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Bulletin of

JOHNSON CAMDEN LIBRARY
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

Morehead State College

COLLEGE CALENDAR

December	18	Friday	.....	Christmas holiday begins at 5:00 P.M.
January	4	Monday	.....	Class work resumed at 8:00 A.M.
January	26	Tuesday	.....	Final examinations begin.
January	28	Thursday	.....	First semester closes at 5:00 P.M.
January	29	Friday	.....	Grades to the Registrar by 12:00 M.

SECOND SEMESTER

February	1	Monday	.....	Registration of all students.
February	2	Tuesday	.....	Classes begin.
February	3	Wednesday	.....	Last day to register for full load.
February	9	Tuesday	.....	Last day to register for credit.
March	8	Monday	.....	Students who drop courses after this date will automatically receive marks of "E" in the courses dropped.
April	5	Monday	.....	Mid-term reports to the Registrar. Registration for Spring Term.
April	14	Wednesday	.....	Spring vacation begins at 5:00 P.M.
April	19	Monday	.....	Class work resumed at 8:00 A.M.
May	30	Sunday	.....	Baccalaureate sermon.
June	1	Tuesday	.....	Final examinations begin.
June	2	Wednesday	.....	Commencement exercises.
June	3	Thursday	.....	Second semester closes at 5:00 P.M.
June	4	Friday	Grades to the Registrar by 12:00 M.

SUMMER TERM

June	14	Monday	.....	Registration of all students.
June	15	Tuesday	.....	Classes begin. Last day to register for full load.
June	17	Thursday	.....	Last day to register for credit.
August	6	Friday	Summer term closes at 5:00 P.M.

JOHNSON CAMDEN LIBRARY
MOREHEAD STATE UNIVERSITY
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Morehead, Kentucky



SCHEDULE OF CLASSES
SECOND SEMESTER, 1953-54

TEACHING FOREIGN LANGUAGE
IN THE ELEMENTARY SCHOOL



Volume 21

November, 1953

No. 4

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EDITOR'S NOTE

In this issue of the Bulletin is a discussion by a member of the Morehead faculty of a phase of education that is receiving increasing attention in America. The teaching of languages in the elementary school is being tried on a limited scale in several localities. The November issue of the NEA JOURNAL contains reports of such activity in six states. The author of the article presented in this issue of the Bulletin has, during the past year, conducted classes in French in the college training school. Her article is a discussion of this project as well as general comments on the feasibility of the idea. It was originally presented at a meeting of the Department of Foreign Languages of the Eastern Kentucky Education Association on November 6 at Ashland. Miss Juanita Minish, supervising teacher at Breckinridge Training School, presided at the meeting.

It should be further explained that, as a matter of convenience, the schedule of classes is printed as an eight-page section and inserted in the middle of the Bulletin. Thus, the schedule and the article can be combined or used separately with a minimum of mechanical difficulty. It is hoped that the reader will kindly overlook any inconvenience caused by this arrangement.

Teaching Foreign Language in the Elementary School

Maria P. Bizzoni
Associate Professor of Modern Languages
Morehead State College

In the last bulletin of the Modern Language Association I came across the following paragraph under the title Anthropological Note: "No meeting of foreign language teachers would seem to be possible without practice of that ancient tribal custom, persuading the already persuaded. It must be our realistic way of achieving reassurance in an unappreciative, sometime hostile world. We have never been effective at the vulgar business of public relations. We have never been able to agree upon a creed with which to convert the heathen. We have always been unwilling to organize ourselves for concerted action (it smacks of regimentation) and so, being as individuals an excessively articulate lot, we salve our conscience by persuading the already persuaded. The initials of which ritual spell perhaps appropriately the word "pap." In Hungarian this word means clergyman or priest, a translation of which we may console ourselves if the English word offends semantically."¹

Miss Minish assured me when she asked me to speak at this meeting that I would find myself among a friendly group as deeply concerned with language teaching as I am myself, in other words, among the tribe. It is therefore with pleasure that I accepted, and that I am addressing you today not only to salve our consciences but mainly in the hope that the already persuaded, through discussing openly their own experiences and ideas, with the honest intent of being useful to the development and true service of education, may formulate general patterns of ways and means in which their efforts will be more effective.

Though I am happy to be here today, because I know I shall receive some very profitable information as I have at all the meetings I have attended recently, I wonder if the choice of the speaker has been a wise one. I know only one angle of the problem of language teaching, the one of the college instructor, and the modest and brief experiment I have had with the teaching of languages to first graders at our training school was

guided more by common sense than any clearly defined pedagogical theory.

In the field of so-called education, I am a heathen. Until I came to Morehead three years ago, I had taught exclusively in liberal arts colleges and my training has been of the most liberal in the sense that European classical schools are. I mention this because I may not speak exactly the same language, yet I am eager to be understood, as I represent that group of instructors who would deliver the finished article: the linguist, or language teacher, and cannot do so efficiently without your effort and full cooperation. If some of my opinions conflict with yours, as they are bound to, I hope they may stimulate some discussion which, after all, is the most profitable aspect of any such meeting.

