneficial had it been administered earlier in their study.

Results of the Foreign-Language Department Chairpersons and Faculty Questionnaire

Of the 180 questionnaires sent out to the foreign-language chairpersons and faculty, fifty-five were completed and returned. Of that number only ten respondents indicated having observed new trends in foreign-language teaching and learning since 1970, although the majority (23 positive-15 negative) saw as positive trends such indices as students’ spending more time in study-travel
exchange programs, greater stress on spoken language, more emphasis given to
culture of language studied, increased use of tapes, slides, filmstrips, films, and TV
as instructional aids, efforts to make language learning more relevant, language
for careers (business, international law, international politics), interdisciplinary
programs, new course opportunities (for example: African literature of French
expression), and one respondent indicated optimism because of increased
enrollment in foreign-language courses.

The negative view was held by those who blamed institutions for having
deleted altogether (or reduced) the foreign-language requirement for emphasizing
programs in marketable skills (business administration, for example) while
neglecting the humanities, or for not sensing a need for a foreign-language program
resulting perhaps from a general increase in intellectual apathy among students in
all academic areas.

An even smaller number (9) saw no new trends at all in Language teaching and
learning since 1970. A small majority of faculty and chairpersons see the future of
foreign languages in a positive light (22, yes—16, no). This group lists as indices
the reinstating of the foreign-language requirement deleted as a result of student
pressure in the 1960’s, optimism for need for a second language for communicating
and understanding each other in our multi-lingual and multi-cultural world,
the opportunities for using a foreign language as a tool for communication are
becoming greater even on our own soil.

A negative outlook for the future of foreign language is maintained by those
who see a general trend of apathy towards language, literature, and intellectual
endeavors in general, the fact that language requirements have been removed
from numerous college programs, students have not yet been made to recognize
a real need for foreign-language study, and administrators and deans often suffer
from this same short-sightedness; financially, language programs do not have the
enrollment to justify their existence.

An almost equal number of respondents feel that foreign languages will
continue their present course, being the preferred domain of a small group of
interested language teachers who can encourage students to enter language course
regardless of the institutional requirements.

The current assessment of foreign-language teaching and learning on the
college campus reveals that most of those participating in the survey make a
positive assessment (29, positive—18, negative). Comments were varied, ranging
from course expansion (culture units) to greater use of language teaching. It is also
keenly felt that language programs seem to thrive best at institutions where there is
strong administrative support.
Those who hold the current description as negative point out the general lack of interest in languages, period. Also, students enter language classes with preconceived notions that the courses will be difficult and will have little, if any, practical value for them. Many students take language courses solely because of a school requirement, and unfortunately, very little enthusiasm is generated in students for courses that they are “forced” to take. Language programs, finally, are being neglected because administrators are concentrating their curriculum development efforts on meeting the demands of the job market. Skills solely in the humanities unfortunately are not presently considered “marketable.”

Most of the teachers polled indicated they became interested in foreign-language teaching through their interest in other cultures (27). The second most popular reason (23) was an interest in literature, followed closely by the influence of a former teacher (20), and a small number became interested in language teaching through acquaintance with someone who spoke another language (11). In the category “other (please specify),” reasons were varied and include the following: grew up in a multi-lingual family or bi-lingual community, high-school program offered exposure to five foreign-language course programs, travel abroad, collected postage stamps, interested in teaching and in communication skills, like foreign languages and like people—teaching allowed the combination of two “like.”

Question No. 5 on the poll sheet asks, “Do you feel that you will continue in the profession?” An overwhelming majority (51) replied affirmatively; only three gave a negative response, and one of those was due to retirement. Three were undecided, and one ignored the question altogether. Reasons for not continuing were unstable job market (1), not enough student interest (1); a final reason was “this career is no longer worthwhile” combined with an unstable job market and lack of sufficient interest by students.

Question No. 6 asked, “Is there a foreign-language requirement for students graduating from your school? Yes—specify number of years, no.” Most schools did have a foreign-language requirement (35), but in many cases (20) the requirement was uniquely a departmental one, varying from one to two years depending on the area of specialization. Only five schools had no foreign-language requirement, and three respondents ignored the question completely.

