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# REF



Pennsylvania State Modern  
Language Association

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Celebrating 100 Years

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## ABOUT

*Pennsylvania Language Forum* (PLF) is the annual publication of the *Pennsylvania State Modern Language Association*. It features articles on teaching strategies, lesson plans, project ideas, and research by and for world language teachers in Pennsylvania.

PSMLA Members will receive a printed copy mailed to their address on file as well as online access through the Members Only page of the website. A digital archive of previous issues is also available online for members. Visit [www.psmla.org](http://www.psmla.org) to access PLF online.

## SUBMISSIONS

Article submissions are accepted on a rolling basis but must be received by June 1 to be considered for publication in the fall issue of PLF.

### Submission Guidelines

- PSMLA members may submit **titled** articles related to teaching and language education.
- All submissions must be written in English, though examples of lessons or student work may be in the target language.
- All articles must be submitted as a Microsoft Word document or a Google Doc, formatted using Times New Roman 12-point font and be double-spaced. PDF article submissions will not be considered for publication.
- Scanned documents and photographs that accompany the article submission must be clearly identified and labeled. They must be submitted as a JPG or PNG.
- All documents of the submission must include the following information:
  - Name(s) of author(s)
  - Affiliation(s)
  - Language(s) taught
  - Intended levels, when relevant
  - Release Form (available at [www.psmla.org](http://www.psmla.org))

Send submission materials in a **single email** to [PALanguageForum@psmla.org](mailto:PALanguageForum@psmla.org). The subject line of the email should list the last name of the primary **author(s)** and the title of the article/submission. *Example: Smith & Doe - Cultural Comparisons*. Include only **one** submission per email.

All authors and any co-authors must be current PSMLA members. PSMLA members whose work is chosen for publication will be notified via email and receive \$10 "PSMLA Bucks" which are redeemable for PSMLA membership renewal or registration at a PSMLA-sponsored workshop or event. PSMLA Bucks expire one year from the date of issue and are non-transferrable.

## Contact PLF

Companies and organizations that wish to advertise in PLF, which reaches hundreds of world language educators annually in print and online, should visit the Advertising Manager's page on the PSMLA website ([www.psmla.org](http://www.psmla.org)).

Questions may be directed to Megan Flinchbaugh, Editor of PLF, at [PALanguageForum@psmla.org](mailto:PALanguageForum@psmla.org).

**Mina Levenson**  
**President**  
**Pennsylvania State Modern Language Association**



Where were you 100 years ago when PSMLA was founded?

An odd question, you might say, but one that is quite appropriate. Have you ever stopped to think about societal changes over the past century? Every aspect of society has evolved, save one: basic human behavior. The circumstances, contexts, and parameters have changed, but man has not. The founders of PSMLA had similar objectives and faced many of the same issues as we do today, 100 years later. How do we convince the public of the critical cultural, intellectual, economic, and unifying value of world languages? How do we enroll and recruit more students to learn a second language? What is the best way to prepare both students and teachers?

We begin the second century of PSMLA with the input of Artificial Intelligence, greater connectivity, facilitated travel, and a plethora of substantive research to better understand and improve the teaching and learning of L2. These advances are occurring within a “shrinking” world where language and culture can simultaneously unite and divide. Nevertheless, the human interaction between teacher and student is paramount in realizing and integrating all the above-mentioned components of language learning.

With these thoughts in mind, I applaud and thank each and every one of you for your constant unabated efforts to teach and promote world languages to the next generation. Yours are critical efforts at a critical time. We encourage you to be active in PSMLA and to encourage your colleagues to join us. Express your thoughts and needs, and we at PSMLA will work to support you.

Where will PSMLA be 100 years from now?