I am not going to present solutions, but will simply relay to you some information which may be helpful, and raise a few questions. It so happens that the times are more than ripe for questions. If we, in the profession, have been asking ourselves for a long time why our efforts have had so little success, why the appalling decline in foreign language enrollment (an approximate 59 per cent in most states) has not aroused more concern among the educators, it is only two years ago that ex-commissioner of education McGrath posed the question to the American public at large. The generous response of the Rockefeller Foundation to make an inquiry and provide an answer, the vigour and seriousness of the well organized three-year Foreign Language Program launched by the Modern Language Association, last year's impressive meetings in Boston and Washington, are encouraging signs that at long last we are revising one of the weakest spots of American education, and that we are nearing a turning point in our field.

We all agree that the world around us has changed very rapidly in the past fifty years. The discontent we feel about our educational system as a whole, and this is true with varying degrees all over the world, is but a symptom of an unfortunate reality which we are perhaps not honest enough to admit, nor courageous enough to face in its scope. Our schools with their modern buildings, adequate libraries, and latest mechanical devices are hopelessly behind their times in their curricular set up. We are still academically discussing issues and problems which are already no longer timely, still offering courses which perhaps have lost their full validity in terms of contemporary

needs and events, and are neglecting others which are perhaps of more urgent necessity. I should like, in relation to this, to refer to a good article of Prof. de Kiewiet, president of Rochester University, in the September number of the Saturday Review entitled, "Let's Globalize our Universities."

Incidentally, it was de Kiewiet who, when professor of history at Cornell University, planned and sold to the army in 1943 the idea of establishing Specialized Language and Area Programs. I happened to be in that first group at Cornell, and it was for me an invaluable experience.

The need of a larger number of well-trained linguists has been felt acutely since the first World War, yet little has been done on a large scale to improve existing conditions of language learning. Though the opinion that it is necessary to approach other people of the world more democratically on their own grounds through their own language, is often voiced, conflicting and confused theories as to the validity of language training in our schools prevail. So that while language requirements are strengthened in some institutions, others are dropping them altogether. I am here tempted to read another paragraph taken from the P.M.L.A., which in a nutshell gives the sad case history of language teaching in the past 25 years—"Consider," says the anonymous writer, "the story of the attack upon foreign languages by the bosses of secondary education in America. First, because they regarded the classical curriculum as old fashioned or aristocratic and wanted to substitute social studies or more flimsy fare, they forced reduction of both quantity and quality of foreign language instruction in schools. Result: colleges had to introduce or increase elementary instruction in languages and do the work formerly done by the schools. Result: professional educators pronounced foreign languages a college subject and pointed out that since only 15 per cent of the high school graduates ever go to college, foreign language instruction in the schools should be further cut. Result: colleges had to drop their foreign language requirement and this became another argument why high-school students need not take foreign languages. Result: more and more colleges seeing the disproportionate time now required for foreign language learning felt it necessary to drop foreign languages as a degree requirement. Result: everybody discovers that foreign language instruction in American schools and colleges is obviously a failure because few students really learn to read or speak in another tongue."²

The speech of Earl McGrath on May 3, 1952, in St. Louis definitely poses the problem of languages on a realistic and serious basis. Quote "It is in the national interest for members of the profession and laymen, to unite their energies in the effort to increase the study of foreign languages among our people. In doing this I firmly believe they will be making a vital contribution to the well-being of our people, to our national prosperity and to international understanding and peace."³

Discussions and polemics about foreign languages date from the early Renaissance, and the present investigation of the Modern Language Association is by no means the first of its kind in the country. Though a new evaluation is timely, it is unwise to ignore and discard valuable information deducted from past experience. The teaching of languages, moreover, has not remained static in the past 25 years. A good deal of experimentation has been going on here and abroad, for example in the military programs, in some universities and independent liberal colleges, though it may not have been much publicized. One of the first benefits of the present program is to divulge information of these experiments and more recent teaching methods. It will be soon inexcusable to ignore the present true status of language teaching, and it will make people more wary of proffering opinions that are hackneyed and proved to be false, or suggest as new ventures, experiments that have already been tested and found inadequate. Most of us work in complete isolation. Let's hope that soon we will be able to discuss our problems with a less indifferent and better informed public.

Languages are skills and not altogether easy skills, and like all skills they are acquired through long practice and experienced tutoring. There are no short cuts, no magic devices. I often watch from my back window students training for football. If all that time, energy, money and also selection went into language learning our students would emerge, I am sure, with few intellectual bruises, excellent linguists.

Time is necessary, a language cannot be learned overnight. Concentration is necessary, it is an entirely new way of communication that has to be mastered. Money, too, is necessary. We have today many audio-visual devices which are excellent auxiliaries, and our students as well as teachers should be encouraged and helped through scholarships to travel. Some selection, at least in college, is also indispensable. I know that this is one of the most controversial points. Earl McGrath

SCHEDULE OF CLASSES — Second Semester (February 1, 1954 to June 3, 1954)