As a reply to question No. 7: “Do you think foreign languages should be required of all students?” responses were as follows: yes (49), no (5), blank (1). Reasons given for those in the affirmative were: promotes understanding and appreciation of another culture (19), is an integral part of one’s general education (12), is a mind-and eye-opener (7), improves one’s command of English grammar and enriches his vocabulary (7), provides better job opportunities in today’s shrinking world (6), is useful in traveling (5), diminishes prejudices against other
groups (2). Other reasons were: there are more opportunities to use a foreign language today, language study promotes logical thinking and academic discipline, it makes people language-conscious, it is essential to the development of one's personality (?), it helps to prepare students for an imaginative and flexible career, it improves the quality of one's education by promoting discipline. One answer was that foreign-language study was just as important as Shakespeare, art, algebra, music, and biology, which we require our students to take. Seven respondents said foreign languages should be required of all students but gave no reasons, and two simply states that the reasons were too numerous to mention. Those responding in the negative felt that foreign languages should no be required of students with the following majors: physical education, special education, auto-mechanics, elementary education, accounting, arts and sciences (?), medical technology (?).

Question No. 8 asks, “What rewards do you gain from language teaching?” (1) Personal satisfaction (51); (2) Professional satisfaction (38); (3) Other. It is necessary to mention that many respondents gave two or three answers to this question, thereby seeming to increase the number of participants in the survey. Rewards listed under the rubric “Other” are: (1) Gaining more new ideas from students; (2) Seeing students use a language they thought too difficult to master; (3) Feeling of brotherhood among men through communication; (4) Understanding of other cultures and their problems; (5) Using the foreign language in area companies, hospitals and in the justice department; (6) Teaching students who are genuinely interested because of having elected to take courses, although enrollment is low; (7) Broadening student's horizons and diminishing American egotistical attitude toward other people's cultures and languages; (8) Liberating human minds, helping to achieve self-identity and self-fulfillment through foreign-language teaching as part of a liberal arts education; (9) Foreign travel and diplomatic assignments; (10) Foreign-language teaching itself is rewarding and there are no regrets about having chosen this profession as a career; (11) Certainly not monetary.

Sixty questionnaires were sent out and 43 answers were received from deans and presidents: Responses represent at least twenty-seven different colleges, with some others unidentifiable.
Listed below are the identifiable college responding to the Deans’ and/or Presidents’ questionnaires:

- Benedict College
- Bennett College
- Bethune-Cookman College
- Bishop College
- Claflin College
- Clark College
- Fisk University
- Huston-Tillotson College
- Johnson C. Smith University
- Knox College
- LeMoyne-Owen College
- Livingstone College
- Miles College
- Oakwood College
- Pain College
- Paul Quinn College
- Rust College
- St. Augustine's College
- St. Paul's College
- Shaw University
- Talladega College
- Texas College
- Tougaloo College
- Virginia Union University
- Wilberforce University

From this list it can be seen that there is a wide representation among predominately black colleges.

The questionnaire entitled “Foreign-Language Attitudes Questionnaire for College Presidents and Deans” consists of 12 questions. The first question, “How would you describe your attitude toward foreign languages?” could be answered as “positive,” “negative,” or “indifferent.” The responses were overwhelmingly “positive” (51). There were no “negative” responses at all and only one (1) “indifferent.” Only three comments were made, one of which stated that America should move toward becoming a bi-lingual nation.

“How would you describe your attitude toward the foreign language program at your college?” “positive” (41), “negative” (1), “indifferent” (3). This question, when answered in the positive (in 41), elicited six comments. These comments ranged from “not enough information” to “concern (for the) steady sustained decline in majors.”

Forty-seven Presidents and Deans had had foreign-language courses in their own academic preparation. Only one had not ever studied a foreign language. Of this number, 43 indicated that study in foreign language had helped them in either academic achievement, military life, or work positions. Six indicated a negative response on this question.

The forty-three persons giving a positive response suggested various ways in which the study of foreign languages had aided them. Six mentioned doctoral requirements, six mentioned the ability to communicate in a foreign language, and seven listed improvement of skills in English. Three had used a foreign language for reading in their fields and three believed it aided them in their appreciation of
other cultures. Academic achievement was cited twice as a positive outcome of foreign-language study.

