

Those Were Some of the Hottest Days of My Life: The Genesis of SCOLT

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We have inherited a large house, a great ‘world house’ in which we have to live together—black and white, Easterner and Westerner, Gentile and Jew, Catholic and Protestant, Moslem and Hindu - a family unduly separated in ideas, culture and interest, who, because we can never again live apart, must learn somehow to live with each other in peace.

- Dr. M. L. King Jr.

Abstract

The following article recounts the creation and development of the Southern Conference on Language Teaching (SCOLT) through the words of one of its founders, Dr. Herman Bostick. The article is not intended to tell the entire history of the founding of the organization, nor the full story of Dr. Bostick’s contributions to the civil rights movement in the SCOLT region. Instead, readers will be privy to specific moments and thoughts surrounding a man and a movement that touch Southern language teachers and students to this day. Pieced together from interviews with Dr. Bostick, it shows the world house that he has helped build through SCOLT, language by language, learner by learner.¹

The Southern Conference on Language Teaching (SCOLT) has an interesting history coinciding with a tumultuous time in US history, the 1960s. Albeit a decade earlier, civil rights and decolonization movements were prevalent worldwide in less well-known places like Canada, Ireland, and Germany (Berg & Geyer, 2002; Forsythe, 1994), the civil rights movement in the United States (US) was pervasive, with particularly brutal events in the South. In 1954, the US Supreme Court overturned unanimously (9–0) the Plessy vs. Ferguson decision of 1896 with the Brown vs. Board of Education decision. Nevertheless, Jim Crow laws were still in place and segregation efforts vigorously continued. People advocating in favor of civil rights were harassed, hurt, and killed. While the nation was becoming polarized on the issue, President John F. Kennedy had proposed civil rights legislation in June of 1963 (Kennedy, 1963). Even with bipartisan support from Northern Congressmen and Senators, Southern Senators blocked the bill by threatening filibusters (Orfield, 1969).

Following Kennedy’s assassination, President Johnson vowed to bring Kennedy’s vision to fruition and several pieces of landmark legislation were passed, which brought a “sudden and massive break with tradition” (Orfield, 1969, p. 4). First, on July 2, 1964, Congress had passed the Civil Rights Act (1964) that banned discrimination based on color, race, religion, or national origin. However, politicians and others disregarded the law, and segregation continued. A year later, Johnson worked to pass the Voting Rights Act of 1965 that prohibited discrimination in vot-

ing. Again, politicians and states worked actively against the mandate, especially in the South. Finally, in the same year, the Johnson administration was successful in passing the Elementary and Secondary Education Act (ESEA). This piece of legislation played a leading role in the emergence of SCOLT and Dr. Bostick's ability to be part of its foundation and growth.

While the 1964 Civil Rights Act prohibited federal subsidies to support segregated programs, and the ESEA provided large new federal grants under a formula favoring poor Southern school districts. The South had the stick of the Civil Rights Act but they also had the carrot of ESEA, resulting in a huge boon to poor Southern school districts. The synergy of such legislation prompted a revolutionary change in Southern schools. Enter Herman Bostick.

SCOLT Founder

Herman Bostick was born in Elmore County in Eclectic, Alabama, under a Wolf moon in the 1920s where he lived on a farm about three miles from town. Dr. Bostick recounts,

Eclectic was a very small town, more of a hamlet really. Most of the people who lived in Eclectic proper also had farms out in the county, where most African Americans lived. My elementary education was received at the Union Branch Rosenwald² Elementary School (grades 1-8). There wasn't a high school in the town for Blacks. There was one for Whites. So I went to the Elmore County Training school, which was located in Wetumpka, Alabama. I always liked school. Unfortunately, there was very little encouragement beyond eighth grade in my community. Largely, industry in that part of Alabama was mostly agrarian, cutting timber and sawmilling. Education was not the center of attention for people as it is today. Even so, I always wanted to get an education.