Course Number	Subject	Credit	Hour	Days	Room	Instructor
AGRICULTURE						
101	General Agriculture	3	1:00	TThF	S-105	Haggan
111	Soils	3	8:00	MWF	S-105	Haggan
170	Rural Sociology	3	10:00	MWF	A-23	Carey
201	Principles of Economics	4	1:00	MTWF	A-14	Fincel
215	Horticulture	3	9:00	MTTh	S-105	Haggan
237	Poultry	3	11:00	MWTh	S-105	Haggan
280	Agricultural Economics	3	9:00	MTTh	A-14	Fincel
284	Forage Crops (Not for Smith-Hughes or County Agent work)	3	6:00— 8:30pm	Wed	S-105	Haggan
ART						
121	Public School Art	3	9:00	MWF	Library	Claypool
160	Appreciation of the Fine Arts	3	8:00	TThF	FA-203	Young-Weil
202	Composition and Drawing	2	1:00— 2:50	MW	Library	Claypool
*221	Advanced Public School Art	2	11:00	MTThF	Library	Young
292	Costume Design	2	1:00— 2:50	MW	Library	Young
303	Studio Problems	2	1:00— 2:50	MW	Library	Claypool
304	Figure Drawing	2	1:00— 2:50	TTh	Library	Young
311	Oil Painting I	2	1:00— 2:50	MW	Library	Claypool
314	Water Color Painting I	2	1:00— 2:50	MW	Library	Claypool
341	Crafts I	2	1:00— 2:50	TTh	Library	Claypool
412	Oil Painting II	2	1:00— 2:50	MW	Library	Claypool
442	Crafts II	2	1:00— 2:50	TTh	Library	Claypool
465	Modern and Contemporary Art	3	11:00	MWF	Library	Claypool
COMMERCE						
101	Business Arithmetic	3	3:00	MWF	A-2	Apel
160	Introduction to Business	3	2:00	TThF	A-2	Apel
211	Beginning Typewriting	2	1:00	MWF	A-3	Lowe
212	Intermediate Typewriting	2	10:00	MWF	A-3	Lowe
213	Advanced Typewriting	2	11:00	TTh	A-3	Lowe
221	Business English	3	9:00	MWF	A-3	Cox
232(1)	Intermediate Shorthand	4	8:00	MTWThF	A-2	Cox
232(2)	Intermediate Shorthand	4	11:00	MTWThF	A-2	Cox
235(1)	Secretarial Office Machines	2	9:00	TTh	A-4	Lowe
235(2)	Secretarial Office Machines	2	2:00	TTh	A-4	Lowe
236(1)	Clerical Office Machines	2	11:00	TTh	A-1	Anderson
236(2)	Clerical Office Machines	2	2:00	TTh	A-1	Anderson
333	Applied Shorthand	1-3	3:00	MW	A-3	Cox
360	Business Organization	3	8:00	MWF	A-16	Lowe

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
COMMERCE—Continued						
362	Consumer Education	3	10:00	MWF	S-403	Pecheniuk
381	Principles of Accounting	4	1:00	MTWThF	A-2	Anderson
382	Principles of Accounting	4	9:00	MTWThF	A-2	Anderson
449	Seminar	1	Arranged			Anderson
451	Retail Merchandising	3	10:00	MWF	A-2	Anderson
462	Business Law	3	11:00	MWF	A-18	Apel
464	Office Management	3	9:00	MTF	A-18	Apel
475	Materials and Methods	2	8:00	TTh	A-16	Lowe
482	Advanced Accounting	4	8:00	MTWTh	A-1	Apel
ECONOMICS AND SOCIOLOGY						
Economics						
201	Principles of Economics	4	1:00	MTWF	A-14	Fincel
202	Economic Problems	2	11:00	TTh	A-14	Fincel
280	Agricultural Economics	3	9:00	MTTh	A-14	Fincel
*304	Marketing	3	7:50	MTWThF	A-14	Fincel
442	Money and Banking	3	11:00	MWF	A-14	Fincel
471	Social Science Seminar	1	3:00	W	A-17	Staff
Sociology						
170	Rural Sociology	3	10:00	MWF	A-23	Carey
201	Introductory Sociology	3	8:00	MTTh	A-23	Carey
*302	Population Problems	2	9:00	MTThF	A-23	Carey
410	Studies in Basic Cultures	3	2:00	TWF	A-23	Carey
450	Social Philosophy	3	11:00	MWF	A-23	Carey
471	Social Science Seminar	1	3:00	W	A-17	Staff
EDUCATION						
100	Orientation in Education (Required of all freshmen who expect to teach)	1	10:00	T	Aud	Walter and Staff
210	Human Growth and Development I	3	9:00	MWF	A-21	Tant
211(1)	Human Growth and Development II	3	9:00	MWF	A-12	McShea
211(2)	Human Growth and Development II	3	10:00	MWF	A-12	Walter
225	Teaching in the Elementary School (Required for students who expect to teach on a Temporary Certificate)	3	10:00	MWF	CLab	Graves
227	Literature for Children	3	11:00	TThF	CLab	Graves
321	Teaching of Arithmetic	3	2:00	TWF	CLab	Graves
325	Student Teaching (Elementary)	4	Arranged			TS Wicker
*326	Teaching of Reading	3	12:50	MTWThF	CLab	Graves
333	Fundamentals of Elementary Education Laboratory	4	9:00 2:00—3:50	MTWF Th	CLab	Graves