When asked to list the least attractive aspect of foreign language study, twelve persons felt there was none. But others listed various drawbacks. Teaching methods were listed by six Deans/Presidents. Three more listed specifically insufficient attention by teachers to conversation. Lack of relevance was cited on three occasion, degree requirements by two and rote memory work by two. The following unattractive aspects were given once each:

- No employment opportunities
- Too much time required
- Loss of standing as a scholarly tool
- Necessary drilling
- No opportunity to travel to foreign countries

Question Number Seven asked, “If you could revise your academic program, would you remove foreign languages from the curriculum”? Forty-seven respondents gave a “no” answer to this question. One answered “maybe.” Two persons answered “partially;” one wish to make a requirement for certain majors only and other questioned the extent to which it is financially sound to offer them.

The overwhelming majority of administrators did not desire to remove foreign languages from the curriculum. The next question centered on how foreign languages might be made more meaningful. The great variety of answers can be seen by the listing below in descending order of occurrence.

- Provide more interdisciplinary offerings .......................................................... 9
- Emphasize spoken language ................................................................. 9
- Make more career oriented ................................................................. 8
- Provide internship in a foreign country .................................................. 4
- Emphasize foreign cultures rather than tools ......................................... 4
- Make it more relevant ................................................................. 3
- Stress practical use of the language ....................................................... 3
- Stress relationship with English .......................................................... 2
- Make it less difficult ................................................................. 2
- Have better teachers ............................................................................... 2
- Use native speakers to complement instruction ..................................... 2
- Present plays and programs ............................................................... 1
- Begin study in elementary school ..................................................... 1
- Stress innovative and divers methods ................................................... 1
- Reduce memory and drill work .......................................................... 1
- Present foreign-language movies ......................................................... 1
- Provide club activities ............................................................................... 1
Limit requirements to relevant disciplines ........................................... 1
Offer more literature courses for travelers ........................................ 1
Provide short courses for travelers ..................................................... 1
Provide exposure to scholars and diplomats ...................................... 1
Don't know ...................................................................................... 1
No response ...................................................................................... 3

Question Nine asked what would be an adequate replacement for foreign languages if they were removed from the curriculum. Keeping in mind that 47 respondents favored no removal of foreign languages from the curriculum, still some Deans/Presidents offered suggestions as to replacement for Foreign languages. In tabular form, the responses included:

<table>
<thead>
<tr>
<th>Replacement</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing (would replace them)</td>
<td>22</td>
</tr>
<tr>
<td>Left blank</td>
<td>5</td>
</tr>
<tr>
<td>Computer science</td>
<td>5</td>
</tr>
<tr>
<td>Literature in translation</td>
<td>5</td>
</tr>
<tr>
<td>Culture studies</td>
<td>2</td>
</tr>
<tr>
<td>Basic English grammar courses</td>
<td>2</td>
</tr>
<tr>
<td>More courses in major field</td>
<td>2</td>
</tr>
<tr>
<td>Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Skills in interpersonal relations</td>
<td>1</td>
</tr>
<tr>
<td>Depends on interest</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

As is obvious, 22 persons felt that nothing would replace languages. If this is true, then Deans/Presidents cannot be blamed for the current continued deletions in and of foreign-language programs.

The next question related to teaching methods. Six administrators preferred the audio-lingual method; one, translating and reading; and thirty-four, a combination. Most proponents of a combination listed as reasons the effectiveness of a multi-sensory approach and reinforcement of different skills. Proponents of the audio-lingual method stated that it is the best way to learn a language and that it provides a better feeling for other culture. At least one person thought it was the easiest way to learn.

“What, in your opinion, is the future of foreign languages on the college campus in general?” Thirty-one “dim” responses and 14 “bright” responses. Of the respondents who saw a dim future, 21 offered reasons ranging from “no interest for students” to “rising costs of running college have forced the administration to cut back on support of things which appear less essential.” Among other deterrents
cited were bleak job market, no later use of language, not economically feasible to offer programs with very small enrollments, and foreign-language needs for all students have not yet been adequately determined.

Two comments predicted a bright future, one because of more opportunities arising for foreign study and travel and because of foreign investments here in the United States; another felt that a return to the basics in education as well as the need for communication in a pluralistic society would improve the status of foreign languages.

The future of foreign languages on the Dean/President's particular campuses was reported as “bright” by 21 respondents and “dim” by 23.