There wasn't a library in my elementary school or in the town of Eclectic open to Blacks. I have always liked to read but beyond my classroom textbooks there was almost nothing. Fortunately, during those years Alabama employed home demonstration agents, mostly females, whose job was to meet with homemakers and instruct them in basic home economics. One agent, Ms. Bledsoe, learned, perhaps from my mother, that I enjoyed reading. Ms. Bledsoe, who lived in Montgomery and had access to the library of Alabama State University, began bringing me books when she would come to our community once a month. She would bring two books each month and would retrieve the two that I had read. Thus, I was able to improve my reading comprehension, vocabulary, and expand my overall learning.

As I stated earlier, there was no high school in Eclectic for Blacks so to continue my education, I had to go to Elmore County Training School in Wetumpka 20 miles from my home. This posed a transportation problem for me as the county did not provide busses for Blacks. For-

tunately, a Black businessman in a nearby town, Tallassee, purchased a used school bus to provide transportation to Elmore County Training School. The cost was 60 cents per student per week. This was a lot of money in the 1930s and my parents were poor. But I managed to complete the 9th and 10th grades at this school. I had excellent teachers at Elmore County Training School. They all were college graduates and some had master's degrees. One teacher in particular had a lasting influence on me. Her name was Mrs. Carr. She was my social studies teacher, a portly woman with a commanding voice. While the county did not provide typewriters for Blacks, Mrs. Carr decided that those students who wanted to learn to type would have that opportunity. She and her husband, who owned a funeral home in Montgomery, purchased 10 portable typewriters. She converted a cloak room into a typing classroom and gave typing lessons during noon recess period.

She trained me also in oratorical speaking. Under her tutelage, I won first place in most state and county oratorical contests. She encouraged us to believe in ourselves— that we could achieve despite segregation. One day she showed the class some photos of her graduation with the master's degree from Atlanta University. As we looked at the photos, she walked among us placing her hand on our heads and saying to each one of us, "Do not stop until you get yours."

At the end of the 10th grade, I did not return to Elmore County Training School. During the summer, I was elected by my church to attend a Sunday School Convention in Lafayette, Alabama. The pastor of my church invited me to stay at his home. All delegates stayed in homes because hotels were closed to Blacks. At the end of the convention, his wife invited me to come and live with them. They lived within walking distance of Chambers County Training School. I accepted her invitation and enrolled in this school and graduated in May, 1945, valedictorian of my class whereupon I received a scholarship from Morehouse College and enrolled there in September 1945. A member of my freshman class was Martin Luther King, Jr.

At Morehouse College (1945-1949), Dr. Bostick decided to major in English. However, his major professor, Dr. Nathaniel P. Tillman, a linguist, insisted that he continue his study of foreign languages so Dr. Bostick decided to double major, English and French with a minor in Spanish. Afterward, he attended and graduated from Atlanta University (1949-1951) with his master's degree in French and also took graduate courses in English. Later that same year, he received a fellowship from the Organization of American States to spend two years in Haiti (1951-53) to conduct research on living Haitian poets. After two years in Haiti, he received a Fulbright scholarship to study in Paris (1953-1955). Afterward, he was offered a job to teach at Grambling State University in Louisiana (1955 -1957). Dr. Bostick remembers, "I was the first language teacher the university had ever had, and I was charged with organizing the first FL program at the university." Such on-the-job training came in handy several years later.

He left Grambling to attend Middlebury College in Vermont (1957-1958) and studied 20th Century French literature while continuing his studies in Spanish. However, some colleagues recommended that he pursue his Ph.D. instead of the Doctor of Modern Languages (DML) because he wanted to work in higher education. The DML curriculum focused on proficiency in three languages and having extensive experience in countries in which the language is dominant. In order to work toward the DML, students had to spend a year at Middlebury, and then a semester in each country of their language specialization. With thoughts of attending graduate school to complete a Ph.D., Dr. Bostick departed Middlebury in 1958 and accepted a position at Fort Valley State College in Fort Valley, Georgia, teaching both French and Spanish courses. Two years later, he was off again.