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
	EDUCATION—Continued					
356	Guidance and Counseling	3	8:00	MWF	A-15	McShea
375	Student Teaching (Secondary)	4	Arranged		TS	Wicker
381	Measurement Principles and Techniques	3	Arranged		TBur	McShea
382	Audio-Visual Aids	3	10:00	MWF	A-21	Tant
425	Student Teaching (Elementary)	4	Arranged		TS	Wicker
472	Fundamentals of Secondary Education	4	11:00 1:00	MWF W	A-12	Walter
475	Student Teaching (Secondary)	4	Arranged		TS	Wicker
482	Seminar in Audio-Visual Aids		1:00	MW	A-21	Tant
520	Research Problems in Elementary Education	3	Arranged			
*530	The Curriculum	3	7:50	MTWThF	A-12	Wilson
554	Psychology of Learning	3	6:30—9:00pm	Fri	A-12	McShea
560	Supervision	3	2:00	MWF	A-12	Walter
570	Research Problems in Secondary Education	3	Arranged			Wilson
571	Seminar	1	3:15	W	CLab	Staff
590	Research Methods in Education	2	6:30pm	Wed	A-12	Walter
*594	The Principalship		12:50	MTWThF	TS	Wicker
	ENGLISH					
102(1)	Writing and Speaking	3	8:00	MWF	A-10	Banks
102(2)	Writing and Speaking	3	9:00	MWF	A-10	Banks
102(3)	Writing and Speaking	3	9:00	MWF	A-15	McConkey
102(4)	Writing and Speaking	3	11:00	MWF	A-15	McConkey
102(5)	Writing and Speaking	3	10:00	MWF	A-10	Long
102(6)	Writing and Speaking	3	2:00	TThF	A-10	Long
102(7)	Writing and Speaking	3	11:00	MWF	A-10	Covington
202(1)	Introduction to Literature	3	11:00	MWF	TH-2	Banks
201(2)	Introduction to Literature	3	2:00	TThF	TH-3	Miles
202(1)	Introduction to Literature	3	2:00	TThF	TH-2	Long
202(2)	Introduction to Literature	3	1:00	MTTh	TH-2	Miles
*202	Introduction to Literature	3	12:50	MTWThF	TH-4	McConkey
331	Classical Writers	3	9:00—11:30am	Sat	TH-1	Miles
332	Romantic Writers	3	1:00	TThF	TH-3	Banks
341	Early American Writers	3	9:00	MWF	TH-2	Miles
370	Literary Backgrounds	3	11:00	MWF	TH-3	Miles
390	Writers' Workshop	3	2:00	MWTh	TH-4	McConkey
436	Shakespeare and His Age	3	9:00	MTTh	TH-3	Long
451	English Lyric	3	6:30—9:00pm	Fri	TH-4	McConkey

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
Speech						
281	Public Speaking	3	9:00	MTWTh	TH-5	Covington
284	Voice Development	3	10:00	MTWF	TH-5	Covington
Dramatics						
285	Make-Up for the Stage	1	1:00- 2:50	T	TH-5	Covington
383	Staging Techniques	3	1:00	MWThF	TH-5	Covington
*387	Children's Theatre	3	3:00	MTWThF	TH-5	Covington
FOREIGN LANGUAGES						
Spanish						
102	Beginning Spanish	3	1:00	TThF	A-20	Bizzoni
202	Intermediate Spanish	3	2:00	TThF	A-20	Bizzoni
French						
102	Beginning French	3	10:00	MWF	A-20	Bizzoni
202	Intermediate French	3	11:00	TThF	A-20	Bizzoni
305	Conversation and Composition	3	1:00	MW	A-20	Bizzoni
	Phonetics	1	2:00	W	A-20	
German						
102	Beginning German	3	9:00	MWF	A-20	Bizzoni
202	Intermediate German	3	11:00	MW	A-20	Bizzoni
GEOGRAPHY						
*100	Fundamentals of Geography	3	9:00 10:00	MTWThF T	S-217	Braun
100(1)	Fundamentals of Geography	3	11:00	TThF	S-217	Braun
100(2)	Fundamentals of Geography	3	2:00	MWF	S-201	Wilkes
211	Economic Geography	3	10:00	MWF	S-217	Braun
241	North America	3	1:00	TThF	S-201	Wilkes
300	Regional Geography for Elementary Teachers	3	9:00	MWTh	S-201	Wilkes
320	South America	3	10:00	MWF	S-201	Wilkes
331	Europe	3	9:00-11:30am	Sat	S-201	Wilkes
344	Kentucky	3	2:00	TThF	S-217	Braun
471	Social Science Seminar	1	3:00	W	A-17	Staff
HISTORY AND POLITICAL SCIENCE						
History						
131	History of Civilization	3	2:00	MWF	A-16	Exelbirt
132(1)	History of Civilization	3	10:00	MWF	A-16	Exelbirt
132(2)	History of Civilization	3	8:00	MWF	A-19	Fowler
132(3)	History of Civilization	3	9:00	MWF	A-19	Fowler
241	United States Since 1865	3	11:00	MTTh	A-19	Fowler
332	Modern Europe, 1815 to the Present	3	9:00	MWTh	A-16	Exelbirt
335	History of Russia	3	11:00	TThF	A-16	Exelbirt

