

Report of the Dean's Advisory Committee,
College of Arts and Sciences, Boston University

I. The Charge to the Committee

In early Fall 1997, the Dean's Advisory Committee (DAC) of the College of Arts and Sciences (CAS) was asked by Dean Berkey to deliberate about a question relating to the CAS foreign language requirement. The DAC was asked to consider the issue as framed by p. 111 of the Judgment of the United States District Court of Massachusetts (in E. Guckenberger et al. vs. Trustees of Boston University et al.). Specifically, the Committee was asked to fulfill Judge Saris' order to institute "a deliberative procedure for considering whether modification of [the CAS] degree requirement in foreign language would fundamentally alter the nature of its liberal arts program. Such a procedure shall include a faculty committee set up by the College of Arts and Sciences to examine its degree requirements and to determine whether a course substitution in foreign languages would fundamentally alter the nature of the liberal arts program."

The Committee met and discussed these issues on seven occasions, on September 17, September 26, October 8, October 15, and October 29. Five students made presentations on November 14, after which there was more discussion. A final meeting was held on November 20. In the course of its deliberations the Committee reviewed various documents pertaining to the CAS foreign language requirement which are included as appendices to this report. At no time did any member of the Committee, including Dean (and Provost) Berkey, discuss any aspect of the Committee's charge or its work with President Westling or with any member of President Westling's staff.

The committee carefully discussed the meaning of Judge Saris' precisely phrased and delimited charge. In summary, our interpretation of the charge included the following points:

First, only undergraduate substitutions for language courses in CAS are at issue, and only insofar as these are requirements for the liberal arts program (and not, for example, for a concentration in Modern Foreign Languages or Classical Studies). The committee noted that the matter concerns substitutions, not exemptions.

Second, the DAC determined that the question was abstract or theoretical in the sense that it explicitly concerned the question of the importance of the foreign language requirement relative to the academic program in the liberal arts. It was noted that the argument and conclusion of the deliberations must be considered as though they might apply to all CAS students.

It was recognized that consideration of any special needs and circumstances of any particular student(s) was not under discussion by the committee, even though members of the committee were sensitive to the particular difficulties faced by some students.

It was noted that Judge Saris' point #9 on p. 5 of her decision (Aug. 15, 1997) to the effect that "federal law does not require a university to modify degree requirements that it determines are a fundamental part of its academic program by providing learning disabled students with course substitutions" illuminates the phrasing of her instructions to Boston University.

Third, and on the same general basis, the committee judged irrelevant to its fulfillment of Judge Saris' charge any arguments to the effect that given the small number of students who had been granted substitutions, it would not matter overall if course substitutions were allowed. That is, consequentialist arguments about the extent to which the status quo would or would not be altered were not deemed relevant. Any arguments about the "effects" of any substitutions could

only concern effects on the "nature" (Judge Saris' word) of the liberal arts education CAS seeks to provide.

Fourth, the DAC discussed the Judge's word "modification." Although there is room for discussion as to what could count as a "modification," the query obviously envisions the College's taking steps that go significantly beyond those it already takes to assist students who are attempting to fulfill the foreign language requirement. (For a summary of available options, see Appendix 1.) The DAC assumed that the query about "modification" must mean something like providing course substitutions for the foreign language requirement such as those given by CAS (without formal faculty authorization) in recent years. That is, Judge Saris writes of changes that would "fundamentally alter" the liberal arts program, and the character of any envisioned "modification" must be evaluated relative to *that* standard. This is to say that whatever curricular structure it may have, an envisioned modification must at a minimum amount to a substitution of a non-foreign language course for a foreign language course, that is, the replacement of the acquisition of a foreign language by a course of study that does not require learning a foreign language. Not surprisingly, then, substitution is the only sort of fundamental alteration mentioned by the Judge (though reasons relating to the genesis of the present case, as well as grounded in the law the Judge refers to, also underline the issue of course substitutions).

Fifth, given the way the Judge's directive is stated, and given the logic of the matter, the fact that CAS had for some years (apparently without faculty authorization) allowed substitutions for foreign language requirements cannot carry weight in deciding the matter. No appeal to the *fact* of these earlier substitutions can be made in settling the question as to whether such - or any - substitutions would "fundamentally alter the nature of the liberal arts program."

In the DAC's judgment, it did not follow that *no* appeal should be made to the fact that CAS has *always*, so far as the DAC could determine, required study of a foreign language, even during the time that the unauthorized substitutions were taking place. For that requirement represented the settled, and indeed the periodically examined and reaffirmed judgment of generations of faculty and administrators. The requirement thus embodies the reflective assessment of our colleagues over time.

However, while the fact of the faculty's long-standing judgment in favor of these requirements does carry great weight, it is not altogether conclusive, else the present deliberations would be unnecessary. The DAC judged it important to review carefully and deliberate about the *reasons* for which CAS had always supported the CAS faculty's long-standing judgment in this matter. The DAC therefore obtained, and carefully reviewed, all of the historical documentation available relating to the requirement, including records of earlier discussions by the faculty about the reasons for the requirement.

Thus the committee was inclined to view its charge as in a sense normative and not simply historical; that is, as a matter of review and deliberation about the rationale for the foreign language requirement, and not just as a matter of reiterating the historical record. However, it was also noted that Judge Saris' question is not about the relationship between the study of a foreign language and liberal arts education in general. That is, the query is not ahistorical or without context. Rather, her instructions explicitly concern the requirements at Boston University's College of Arts and Sciences in particular. Like earlier faculty reviews of this requirement, our own had in mind the fundamentals of a liberal arts degree. But we also had in view this College's history and mission, including the judgments of earlier generations of Boston University faculty about this very issue.

II - Deliberation about the Foreign Language Requirement.

The DAC deliberated with care about the rationale of the foreign language requirement for the CAS liberal arts degree, in order to determine whether or not "a course substitution in foreign languages would fundamentally alter the nature of the liberal arts program." The DAC reviewed the available history of the requirement and the earlier discussions about it. CAS students were invited to present their views on the matter to the DAC, as is further described below.

The committee began by reviewing the current requirements for the B.A. degree (the only degree offered by the College of Arts and Sciences) and, in particular, the foreign language requirement. The Committee also reviewed and discussed the three types of coursework by which students can satisfy the current foreign language requirement: by completing the traditional four-skills sequence in one of a long list of foreign languages; by completing certain courses in one of the regularly offered African languages; by completing the sequence of two-skills courses (the "reading track") in French or Spanish; or by following the relatively new Foreign Language Enhancement Program as recommended by the Office of Disability Services for certain students with learning disabilities. (See Appendix I for a complete description of each of these programs and a precise statement of the foreign language requirement.)

It was also noted that, on the recommendation of the Office of Disability Services, foreign language instructors provide a number of substantial accommodations in the testing of learning disabled students. Those include granting additional time and distraction-free testing environments, distributing lecture notes in advance, disregarding spelling, and replacing written with oral examinations.

After reviewing the requirements as well as the steps B.U. already takes to help students through the foreign language requirement, the Committee turned to what has already been stated in earlier examinations of, and statements about, the matter in the College. CAS' current statement (in the 1981/82 - 97/98 *Bulletin* inclusive) of the matter reads: "The study of a foreign language is a significant element in liberal education, providing access to the literature and culture of another society."¹ This reason for the requirement was discussed, and the DAC judged it sound. It is true, in our view, that access to the literature and culture of another society is essential to the liberal arts. It was noted that the reading component of the mastery of a foreign language is the crucial (but not exclusive) part of the requirement. The ability to read with at least fair competence the literature of another culture is central to liberal education as we understand it.