# “The Upside Down” Introduction to Spanish Subjunctive

## Lesson Plan

Katherine Geare  
Teacher, Spanish  
Colonial School District  
Plymouth Meeting, PA

**Level:** Intermediate Mid

**Time:** 56 minutes

**Materials:** PowerPoint, interactive whiteboard, chalkboard/whiteboard, speakers, & internet

**Learning Objectives:** Students will be able to...

- identify verbs and recognize patterns in written sentences
- generate hypotheses about the use and form of the subjunctive
- express wants and hopes by completing sentences with verbs in the present subjunctive

### Learning Activities:

#### Opening:

1. Explain that the class will be taking a preliminary look at the subjunctive today. It is one of the more difficult grammatical concepts in Spanish and it may not fully click today. **That is OK.** If students can understand it a little or even form ideas about it, that's great. (This lets the pressure off a bit.)

*\*\*Consider not allowing extending questions during this lesson; allow questions only if students need to clarify information that has already been presented. This keeps the class from going astray and confusing them with past or future subjunctive, for example.*

#### Warm-up:

2. In pairs, students “Rally Read” the sentences on the PowerPoint aloud. Then students work together to:

- a. translate the sentences to English (optional, based on students' comfort level with the language).
- b. identify the verbs in the sentence.
- c. identify any patterns they see.

**Note:** The PowerPoint example sentences in Figure 1 are Halloween-themed because this lesson was initially presented on October 31st. The theme doesn't matter, only that it's interesting for the students & captures their attention.

3. Elicit the verbs in the sentences (the whole class can call them out for each sentence, or take volunteers). Teacher circles the verbs on the interactive whiteboard as they are identified, using all one color to start.

4. Elicit patterns, such as:

- a. The first verb is normal (quiero, espera, prefieres, necesita). The teacher re-circles these verbs in a new color.

- b. The second verb looks like formal commands (go to the 'yo', drop the 'o', and add opposite ending). The teacher re-circles these verbs in another new color.
- c. There is a *que* after all of the normal verbs. This one may require some prompting in some classes. The teacher may ask, “What do all the sentences have?” The teacher circles the *que* also.
- d. The teacher poses more probing questions to encourage the students to notice that the first verb has to do with wants/hopes. Jot down this observation on the board.

#### Presentation/Co-Construction/Extension:

5. Introduce the idea of ‘mood’. So far, they've only worked with the indicative. There are tenses (i.e. present, past, future, etc.) that indicate WHEN an action took place and MOODS, which indicate reality or not (in this case).
6. Start two color-coded columns on the board:  
Indicative Mood (real world) | Subjunctive Mood (the “Upside Down”)
7. Take a class poll on who has seen *Stranger Things* on Netflix. Make the connection between the idea of reality, and then the simultaneous crazy, fantastical reality that is the “Upside Down”.
8. Return to the sample sentences on the PowerPoint (that are now marked up). Explain the examples: just because I want my neighbors to give me lots of candy, doesn't mean they will. The fact that I want them to is absolutely, 100% true. The fact that they give it to me could happen, could not happen.

Indicative Mood (real world) | Subjunctive Mood (the “Upside Down”)

I want...my neighbors to give me lots of chocolates.  
Yo quiero... que...(that...) mis vecinos me den  
muuuuuuchos chocolates.

9. Begin the YouTube video: “Stranger Things - Nancy enters the Upside Down”  
<https://www.youtube.com/watch?v=Y9GXkFfiu84>
10. Pause the video right before she goes into the tree. (0:37)
11. Ask, *what do you want to happen? What do you want her to do?* Start “Quiero que...” on the board and have them finish the sentence as a group or in pairs. Then elicit their sentences and put them on the board. The teacher can walk them through the forms if need be:



go to the 'yo', drop the 'o', add the opposite ending (It can be helpful to post or write charts on the board.)

Indicative Mood (real world) | Subjunctive Mood (the "Upside Down")

I want...her (not) to go into the tree.

Yo quiero... que...(that...) ella (no) entre en el árbol.

**Note:** *There may be more accurate verbs, but "entrar en" works here because it's a regular-ar verb, so it's good for the first example.*

12. Continue the video up until she's fully in the Upside Down, her flashlight starts flickering, and she sees the monster. (Pause the video at 1:27.)
13. Ask again: *what do you hope happens? What do you want her to do?* Repeat the process of step 11: elicit answers, work through the conjugation process & record answers on the board.
14. Continue the video again & watch up until 2:55. Ask students to discuss, in groups or pairs, "Who represents the indicative mood and who represents the subjunctive mood? Explain."