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
HISTORY AND POLITICAL SCIENCE—Continued						
*348	Latin America	3	3:00	MTWThF	A-16	Exelbirt
400	American Foundations	3	11:00	MTTh	A-17	Rader
445	United States, 1900 to Present	3	9:00—11:30am	Sat	A-19	Lappin
471	Social Science Seminar	1	3:00	W	A-17	Staff
Political Science						
141	Problems of Citizenship	3	1:00	MWF	A-17	Rader
*241	Government of the United States	3	2:00	MTWThF	A-17	Rader
344	Kentucky Government	2	8:00	TTh	A-17	Rader
450	International Relations	3	8:00	MWF	A-17	Rader
471	Social Science Seminar	1	3:00	W	A-17	Staff
HOME ECONOMICS						
130(1)	Elementary Nutrition and Food Planning	3	8:00 9:00	MTTh Th	S-415	Rouse
130(2)	Elementary Nutrition and Food Planning	3	10:00 9:00	MWF W	S-415	Rouse
140	Textiles	3	8:00 9:00	MWF WF	S-401	Pecheniuk
141	Clothing Design and Construction	3	1:00 2:00	MWF WF	S-401	Bolin
241	Clothing Selection and Construction	2	8:00—9:50	TTh	S-401	Bolin
301	Consumer Problems	3	10:00	MWF	S-403	Pecheniuk
302	Nutrition for Elementary Teachers	2	10:00	MWF	S-401	Bolin
355	Child Development	3	1:00 2:00	MWF WF	S-403	Pecheniuk
431	Advanced Nutrition	3	11:00	MTWF	S-415	Rouse
452	Home Management	2	1:00	TTh	S-403	Pecheniuk
453	Social Problems of the Family	3	6:00—8:30pm	Tues	S-401	Bolin
*454	Home Management House	3		Daily	HMH	Pecheniuk
475	Directed Teaching	8		Arranged Daily	TS	Wicker
INDUSTRIAL ARTS						
103	Elementary Mechanical Drawing	3	1:00	MTWThF	S-113	Mays
110	Elementary Woodturning	2		Arranged	S-101	Mays
111	Elementary Woodwork	3	11:00	MTWThF	S-101	Mays
186	Metalwork	3	1:00	MTWThF	MS	Roberts
203	Advanced Mechanical Drawing	3	2:00	MTWThF	S-113	Mays
210	Advanced Woodturning	3		Arranged	S-101	Mays
211	Advanced Woodwork	3	10:00	MTWF	S-101	Mays
388	Machine Shop	3	2:00	MTWThF	MS	Roberts

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
LIBRARY SCIENCE						
311	Cataloging and Classification	3	3:00	MThF	TSLib	Williams
475	School Library Practice	3	Appointment			Williams
MUSIC						
100	Rudiments of Music	3	11:00	MTThF	FA-203	Huffman
132(1)	Music Theory II	3	11:00	MTThF	FA-204	Greim
132(2)	Music Theory II	3	11:00	MTThF	FA-202	Pound
160	Appreciation of the Fine Arts	3	8:00	TThF	FA-203	Weil-Young
162	Literature of Music	1	2:00	MW	FA-203	Staff
221	Music for the Elementary Teacher	2	10:00	MTWF	FA-203	Huffman
232	Music Theory IV	3	1:00	MTThF	FA-202	Johnson
375	Materials and Methods in High School	3	2:00	MWF	FA-204	Huffman
376	Instrumental Materials and Methods	3	10:00	MWF	FA-108	Aukerman
444	Instrumentation	3	9:00	MWF	FA-202	Pound
471	Conducting	2	9:00	MW	FA-204	Huffman
114-415	String Class	1	2:00	TTh	FA-109	Huffman
117-417	Piano Class (Non-Majors)	1	2:00	TF	FA-205	Greim
144A-444A	Organ	1-2	8:00	TTh	Aud	Johnson
144A-444A	Organ	1-2	9:00	TTh	Aud	Johnson
151-451	Woodwind and Percussion	1	1:00	TTh	FA-201	Pound
	Chorus	1	3:00	MWTh	FA	Weil
	Band	1	4:00	MWF	FA	Aukerman
	Orchestra (strings only)		3:00	F	FA	Huffman
	Orchestra (full)	1	4:00	TTh	FA	Huffman
	Private Lessons	1-2	Arranged			Staff
	Ensemble	1	Arranged			Staff
NURSING						
101	Foundations in Nursing	2	1:00- 2:50	MW	S-309	Woerner
110	Drugs and Solutions	1	11:00	W	S-309	Woerner
160	Introduction to Medical Science	1	11:00	MF	S-309	Woerner
PHYSICAL EDUCATION AND HEALTH						
100b(1)	Orientation in Physical Education (Women)	½	11:00	TTh	Gym	Avent
100b(2)	Orientation in Physical Education (Women)	½	1:00	TTh	Gym	Avent
100b(3)	Orientation in Physical Education (Women)	½	2:00	MW	Gym	Avent