It goes without saying that to ensure that students obtain experience in the fields of humanities, social sciences, and natural sciences, the Boston University Bachelor of Arts degree also requires a number of courses in the divisions of science, math (and computer science), humanities, and social science. In addition, Boston University stipulates levels of competence in English composition. These too are necessary for a liberally educated person.

One of the essential elements in an education that has intellectual breadth as its goal is the understanding of foreign cultures, their history, and their literature. As also put in the 1967-1968 *Bulletin* of the College of Arts and Sciences, the College has long held that "knowledge of a second language is . . . considered integral to the humanistic tradition and a liberal education."² It is the essence of liberal learning to understand and engage in that tradition on its own terms, that is, in its own language. The DAC reflected that even if all peoples everywhere today spoke only English, it would *still* be necessary to require a foreign language for a liberal arts degree, for the

¹ *Boston University Undergraduate Program Bulletin 1997-1998*, p. 46.

² *College of Liberal Arts Bulletin*, 1967-68, p. 265

reason stated. Much of the humanistic tradition is not written in English. While the increasingly global nature of today's culture has only intensified the value of an acquaintance with a foreign culture through its language, that value is not dependent on the phenomenon of globalization.

Differently put, study of a foreign language is the entry to multiculturalism in the true and best sense of the term. One can be truly multicultural only by understanding another culture firsthand; and that requires knowing the language. A mind cooped up within a single culture is not liberally educated, and knowledge of a foreign language is essential to countering parochialism of outlook and knowledge.

The DAC noted the statement in the 1969/70-1980/81 Bulletins (inclusive) that studying a foreign language has "intrinsic liberal studies value." One way this is true is that the intellectual process of learning another language; that is, a hugely complex symbolic structure that conveys meaning by itself shapes the mind in a way that contributes to its enlightenment. This process not only provides discipline that redounds to the benefit of one's use of one's native tongue, but also forces the mind to understand the linguistic building blocks of thought and communication.

Indeed, learning another language teaches one how to learn still further languages, and thereby continue the process of lifelong expansion of knowledge. A liberal arts education is meant to provide the student with some competence in thinking in diverse areas of knowledge, including the humanities, social sciences, and natural sciences. In no sense a technical or vocational degree, the liberal arts curriculum aims to provide the student with "the basic cornerstones of a lifetime of intellectual growth, personal development, and constructive societal involvement"³ as well as with a foundation for more specialized and advanced knowledge in the student's area of concentration. There are many other degrees students can pursue that do not require this breadth of knowledge; the liberal arts degree does.

It was also pointed out that learning a foreign language will very often contribute directly to one's competence in one's concentration, whatever it be, and that this is true even in the sciences.

The DAC found especially useful the Feb. 1969 document authored by the Department of Modern Foreign Languages and Literatures. This document was formally adopted at the time by the College after due discussion. It persuasively articulates much of the rationale for the requirement. On pp. 2-3, it is stated that a student's "perspective of this [the student's] world is enormously broadened by discovery of his own provinciality created on the one hand by the limitations of his own tongue and on the other hand by the magnitude of the communications gap in our towering babel." And on p. 3: "For the University student, study of a foreign language must produce not merely an experience with an unknown culture but definite expansion of the learner's ability to evaluate and express his own culture including his personality."

The joys and instruction of great literature are best realized when one can read that literature in the language in which it was written. The same argument applies equally to the 'literature' of history (e.g., Herodotus) and philosophy (e.g., Plato). The great expressions of the literary imagination turn on the fine use of a language; something of importance is inevitably lost in translation. A liberally educated person ought to have some access, through one foreign language at least, to the original expression of deep insights into the human condition that marks great literature. The conceptual scrutiny of a society from the outside, such as through English translation or through the academic study of history, simply cannot provide the same fundamental experience.

³ *Boston University Bulletin*, Undergraduate Programs, 1980-1981, p. 16.

Differently stated, it is only through the knowledge of the language of a different culture that one can obtain a deep understanding of that culture and its ways of thinking and of expressing those thoughts. A simple example may illuminate the importance of this relation between language and culture. When an American student learns the difference in French between the uses of the polite and familiar forms of the pronoun "you," that student begins to appreciate cultural norms of courtesy and social stratification in French society that do not exist in American society and that do not translate into English. Literary texts in translation cannot address the sometimes complicated meanings produced when a character changes from one to another of these pronominal forms. The student must learn these gradations of meaning, recognize the link between language and culture in French, and understand communication on those terms. In the process, the student learns something about American culture and its lack of such mannered markings. Learning such a difference as this, or the untranslatability of some words, idioms, or syntactic formulations (and hence thoughts) from a foreign language leads to a greater understanding of important differences among languages and hence of the nature, character, and limitations of one's native language.

The DAC is certainly of the view that a liberally educated person ought to read widely, even if in translation, over the course of a lifetime. The College encourages students to learn about foreign cultures in many different ways, e.g., through taking relevant history and anthropology courses. But this in no way obviates the central point as to the fundamental importance to liberal learning of a grasp of at least one foreign language. Indeed, it was noted that in the past, CAS had required a knowledge of a foreign language for *admission* to the College.

The May 2, 1975 "Academic Policy Committee Revision of the Foreign Language Requirement Report" (CAS) was also reviewed and discussed by the DAC. As stated therein, "the foreign language requirement exists primarily so as to insure that College of Liberal Arts graduates have a direct, first-hand knowledge of the relationships between language and culture and between language and thought. Thus the FLR has a primarily intellectual, non-utilitarian purpose. It aims at expanding the students' consciousness beyond the confines of their own native culture—as expressed in American English—and giving them perspective on that culture; even, perhaps, on their own personalities" (p. 1).⁴

The DAC also judged it relevant to its deliberations to review the debate at Boston University over the permissibility of American Sign Language as satisfying the foreign language requirement. As documents relating to that debate indicate, a key point was not just that a student learn another *language* but that it be *foreign*, that is, foreign to us here and now, whether the language be ancient or modern.⁵ In studying a foreign language, its cultural as well as literary

⁴ The context of faculty deliberations leading to that 1975 report is as follows: late in academic year 1973/74, during which a small group of student activists had attempted to mobilize student opinion against the language requirement, Acting Dean Newman requested that the CLA Humanities Curriculum Committee prepare a report on the requirement for the Academic Policy Committee. From the curriculum committee, that report moved through the usual APC channel to the CLA faculty. Following a majority vote of the faculty to continue foreign language study as a requirement for the B.A., the APC, serving in that instance as an ad hoc FLR Task Force, reviewed the then conditions of implementation of the requirement for conformity with the rationale excerpted above and discussed with philosophical pertinence by the present DAC.