This reinforces the analogy; typically, students understand right away. Their explanations are key.

15. Elicit their responses & justification; add Jonathan to the Indicative & Nancy to Subjunctive.

16. Continue the video until a hand pops out of the tree (around 3:32). Add a few impersonal expressions to the Indicative Mood column:

Jonathan: Indicative Mood (real world) | Nancy: Subjunctive Mood (the "Upside Down")

Es posible que...

Es probable que...

Es dudoso que...

17. Have students explain why these sentence starters would trigger the subjunctive. Then have them finish the sentences (or just pick one and finish it) on their own.
18. Have them write their sentences as an exit ticket, or assess their sentences via random selector, mix pair share, volunteers, or walk around and spot-check.
19. Watch the rest of the video.

Closure:

20. Turn & Talk: students summarize what they've learned about the subjunctive to a partner. Assess with a whip-around.

Lee las oraciones e identifica los verbos.  
¿Puedes reconocer un patrón?

1. Quiero que mis vecinos me den mucho chocolate esta noche.
2. Mi abuela prefiere que yo no le dé miedo.
3. Espero (*I hope*) que los niños de mi vecindario no tiren huevos a mi casa.
4. Mi hermana no quiere que yo coma sus caramelos.



# Hosting a Successful World Language Career Symposium

Cherie Garrett

Teacher, Spanish

Dallastown Area School District

Dallastown, PA

With the adoption of the PA Future Ready Index, a collection of school progress measures related to school and student success, college and career readiness for all students is now a requirement in Pennsylvania. In response to this state-required tool of accountability, it is imperative that world language teachers do their part to educate students about career pathways and the advantages of understanding other cultures and speaking other languages. One way to accomplish this is to offer a career symposium where students hear from professionals in the workplace and from representatives from higher education and study abroad programs. The purpose of the World Language Career Symposium hosted at Dallastown Area High School is to expose students to various career pathways and the specific jobs within each pathway; to show students the connection between language study, cultural awareness, and the work world; and to explain study abroad, volunteer opportunities, and college programs that promote the study of language and culture.

## Planning

To organize and host a World Language Career Symposium, consider these steps.

1. Four months before your anticipated symposium, send an introductory email inviting speakers from different career pathways, such as the military, medicine, education, communications, business, law enforcement, human services, the arts, and any other fields that may be of interest to students. The email should share the format of the symposium, the date, and the time frame. As people reply, create a working document of those who can attend and those who cannot. The ideal number for each panel is 3-4 speakers. If a panel doesn't have enough speakers, make phone calls to explore new leads, or email other speakers on the panel to see if they have acquaintances in the same career field who may be able to attend.
2. Send a similar email invitation to representatives from local colleges, study abroad programs, and volunteer service programs.
3. Once the panels are filled, create a schedule of the panel sessions. Each panel session should last approximately 25 minutes, and it is a good to allow a 10 minute transition between each session so participants have time to talk individually with students who have specific questions or in case a session runs longer than scheduled.
4. If there are more panels than time within the symposium, run sessions concurrently to take advantage of the time allotted for the symposium, and so students have a choice of attending the sessions which interest them most.
5. If there are concurrent sessions, reserve additional facilities such as an auditorium, a theater, or classrooms. Be sure there is a microphone in each room.
6. Reserve tables and chairs and on the day of the event, have them in place. Prepare individual placards for each guest. It is also helpful to create a banner of each career pathway and display it on the wall behind the tables (so they are not blocked by the students when they are gathered at each table).
7. When scheduling the panel sessions, it is helpful to get input from teachers outside the world language department who plan to bring their students to the sessions. For example, if all the business teachers have a class period 2 and their preparation period is period 3, then the business panel session should take place during period 2. However, if a teacher has classes both periods, it would be beneficial to offer the same panel session twice, once each class period.
8. Create several posters of the agenda to be displayed in the front lobby and outside each room being used for the panel sessions.
9. Create a set of questions for each panel. In the event students do not ask questions or there is extra time, these questions can be asked.
10. Create a note-taking sheet divided into three different categories to keep students accountable to attend the sessions and visit the speakers from the colleges and study abroad and volunteer programs. This note-taking sheet can also be used for students to provide documentation of career-planning to satisfy their graduation requirement.
11. Create a scrolling powerpoint of interesting facts involving language, culture, and career pathways. This powerpoint can be set to a timer so it continues to scroll during the entire symposium. It is informational not only for the students, but also for the administration and the professionals from the community.
12. In advance of the symposium, enlist the help of students, such as the JROTC or National Honor Society, to keep the event running smoothly.

