Evaluative and Emotional Factors in Learning a Foreign Language

Yves Begin
Loyola University Chicago

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EVALUATIVE AND EMOTIONAL FACTORS
IN LEARNING A FOREIGN LANGUAGE

by

Yves Bégin S.J.

A Dissertation Submitted to the Faculty of
the Graduate School of Loyola University
in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

June
1968
Yves Bégin S.J. was born in Beaumont, P.Q., Canada, August 15, 1929. He obtained the degree of Bachelor of Arts from Laval University in 1950, a license in Philosophy (1956) and in Theology (1962) from "les Facultés S.J. de Montréal". In 1959, he also obtained the degree of "Maître ès Arts" from the University of Montréal. The same degree of Master of Arts was conferred to him by the Graduate School of Loyola University, Chicago, in February 1967.
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CHAPTER I
INTRODUCTION

In learning to speak a foreign language, there is a period of hesitation and reluctance which lasts well beyond the time at which a reasonable command of the vocabulary could be expected. Unless the student is forced to speak the foreign language at this time (because nobody speaks or understands his own), he may not overcome his reluctance and may be restricted to a passive knowledge of the foreign language through reading, or may understand what is said to him without being able to speak it himself.

This reluctance in learning to use a foreign language according to Fr C. A. Curran of Loyola University, is a type of anxiety which can be overcome by counseling methods in the learning situation. For the last ten years, Fr Curran has worked with students in group situations in which four foreign languages were spoken. He found that learning was greatly facilitated if the student was provided with sufficient emotional support and expert help at each stage until he reached mastery.

In the present study, Fr Curran's method has been used for the learning of French. The Subjects were taken to a city in which the target language is spoken by the majority of the population (Quebec). It is known that students of language placed in such an environment are in a constant state of tension or anxiety because of their inability to
communicate satisfactorily with others. The Curran method should prove to be effective in reducing the anxiety inherent in this situation, and should consequently enable the subjects to take full advantage of all the opportunities for learning available in the environment.

It is hypothesized that, as anxiety is reduced, the student is led progressively to appraise the language of his counselor as something good to speak. It is our contention that the efficiency and depth of his learning is a function of this appraisal or subjective evaluation of the language, and of the learning situation. The reason is that positive appraisals give rise to positive emotions facilitating and enriching the learning experience. Negative appraisals generate negative emotions hampering learning. This study presents a phenomenological analysis of the appraisals made by the Subjects themselves of their own learning experience.

These appraisals constitute a rich source of investigation that has been neglected until now because of the mechanistic bent of students of learning. The author has been led by the conviction that we need to know more about these individual appraisals, if we are to learn how to improve the motivation of learners and how to help them in their tasks most efficiently.

Before and after their learning experience, the Experimental Subjects (together with a Comparison group) were administered a battery of tests designed to measure not only the amount of learning achieved, but also changes in Motivation, Anomie (anxiety), Mastery of logical
structures, Attitude toward French Canada and toward the study of the French language.
CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Current research on foreign language learning

The methodology that has emerged from recent researches on foreign language learning is commonly called the audio-lingual method. Carroll (1963) has listed the characteristics of this approach in the Handbook of Research on Teaching (pp. 8-10). The most important of these is the stress that is laid on the need for overlearning of language patterns by a special type of drill known as "pattern practice". Brooks (1960) describes pattern practice as an "exercise in structural dexterity undertaken solely for the sake of practice, in order that performance may become habitual and automatic" (p. 142). Here is a description of how this is done. A typical structure in the target language is presented to the student. The teacher "drills" the student in the correct use of it. When the structure is learned, it is used as a basic pattern in which variations are introduced in a progressive manner in order to allow for generalization.

It is characteristic of this approach that the student is constantly maintained in a situation of dependence upon a teacher or a machine. As a matter of fact, whether the method is taught by a machine or a person does not seem to make much difference, except that the machine can be more patient and, consequently, more efficient than a person. The method represents progress from one point of view. It is certainly
necessary to consider more seriously than in the past that a language is made up of spoken sounds, not only of rules of grammar. To learn a language is not to learn a conceptual system or a science. But, on the other hand, the method is based on an assumption which greatly underestimates the complexity of foreign language learning. According to Rivers (1964), the prestigious personality of Skinner is the reason why this simplified image of language learning has gained so much favor.