⁵ See especially Dr. Jeffrey Henderson's letter to Professor Gary Jacobson, Chairman of the Academic Policy Committee (APC), of Feb. 11, 1994. Dr. Henderson was at the time and continues to be Chairman of the Department of Classical Studies at Boston University. It should be noted that the upshot of the debate was that, by unanimous vote of the CAS APC (April 6, 1994), the foreign language requirement was reaffirmed and that ASL does not satisfy the foreign language requirement.

riches become our own. We thereby expand ourselves, liberating ourselves from the boundaries of our own culture and for the insights offered by another. Insofar as our own culture is itself formed by texts written in a foreign language, studying such a language contributes directly to self-understanding. And self-knowledge is at the heart of liberal education.

It was noted that the strong and persuasive reasons for rejecting ASL as satisfying the foreign language requirement also exclude (as suggested on p. 2 of the April 7, 1994 memorandum from Dean Berkey to Dr. Gary Jacobson on the ASL issue) counting, say, so-called computer 'languages' and the like as satisfying that requirement.

On learning that Judge Saris wished to have student input into the Committee's deliberations, the Committee sought CAS student participation by placing an ad in the Daily Free Press (which ran on three occasions) and soliciting student participation via e-mail. When the Daily Free Press received the ad copy a reporter telephoned Dean Berkey to inquire, and Dean Berkey granted an interview (which was published on October 24, 1997) on the work of the Committee and the Committee's interest in hearing student opinion on the question of whether course substitutions for foreign language would fundamentally alter the nature of the CAS degree.

Five CAS students responded to the call for student participation. They met with the Committee on Friday, November 14. Each student was allotted ten minutes for a presentation of views and follow-up questions by the Committee. All five made presentations, and some used more than the allotted time.

One additional student, Elizabeth Guckenberger (a plaintiff in the lawsuit), requested to speak to the Committee. Because she is not a student in the College of Arts and Sciences, and because the question pertains exclusively to the foreign language requirement of the College of Arts and Sciences, the Committee asked counsel whether to grant her an appearance, and on advice of counsel she was not allowed to speak.

Two of the five CAS students identified themselves as having learning disabilities. One chastised the Committee for not having contacted all of the learning disabled students directly and in writing concerning the work of the Committee. It was pointed out, in response, that the question before the Committee concerned the relationship of the foreign language requirement to the CAS degree and did not affect learning disabled students exclusively. This student described himself as highly motivated to learn French since his area of concentration is French history. He went on to testify that he had himself completed all four semesters of the foreign language requirement (taking the first two semesters at another institution) with grades of B, B, C+ and C respectively. He concluded, on the basis of this experience, that his learning disability had prevented him from gaining competence adequate to read primary sources in his field.

A second student, Catherine Hays Miller (whose name appears in the court decision), reported that she had a learning disability. After struggling with four years of Spanish in high school, she had taken the first semester of the Spanish sequence, and had earned a grade of B at great cost to performance in her other courses. She asserted that certain students are constitutionally unable to attain the expected level of competence in foreign language study. She concluded her endorsement of course substitutions by noting that other first-rate institutions allow substitutions for language courses.

A third CAS student who testified is majoring in International Relations with a minor in Russian and East European Studies. She discussed her experience learning Russian, how knowledge of Russian helped her appreciate the context for what she was learning about that region of the world, and how students majoring in International Relations should have even more experience in foreign language study than what is required. She also believes that her reading

ability in Russian helps her understand Russian texts and literature better because she can read original text and not lose subtleties through translation.

The fourth student is majoring in Archaeology and minoring in Anthropology. He has studied French extensively, and believes that this experience has greatly aided his intellectual development. He had originally intended to pursue the archaeological study of ancient Egypt and imagined that his command of French would facilitate reading a rich literature in French on that subject. His archaeological interests have shifted to Central and South America, however, where Spanish would be more useful to him. Nonetheless, he believes that the experience of having learned French has given him important insights into the complex relation among language, thought and culture. Specifically on the question of whether "culture" courses can provide the same benefits as actual foreign language courses, this student noted that most of the courses he has taken in archaeology and anthropology could be counted as "culture" courses, and none, except the most advanced courses that focus on language and culture, provides the same insights and appreciation of how language interacts with thought and culture as does actual coursework in foreign language.

The final student is majoring in psychology, and reported that the study of French had come easily to her. She had originally thought, on hearing about the issue before the Committee, that the study of foreign language was fundamental to the liberal arts degree. Later, having discussed the matter with other students, she changed her opinion to believe that a small number of students, those with appropriate learning disabilities, could be exempted from the requirement without significant compromise to this degree standard.

After hearing the presentations from the five students, and engaging each in discussion of their comments, the Committee discussed what had been heard and concluded that each of the issues that had been raised by the students had been discussed and considered carefully in previous discussions of the Committee.

III - Conclusion

The DAC believes, after due deliberation and reflection, that a person holding a liberal arts degree from Boston University ought to have some experience studying a foreign language and thus access to the literature and wisdom of the relevant culture. Such access is to be expected from one educated in the pursuit of self-knowledge, in an understanding of the deepest human questions and of what some of the answers might look like. Participation in the "conversation of mankind" (to borrow the famous political philosopher Oakeshott's phrase) about these issues is fundamentally furthered by a mastery of a language other than one's native tongue.

Knowledge of a foreign language is one of the keys to opening the door to the classics and so to liberal learning. It is not the only key, but we do judge it to be indispensable. The College of Arts and Sciences at Boston University aspires to educate its students to understand "an image of large and liberating humane order," and to this end the foreign language requirement is indeed fundamental.

In reviewing the CAS foreign language requirement in response to Judge Saris' inquiry into its purpose and importance in the CAS liberal arts degree, the DAC was mindful of the context of the concern that students with certain types of learning disabilities might experience varying degrees of difficulty and success in attempting to learn a foreign language. The Committee was mindful as well that much the same observation pertains generally to all students in the College of Arts and Sciences. The foreign language requirement applies to all, and the degree of difficulty experienced in meeting this

requirement varies greatly among students generally, as does the degree of mastery they attain in any of our foreign language, and other, programs. Indeed, many students with no evident learning disabilities demonstrate significant difficulty, despite great effort, in foreign language courses, and many such students receive low or failing marks in the course of their study and even as final course grades.

It is thus in the knowledge that solid familiarity with a foreign language is a goal that some students will surpass and others will struggle to reach that the DAC has arrived at its conclusion: that no other goal could serve the same purpose within the CAS liberal arts curriculum. Learning a foreign language does not simply provide a means to the end of gaining authentic access to other cultures without fear of losing something in translation, although that benefit of language study is potentially great. Language learning is a particular way of getting to know other cultures and their thought, from the inside out. Encountering a foreign culture in and through the complexities of its verbal structures and representations poses a unique challenge to familiar idioms, settled habits of mind, and securities of knowledge. Demanding of students that they risk comprehension and communication on someone else's terms, foreign language instruction aims to enlarge, and to refine, their sense of what is universal, what is locally particular, and what is possible in human experience and self-expression. Implementation of this purpose is a constant of language study, whether of ancient or modern languages, from the earliest moment of learning to decipher alien sounds or symbols on the page. No content course taught in English can substitute fully for the insider access to other cultures – with its attendant invitation to thoroughgoing critical self-awareness – that is the hallmark of foreign language study.