SCOLT is Born

In the summer of 1964, Dr. Bostick, during a summer workshop at Fort Valley, expressed an idea about fulfilling a need for a regional conference on foreign language pedagogy. Later that same year, in early December, Dr. Bostick and Louis J. Chatagnier (Emory University) called a meeting to gain support for creating a regional foreign language conference. The meeting was held at Chatagnier's home in Atlanta, and the guest list included individuals from Emory (Huguette Chatagnier-Kaiser and Oscar Haac), Atlanta University (Benjamin F. Hudson), and Converse College (Elisabeth G. Epting and Sanford Newell). Within a few hours, it was decided that SCOLT would be created with the principal objective of improving foreign language instruction in the schools and colleges in the South. At the time, Dr. Bostick was working for the Georgia State Department of Education. He said,

It all got started in 1957 when Russia launched Sputnik. Congress passed the National Defense Education Act, a.k.a. NDEA, which mandated that each state take immediate steps to enhance and improve curricula and instruction in science, mathematics, foreign languages, and counseling in public education to be funded by the federal government.

Shortly thereafter, the Georgia State Department of Education began hiring coordinators for these disciplines. By the summer of 1960, White coordinators had been employed in science, mathematics, and counseling. The Georgia Teachers and Education Association, composed of Black educators protested that no Blacks had been employed for any of these positions. The only position that had not been filled was that of foreign languages. So the State Department told the Black educators that if they would recommend a competent individual for this position, that that person would be considered. After consulting with the administration of Fort Valley State College, my name was sent forward.

So, in September of 1960, Dr. Claude Purcell, State Superintendent of Schools, came to Fort Valley and offered me the position of Foreign Language Coordinator. The president of the College granted me an

indefinite leave of absence and I moved to Atlanta. However, in conforming to the laws of segregation, a White man was hired as Foreign Language Coordinator also. It was understood that he was to serve the White teachers and I was to serve the Black teachers. After a few months on the job, the White foreign language coordinator became disenchanted with the department's leadership and several months of litigation followed. He finally resigned. Shortly thereafter, Dr. Purcell called me to his office and said to me that there would be only one foreign language coordinator for Georgia, and he was naming me. He further said that if White educators did not want to accept me because I was a Negro that it was their problem. Some superintendents did resist inviting me into their White schools at first but in time most relented.

One incident remains vivid in my memory. I was invited to conduct a one-day workshop for the foreign language faculty at a college in middle Georgia. Since I was to be there all day, the problem with lunch arose. As I was Black, I could not eat with the faculty. The day before I arrived, the president of the college called a faculty meeting to decide what to do with me at lunch time. After much discussion, the Foreign Language Department chairman offered to take me to his cabin on the nearby lake for lunch. So he and I and his dog had lunch on the veranda of his cabin. The cabin was rustic but comfortable, the food was delicious (supplied by the city restaurant) and the lake was beautiful. There were other incidents of this type but let's focus on what was going on.

At first, I really didn't know what a coordinator did. There hadn't been such a position before. While the Northeast Conference on the Teaching of Foreign Languages and the Central States Conference on the Teaching of Foreign Languages existed, there wasn't a regional organization in the South, but one was seriously needed. So we decided to do something about it. While there were some structural issues to be ironed out, the teachers supported the idea wholeheartedly.

The profession was making the shift from the Grammar-Translation to the Audio-lingual method. There was federal funding to provide language labs in schools, but the teachers didn't know how to use the technology. Teachers were drowning. Superintendents were buying and installing language labs and the teachers had no idea of what to do with them. They had never been in a lab let alone run one. So they were really desperate. It was my prime responsibility to help the teachers learn not only how labs worked, but how to integrate the labs into their instruction. But, it was going to be a challenging endeavor because schools remained mostly segregated and xenophobia was persistent.