All world language students should attend the symposium during their designated class periods since the focal point of the symposium is students enrolled in world language classes. This also allows all world language teachers to monitor the panel sessions and the areas where the presenters wait when they are not participating in a panel session.

In addition to inviting teachers from other departments, invite the administration, including the principals, the superintendent, and the assistant superintendent.

To promote and document the symposium, invite student photographers from the school newspaper and yearbook. Contact the local newspaper and TV stations to inform the community about the event and the programs offered by the World Language Department.

### During the symposium

During the symposium, the coordinating teacher(s) should be at the front door to greet the participants and to direct them to their designated table.

Student helpers are essential to the success of the symposium; they take pressure off the program coordinator. Student helpers are responsible for

- escorting the panelists to and from their designated room;
- keeping track of time;
- introducing the panel members and asking questions to keep the panel discussions moving. *Each student helper has an index card with the list of prepared questions appropriate for that panel in case there is extra time in the session.*

### Reflection

After the symposium, get feedback from the students and the community guests so improvements can be made for the following year.

For students, create a Google Form with multiple choice and open-ended questions. For the community members, send an email thanking them for taking part in the symposium. Ask for their opinions about the event and for recommendations for the upcoming year. A good practice is to also send each community participant a handwritten thank you note.

After receiving the feedback, make notes of changes and update the contact list of the speakers so it is ready to be used for the following year.

The World Language Career Symposium is a yearly event that educates high school students about the importance of world language and cultural understanding in the workplace. Listening to and interacting with professionals from the workplace, universities, and study abroad programs provides students with information on the current trends in the job market, the educational requirements for certification, and the realities of the workplace. Also, it gives students a chance to think about their future plans, to explore areas of interest, and to connect with professionals who are currently in that career field so they can make an educated decision in choosing a career pathway in the future.

# LGBTQIA+ Students ISO Allies & Advocates @ACTFL

Devin Browne  
Teacher, French and Russian  
Adviser, GSA  
Pittsburgh Public Schools

While folks may discuss, debate, and sometimes roll their eyes at the proliferation of acronyms in both the education and in queer communities, there's little disagreement about the important role educators play for queer kids. Consider these figures from the Human Rights Commission:

- 92% of LGBTQ youth say they hear negative messages about being LGBTQ, with school being a primary space where they hear these messages.
- LGBTQ youth are twice as likely as their peers to say they have been physically assaulted at school.
- Only 26% of LGBTQ youth feel safe in their school.
- LGBTQ youth are at increased risk of dropping out, homelessness, substance abuse, and suicide.
- For LGBTQ youth of color, these statistics can be 8 times higher than for white peers.

I've been doing workshops on queer youth for almost ten years. This started locally, addressing LGBTQ basics with the staff at my school, including details about our homegrown policy for transgender and gender expansive students. When the "trans policy" developed at Brashear was pushed out to all Pittsburgh Public Schools, I found myself doing professional development on these issues with social workers, counselors, administrators, and health and PE teachers. Several years ago, the Pennsylvania State Modern Language Association (PSMLA) reached out and suggested I submit a conference proposal based on this work but geared toward world language teachers.

A surprising thing happened as a result of preparing for and doing this presentation: language teachers were eager to discuss this issue. And not just LGBTQ teachers. The majority of people engaging me online and in the hallways after the presentation were straight, cisgender teachers who were looking for ways to make their classrooms safe spaces for queer students, sometimes in spite of restrictive policies or toxic climates at their schools. I did this same presentation for the annual Spring Methodology Conference at Indiana University of Pennsylvania, again with high levels of enthusiasm.