Although a large majority of the DAC agreed that knowledge of a foreign language is an indispensable component of the liberal arts degree at Boston University, one member disagreed with this conclusion. This member joined the committee in endorsing the goals of the foreign language requirement, but concluded that certain students would be better served by a course of study established as an alternative to the current requirement. What the alternative would be and which students might be eligible would be determined through normal university channels. One example of such a course of study would require a student to designate four courses as a CAS language requirement alternative. For a chosen language, the student would select courses from a faculty approved list that focus on the language, culture, history, literature, and art of countries where the language is spoken. These courses could not also be used to satisfy other graduation requirements, including concentration or distribution requirements. The dissenting member concluded that a number of CAS students would more nearly approach the foreign language requirement's goals by way of such an alternative path.

The other members of the DAC respectfully accepted this minority view as a legitimate expression of skepticism concerning the requirement for foreign language study. No other member shared this belief that the goals of foreign language study could be met by "alternative paths" outside the foreign languages.

IV - Recommendation

After extensive review and deliberation, the DAC's professional and academic judgment is that the conjunction of the foregoing considerations (which we have merely summarized here) entails but one conclusion: the foreign language requirement is fundamental to the nature of the liberal arts degree at Boston University. The DAC therefore recommends against approving course substitutions for any student as an alternative to fulfilling the foreign language requirement.

Respectfully submitted by the Dean's Advisory Committee, College of Arts and Sciences, Boston University

Appendix 1

LANGUAGE REQUIREMENT - CAS

The foreign language requirement may be met by any of the following:

1. A score of 560 or higher (540 or higher if taken before April 1995) on the SAT-II; Foreign Language Subject Test in French, German, Modern Hebrew, Italian, Latin, or Spanish.

2. A score of 3 or better on an Advanced Placement foreign language test.

3. Satisfactory completion of one of the following courses (at the level of fourth-semester):

Arabic CAS LY 212

Chinese CAS LC 212, 216

French CAS LF 212, 222, 223, Grenoble I Program

German CAS LG 212, 232

Greek (Classical) CAS CL 262

Greek (Modern) CAS CG 212

Hebrew CAS LH 212

Italian CAS LI 212, Padova I Program

Japanese CAS LJ 212

Latin CAS CL 212

Portuguese CAS LP 212

Russian CAS LR 212

Spanish CAS LS 212, 222, Madrid I Program

(Most likely, in the future, CAS LN Hindi 212 and CAS LK Korean 212)

4. Any course numbered 212 or above in one of the regularly offered African languages: Bambara/Mandinka, Hausa, Swahili, or Yoruba.

5. Bilingualism.

TWO LANGUAGE SEQUENCES: EXPLANATION

In most of the language programs, students fulfill their CAS requirement with the course numbered 212 (fourth-semester course) or its equivalent. These language programs are four-skills programs (reading, writing, speaking, listening).

In French and Spanish, we have developed the reading sequence courses which emphasize one skill, reading, above the others. Thus students in French and Spanish have the opportunity to choose which sequence to pursue depending on their goals and learning strengths.

French Reading Sequence Courses:

LF 121

LF 122

LF 221

LF 222

Spanish Reading Sequence Courses:
LS 121
LS 122
LS 221
LS 222

Examples of Fourth Semester Courses That Fulfill the CAS Language Requirement

Four-Skills Sequence

LF 212 Fourth-Semester French
Prereq: CAS LF 211 or placement examination results. Continues CAS LF 211; grammar review, conversations, and composition. Selections from contemporary literature; listening to a dramatized novel in lab with discussions in class. Conducted in French. Lab required.

Reading Sequence

LF 222 Fourth-Semester French for Reading
Prereq: CAS LF 221 or placement results. Completes intensive review of grammatical structures. Emphasis on sophisticated sentence structures and the contemporary idiom. Readings include historical texts, representative examples of journalism, and a short novel. Viewing and discussion of films. Weekly written translations leading to a final project. (Students intending to continue in CAS LF 303 must take CAS LF 212, not CAS LF 222)

FOREIGN LANGUAGE ENHANCEMENT PROGRAM

The Office of Disability Services determines that students with certain learning disabilities "may benefit from extra assistance when learning a foreign language." In order to accommodate these students, the Foreign Language Enhancement Program has been set up. A student eligible for this program takes the regular four-skills sequence or reading sequence class (with the choice of sequence sometimes recommended by the ODS) and meets in addition one-on-one with an MFL or CL instructor. This directed study may meet from one to three hours a week depending on the student's needs. The directed study is a no-grade, no-credit course and appears on the transcript. A student going through the program in the four-skills sequence in French would have the following record of courses:

LF 111 1ST SEM FRENCH grade 4 credits
LF 101 DRS: ORAL FRENCH
LF 112 2ND SEM FRENCH grade 4 credits
LF 102 DRS: ORAL FRENCH
LF 211 3RD SEM FRENCH grade 4 credits
LF 201 DRS: ORAL FRENCH
LF 212 4TH SEM FRENCH grade 4 credits
LF 202 DRS: ORAL FRENCH

In the French reading sequence:

LF 121 FRENCH READING 1	grade 4 credits
LF 103 DS READ FRENCH	
LF 122 FRENCH READING 2	grade 4 credits
LF 104 DS READ FRENCH	
LF 221 FRENCH READING 3	grade 4 credits
LF 203 DS READ FRENCH	
LF 222 FRENCH READING 4	grade 4 credits
LF 204 DS READ FRENCH	

1958/59-1968/69

College of Liberal Arts

Foreign Language Requirement

In keeping with the ideals of a liberal education, the Faculty requires that every student attain proficiency in a language other than his own.

The requirement in foreign language may be met by one of the following three options:

OPTION 1

- a. Any foreign language at the intermediate level 6 credits
- b. One additional language at the elementary level 6 credits

OPTION 2

Any foreign language beyond the intermediate level 6 credits

OPTION 3

Advanced achievement test

The foregoing options may be satisfied also by passing proficiency tests at the different levels.

- a. The requirements in French, German, Italian, and Spanish may be fulfilled by attaining a satisfactory score on the placement tests scheduled for Thursday, September 5, 1968, at 8:30 A.M.
- b. The elementary and intermediate proficiency tests in Hebrew, Latin, Greek (ancient and modern), Russian, and Polish will be given on Friday, September 6, 1968, at 8:30 A.M.
- c. Any student who is prepared to demonstrate competence in virtually any other language not his own may apply for a proficiency examination. Application must be made in person to the chairman of the department by the middle of October. These examinations are scheduled for the first week in November.
- d. The Achievement Tests in French, German, Greek, Italian, Latin, and Spanish, offered by the College Entrance Examination Board, may be used in lieu of the placement and proficiency tests administered by the College of Liberal Arts. Students who plan to continue the study of languages begun in secondary schools, or those who wish to satisfy the degree requirement in these languages by means of the proficiency test, should take the College Board Language Achievement Test before entering college.

The Two Approaches to Liberal Education

In fulfilling some basic requirements in liberal education, the student has available two avenues: a general education program and a program in distribution groups. Before registration in the freshman year the student chooses the one which better suits his interests.

1969/70-1980/81

- 7. **Nonnative speakers of English and bilingual students.** The language requirement will be waived for students whose native language is not English or who are bilingual provided they demonstrate proficiency in that language and in English. Students seeking a waiver of the requirement should consult with the office of the chairman of the Department of Modern Foreign Languages or the Department of Classical Studies.

In planning their work in a foreign language, students should understand both the intrinsic liberal studies value of pursuing a language other than their own to some depth and the direct relation their choice of a language may bear to their proposed field of concentration. Students also are urged to remember that candidates for graduate degrees often are required to have a knowledge of one or, more commonly, two languages, frequently French and German.