For example, Sputnik really shocked the US and there were calls for Russian classes. However, there was a shortage of Russian teachers. I had heard of a young lady who had recently graduated from Radcliff

University, and who was teaching Russian. It took a little time but we finally worked out a deal for her to teach at Booker T. Washington High School in Atlanta. It was the first Russian class in the state.

To step back a little, you have to keep in mind that when someone first reads/hears my name, Herman Bostick, a person of African American descent does not immediately come to mind. My last name is Swedish and my first name is German. So when I was invited to visit schools around the state or attend meetings on behalf of the Department of Education, my race immediately caused a stir.

In one case, I was invited to a weekend inter-American conference at a university in Florida. The conference was attended by representatives from Caribbean and Latin American countries, many of whom were non-Whites. I preregistered by mail and was assigned housing in a campus facility supported by the local church. When it was learned that I was Black, the congregation refused to allow me to stay there. Like I said, these were some of the hottest days of my life, and I'm not talking about the weather.

So, it was decided that night at Chatagnier's house that the first SCOLT conference would be held in Atlanta near the bus station in downtown where teachers who arrived by bus could walk across the street to the conference headquarters. The inaugural Conference was held from February 4-6, 1965 at Atlanta Americana Motor Hotel (160 Spring Street NW). Many of the participants indeed came by bus and walked over to the hotel for the conference.

Dr. Bostick reminisces,

We chose February for the first conference because it was the month that no other language associations were meeting. And February 4-6, 1965, turned out to be a good choice. I remember walking into the hotel the first morning. It was really overwhelming [laughing] to see 1,200 people walking into the hotel. The hotel wasn't very large. We had to make sure everyone could get a room. We had janitors moving chairs from one meeting room to another. Coordinators from other states were impressed to see the turnout and they kept asking us how we got so many teachers there. In a large way, we relied on word of mouth, 'Ma Bell (telephone company), and the US Postal Service to get the word out about the conference.

With the Audio-lingual method in full swing, we had noticed a heavy burden on classroom teachers, especially those in the public schools. Using the other regional FL organizations as models, we advocated for a simple and flexible organizational structure. Instead of creating SCOLT as an association, Chatagnier and I proposed that SCOLT be a conference without a membership fee. Attendees would pay a rather modest registration fee (\$20) to attend the conference.

We speculated that a lot of the FL teachers lived out in rural parts of the South and you have to remember, we didn't have cell phones and the like as we do today. We tried to get the word out about the conference as best we could. We had only two committees (Steering and Advisory) and planning and communication were limited to phone calls and letters. We thought by having them pay only registration, they would be more likely to attend the conference. We wanted to have a conference and not an association. Hence, no membership dues. If teachers heard about the conference at the last minute, having membership dues might keep many from attending. Keep in mind what was happening in the South during that time. We felt it was best not to have memberships. Schools were still segregated to a large extent. We wanted to have an integrated conference. We didn't have any media coverage and we really didn't want any. It was a volatile time in the South. It was thought that people may not want to affiliate with SCOLT for fear of repercussions from school districts if both Black and White teachers were meeting together. I'm very happy to see that this has continued and that SCOLT is thriving.

Dr. Bostick noted that "during this time, most of the teachers, if not all, had been trained via the Grammar-Translation method and the Audio-lingual movement was now in full swing." The audio-lingual method is similar to an earlier method known as the Direct Method. Both advocate that students be taught in the target language exclusively. However, the Audio-lingual method does not place an emphasis on vocabulary. Instead, teachers drill students in the use of grammar, and the use of language labs was found to be helpful. For example, an instructor correctly models a sentence and then students are asked to repeat it. Afterward, new words are presented in context and the students use them in the same structure. There is absolutely zero grammar instruction; students memorize everything. The goal is that students practice the structure and words until they can use them spontaneously.

Dr. Bostick explained that,

[O]nce it was time for the actual conference to take place, I wrote to language lab companies and audio-lingual material companies to fund travel (airfare and hotel) for FL experts to attend and present at the conference. Each company that I wrote for financial support provided needed funds. I invited four master teachers to come and do teaching demonstrations with live students. The teachers were not familiar with the audio-lingual method. So I decided a much better learning situation would be for teachers to see a demonstration with live students instead of standing up and giving a presentation on how to do it. This way the teachers could see the method in action.

