

(a) His special training:

Under this head would come the preliminary requirements for teachers-in-training in the higher institutions; courses for training teachers of the modern languages in normal schools, colleges and universities; special degrees or diplomas earned for such training, etc.

(b) His preparation, adaptability, and experience:

This should include sex, birth-place, length of residence in America or in the other English-speaking countries, years of experience as teacher, residence abroad, etc.

(c) Appointment:

Requirements covering the appointment of modern language teachers, the activity of teachers' agencies in supplying modern language teachers, standards of private institutions, so far as formulated.

(d) Duties.

The number of students taught; the number of periods per week; administrative, clerical and other duties; amount of teaching done by part-time teachers, etc.

3. Methods and materials of instruction.

Here only the most general indications can be given of a very wide field of investigation, which will embrace the whole technique and physical equipment of modern language instruction. It includes methods of teaching pronunciation, grammar, reading, and composition. Here would come the consideration of texts for formal instruction, and of materials for instruction on foreign life and civilization, including ~~xxx~~ fixed or moving pictures, phonetical laboratories and other mechanical aids to instruction.

IV

Ultimate Aims and Purposes.

Any serious attempt to determine the aims of modern language teaching must, as has been pointed out, be based upon a large body of opinion. Efforts should be made to determine the points of view from which critical attacks are made on the present methods of modern language instruction, and the general directions in which, according to the opinion of those not in our field, the work of the modern language teacher should be developed. Here again the method of determining this larger attitude toward the subject will have to be left to careful preliminary study, but it is certain that, for successful results, many methods, such as printed and even personal and individual conversations will have to be employed. To the larger body of opinion must necessarily be added that of the modern language teachers themselves.