C. Mathematics. It is expected that all students will demonstrate competence in mathematics by a score of 500 or above on the CEEB Scholastic Aptitude Test (Quantitative). Successful completion of CLA MA.105 Introduction to Mathematics for the Social Sciences or any other CLA mathematics course except CLA MA 119 Introduction to Computers and CLA MA 191 Introduction to Computer Science, will fulfill this requirement.

DIVISIONAL STUDIES

To ensure that his/her entire program has suitable breadth; each degree candidate is required to include a certain proportion of courses in the three divisions of knowledge: humanities, natural sciences, and social sciences. These courses, designated as Divisional Studies courses, are suitable for nonconcentrators, and introduce the student to the areas considered by the discipline and to various methods whereby new knowledge is gained. Certain elementary courses intended for concentrators or for preprofessional students may be acceptable. Wherever possible, Divisional Studies courses will provide direct experience in practicing the basic methods of the disciplines, e.g., laboratory work where this is appropriate.

The objective of the Divisional Studies requirement is to achieve for the student a functional and creative competence in one or more disciplines in each major division of the curriculum. Therefore, courses chosen should be as closely related as possible. Students who do not elect a concentration in their first or second year ordinarily will elect one course each semester from each of the three divisions. Courses required in a concentration normally will fulfill the requirement in one of the three groups. Such students should consult their faculty adviser or the College of Liberal Arts Office of Academic Advising, Room 105, for the selection of the most suitable courses.

Students are required to complete at least six one-semester Divisional Studies courses outside the division of the concentration, with no less than two courses in each division. One or two of the remaining Divisional Studies courses may be replaced by interdisciplinary courses (see Interdisciplinary Studies).

The disciplines are divided as follows:

HUMANITIES DIVISION

- Archaeology (CLA AR 100, 310, 330, 331, 510, 530, 531, 532 only)
- Art history
- Classics (Greek courses beyond CLA CL 172, Latin courses beyond CLA CL 133 or 134, all classical civilization courses)
- English (literature courses only)
- Modern language (literature courses only)

for more than four and one-half courses (18 credits). Such approval minimally requires that the student have completed his first freshman semester, that he be in good academic standing, and that he have no incomplete grades on his record. Under no circumstances will approval be granted for more than five courses (20 credits) in a semester. Courses taken in excess of four and one-half courses without prior approval will not be granted degree credit.

Enrollment in fewer than three courses (12 credits) in any semester requires advance approval. Students wishing to petition for part-time status should consult an adviser in the Office of Academic Advising.

Residence Requirement. During the junior and senior years, a candidate for the B.A. degree is required to take at least twelve courses while registered as a full-time student in the College of Liberal Arts. In addition, the student must be in residence in a full-time program (registered in the College of Liberal Arts) for the two consecutive semesters preceding graduation. Neither advanced placement credit nor credit for work done *in absentia* (including in Summer Term and at Metropolitan College) counts toward meeting the residence requirement. Further, a candidate must complete at least four principal courses in the field of concentration at the College of Liberal Arts; some departments may require more.

Requirement for Satisfactory Record. Students may offer for the degree no more than four courses with a grade of D. Courses offered in satisfaction of concentration requirements must receive a grade of C- or higher.

Program Requirements

All candidates for the College of Liberal Arts degree must satisfy the requirements of the College Program, described below. Of the total thirty-two courses required for the degree, courses used to satisfy specific college requirements and concentration requirements must be either taken within the College of Liberal Arts or completed at another accredited college or university prior to matriculation at Boston University and accepted for transfer credit by the College of Liberal Arts. Transferring College of Basic Studies students will

be credited with having satisfied certain CLA requirements; full information is available from CBS. The remaining elective courses may be taken within the College of Liberal Arts or in any other school or college of Boston University except Metropolitan College.

College Program for Liberal Arts

The College Program offers the student the broad base of knowledge that is the mark of a liberally educated person and the in-depth study of an area of concentration suited to the student's interests, abilities, and goals. Degree candidates must satisfy requirements in (1) languages (English and a foreign language) and mathematics, (2) divisional studies (introduction to the humanities, social sciences, and natural sciences), and (3) concentration. These are detailed below.

Languages and Mathematics

English Composition. The ability to read intelligently and sensitively, and to write clearly, logically, and imaginatively, is basic to all study and to continued growth as an educated person and contributing citizen. Unless exempted, freshmen are required to complete CLA EN 104 Expository Composition to satisfy the college composition requirement. Exemption is based on available test scores or, where appropriate, special examination. Some students may be required to take CLA EN 103 Basic Composition in preparation for CLA EN 104.

Foreign Language. The study of a foreign language is a significant element in liberal education, providing access to the literature and culture of another society. In planning language work, students should consider the particular needs of their proposed fields of concentration and should remember that graduate degrees frequently require one or, more commonly, two languages, often French and German. Degree candidates are required to demonstrate proficiency at the advanced level in one language other than their own. This requirement may be met in any of the ways described below.

French, German, Hebrew, Italian, Portuguese, Russian, Spanish. The foreign language requirement may be met by either:

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present
1997/98).

BOSTON UNIVERSITY
College of Liberal Arts

To: College of Liberal Arts Faculty Date: May 2, 1975
From: Academic Policy Committee
Subject: Academic Policy Committee Revision of the Foreign Language Requirement Report

I. Introduction - Why have a requirement?

Language sets man apart; verbal communication, oral or written is unique to man. As human cultures have arisen and diversified, languages have accompanied and, indeed, defined them. The foreign language requirement exists primarily so as to insure that College of Liberal Arts graduates have a direct, first-hand knowledge of the relationships between language and culture and between language and thought. Thus the FLR has a primarily intellectual, non-utilitarian purpose. It aims at expanding students' consciousness beyond the confines of their own native culture - as expressed in American English - and giving them perspective on that culture; even, perhaps, on their own personalities.

Secondary benefits which may accrue from the FLR include the acquisition of useful skills, particularly a reading knowledge of a second language which can be employed in subsequent scholarship. Ability to speak and understand a second language in foreign travel is another, albeit secondary benefit.

By majority vote the CLA faculty has decided that foreign language study (or previous achievement) ought to continue to be required for the B.A. degree. The nature and implementation of the requirement were to be defined by an ad hoc FLR Task Force and we herewith file our report.

II. Definition of the Requirement

We recommend that students be permitted to satisfy the FLR in any of the following ways:

- (a) by achieving a score of 570 or better on the CEEB language proficiency test;
- or
- (b) by successfully completing L212 or L 222 (and their pre-requisites if necessary);
- or
- (c) by successfully completing an experimental course in a modern foreign language whose level of achievement approximates L212;
- or
- (d) by successfully completing any 200 level course in Greek, or any 200-level course in Latin.

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COMMENT: As given above the FLR appears virtually unchanged from its present definition. We endorse the idea of a four-semester, 16-credit requirement as fundamentally sound, and for the present we can find no basis for altering the 570 CEEB cut-off for exemption. Beyond this, however, we have a number of strong recommendations to make which should considerably alter the implementation of the FLR. These are detailed in the following sections. In our view failure to act on the majority of these recommendations would justify continued harsh criticism of the FLR on the part of students.