So maybe it shouldn't have been surprising when I attended ACTFL's annual convention in 2018 and saw multiple presentations—in addition to my own—on how to best support LGBTQ students in world language classrooms. Sessions ranged from LGBTQ basics to pronouns for trans folk in target cultures. And again, these teachers were engaged and ready to make their classrooms more inclusive. Many asked earnest

questions about how to honor a student's pronouns in the target language, how to sensitively approach adjective agreement with students who date individuals of different genders, and how to support students at school who were not out to the families at home.

As the conference ended, I reflected on some other notable moments. My name badge, for example, provided by ACTFL, had pronouns listed as a way to signal solidarity with my trans colleagues. Also, the silly rainbow heart stickers that I handed out to my workshop participants were so popular that I ran out!



It seems conferences for world language teachers make excellent venues for this kind of work. As educators, we already bridge the divide between our students and target languages and cultures. We are already adept at making "foreign" things seem more accessible. It's only natural that we take on this role of normalizing aspects of queer culture, both within our target cultures and within our school communities. The more our students see themselves in what they are studying, the more their existences are affirmed, and the more positive their experience will be in our classrooms.

**PSMLA in Print**  
Megan Flinchbaugh  
Editor, Pennsylvania Language Forum  
Pennsylvania State Modern Language Association



The 100th anniversary of the Pennsylvania State Modern Language Association (PSMLA) is an opportunity to celebrate the work and dedication of language teachers and of the organization. Over the years, much of the work has been documented through PSMLA publications. Excerpts of previous publications reflect the realities of the times in which they were published, but they also speak to the timelessness of themes and issues world language educators face, regardless of generation.

PSMLA volunteers and members of the PSMLA Executive Council have spent time exploring the archives and reading through the many publications that PSMLA has produced since 1921. An excerpt of the Bulletin of the Pennsylvania State Modern Language Association, the first publication of PSMLA, is reprinted below. It outlines the establishment and purpose of PSMLA.

The first PSMLA Journal, Bulletin of the Pennsylvania Modern Language Association was printed in 1921 as Bulletin; Bulletin (also referred to The Bulletin) was published until 1990. The cover, content, and format varied greatly depending on who was editor. Bulletin included such items as:

- Book Reviews
- Ads for new materials and textbooks that showed the innovations of the time
- Position pieces and white papers on our profession, the role of PSMLA, and the obligation of teachers to participate in professional development.
- Administrative commentary
- Materials for classroom use
- Research regarding
- testing
- teaching specific grammar points
- literature
- Updates on various regions and institutions
- Keynote addresses from recent conferences
- Minutes from recent meetings
- Publications from people outside of Pennsylvania, which may have been reprints of articles published elsewhere or unique to the Bulletin
- References to and information about the activities of the various state universities
- Fun activities for the classroom in a regular feature



# BULLETIN

## OF THE

### Pennsylvania State Modern Language Association

VOL. 1.

JUNE, 1921

No. 3

The State of Pennsylvania has now under way a forward movement in education, and the interest manifested by the citizens in this movement has found full expression in the action of the State Legislature which has given the force of law to an educational program that promises great things for the future. With a man of vision and experience at the head of the Department of Education at Harrisburg we may confidently look forward to fuller recognition of the value of the teacher to the community and higher standards of efficiency. On the other hand, this forward movement in education will impose greater obligations upon the teaching staff of the State, and there will be need of closer organization and more effective co-operation if the hopes of the community are to be realized and commensurate return is to be given to the State for its investment.

The State Modern Language Association should be one of the agencies most interested and most active in the new movement for higher standards. It should have on its membership roll as nearly as possible all the teachers of modern languages in the State, if its effectiveness and helpfulness are to be realized to the highest degree.

There are at least 900 teachers of modern languages on the teaching staff of the colleges, private schools, and public high schools of the State. The annual meeting of the Association in December should find them banded together in one organization, stimulating the interest of its members and taking its proper part in the development of the educational program of the State.