Listed below are the reason given by Deans/Presidents in their comments as to why the future of foreign languages seems dim on their own campuses:

a. “small enrollments”

b. “will continue for disciplines that require a foreign language but not as a university requirement. In the future (they) will be offered as a joint major, which means a maximum of 24 credit hours are to be taken in a language.”

c. “national move toward de-emphasizing study of foreign languages”

d. “Language requirements will be met in consortium with neighboring institutions.”

e. “A need for aggressive proposal writers”

f. “There is very little student or faculty interest. It is available only as an elective”

g. “Our students avoid courses”

h. “finances and interest”

i. “competition with other colleges”

j. “insufficient majors. Education requirements can probably be retained.”

Those who saw bright futures gave the following comments:

a. “Black Africa with French and other languages will capture world attention for the next 50 years.”

b. “The enrollment keeps increasing as the years go by”

c. “Attitude of top academic administrators”

d. “We are working to make it so.”

e. “We will push it.”
Summary of Findings

Student Questionnaire

Analyses of the student questionnaire revealed that students most often were influenced by college requirements and peer in the choice of a language for study. Parents and high-school counselors were least influential in that regard. Students chose the language of a country which they desired to visit or that they felt would broaden their horizons. They were least interested in the difficulty of the language they intended to study.

Those skills of most interest to students of foreign languages included conversing with a native speaker and reading current magazines and newspapers. Writing stories and articles and reading classical literature were of little interest.

Students’ evaluation of their own language classes was quite positive. The fact that they were pleased with teachers’ ability to speak the language, teachers’ personality traits and their availability for help outside class indicated that the language teachers involved were competent.

However, the item most often indicated as unsatisfactory was “classroom activities.” This finding might cause teachers to ascertain what could be done to improve classroom activities. It might also show a need for more involvement of students in decisions concerning those activities.

In the same vein, students seemed more interested in speaking the target language. They expressed a strong desire for oral practice, even if they made grammatical errors, which they hoped to correct eventually. They were also very much interested in discussions of the culture of the country. Most would prefer these discussions in the foreign language, but some indicated that English would be satisfactory.

It was found that the vast majority of students in foreign language classes has quite a positive attitude toward foreign-language study and travel abroad. Their only negative note was that many felt their own cultural identities were threatened by a commitment to the study of another language and culture. Perhaps this reasoning is related to the black students’ desire to study first those languages and literatures most closely related to the Afro-American experience. The inclusion of materials written by black authors in the target language might help to mitigate this feeling.
Teacher Questionnaire

It is interesting to note, first of all, that only fifty-five of 180 questionnaires were returned from the chairperson/faculty questionnaire. This number (55) is in comparison to 43 responses received from the 60 Deans/Presidents questionnaire. At the very least these numbers reveal a certain apathy on the part of language teachers themselves.

Most respondents indicated a positive sentiment concerning trends in instruction. A small majority (22 vs. 16) see the future of foreign languages in a positive light because of some reinstatement of requirements and increased opportunities for the use of languages in the business/cultural world. Negative responses were listed by persons concerned with financial problems and the general loss of ground of the humanities in the academic market.

Only three teachers felt they would not continue in the profession, and only five school has no language requirement whatever. All but five professors felt that foreign languages should be required of all students.

Finally, in spite of the problems in foreign-language teaching, all professors polled indicated personal and professions satisfaction with their careers.

Presidents/Deans’ Questionnaire

First of all, the number of Deans and Presidents responding indicates, we believe, their interest in and concern for the future of language programs in black colleges. Secondly, the questions which asked for a positive/negative or indifferent answer may have triggered a positive response, since many administrators would probably feel somewhat reluctant to indicate a negative reaction to any academic area.

It is also significant that most administrators felt that they had been rewarded from their study of foreign languages, primarily through improved skills in the use of English.

Although sixty-nine per cent of the Deans and Presidents expressed positive attitudes in the first five questions of the survey, they, nevertheless, felt that the future was dim for foreign-language study on the college campus in general. It is significant, too, that a far greater number of administrators who answered that the future was dim were able to articulate why it was dim, while only two of the respondents who foresaw a bright future were able to give specific reasons why they have this feeling.

Virtually no Deans or Presidents advocated the removal of the foreign-language component from the curriculum, feeling that nothing could take its place. Rather,
they seemed to be very much concerned with making the language program a more meaningful part of the curriculum.