Early in January, 1965, I met with Dr. Gail Hutchison, Foreign Language Coordinator for the Atlanta Public Schools, and requested the use of students in French, German, Russian, and Spanish to participate in demonstration classes at the SCOLT conference. Also, I asked her if she could arrange for the master teachers in these languages

to meet these students in classes at their schools the day before the conference. She agreed and made all of the necessary arrangements including transportation for students to the conference. All four master teachers visited with the students and taught a class in the school the day before the conference.

The demonstration classes took place on Saturday morning. Meeting rooms were set up to resemble a regular classroom. Other chairs were placed along the wall for SCOLT attendees in order to observe. At the end of the class the students were dismissed and a question/answer period followed. From the reaction of the teacher attendees and the master teachers, the demonstrations were very effective. Similar classes were held at the second SCOLT conference.

In the first conference proceedings, Dr. Bostick (1989) wrote that the first 10 years of SCOLT marked a time characterized by a “general lack of direction in education; students were given ‘freedom of choice,’ and experiments with ‘open classrooms’ were being conducted” (p. viii). However, what was not noted in the proceedings was that Dr. Bostick and the others were actively breaking the law. Segregation laws were still on the books, yet many language teachers did not seem to care. They needed help and SCOLT was providing it during and after the conference. During the interviews, Dr. Bostick talked about SCOLT’s role in shaping change once the conferences had ended.

SCOLT was organized before ACTFL (The American Council on the Teaching of Foreign Languages). The Northeast Conference and the Central States Conference were already in existence, but ACTFL had not yet been created. I think much of what SCOLT was doing served as the basis for what ACTFL was going to do. At the first SCOLT conference, the [FL] coordinator in Vermont, André Paquette, met with me and Elisabeth Epting to discuss the structure of SCOLT and the differences among the three regional conferences. Interestingly, he became the first ACTFL Executive Secretary and later Director and much of ACTFL’s structure at that time was based on SCOLT. One main difference that remains until today is that ACTFL has memberships and SCOLT does not.

In 1962, Ms. Ruth Keaton of South Carolina was employed to work with me. She was the originator of the newsletter SCOLTALK and THE BEACON, the newsletter of the Foreign Language Association of Georgia (FLAG). Later that year, we decided to launch a televised FLES program. It would be a statewide program in Spanish. We chose an elementary school in Cartersville where the classes would be taught. We named the program *Amistad*, meaning friendship. We hired a bilingual teacher named Señora Yvonne de Wright. Keaton, de Wright, and I would meet on weekends to develop the lessons and assemble the props. Lessons were broadcast statewide at 10am Monday through Friday. In the end the program was moderately successful. Where there was a teacher who knew Spanish in the classroom, it was very successful.

Additionally, I think SCOLT guided teachers and researchers by having a publication. At our first meeting at Chatagnier's house, we decided to publish the conference proceedings (i.e. the papers given at the conference). Huguette Chatagnier-Kaiser advanced *Dimension* as a name. The name was agreed upon unanimously, and the first edition was published following the first conference. Attendees [teachers] received a copy of *Dimension* in the hope that they would use the information in their classrooms. And of course each state foreign language coordinator received a copy.

Dimension has been a part of each conference since. The first five conferences were held in Atlanta because Atlanta was a central location that one could get to easily. Dr. Bostick remarked that "it [Atlanta] was a drawing card." The first three conferences were financed entirely by registration fees and exhibitor fees (Bostick, 1989). At the close of the 1966 conference, Dr. Bostick resigned his position as SCOLT secretary and left for Columbus, Ohio, to pursue his doctorate at The Ohio State University (1966-1971) in French, Spanish, and Foreign Language Education.