III. Recommendations to the Modern Foreign Languages and Literatures Department (MFL) and the Dean

NOTE: Some of these recommendations may also apply to the Classics Department and Metropolitan College.

In the case of a required component of the curriculum we believe that it is extremely important for course offerings to be of the highest quality possible and for students to be given the maximum number of options for fulfilling the requirement. Furthermore, the actual presentation of courses must conform closely to the spirit and intent of the requirement. We make the recommendations which follow with these objectives in mind. By so doing we do not imply that the MFL has been performing badly; judging from our survey of student opinion many of the objectives have been achieved in good measure, especially considering fiscal

limitations. Our intention is to spell out concrete ways in which foreign language learning at Boston University can be substantially enhanced and brought to the point of being an exciting, superior part of our students' educational experience.

1. Competence in reading original prose works in the foreign language with minimal use of a dictionary or grammar ought to receive even more emphasis.

COMMENT: Ideally language-learning involves development of all four skills: listening, speaking, reading, and writing. In the limited time available in the undergraduate curriculum, however, most students cannot achieve high proficiency in all four areas. We strongly recommend a continued emphasis on reading competence because achievement in this area will fulfill the intent of the FLR, will be of the greatest general usefulness in other areas of liberal education, and will provide students with a sense of accomplishment. Those students who wish to develop additional skills more fully can do so through voluntary activities (see below) and by taking advanced level conversation/composition courses.

2. L212 (and L222) should, wherever possible, be divided into sections which emphasize interest areas, e.g., French history, modern drama, social sciences. A large proportion of the students' time could be spent on reading expository prose in the area of interest.

COMMENT: To fulfill the goal of the FLR in fostering understanding of language as the medium of culture and thought the language courses must continue to move in the direction of materials which have cultural significance and substantial intellectual content.

3. Experimental intensive courses (8 credit hours) should be established in as many languages as possible, especially French and Spanish. Completion of two such courses (16 credits) would constitute fulfillment of the FLR.

COMMENT: Intensive courses will provide an additional option to satisfy the FLR

priority

and may prove especially suited to some students' needs and abilities. They may also prove more effective in that they represent a step towards the ideal language-learning situation of "total immersion." They might alleviate scheduling problems for some students (internal and external transfer students, for example). In order to allow for adequate preparation summer salary support should be provided to faculty who organize the intensive courses to be offered in Semester I, 1975-76.

4. Other new course formats should be actively considered by faculty of the language departments. These might include: a half-semester intensive course to be given in the first half of each semester, programmed instructional materials for individualized learning, and courses based in the language houses. Specific suggestions should be brought to the Humanities Curriculum Committee no later than November 15, 1975.

COMMENT: Language-learning abilities vary widely and standard, uniform course formats by no means meet all students' needs. Greater variety would help optimize FLR learning. Government and/or Foundation support should be sought for development of new methods of language instruction, especially individualized methods, programmed or otherwise.

5. Incentives for faculty members in each of the divisions of the MFLL Department should be provided for the development of improved instructional materials.

COMMENT: Motivation is crucial to learning, especially in required courses. We believe that development of improved texts, tapes and other course materials can increase motivation.

6. Wherever possible sections in language courses should be grouped by ability, including honors sections.

COMMENT: Students have repeatedly made this suggestion, which accords well with

our general conclusion that language learning needs to be individualized to the maximum extent possible. Achievement of this goal will require very substantial efforts at scheduling and coordination (see recommendation 11 below).

7. Appropriate structures and incentives should be developed to encourage the availability of optional drill sessions and tutoring services.

8. Class size must be reduced to an upper limit of 15 in the primarily four-skills sections and 20 in the sections which focus on reading. An adequate number of sections should be made available.

High Priority

COMMENT: Current section sizes range up to 32 with a median of 20. This means that the majority of students studying language at Boston University are in over-size classes. Rapid progress in language learning would seem to be possible only for the most gifted students under such circumstances.

9. 87% of the faculty who teach L111 through L222 are of lecture rank or below. The job status of the regular lecturers should be improved by (a) increased compensation, (b) term appointments, and (c) fringe benefits.

High Priority

COMMENT: The best information available to the Task Force suggests that these lecturers, who bear the brunt of elementary language teaching, have been exploited. Improved status for lecturers ought to improve their morale and effectiveness with consequent benefits to FLR teaching.

10. Present and additional full-time faculty appointments in the language department should be committed within 18 months to contribute to the recommended decrease in class size.

Worse cost

11. A special administrator of elementary language instruction should be appointed in the MFLL Department, to assist the efforts of language course coordinators. This person should have strong organizational and administrative ability as well as expertise in the field of modern foreign language instruction. Such

*High Priority
Needs to
Good teaching*

matters as section organization, scheduling, staffing, curriculum development, tutoring, placement, etc. would be the responsibility of this administrator.

COMMENT: Because of the numbers of students involved and the great diversity of courses, FLR instruction and supervision clearly calls for special coordination and administration beyond what can be expected of a regular faculty member or a department chairperson. Centralizing these responsibilities in a person whose role is defined as administration seems most logical to us. Moreover, creation of a coordinator/administrator position should relieve other faculty of administrative burdens, thereby permitting them to devote more time to course content and scholarly work.

12. Initially, a limited number of special sections of LF and LS 111 - 112 - 211 - 212 shall be created in which all students will be graded on a pass/fail basis only. The instructors involved will devise clear and objective procedures for determining the grading in these sections. These procedures might include minimum class attendance standards, mandatory written homework assignments, etc. Students who elect 212 on a pass/fail basis will be required to establish language proficiency by a grade of 570 or better on the appropriate CEEB examination. Students must be adequately informed of the real and potential disadvantages inherent in enrolling in these sections. At the end of one year, this option will be reviewed, further recommendations will be made to the Dean by the language divisions involves.

COMMENT: The purpose of providing a pass/fail option is to make allowance for the fact that language-learning ability varies widely and isn't necessarily correlated with other intellectual abilities. Students apprehensive about accumulating four low grades in required language courses and thereby jeopardizing their admission to graduate or professional school could use this option.

13. The MFLL Department should conduct an annual seminar series in language teaching. Attendance at this seminar will be encouraged for all instructors of

elementary language courses and will be mandatory for all beginning instructors teaching language courses regardless of department.

14. A comprehensive written document dealing with the FLR and the varied options for meeting it shall be prepared and revised annually and distributed to: (a) all CLA faculty and administrators, (b) all incoming students, both freshmen and transferring, and (c) all CBS freshmen. To supplement this document, the MFLD Department will make an oral presentation during the new students' orientation program. The MFLD Department shall prepare, annually revise, and distribute a language handbook fully describing all the courses offered in language instruction at Boston University including those taught in the departments of Classics, English, and Religion, and in Metropolitan College.

15. The MFLD Department will use the CEEB test to examine all students after they complete the requirement (LL212 or 222) to determine if their level of achievement is comparable to the 570 exemption score. The purpose is to evaluate the validity of equating the above score with four semesters of language study at Boston University.

IV. Recommendations to the faculty of the College of Liberal Arts

1. We encourage faculty in other departments to incorporate reading materials in languages other than English into their course syllabi.

2. All faculty advisors should familiar themselves with the FLR by using the written documents prepared by the MFLD Department (See III. 14.).