Behind the first assumption that foreign-language learning is a mechanical process of habit formation... lies a Skinnerian concept of conditioning... In a foreign-language learning situation, Skinner's paradigm would work in the following way. The student emits a foreign-language response which is comprehended and thus rewarded by the reinforcement of the teacher's approval. It is now likely to recur, and, with continued reinforcement, it becomes established in the student's repertoire as an instrumental response, capable of obtaining certain satisfactions for the student in the form of comprehension and approval in classroom situations. It is even more strongly reinforced if by means of it he obtains what he wants in a foreign-language environment. Plenty of opportunity to use it and receive more satisfactions and reinforcement preserve the response from extinction, at least while the student is still at school or in a position to use it instrumentally (pp. 31-33).

Since this is the prevalent trend, many authors could be mentioned after Skinner. Brooks (1960), for instance, takes a very similar position when he writes that "the single paramount fact about language learning is that it concerns not problem-solving, but the formation and performance of habits" (p. 47). And for Politzer (1961), "language is behavior and... behavior can be learned only by inducing the student to behave - in other words, to perform in the language" (p. 2).
On the opposite side, many authors hold that there is more to speaking than to other forms of behavior. Pavlov himself did not believe that his theory of classical conditioning applied to the speech functions of man, and contemporary Pavlovians strongly disagree with Skinner's view that verbal behavior is just another kind of behavior (Rivers, 1964, p. 26). The eminent American linguist Chomsky (1959) has also been an ardent critic of Skinner's *Verbal Behavior*, for excluding the role of meaning.

Although his own theory of foreign language learning remains mechanistic, Lado (1964) recognizes at least theoretically that language is more complex than any mechanism can be. We have nothing to say against the following statements: Language is "the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons" (p. 7). "It is intimately tied to man's feelings and activity. It is bound up with rationality, religion and the feeling of self" (p. 11). But Lado has no way to express these beautiful definitions in the appropriate methodology. His methodology follows more or less closely the current theories of learning. This becomes clear when he states the principles of language teaching (pp. 49-60). The insistence is on pattern practice, and the task of the teacher is essentially to condition his subject, as in any other audio-lingual method.

As we shall see below, Curran (1961) has devised the much-needed methodology which does justice to the complexity and richness of foreign
language learning. In a forthcoming book, he will present the learning theory which has inspired his research. Arnold (1960) has also conceived a theory of learning which can be applied to Curran's method and which explains its efficiency.

Rivers (1964) reacts very much like Lado to the strict behavioristic approach. In her interesting book on *The Psychologist and the Foreign Language Teacher*, the thesis is that language communication involves a relationship between individuals, and not merely the memorization and repetition of phrases and the practising of structures (p. 163). However, her own critiques remain within the domain of behavioristic theories of learning. She cautions the reader against the limitations of these theories, but it is implicitly understood that they provide the necessary starting point.

Many will say that the issue between the mechanistic and the humanistic positions will ultimately be decided by research and by experimentation, not by discussion. Fortunately, some serious work has already been done. One of the most recent experiments has been done by Scherer and Wertheimer (1964). The fact that Wertheimer is the author of a textbook on methods for psychological research offers some guarantee on the psychological sophistication of the study. The results have been published in a book entitled *A Psycholinguistic Experiment in Foreign Language Teaching*. This experiment came after those of Delattre (1947), Pimsleur and Bonkowski (1961). The purpose was to compare, in various skills,
students who had been taught traditionally with those taught audio-lingually, and to draw some definite conclusions about the relative merit of the two methods, a topic which had been investigated more or less carefully by the researchers mentioned above. More precisely, Scherer and Wertheimer wanted to know whether at the end of two years of instruction, the reading and writing skills of students trained by the audio-lingual method would equal or even surpass that of the students trained by a conventional grammar-reading method.