#### NOTES AND COMMENTS

At the meeting of the Modern Language Section in the sessions of "Schoolmen's Week" at the University of Pennsylvania, held April 7th, the following resolution was adopted: "Resolved, that it is the sense of this meeting that the present prerequisite of twelve hours in order to qualify for teaching ancient and modern languages as provided by the Department of Public Instruction for the Provisional College Certificate is absolutely inadequate and that successful teaching cannot be expected from such equipment. Furthermore, that the minimum requirement should be placed at twenty-four semester hours with the understanding that a two-year high school course in a language might count as six semester hours toward such a requirement; and that the Department of Public Instruction be asked to consider the advisability of establishing examinations as a basis for appointment to Modern Language positions in the high schools of the State."

At the same meeting a committee was appointed to study the practice of other States with respect to a sabbatical year for teachers of Modern Languages and also the opportunities afforded by scholarships for study in foreign countries. This committee was instructed to make a report upon these subjects at the next meeting of the group.

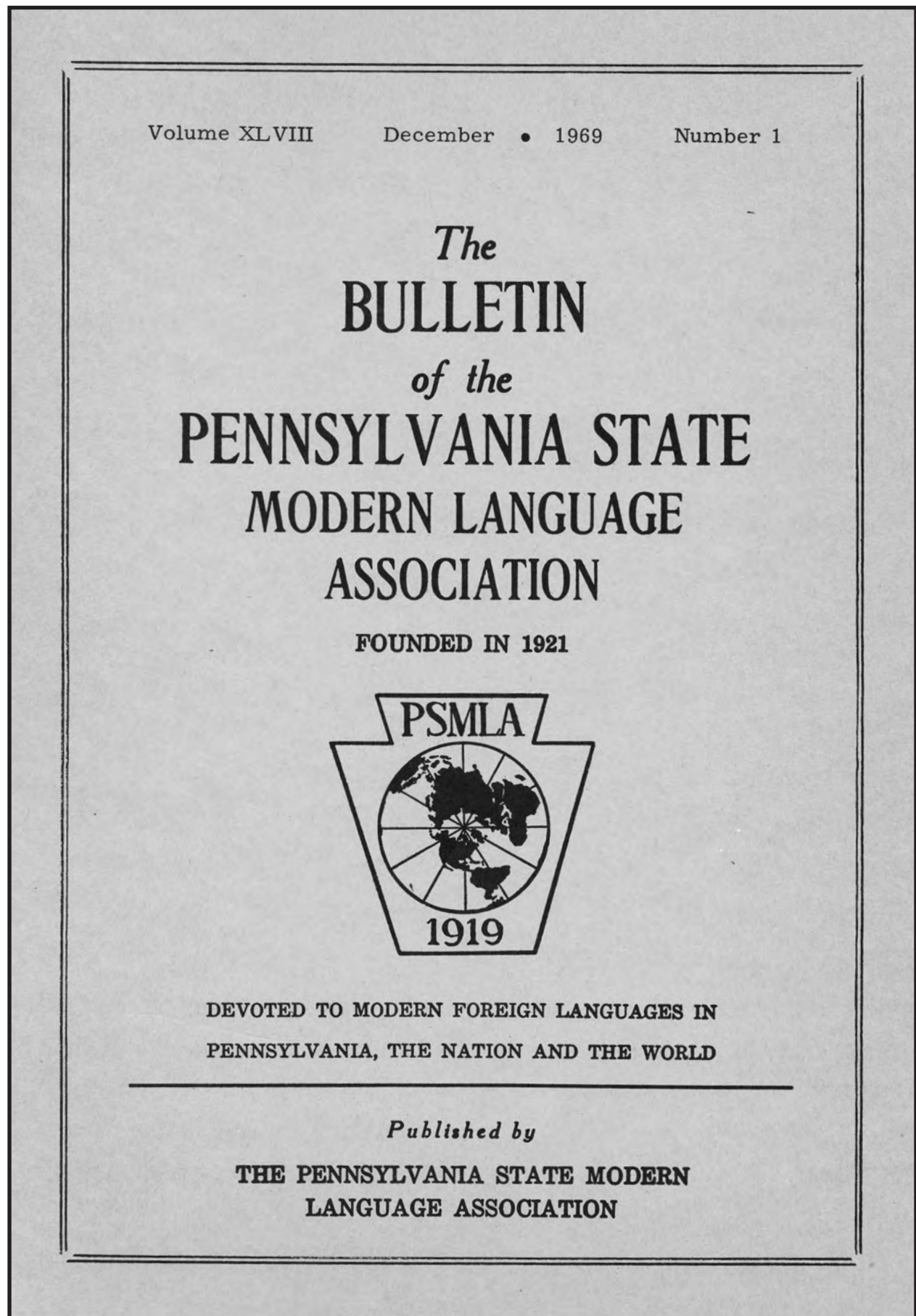
The content mirrors the history of our profession. The ads for language labs in the time of audio-lingual methods for example, or the numerous articles focusing on the minutia of grammar teaching and references to the four skills: reading, writing, listening, and speaking. As one might expect, the layouts are also typical for the generation. The 1921 journals would have been typeset and printed and the journals during World War II show patriotism on their covers (though not necessarily specifically in the content).