Two months later the Steering Committee voted to incorporate and to develop a set of bylaws. In 1967, the bylaws were approved and the conference residency was established at Converse College in Spartanburg, South Carolina, and Elisabeth Epting was elected Executive Secretary. However, in 1967, the conference went almost bankrupt (Bostick, 1989). It is at this point that the conference began to solicit patrons and sponsors.

SCOLT Progresses

As the 1960s came to a close, the activism that helped brand the 1960s continued in the 1970s. The war in Vietnam came to an end, President Nixon resigned, the US celebrated the first Earth Day, and after much debate, construction of the Trans-Alaska Pipeline got underway (Trans-Alaska Pipeline Authorization Act, 1973). Census data showed that the population growth rate of the US had slowed dramatically (United States Census Bureau, 1980). However, enrollments in FLs continued to grow (Draper & Hicks, 2002; Furman, Goldberg, & Lusin, 2007) as did federal participation in educational issues.

While the Jim Crow laws were essentially repealed, housing patterns were creating all-minority inner city schools. Nixon did not reauthorize the ESEA before he resigned, and President Ford made it one of his first priorities (1974) along with signing the Individuals with Disabilities Education Act in 1975. President Carter added the Department of Education to the Cabinet in 1979 and increased federal education spending by 32% (Cross, 2010).

Dr. Bostick remembers that during the 1970s,

[W]ith the exception of the Watergate scandal, life in the US was going well at this time. SCOLT was growing and thriving. Foreign language education was gaining some prominence, and I remember participating in a forum in Washington, D.C. at the US State Department in the late 1970s when I first came to Howard [University].

Along with me were the Chair of the Department of Modern Languages at Howard, the President of ACTFL, the President of the Modern Language Association, several congressmen, and various members of the US State Department of Education. We engaged in a lively discussion about the importance of foreign language instruction and the need for more financial support for language programs. We requested more support for language teaching, and we advocated that FL play a role in the globalization of the US.

From approximately 1975-1989, SCOLT worked diligently in its first 25 years helping to improve language teaching in the South and beyond. The Silver Anniversary edition of *Dimension* entitled, *Perspectives and Horizons: Languages '89* (Fryer & Medley, Jr, 1989), told the story of SCOLT's first 25 years. In the book, Dr. Bostick penned a summary of SCOLT's first 10 years (1964-1974) alongside two articles. Lorraine A. Strasheim's article, *A World without Walls*, which was reprinted for the volume from the 1971 volume. Nelson Brooks' work, *Language Teaching: Concepts, Problems, and Opportunities*, was reprinted from the inaugural 1965 volume. Interestingly, near the end of Brooks' (1965) article, he advanced 25 'don'ts' that are germane to language teaching today such as *Don't attempt to teach all you know*, *Don't ask students to repeat utterances that to them are devoid of meaning*, and *Don't teach too much at once* (p. 28). The second part of the volume contained articles about SCOLT's *Years of Progress*. Here, articles centered on the use of multi-sensory modes in communicative drills (Kalivoda, 1989), the benefits of the small group format (González, 1989), the impact of the first 4-5 years of the Oral Proficiency Interview and the ACTFL Proficiency Guidelines (Valdman, 1989).

Dr. Bostick mentioned several times during our conversations that, SCOLT changed to meet the demands of the present and future of the profession. SCOLT was the first regional conference to host a joint conference with ACTFL in 1972 in Atlanta. Andrew Young was the keynote speaker. At this time, SCOLT was making a name for itself. While I wasn't directly involved in the development of the Oral Proficiency Interview or the ACTFL Proficiency Guidelines, some SCOLT teachers were. SCOLT was involved locally and nationally. We remained flexible and had the foresight to adjust SCOLT to meet the changes that were occurring in public education in terms of language teaching and learning. We wanted to make sure language teachers knew the role our profession played in globalization, and it was up to us to help teachers achieve this goal. SCOLT is still working on this today and I'm proud of those taking leadership roles.