The experiment was as carefully controlled as it is possible in large-scale research done in a real life situation. It was found that the audio-lingual group, while it did occasionally reach, never did surpass the group trained in traditional methods, as far as reading and writing was concerned. An even more important finding was that the two groups were not significantly different in an overall-proficiency index at the end of any of the four semesters. It should be clear, then, that the audio-lingual method cannot pretend to be "the method", and that such a mechanistic approach to language learning does not produce automatic results.

What partisans of the new as well as of the old methods do not take sufficiently into account is that language is a means and not an end. Or, to use Polanyi's terms (1968), because language is a means or an instrument of communication, it is with our "subsidiary" awareness that we learn it, not with our "focal" awareness. Consequently, if it is to
be learned efficiently and easily (as all children in the world continue to do), the instrumental or "subsidiary" nature of language must be taken into full account in schools of languages. What should be done then becomes clear: students of language must be maintained in a situation encouraging constant communication. As long as this necessity is recognized, there is no objection to the use of learning machines. But in order to be effective, the use of machines must remain an incidental activity of the learner. This is how machines are used in Curran's method.¹

B. Research on the "Community learning" of the foreign languages

It is unfortunate that most experiments on verbal learning do not even dare to tackle the complexity of language. These experiments usually last a few hours and consist typically in the memorization of lists of paired-associate words which have no relation to the real language learning situation.

Over and above the fact that these experiments do not grasp the real complexity of language learning, they contain an assumption that is rarely formulated clearly. It is that subjects who are too interested in an experiment (V.G., volunteers) will bias the results. And it is considered good strategy to eliminate such subjects. This assumption is necessary if learning is a mechanistic process. Mechanisms

¹. As the students speak with one another, they activate a learning lantern which stimulates their awareness of various analytic aspects of the language used.
have no emotion. And emotions in humans should not be allowed to interfere with a "scientific" enterprise. It is conceded that subjects should be motivated, but motivation is conceived as a kind of biological readiness to spend physical energy on a task. We prefer to think with Arnold (1960), Curran (1961), Polanyi (1958) and McLuhan (1964) that no learning is possible without emotional involvement. In the same way, no discovery is possible in science without the scientist's passionate interest in his problem. The more interested we are in what we are doing, the easier and the better we learn. When the appropriate level of involvement is reached, a task ceases to be work and to require effort.

That no lasting learning can occur without emotional involvement is confirmed by findings from many areas of research. These findings have been brilliantly analyzed by Berlyne (1961) in the *Annual Review of Psychology*. It will suffice here to quote an authority in learning theory who cannot be suspected of prejudice in favor of humanistic principles. E.R. Hilgard has written (1963) that "purely cognitive theories of learning will be rejected, unless a role is assigned to affectivity. In order for the theory to be consistent, the assumption will have to be made that perceived relationships will be learned only if their contiguous or patterned relationship was perceived with some sort of affective emphasis" (p. 267).

Curran's position is precisely that language learning implies emotional involvement with people. "Language is people". This is one
of his favorite expressions. By that he means that if a language capable of expressing the emotional life and the personality of living persons is to be taught, this must be done in a community. Hence the expression "Community learning" that he is using to characterize his approach.

We shall now give some illustrations of the fresh new approach initiated by Curran at Loyola University of Chicago ten years ago. The first experiments were exploratory in nature and are worthy of interest. Four students, who did not know each other and who had each a year or so of French, were put together in a room and were instructed to speak French. It was found that a security-equilibrium was established only when it became evident that no one person knew more than any other.

A variation was introduced into the experiment by bringing a French girl into the group. Let us try to conjecture what should have happened in such a situation. If it were possible to maintain relationships between well-educated people purely at an intellectual level, as is assumed in the usual classroom situation or verbal learning experiment, we should expect that the four students would welcome the presence of a fully-informed person whose desire was only to help. However, what happened in fact was the exact opposite. A period of silence followed the entrance of the French girl into the room. And when the subjects finally accepted the humiliation of asking for help, it was done in such a regressive manner, that no genuine relationship could be established between them and the French girl.
This rejection of the expert by those who are in need of her escapes the rules of the logic commonly applied to the learning situation. In certain situations, students reject what they need most! It is evident that another logic is at play here. Curran suggests that it is the logic of affect. The four students rejected the French girl because they resented the fact that their shared security equilibrium had been destroyed by her entrance. The feeling of being wholly dominated by her made them experience complete helplessness, as if they were speechless babies. As adults, we hate to admit it, but when we find ourselves suddenly in a situation of complete and blind dependency on others, we are deeply disturbed, because we need the same kind of help that is given to babies when they need it.