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
PHYSICAL EDUCATION—Continued						
100b(1)	Orientation in Physical Education (Men)	½	8:00	MW	Gym	Prewitt
100b(2)	Orientation in Physical Education (Men)	½	8:00	TTh	Gym	Jamerson
100b(3)	Orientation in Physical Education (Men)	½	2:00	TTh	Gym	Jamerson
*106	Softball	½	5:00	MTWTh	Field	Prewitt
*110	Archery	½	10:00	MTWF	Field	Avent
*-16	Tennis	½	2:00	MTWTh	Courts	Prewitt
*-17	Swimming	½	1:00	MTWTh	Pool	Jamerson
122	Stunts and Gymnastics	½	9:00	TTh	Gym	Jamerson
133	Folk Dancing	½	2:00	TTh	Gym	Jamerson
104(1)	Personal Hygiene	2	9:00	MW	S-305	Woerner
104(2)	Personal Hygiene	2	9:00	TTh	S-312	Woerner
104(3)	Personal Hygiene	2	8:00	TTh	A-10	Avent
285(1)	Community Recreation	2	11:00	MW	A-16	Avent
285(2)	Community Recreation	2	1:00	WF	A-18	Avent
320	Plays and Games for Elementary Schools	2	9:00	MW	Gym	Jamerson
336	Organization and Administration of Track	2	2:00	MTWTh	A-19	Fowler
352	Scouting	2	8:00	TTh	A-19	Prewitt
360	History and Principles of Physical Education	3	10:00	MWF	A-17	Laughlin
490	Driver Education	2	1:00	TTh	A-18	Laughlin
SCIENCE AND MATHEMATICS						
Science						
102	Introduction to Biological Science	3	9:00	TTh	S-305	Owsley
	Laboratory (1)		8:00	MW	S-301	Owsley
	Laboratory (2)		9:00	MW	S-301	Owsley
104(1)	Introduction to Physical Science	3	1:00	TThF	S-210	Newsom
104(2)	Introduction to Physical Science	3	2:00	TThF	S-210	Newsom
*-90	Science for the Elementary School Teacher	3	11:00-12:00	MTWThF	S-210	Newsom
Biology						
216	General Botany	3	1:00	F	S-301	Owsley
	Laboratory		1:00-2:50	MW	S-301	Owsley
306	Anatomy and Physiology	4	9:00	MWF	S-312	West
	Laboratory		9:00	TTh	S-317	West
316	Dendrology	2	5:30-8:00pm	Tues	S-305	Owsley
317	Bacteriology	4	8:00	TTh	S-312	West
	Laboratory		1:00-2:50	TTh	S-301	West

* Class begins at Mid-Term

Course Number	Subject	Credit	Hour	Days	Room	Instructor
Biology—Continued						
332	Human Physiology	4	8:00	MWF	S-312	West
	Laboratory (1)		1:00— 2:50	M	S-317	West
	Laboratory (2)		1:00— 2:50	W	S-317	West
338	Vertebrate Embryology	4	11:00	MW	S-305	Owsley
	Laboratory		1:00— 2:50	TTh	S-317	Owsley
471	Seminar	1	3:00— 4:50	W	S-312	West
Chemistry						
112	General Chemistry	4	10:00	MW	S-409	Phillips
	Laboratory		1:00— 2:50	TTh	S-411	Phillips
114	Qualitative Analysis (For chemistry majors)	1	3:00	TTh	S-411	Phillips
223a	Quantitative Analytical Theory	1	12:00	W	S-312	Phillips
223	Quantitative Analysis Laboratory	2-4	2:00—4:50	MWF	S-406	Phillips
332	Organic Chemistry	5	8:00	TThF	S-409	Phillips
	Laboratory		1:00— 2:50	MF	S-310	Phillips
451	Physiological Chemistry	3	9:00	MW	S-312	Phillips
	Laboratory		1:00— 2:50	W	S-310	Phillips
471	Seminar	1	3:00— 4:50	W	S-312	West
Geology						
101	Historical Geology	3	3:00	WF	S-217	Braun
	Laboratory		3:00— 4:50	M	S-217	Braun
Mathematics						
111	Slide Rule	1	10:00	T	S-210	Newsom
151	College Algebra	2	8:00	TTh	S-210	Newsom
152	College Algebra	2	8:00	TTh	A-18	Fair
271	Analytical Geometry	3	8:00	MWF	A-18	Fair
341	Theory of Equations	3	8:00	MWF	S-212	Overstreet
353	Statistics	3	6:30— 7:45pm	MW	S-206	Newsom
362	Integral Calculus	4	10:00	MTWF	S-212	Overstreet
484	Theoretical Mechanics: Dynamics	3	Arranged		S-212	Overstreet
Physics						
132	Elementary Physics	4	9:00	MTTh	S-210	Newsom
	Laboratory		3:00— 4:50	Th	S-209	Newsom
232	General College Physics	5	1:00	MTWF	S-212	Overstreet
	Laboratory		1:00— 3:50	Th	S-211	Overstreet
331	Nuclear Physics	3	9:00	MWF	S-212	Overstreet

in his speech at the meeting of the Modern Language Association in Boston made it clear that the responsibility of standards is in the hands of those in the high ranks of the profession: "It is highly important," he said, "that the steps which are to be taken . . . should grow out of the most reliable and informed professional experience. And that brings me to a consideration of the part that many members of the Modern Language Association can play in this important enterprise. They can be helpful in guaranteeing that the quality of language instruction offered to youngsters in the elementary grades be kept at a high level."⁴

If we want a large number of Americans truly proficient in languages we have to face the fact that not every student has the ability to learn them. This, I am sure, is true of a very small minority; for the most part there is no lack of potential ability in our youth, and I have found by experience that a stiff course which challenges the intelligence and the will, and is bound to give quick results, is the best incentive for the serious continued effort required. This is partly the secret of the success of the intensive military language programs. I shall read you now a few statistics that seem to me to be eloquent enough. They are from a survey on the world situation of Foreign Language by Prof. Thorn of Teachers' College, Columbia University.