Our survey reveals that the same suggested “remedies” appear on each level of evaluation. These include the following, which, it seems, hold the key to shaping a meaningful and successful foreign-language program:

1. Employment opportunities
2. Travel-study opportunities (internships)
3. Attention given to conversation
4. Attention given to cultural components rather than tools (grammar, etc.)
5. A rigorous review of teaching methods in order to ascertain which ones are practicable in the different teaching situations
6. A reduction of rote memorization and drills
7. More interdisciplinary offering and programs
8. Stressing relationship with English
9. Stressing Afro-Spanish and Afro-French contributions
10. Use of native teachers to complement teaching
11. Beginning the study of foreign languages in elementary school
12. Opportunities for foreign-language clubs, movies, plays and exposure to foreign dignitaries.
13. Intensive course for special purposes (travel, public services, hospital staff workers, policemen, etc.)

When these features are incorporated into curricula, the three basic problems cited in this survey (apathy, low enrollment, and lack of funds) might be eradicated.

Atlanta University and Clayton Junior College
A Cumulative Index of the CLA Journal from 1957-2013

Following thirty years after Therman B. O’Daniel’s 1985 publication A Twenty-Five-Year Author-Title Cumulative Index to the CLA Journal, 1957-1982, this cumulative, chronological index to the CLA Journal from its first publication in 1957 to its most recent in 2013 index does more than just continue the indexing work O’Daniel began. Chronologically organized, in contrast to O’Daniel’s author-title index, this index is, in its own way, a history not only of CLA or CLAJ but also of the scholarly movements in languages and literatures in general. From the very beginning, CLAJ has strived to publish works that engage with contemporary academic discourses but that also reflect the unique function of CLA as an essentially black organization. This index reflects that aim as well as the rich variety of topics that have been covered in CLAJ while also chronicling the changes over time in the fields of languages and literatures.

Since its first publication in 1957, 56 volumes of the CLA Journal have been published to date. The first volume consists of two issues, published in November 1957 and March 1958, while volumes 2 through 9 contain three issues each that were published between 1958 and 1966, respectively, in September, December, and March. It was not until the Tenth Anniversary volume in 1966 that CLAJ became a quarterly publication with September, December, March, and June issues. It is also worth noting that at the end of each volume of CLAJ is an author-title index for that specific volume; these indexes have not been included among the entries in this cumulative index.

Entries appear here in order of their appearance in CLAJ and include articles as well as book reviews, memorials, and special tributes or news. Some pieces are reviewed by the editor and thus have no member contribution. Some of these entries are listed in their respective issues as by “The Editor,” whereas others are not listed with any author. The integrity of these entries has been maintained here, meaning that entries that appear in this index without an author or as by “The Editor” reflect the way that they are published in CLAJ. It is also worth mentioning that some of the issues of CLAJ are special issues. These special issues include 11.4, a special issue dedicated to Langston Hughes; 13.3, dedicated to Ralph Ellison’s Invisible Man; and 14.1, a special issue dedicated to Black Studies. Special issues are not highlighted or indicated in any special way in this index but are often easily identified by their content matter.

This index was created as a labor of love to provide easier access to the full body of scholarship produced in CLAJ that is not easily found elsewhere. When I began working on this project as a research assistant for CLA president, Dr. Dana A. Williams, my initial task was to extract data from the MLA Bibliography to
prepare an excel sheet of CLAJ essay titles so that she could share them with an *ad hoc* committee that had been established to produce the volume of reprints. When I found significant gaps in that bibliography, I dutifully began to fill them; and this cumulative index was born, in large part as a means to another end. One of the many joys of being a student in a premiere Ph.D. program in African American literature (and one that is also an HBCU) is that graduate student opportunities are available to me that otherwise would not be, and I am afforded the opportunity to publish in my name, alongside the faculty, work that others might simply consider a part of my research assignment. My training as a Ph.D. student at Howard is thus in service of the tradition, the professoriate, and the institutions like CLA that sustain us all. Like O’Daniel’s index, this one is a labor of love, developed with the hope that you will find it an invaluable resource that makes it easier to find, use, and enjoy the past decades of *CLAJ*.

*Barbra Chin, Compiler*

*Howard University*
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Please include a brief bio at the end of your review. The bio should list your name, your highest degree completed or in progress, and your academic affiliation.

We at CLAJ look forward to working with you to keep our scholarly community apprised of new, cutting-edge publications in language, literature, and cultural studies.

—Kameelah L. Martin
Book Review Editor, CLAJ
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