An experiment of that nature can easily be replicated with the same result. Curran has himself repeated his experiment by varying the amount of knowledge of French possessed by the Subjects. When students with a more adequate command of French were placed together in a situation similar to the one described above, it was found that the conflict with the French expert was less intense. A true relationship could be established between the expert and the group. This indicates that the resistance to the expert is a direct function of the need the group has of him, which shows even more conclusively that the logic of affect does not always conform to conventional logic. "Le coeur a ses raisons.." Pascal has said a long time ago.
Before explaining the more complex procedures used by Curran, it is necessary to give a precise idea of the model which inspired his work. It is known that a two-language communication takes place in a counseling situation: one role of the counselor is precisely to relate these two languages to one another: the language of affect and the language of cognition. The client is by definition inefficient in speaking the language of affect, but the counselor can read this language in the total behavior of his client and is able to reflect or to express it in such a manner that the client will recognize himself and learn to express to himself this unknown aspect of his own being. When this is done, the client understands himself better.

With this model in mind, groups were formed by Curran in which four languages could be spoken according to the wish of the participants. Each client was assigned to a counselor, who would relate to him with the warm, accepting and reassuring attitude typical of the counseling situation. This counselor translated from English anything the person wanted to say to the group without participating directly in the group dynamics. With time, this counselor came to be differentiated from the expert, who had by definition a perfect command of the language taught. It was found that to use a person with a moderate knowledge of the language as a counselor facilitates the acceptance of his help, because this counselor also needs help from the expert, and the client can more easily identify with him.
This arrangement allowed Curran to uncover many psychological processes. It was found, for instance, that the clients behave in turn like children or like handicapped people. This regression has been observed also by Assagioli: "We must learn foreign languages as we learned our mother tongue, by becoming again "as little children". After some mastery of the language is acquired, an urge for independence similar to that found in the adolescent is observed.

The clients go through five stages as their knowledge improves. Curran describes these stages in the following manner:

Stage I
The client is completely dependent on the language counselor.
1. First, he expresses only to the counselor and in English, what he wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.
2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language especially of cognates, in phrases of five or six words.
3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase.
This is the client's maximum security stage.
Stage II

1. Same as above.
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

Stage III

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as (3) above.
   This presumes the client's greater confidence, independence and proportionate insight into the relationship of phrases, grammar and ideas. Translation given only when a group member desires it.

Stage IV

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed.
   The client is sufficiently secure to take correction.
Stage V

1. Same as IV.

2. Counselor intervenes not only to offer correction but to add idioms and more elegant constructions.

3. At this stage, the client can become counselor to group in stages I, II, and III.

   As the client goes through these stages, he develops a strong and rewarding relationship with his counselor. It is almost as if, under the protective warmth of the counselor, the client were allowed to develop a new self-awareness and to discover new aspects or traits of his personality.

   Moreover, the client in language "a" often becomes counselor in language "b", if he happens to have a better command of language "b". When this happens, the relationship of this counselor in language "b" with his previous counselor in language "a" can be wholly different, especially if the counselor in language "a" became a client in language "b". In other words, the method provides the participants with many opportunities to enrich their abilities to relate with others as seen in positions of inferiority or superiority (vertical relationships).

   Another interesting finding is the deepening of the horizontal relationships between clients, as shown by the evolution of their topics of conversation. With time, they come to express their own feelings, whether hostility, anger or love, because they know that this can only reinforce relationships, rather than destroy them, if they are sincere in what they are saying.
As for the expert, he must be careful to use occasionally the language that he does not know well. By doing so, he reduces the distance between himself and client, lest his presence in the group become too powerful and increasingly resented.