In the final article in the 25th Anniversary edition of *Dimension*, Robert Terry (University of Richmond), former President of ACTFL (1994) and longtime SCOLT Member and Editor of *Dimension*, was invited to give a speech at the 25th conference in Little Rock, Arkansas. He spoke about the future of SCOLT and posed three pertinent questions about SCOLT's achievement of its objective in the first quarter century of its existence:

1. Has SCOLT in fact carried out its primary objective to advance the learning and teaching of languages at all levels of instruction?
2. Has SCOLT worked to its fullest in fostering close ties not only between ACTFL, the national umbrella organization, but more importantly between us and our constituents on the different state and local levels?
3. What can SCOLT do to strengthen its role, its position, and its impact? (Terry, 1989, p. 141)

Along with Terry, Dr. Bostick remains adamant about SCOLT meeting its goals. He noted that meetings and discussions with ACTFL leaders led to representatives from the five regional FL organizations being welcomed as full voting members of the ACTFL Executive Council on January 31, 1985. Such representation not only increased the ACTFL Executive Council membership from 10 to 15 members but the terms in office also expanded from three to four years. The change came about as a result of ACTFL's appointment of three different Regional Task Force Liaison coordinators who worked with the regional conferences for two purposes (Terry, 1990). First, the task force sought to strengthen its ties with the regional organizations and state affiliates. Such collaboration was new and there was a need to address issues surrounding the profession. Second, five priority areas were identified for special attention in the field of FL education (teacher education, curriculum and materials development, public awareness, FL proficiency, and research). Each regional conference appointed a task force and worked on one of the priority areas. SCOLT chose to tackle Research and did so impressively. Terry (1990) noted that SCOLT "was the only regional conference to carry out its charge" (p. 143) by publishing its work in the two volumes entitled *Research Within Reach* (1985, 1995).

Dr. Bostick stated excitedly,

The two volumes of *Research Within Reach* (1985, 1995) were remarkable. Following a model set forth in other disciplines such as communication (Holdzkom, Reed, Porter, & Rubin, 1983), school improvement (Meehan, 1982), and secondary school math (Driscoll, 1982), the first volume used a unique approach to reporting research.

Serving as editor, Thomas Cooper (University of Georgia) noted in the Forward that "instead of identifying specific areas and topics, we decided first to discover from practitioners in the field what their most urgent question were about foreign language learning and teaching. We then attempted to provide answers by citing applicable research" (Cooper, 1985, p. viii). A mail survey was conducted with a list of questions and teacher concerns. Then, it was mailed nationally to FL coordinators and consultants, journal editors, and coordinators of the innovative high school programs ACTFL had selected for special recognition in the winter of 1983.

In each article, questions were posed about a specific topic and answers were provided in layman's terms about research on the topic. Articles focused on factors in FL enrollment and attrition, language learner motivation, FL aptitude, brain hemisphere research, treatment of errors in oral language activities, importance and methods of vocabulary development, the role of and methodology for grammar instruction, encouraging oral-aural skills, materials and methods for introductory

reading instruction, cultural awareness, literature instruction, teaching multilevel classes, grouping techniques, pacing and time factors in language learning, language of instruction, comparing and selecting teaching methods, class size, foreign language study and standardized test performance, and foreign languages and careers.

Dr. Bostick noted that the second volume (1995) was edited by Vicki Galloway (Georgia Institute of Technology) and Carol Herron (Emory University). He mentioned,

Among its 11 chapters, well-known researchers, who still remain prominent figures today, addressed topics such as learning processes and learner strategies (Joan Rubin), Listening (Eileen Glisan), and Writing (Virginia Scott). I still have copies of it today. The research was well-received, and I think a lot of people read it and used the ideas found there. The editors did an excellent job working with the authors on topics of interest to the profession.

The two *Research Within Reach* volumes³ certainly added to SCOLT's success over the years, and marked serious collaboration between the regional conferences and ACTFL. While Dr. Bostick noted many times during our conversations that so many people were responsible for SCOLT's impact over the past 50 years, he kept talking about the people's devotion to improve language learning and teaching.