When PSMLA celebrated 50 years in 1969, The Bulletin of the Pennsylvania State Modern Language Association provided members with a reminder of the relevance and importance of PSMLA in the world of language education. That issue of The Bulletin also included several commemorative articles looking back over the previous five decades of the organization's history. As indicated in the heading of the article reprinted in this issue of Pennsylvania Language Forum, the "First Installment" was a reprint in the 1969 issue from the 1948 issue.

In the 1990s, the following note was included, attached to the journal: "Publication of the PSMLA Bulletin was suspended for the year 1991. The publications committee presented a new format and editorial policy for the PSMLA publication. PSMLA resumed publication of its scholarly journal in 1992 under the title of Pennsylvania Language Forum with the volume numbers continuing the sequence from the PSMLA Bulletin." Much of this format has continued to the present-day PLF.

As PSMLA celebrates 100 years of service and dedication to language education, we look back at the issues we have confronted and the work we've done, but we also look forward to another 100 years. We are eager to see how we will grow as a profession and organization and how that growth will be reflected in our publications.

Thank you to Thekla Fall, Debra Willis, Gabriela Appel and Christina Huhn for their contributions to this editorial.





## WHAT IS PSMLA ALL ABOUT?

PAUL W. PETERSON

The Pennsylvania State Modern Language Association has since its organization in 1919 continuously served the interests of the foreign language teaching profession in Pennsylvania, and through close affiliation with national organizations has contributed to the strength of the profession in the entire country. It is difficult to enumerate the forms which this support has taken, because the program of PSMLA has reflected the shifting directions and objectives which the profession has undergone in the half-century of our organizational life. Not the least important of its contributions has been its promotion of camaraderie and friendly cooperation among language teachers in our state. Owing to its highly personal nature, the results of this collaboration are very difficult to assess, but in the opinion of this writer are among the strongest justifications for continuing support of the Association. Friendships formed and strengthened at the semi-annual conferences of PSMLA have resulted in numerous cooperative ventures within my personal knowledge.

The professional excellence of papers presented at these conferences, and particularly the workshops and panel discussions conducted in conjunction with the conferences, have provided an important channel for keeping Pennsylvania teachers abreast of current trends. I feel that this has been particularly true for those teachers from small, isolated school districts who have limited opportunity for attending national meetings. The Bulletin of the organization is currently one of the outstanding publications of its kind in the entire country and has served as a record of those papers and proceedings which have enduring value as reference sources. It also continues to serve the important function of promulgation of information of interest to foreign language teachers within the state; especially since the Department of Public Instruction and other news-making educational agencies within the Commonwealth often have limited resources for publicizing their programs on a large-scale basis.

An aspect of the activities of PSMLA which has not been widely publicized, but which is an essential part of its contribution is that of presenting a unified voice in providing information and recommendations to state legislative bodies on matters concerned with such items as certification requirements and curriculum revision. A specific example is the role of PSMLA in

shaping policy of the Department of Public Instruction in the matter of the Modern Language Proficiency Test. The Organization continues to maintain the closest liaison with the Department of Public Instruction and regularly invites representatives of that body to attend sessions of the Executive Council.