COMMENT: 83.4% of the students polled rated the FLR advising they received as poor or indifferent.

V. Exemptions

The exemption process is reviewed and explained in a petitions subcommittee report to the FLR Task Force. A copy of this report is included in the packet

provided for each department.

VI. CCST OF IMPLEMENTING RECOMMENDATIONS

Quite clearly, an enriched language program will require implementation expenditures. Present budgets do not include the stipends for incentives in which to improve instructional materials, the salaries for an administrator, the general upgrading of staff, and so on. Unless enabling funds can be provided to reach and maintain levels of excellence in all major aspects of foreign language programs. the College should reconsider its requirement of a foreign language.

Boston University

Department of Classical Studies
745 Commonwealth Avenue
Boston, Massachusetts 02215
617/353-2427, 2428



Professor Gary R. Jacobson, Chairman
Academic Policy Committee
Department of Biology
5 Cummington Street
Boston MA 02215

11 February 1994

Dear Gary,

Thank you for your letter of 27 January 1994, asking me for input about the proposal to allow ASL to count toward fulfillment of the CLA foreign language requirement. I have now had a chance to acquaint my colleagues with this proposal and to discuss it with them at our Department meeting of 8 February, and am writing to inform you of our consensus views. Let me say at the outset that our views are in no way colored by fear of a new language option for students, since we doubt that the adoption of ASL would have any effect on the number of students who study the languages taught in our Department.

We think that the issue should be discussed solely on its academic merits and in light of the particular academic mission of CLA. Thus Professor Neidle's claims that 'the general ignorance about ASL' has done deaf people 'a great deal of harm' and that the acceptance of ASL for the language requirement would have 'the beneficial effect of improving communication between Deaf and hearing students at Boston University' are, even if justified, immaterial, for deliberation about the status of ASL as a foreign language by CLA standards should not include speculation about its potential utility as a social lubricant or its likely impact as a political symbol. We can think of other, more appropriate ways to enhance social and political sensitivity to the needs of deaf people. Nor is it germane to appeal to what has been or might be done at other universities, at least before we decide what is best for us here at *our* university. We can think of a great many things done at other universities that we would not like to see adopted here at BU.

We are prepared to concede the point that ASL is an autonomous language and not merely a form of English, and we are prepared to grant that ASL users enjoy a unique and beautiful linguistic experience. But we cannot find any justification for classifying ASL either (1) as a *foreign* language or (2) as a language that has demonstrated its appeal outside one specific group (the deaf and people who interact with them through ASL); and these are the crucial points at issue.

(1) In the BU *Undergraduate Programs Bulletin* the foreign language requirement in CLA is described as 'a significant element in liberal education, providing access to the literature and culture of *another society*' (my emphasis). Since the use of ASL is confined to the USA and parts of Canada it is by definition an American language. It is not, however, comparable, as some of its supporters claim, to other indigenous (e.g. Amerindian) languages, which are properly classified as foreign, because it is not isolated from the mainstream of American society either by history, ethnicity or some other factor. Users of ASL represent all walks of American life and virtually all of its subgroups; aside from use of ASL they are fully integrated into, and thus representative of, American culture. Thus they should not be defined as constituting 'another society' or as being 'foreign' or 'alien' elements of this one.

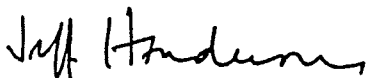
This is not to deny that (in the words of Sherman Wilcox of the Committee on ASL In Schools) deaf people have a 'rich cultural life' of their own that can be shared by unimpaired people through the use of ASL. But surely the same is true of every subgroup in our culture. Ours is a nation of many varied habitats and subcultures, but all the same each is American except when a given group preserves this or that feature of a foreign (i.e. non-American) culture, as for example in an 'Italian neighborhood'. But this cannot be claimed for the (sub)culture of the deaf: ASL is an American language used only by Americans.

(2) The choice of a foreign language that can be counted toward satisfying the CLA requirement has traditionally depended also on its proven value beyond the culture of its native speakers. For example, non-Germans learn German not merely because they want to visit Germany or need to do business with Germans, but more often because they enjoy the German language or want to read its literature or need to read German scholarly, professional or technical material. Many people know and love German who will never actually speak it with a native speaker. In the case of classical languages there have *been* no native speakers or even, strictly speaking, classical cultures for over 1500 years, yet these languages have continued to be used and enjoyed for their own sake the world over.

To our knowledge, this is hardly the case with ASL. Except for those few who are more or less professionally concerned to interact with deaf people, the use of ASL and the enjoyment of its literature are practically confined to the deaf community. There are no performances in ASL for primarily, or entirely, hearing audiences, as there are performances of, say, Italian operas or French plays for English-speaking audiences. Until and unless ASL shows more appeal, on its own merits as a language, to the non-deaf, it should not be put on a par with languages that do have such appeal.

I hope that these observations are useful to the APC Committee in its study of this issue. Please feel free to contact us again if we can be of further help.

Yours sincerely,



Jeffrey Henderson
Chairman

cc: Dennis Berkey, Dean CLA
Burton Cooper, Associate Dean CLA
* Katherine O'Connor, Chairman MFLL

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

- I Philosophy for the Study of Foreign Languages
- II CLA Students Meeting the Foreign Language Requirement in the Department of Modern Foreign Languages and Literatures
- III Courses at the First Four Levels

February 1969

I. Philosophy for the Study of Foreign Languages

A. Foreign Languages and the Humanities.

The field of language study does not constitute a discrete discipline such as history, geology, or economics. Language is interdisciplinary: it makes possible the inter- and the intra-relationships of all disciplines. It is clear that verbal communication, oral or written, reflects one of man's essences, it is a sine qua non of his existence socially as distinct from other animals, the only efficient and subtle enough means whereby he may communicate and share refinements arrived at in the fields of his endeavor including his academic pursuits. It is no less obvious that humans, in part perhaps because of the territorial imperative, have split into cultural provinces between which this essential communication is not immediately available. Each province has developed independent modes of behavior, different concepts of reality and ideals. The separate verbal communications systems called languages, locked within each culture, not only serve to reflect reality and the aspirations of each such province, but to feed back interminably that same reality and those same aspirations to the province. Apart from neologisms, which are not nearly so great in number as the complexity of our thinking would infer, all is expressed by words and combinations of words within surprisingly rigid patterns. Language becomes then the fixed expression of a culture. In brief, language is essential and natural to man, the social animal; he cannot BE or BECOME what he cannot COMMUNICATE. In communicating, his language interprets and, at the same time, fixes his culture. While consciously participating in a language, therefore, one is engaging in the most vivid way possible in the study of a culture.

From a different, but equally important perspective, if the proper focus of the humanities is on man, his institutions and his ideals, we must concern ourselves not only with so-called universal man, but also with man in his provincial manifestation, differentiated man. We may come to know homo differens albeit superficially through an acquaintance with his geography, his economics, his mores etc. But as to his modes of thinking -- and, especially, the shackles placed on his capacity for the communication of his thoughts by the severely limiting verbal tool bequeathed him by accident of birthplace -- we can know those aspects of him only by participating in his language. Again, we can be or become only what our language permits us to communicate; our language sets limits on the quality of that communication. It tends to consolidate and to compound our provinciality. It may trap the shape of our mind within the rigid pattern allowed by our province.