We all worked hard from the first moment. We had no money; we just had ideas. We knew what we wanted and what we didn't want. We wanted to bring people together regardless of color and help the teaching and learning of foreign languages. We didn't want to build a segregated group that excluded people. I want to take my hat off to those people, professors, teachers, and corporate sponsors, who supported me in this idea. We couldn't see back then the SCOLT we see today. We were just trying to help foreign language teachers and much of the expense to get things going came out of our own pockets. Colleges didn't support such start-up organizations. It was impressive how foreign language teachers sacrificed to get SCOLT going. When we first created SCOLT, the leadership took its task seriously. SCOLT leaders were dedicated, truly dedicated. I see that this dedicated leadership continues today. You attend a SCOLT conference now you can see the leaders at work. SCOLT has been dubbed as the *friendly conference* by others in the profession. Probably, it's part of this Southern hospitality. I am very thankful to those who served in leadership positions during the past half century. We have had some excellent leaders in terms of talents, vision, and scope. Also, their expertise in finance management certainly helped.

SCOLT is managed well, and I am deeply grateful for such attention to detail. However, there is more for SCOLT to do today and in the future as a greater emphasis is placed on globalization. I think that foreign languages play a vital role. Language organizations like SCOLT have the responsibility to articulate to a wider public how foreign languages contribute to our country's national security.

The current national administration is vigorously promoting the study of science, technology, engineering, and mathematics. I believe that foreign language should be added to this list. Globalization requires verbal communication in international negotiation and face-to-face diplomacy. How much more effective could our negotiators be if they had some competency in the language and culture of the host country? On several occasions President Obama has opined regret for not having studied a foreign language.

To meet the challenge that globalization poses for foreign languages, language departments will have to give serious attention to curricula and instruction in foreign language. Do the current curricula prepare students to perform with high proficiency in a global enterprise? As students progress from secondary school through college will there be adequate courses to allow the students to continue to hone their language skills? SCOLT can play an important role in assisting college foreign language faculties in developing curricula to meet this need by establishing liaisons between it and the foreign language college faculty. A clear plan of curricular and instructional articulation between the secondary school and college language departments is needed if foreign languages are to meet the challenge of globalization.

While there is a lack of consensus about the origins of globalization thought, Streeter (2009) stated that globalization began to accelerate dramatically in the 1960s due to a variety of factors such as advances in communications, the spread of markets, innovations in financial transactions, the invention of new global production systems, and the emergence of a truly global consciousness. In an address to the United Nations General Assembly in 1961 regarding the recent death of U.N. Secretary-General Dag Hammarskjöld and international relations, President Kennedy advanced a new approach to nation building (Kennedy, 1961). He advocated foreign aid to win the hearts and minds of peoples living in traditional societies. He advocated working peacefully with other nations to achieve great things in collaborative fashion. Kennedy noted that careful negotiation would be necessary with allies as well as adversaries, and clearly language is central to the process.

SCOLT, ACTFL, and other language organizations must continue to advocate for a stronger presence in the national curriculum. However, support from individuals is necessary in order to effect change. The world has made great strides in so many areas but more work is needed. Change must begin with the individual and move toward the collective. Regardless of how it is termed (e.g., foreign language, world language, second language), the study of another language and its cultures and a functional level of proficiency in another language need to become required components in the educational curriculum. In its 50 years, SCOLT has made significant contributions to the profession, and members of SCOLT must continue to become proactive agents if change is going to occur.

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Endnotes

¹ I began interviewing Dr. Bostick beginning in March 2014 in Memphis, Tennessee, at the annual SCOLT conference. The interviews continued for several months via phone. This article has been mailed to him and read for accuracy.

² Julius Rosenwald, President of Sears, Roebuck and Company (1908-1922), founded the Rosenwald Fund and created thousands of schools for the education of primarily African American students in the early 20th century.

³ The two volumes can be found in their entirety <www.scolt.org> under the Publication's tab.