On the national level, PSMLA is an affiliate of both the major foreign language organizations; The National Federation of Modern Foreign Language Teachers Associations (NFMLTA), and the American Council on the Teaching of Foreign Languages (ACTFL), and has a representative on the governing councils of both these associations. The contributions of these two bodies need no defense among language teachers. The Federation is the publisher of the Modern Language Journal which appears eight times annually with articles devoted exclusively to the teaching of foreign languages, as opposed to the format of several other national periodicals devoted to scholarship in foreign languages. The American Council on the Teaching of Foreign Languages is similarly devoted to promoting the interests of the profession and publishes semi-annually, Foreign Language Annals. In addition to its publishing activities, ACTFL sponsors special research projects and publishes monographs and bibliographies on such pertinent topics as: study abroad, language laboratories, professional preparation of foreign language teachers, training of graduate teaching assistants, linguistics and foreign language teaching, psychology and foreign language teaching, FLES, teaching of culture and literature and numerous projects initiated by its membership. In addition it arranges an annual national conference for discussion and presentation of reports on the state of the profession. At this conference ACTFL also arranges for the display of the latest offerings in foreign language textbooks and instructional media. ACTFL, as an affiliate of the MLA contributes importantly to the shaping of national legislative programs in the interests of the profession. In this regard I need only mention the NDEA Act of 1958, which many consider the achievement of the MLA.

In these embattled times, with the lapse of NDEA and the continuing assault on the foreign language requirements in our state's schools, we feel that the support which PSMLA can give to our profession is more essential than ever before, and we gratefully acknowledge your support in this endeavor.



# A HISTORY OF PSMLA

(First Installment)

By William D. Meikle, Historian

Reprint from Bulletin May 1948

The early days of Modern Language meetings in Pennsylvania were uneventful enough, prior to the formation of the P. S. M. L. A. in 1919. The State Education Convention foregathered annually in different cities of the Commonwealth, listing a Round Table discussion in this field, attended chiefly by college teachers and professors. Some of the state leaders who arranged these programs in the first two decades of this present century were: Dr. C. D. Fehr, of The Pennsylvania State College and later of Lafayette College; Dr. J. P. W. Crawford, of the University of Pennsylvania, author and editor of many Romance language textbooks; Dr. G. C. L. Riemer, of Bucknell University, State Modern language director (a position which has been abolished) from 1918 to 1923; Dr. Whitford Shelton, of the University of Pittsburgh; Dr. L. L. Rockwell, of Bucknell University; and Dr. I. L. Foster, of The Pennsylvania State College, co-author of "Aldrich and Foster's French Grammar."

Many of the early secretaries forgot (or neglected!) to supply the editor of the P. S. E. A. Journal with a copy of the proceedings and discussions of the Round Table; hence there is little mention of Modern Languages as a separate field in the journals of 1905 to 1919. With the formation of the Association in that year, the adoption of a constitution paralleling those of other states and the election of an executive council, the organization took its place among similar ones elsewhere. Programs have since been arranged with an eye to a general theme; membership has been broadened, attempts being made to gather in all the teachers of the State, whether college, high school or preparatory school, public or private, religious or secular; modern languages as a step toward universal peace and understanding, as well as a core subject in secondary and college courses, have been increasingly emphasized. A bulletin was started. Since that year the development of the Association has been regular. Each year some recommendations for the betterment of teaching and the elevation of the standards of accomplishment are made at the annual meeting.

During these two decades Latin and Greek were largely eliminated from high school and college courses, at least as required branches; and since 1920 even modern languages are optional in many courses. However, since the "One World" concept of our planet has gained recognition, the study of languages has received an impetus that should carry them forward. The P. S. M. L. A. can help this movement by consolidating its ranks and emphasizing the importance of its field.

celebrating  
50 years

**PACIE**  
PENNSYLVANIA  
COUNCIL FOR  
INTERNATIONAL  
EDUCATION

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