Thirty-four countries out of 37 teach the first modern language for four or more years; 22 out of 37 or 60 per cent teach it six years or more. The United States appears at the bottom of the scale together with Guatemala, both teach languages for an average of two years, but Guatemala tops this country in that all high-school students take an obligatory 3-year foreign language course in the elementary schools.

Again as to requirements, 27 out of 37 countries or 73 per cent require two or three languages for high-school students. Only four countries have no required languages, among them the United States (the others being Australia, England, and New Zealand). According to these statistics also, starting a foreign language in preadolescence (at age of 12 or earlier) is a well-established practice all over the world.⁵

It is thus quite clear that in language efficiency our students cannot compete with any other student of the world. Of course, it is not here the case of advocating the study of languages, simply because it is done elsewhere, but if it is found that a knowledge of languages is a valuable asset to our citizens, and this seems to be the consensus of opinions, then,

every student should receive the proper preparation, and for good results this preparation cannot begin in college, nor for that matter, in high school.

Teaching languages in college today is most disheartening. Students not only start too late, so that even the gifted ones rarely achieve a true mastery of the language, but being a small minority and often ill-advised, they are uncertain of the validity of their effort, and even of their interest, and are easily discouraged to continue. Yet, given the proper conditions, we could train very good linguists, particularly in the small colleges where classes are small. In the introduction of his book, "Foreign Languages in the Elementary Schools," Prof. Andersson of Yale University makes a clear statement of one of the sad paradoxes of our educational system. "We pay lip service to the democratic principle of full educational opportunity; but we know that in practice the individual, who is the keystone of a free society, may enjoy the democratic educational privilege of being educated to the limit of his capacity only if his needs and desires happen to coincide with those of a sufficient number of others. The educational cards are already stacked against the individual who knows what he wants to do, but what chance has the potential language specialist unless he is encouraged by a sympathetic counselor? It is one of the paradoxes of our educational system that it proclaims the worth of the individual and yet patterns itself on the mass man."⁶

Everyday observation, and scientific studies, all confirm the fact that foreign languages should be learned early, while the child still retains much of his ability to learn sound patterns. "The intensive accelerated programs developed by the Army," says Mrs. Leonard, President of the National Congress of Parents and Teachers, "are one method of hastening the mastery of a language. We have long known another way, a way that we are only now beginning to use in our schools. The key to this method is an early start. A psychologist once said that very young children can pick up a second language with remarkable ease and speed. Why? Because they are still learning their first language. They are enchanted with their word power and eager to increase it. Language, they are finding, is a key to many doors and at this period learning two words for the same object, one in English and one, say, in French, is no hardship at all. It seems wise and efficient to take advantage of the enthusiasm for language that young people have. Why must we wait 10 years
eighteen

until they are far more interested in football scores or movie stars or first dates? Our young people today are living and working all over the world, and the children now in school will do so in even greater numbers. Directly or indirectly, they will be working in the cause of world peace and understanding. Directly and indirectly, they will be demonstrating the goodness and richness and the workability of our democratic way of life. And for these responsibilities they will need not merely to think and dream in another language, but through that language to share the thoughts and dreams of those whose native tongue it is."⁷

Latest estimates indicate that by the end of the school year 1952-53 about one hundred communities in some thirty states were conducting foreign language programs in one or more public elementary schools. The children seem to respond everywhere and to like languages, and, with very few negligible exceptions, parents are interested in seeing languages as an integral part of the elementary curriculum—it is the school principals and superintendents of schools which have to be wooed and convinced. At our recent Mountain Interstate Language Conference, as well as at last week's meeting at the University of Kentucky, we had the opportunity of some very lively discussions where administrators and teachers representing different levels of instruction took part. Such exchange of ideas, and airings of opinions, even of grudges of long standing, are indispensable. All those considering foreign languages in the elementary schools, seem to be confronted by four main problems which need to be elucidated and solved. I shall not elaborate these points but rather leave them as open themes of discussion.

- I. Who should learn, and at what age
- II. Who is going to teach languages in the grades
- III. How to fit a new subject in an already overcrowded curriculum
- IV. How to finance the program

As to the first point I should like to express my own strong opinion—just as I believe that in college some selection is necessary, it is here, in the grades, that all children should be exposed to a foreign language and for several successive years. From my own experience, the first grade is not too soon, the learning of a second language can be easily developed along the same pattern as English. I knew four languages before I was ten, and started Latin at nine. As far as I know, this has never been a handicap to me, nor to the many children under the same

curriculum. The second question: Who is going to teach languages in the elementary grade, presents more difficulties. It must be considered that children can only be taught by the direct method and that therefore someone not only proficient in the language but also with a good accent should instruct them. They should also be taught by someone trained to teach children. In the future, five or six years from now, such teachers will be available, particularly if students training in our teachers colleges are encouraged to take languages or when the universities now granting master degrees in education to liberal art students will have enough graduates ready. For the present, it seems to me that each institution should meet the situation according to its facilities. For example, my own experience at the training schools could be taken as a pattern. I know, I would never have achieved even half of what I have, without the valuable and efficient help of our first grade supervisor, Miss Evans. We planned our classes ahead, but it was she who gave the tone and guided, so to say, the entire development of the class. I supplied the French, that is, the show, trying to follow her as well as possible. We both enjoyed it, and I am sure the children were never aware that it was the result of a close team work.