Language, too, is a functional and functioning thing. To "know" language cannot be merely to "know about" it. Knowledge here implies participation. It is a doing thing. To have read and learned the rules for swimming, the formulae for a chemistry experiment, the position of the hands for playing a musical instrument and its notation system the criteria for writing a successful novel, does not make one a swimmer, a chemist, a musician, a novelist. To experience the fact of man's cultural differentiation, one needs to participate in his behavior as a communicating animal within a distinct cultural group. No mere by-product of this experience is the discovery of what language itself is. All possible criticism depends on two's. One must know another tongue to understand the possibilities, the limitations, the differentness of one's own; in such a comparison and contrast, the peculiarity of one's own culture may also become apparent. One is awakened to the extraordinary degree of differentness among cultures; that two languages, even of the same family, have virtually no lexical equivalents, few structural similarities and quite surprisingly different aesthetic pretensions, and that each points to nuances of expression forbidden in the other by our mere linguistic conventionality can bring about an experience in mind-expansion of extraordinary range.

The patterns of thought and, hence, of speech, into which one has been forced by the accident of his cultural provinciality can thus be broken through a conscious, intelligent experience with another language, revealing a quite different set of restrictions and permissions.

It is, therefore, important that foreign language experience not be perverted into a means for making man the victim of a kind of second provincialism. Few if any humans have the capacity for a completely realized double culture: most seek their identity within a single culture, a single language -- at least within the various sub-groups of that culture. The goal of the language experience cannot be to create a condition of cultural fugue, the flight from one province into another; contact with another culture must involve change within one's real cultural identity rather than the exchange of one's real cultural identity. Naturally the deeper one's conscious incursions in another cultural province, the greater breadth of his understanding of himself and of the insufficiencies -- as well as the benefits -- of the culture he identifies with as his first and natural inheritance provided this contact with the new modus exprimendi is consciously acquired and appreciated.

Contact with a spoken language exposes one reality of a culture; with a written language a cultural group's vision of itself together with its aspirations. While cultures are so legion the student cannot hope to experience them all through contact with their languages, his perspective of this world is enormously broadened by discovery of his own provinciality created on the one hand by the limitations of his own tongue and

- 3 -

on the other hand by the magnitude of the communications gap in our towering babel. The teacher of foreign languages and literatures who fails to identify and to lay direct emphasis on such experience by the student is failing in his most important duty. No small part of criticism sometimes leveled at foreign language education has come from just such a failure to make that experience an interdisciplinary communicative art rather than a separate discipline, a cultural participation in differentiation rather than an academic witnessing of spurious en-livenings, an expansion of the mental faculties in unexpected directions, rather than the parroted paradigm.

B. Foreign Languages and Education in the Liberal Arts.

In more than one sense, however, it is only at the University level that a foreign language can be experienced as it should be. The student's ability to objectivize (under direction), to deal in analogues, to react to aesthetic stimulæ, has increased with his physiological and psychological maturation. He has, moreover, perfected his native tongue to a degree where it may serve, hopefully, for subtle comparisons and contrasts. The foreign language experience, properly formulated, directed and channeled, will be a very different one indeed at this juncture from that of the secondary school, where student maturity permits largely in the main merely skill acquisition with trappings of cultural and literary information. More especially, attaching the high school student's consciousness to the significance of the language learning experience is all but impossible.

For the University student, study of a foreign language must produce not merely an experience with an unknown culture but definite expansion of the learner's ability to evaluate and express his own culture including his personality. For this reason, the quality experience in acquiring foreign language skills must be generously interwoven with perceptive discussion of the nature of language and languages together with the implications of such study step by step for the growth of the learner.

This Department believes that the participation in foreign culture through its language, as here alluded to, is basic to the university language learning experience at all levels and that education in the humanities, save in the most superficial, provincial and anachronistic way, is incomplete without that experience. Basic aspects of the human confrontation with reality, such as the mystical élan toward communication, our inadequately understood cultural differentiations, and the imprisonment of our thoughts within the rigidly conservative laws of our native tongue are part of that experience. A department of modern languages, on the other hand, that might see as its concern language only as part of some service function, as a raw tool of unobtrusive communication, or foreign literature as an extension of our own literature or an exercise in aesthetics should with equanimity recommend a general requirement in the field of linguistics and should teach its literature courses in translation. Courses in foreign languages at all levels will in the College of Liberal Arts be liberally explicated according to the broad

views enunciated here, so that the foreign language experience will have a basis in the facts of human living as well as in the projections of professorial speculation. The absence in the education of a university student of such an awakening to the facts of social communication is inadmissible.

III. CLA Students Meeting the Foreign Language Requirement in the
Department of Modern Foreign Languages and Literatures.

For a complete discussion of the Foreign Language Requirement, you are invited to consult pp. 16-19 of the GUIDE TO THE REVISED COLLEGE OF LIBERAL ARTS CURRICULUM published in February 1969. Some of the essentials of the new requirement are restated below.

- A. Students currently enrolled in courses that fulfill the third step of the present language requirement, whether in 107-108 of a first language or in 101-102 of a second language, must complete their language requirement under the existing curriculum (3 years of one language or two years of one language and a single year of a second language) prior to September 1, 1969.
- B. All other students may meet the College language requirement by successfully completing the 105-106 course in the current curriculum (German 103-104) or the 114 (Advanced) course in the New Curriculum. (N.B. Students now enrolled in 102 courses will be required to complete 113 before enrolling in the 114 course).
- C. As of September 1969, CEEB scores of entering students will be interpreted according to the following plan:

(The College requirement will be met by the successful completion of a foreign language at the 114 level)

CEEB Score of 575 or above: student has fulfilled the language requirement and may enroll in 115 or 116 course (or both)

CEEB Score of 525-574: student may elect 114 course to complete language requirement.

CEEB Score of 475-524: student may elect 113 course.

CEEB Score of 474 and Below: student may elect 111 course in another language. (The 111 course is reserved for students with no previous background in that language. The Department of Modern Foreign Languages and Literatures will receive petitions of students seeking to enroll in 111 courses who are not true beginners and for other exceptional placements.)

III. Courses at the First Four Levels: All Languages.

- L 111. BEGINNING LANGUAGE. Philosophy, utility and basic learning techniques of second-language learning. The second language selected: (a) its function in world culture and communications; (b) special problems of the oral language for English speaking students. Extensive drill of elementary phonological and structural patterns of the spoken language through audio-lingual approach. For beginners only. Four meetings weekly. (L)
- L 112. CONTINUING LANGUAGE. - Prerequisite L 111 or by permission of the Department. Patterns of phonology and grammatical structure reviewed and extended. Distinction between oral and written forms of language and of the language selected. Practice in reading simple examples of the written language. Four meetings weekly. (L)
- L 113. REVIEW AND PROGRESS IN LANGUAGE. Intensive recapitulation and drill of material treated in L 111 and L 112 above. Reading and discussion of selected short stories, poetry and plays. May be omitted by students qualifying in L 112. Four meetings weekly. (L)
- L 114. ADVANCED LANGUAGE. Discussions in the language selected on everyday themes. Development of reading skills through analysis of contemporary texts. Analysis of contrastive modes of expression and their influence on separate national cultures in the selected language and in English. Four meetings weekly. (L)

(L) : Use of the James Geddes Language Laboratory is required.