For the last two points: how to fit a new subject in an overcrowded curriculum, and how to finance the program, I have little to suggest, and I am inclined to leave the problem to be dealt by the specialists. The introduction of a new subject will of course require a reconsideration of the present curriculum: as to the cost, in my ignorance of financial questions I am inclined to think that the language program should not represent a great expenditure, but I may be wrong. One teacher can be used by several grades and even by more than one school in large communities—voluntary help can be solicited—teachers in training with the adequate preparation be used—teachers with some language background, can be advised to take refresher courses, etc.

Rather than wait for a perfect blueprint, I believe that to start, even modestly, is better than not to start at all, and by now I know enough of the American ability to improvise, to feel confident that these slightly hit and miss beginnings may prove to be the most promising of success.

As to my own experience at the Training School, it has been one of the most gratifying in the past 10 years, because, though in a small scale, actually something was achieved. I

started the experiment in the hope of making the administration realize what a unique set up we had at our College for training language teachers, and at no extra expense. I intended some of my students to start this year with the first graders, while I would continue with the same group in the second grade. We should not feel discouraged if the new wave of interest in languages has not yet reached our mountain shores, the children learned, and learned rapidly the few things I taught them: several songs: Frere Jacques, Sur le pont d'Avignon, Alouette, Il etait une bergere. The names of a few common everyday things: the objects in the room, the parts of the body, animals, flowers, and a few simple sentences, and this only in about six weeks, an hour a week.

What gratified me most was the interest and eagerness of the children. They looked forward to, and enjoyed their French lesson. They still greet me in French, and though perhaps they are losing hope, they are still asking me when I am coming back.

I should like to end by reading a few suggestions of the Foreign Language Program Steering Committee. Prof. Andersson whom I have already mentioned, and one of its most active members, has been most generous in supplying me with the latest information. We were colleagues and friends at Wells College in the "golden days" of language teaching, when students came with a minimum of two years modern languages and some Latin or Greek, and all were required to study a second language at the college. Little did we dream then, that either of us would ever be concerned with elementary teaching. As director of the Junior year in Paris, Mr. Andersson has had the added experience of sending his own children to a foreign public school, and the reward of having his son, then ten years old, graduate first of his class: Some of the recommendations follow:

Provide information to the Modern Language Association and professional journals about successful programs, serious problems, constructive ideas for accomplishing more.

Speak to local non-academic groups.

Gather and publicize information, such as vocational opportunities for persons proficient in a foreign language.

Join at least one language association; volunteer for committee work; take responsibility for getting an active, working membership; read and contribute to the journal; go to annual

meetings; help nominate and elect leaders who will promote action programs, and above all,

Teach with joy and patient understanding the students we now have, within the limits of time now at our disposal. Remember that the most effective publicity is Johnny's day by day account of his language class at the supper table.

REFERENCES CITED

1. "The Foreign Language Program." P.M.L.A., September 1953.
2. "Foreign Language Program." P.M.L.A., April 1953.
3. "Language Study and World Affairs." Delivered at 35th Meeting of the Central States Modern Language Teachers Association.
4. "Broadening the Base of Language Study in America." Delivered at the Boston convention of the Modern Language Association of America, December 1952.
5. "Some Data on the World Situation in Foreign Language Teaching and the Place of the U. S. A. in the World Picture." French Review, January 1942.
6. The Teaching of Foreign Languages in the Elementary Schools. D. C. Heath, Boston, 1953, p. 2.
7. "Languages for Our Children." School Life, March 1953.

NIGHT AND SATURDAY CLASSES

These courses carry residence credit. Teachers holding full-time positions are not permitted to earn more than six semester hours of undergraduate credit or more than four hours of graduate credit per semester.

Course Number	Subject	Credit	Hour	Days	Room	Instructor
Agriculture						
284	Forage Crops	3	6:00— 8:30pm	Wed	S-105	Haggan
Education						
554	Psychology of Learning	3	6:30— 9:00pm	Fri	A-12	McShea
590	Research Methods in Education	2	6:30pm	Wed	A-12	Walter
English						
331	Classical Writers	3	9:00—11:30am	Sat	TH-1	Miles
451	English Lyric	3	6:30— 9:00pm	Fri	TH-4	McConkey
Geography						
331	Europe	3	9:00—11:30am	Sat	S-201	Wilkes
History						
445	United States, 1900 to Present	3	9:00—11:30am	Sat	A-19	Lappin
Home Economics						
453	Social Problems of the Family	3	6:00—8:30 pm	Tues	S-401	Bolin
Biology						
316	Dendrology	2	5:30— 8:00pm	Tues	S-305	Owsley
Mathematics						
353	Statistics	3	6:30— 7:45pm	Mon Wed	S-206	Newsom

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