An elaborate study made by Lafarga (Loyola University of Chicago, 1967) suggests that, with the Curran method, a significant change in positive self-regard occurs during the learning of foreign languages.

From the point of view of achievement in language learning, Curran has consistently found that, with his method, clients can learn as many as four languages in the time students spend in learning one language by conventional methods. But even more important, the clients develop a positive attitude toward the languages learned in this manner. This is something entirely new. It is unheard of in usual theories of learning. Such achievement is undoubtedly due to the fact that Curran has found an imaginative way to give a methodological status to gentleness and kindness in his approach to learning.

There are few situations in life in which we are willing to admit with true humility that we need others. What is original in Curran's method is that it creates such situations experimentally, makes them socially acceptable, rewarding and replicable at will.

To continue the exploration of such processes through a phenomenological analysis of the learning experience of our Subjects will constitute a major part of our own research.
C. A theory of appraisal applied to the methodology of "Community Learning".

As stated in Chapter I, this project is centered on the hypothesis that the language learner (and, for that matter, any learner) is essentially an appraiser, not a mechanism, and that the efficiency and depth of his learning is a function of his subjective evaluation of the target language. This is so for two reasons. First, our emotions are tendencies toward action. More precisely, an emotion can be defined as a "felt tendency toward anything intuitively appraised as good (beneficial), or away from anything intuitively appraised as bad (harmful)" (Arnold, 1960, Vol. 1, p. 182). It is clear that, without emotions, one simply cannot act or learn. Secondly, our emotions follow and are determined by our appraisals, as is made clear in the definition just given above. Consequently, negative appraisals of the target language will generate a negative approach toward it, no matter how hard the Subject forces himself into the task. And if he manages to learn in that manner, he will always hate this language. This explains why so many students of foreign languages will avoid systematically any occasion to speak in the language they have learned. On the other hand, if the appraisals of the language are positive, the Subject should learn it with ease and pleasure. He should not have to force himself to learn it. And he should not need to be forced by others, through academic assignments or other pressures.

Now, the interesting thing is that, in the "Community learning" methodology, this is precisely the atmosphere of freedom which is created.
Besides, each learning session is followed by an evaluative session where appraisals of the learning experience are made by all members of the group in a leisurely manner. During these evaluative sessions, the reactions and attitudes of the members of the group toward the learning situation and toward the language are investigated. Special attention is paid to the quality of the communication between the counselors and their clients, since it is assumed that each counselor symbolizes or represents existentially the language: "Language is people". We think that the very efficiency of such a methodology, as established in the previous paragraph (B. Research on the "Community learning" of a foreign language) is a beautiful confirmation of the importance of a theory of appraisal in order to explain learning adequately.

It should be said that the aim of the evaluative sessions is to facilitate learning. The purpose of the participants will be definitely to learn French, not to analyze their reactions to the learning experience. It is clear then that the evaluative sessions remain instrumental with regard to the learning sessions. But this does not diminish their importance: they are the necessary means toward the end. This is the reason why, in our project, we gave a central importance to the phenomenological analysis of these evaluative sessions.
CHAPTER III

DESIGN, PROCEDURE AND INSTRUMENTS

From what has been said in the previous chapter, it should be clear that the phenomenological analysis of the evaluative sessions following the learning sessions of each day is central to our research. This analysis will be made in Chapter V. It will lay bare the psychological processes at play in the learning of a foreign language, and especially the influence of appraisals and resulting emotions which facilitate or impede learning.

But such an analysis would be of little value, if no significant learning were achieved in the "Community learning" situation. This is the reason why a battery of language tests has been administered to the Subjects before and after the course. Moreover, the same battery of tests has been administered to a group following a traditional approach in the learning of French. This will make possible a comparison of the learning achieved in the two groups during the same period of time.

Other tests were also used to compare the two groups for changes in motivation, mastery of logical structures, attitude toward French Canada, anomie and reasons for studying French. These instruments will be described in the present chapter. Chapter IV will present the results obtained with the tests.
SUBJECTS (CLIENTS)

Nine English-speaking Subjects having volunteered to enter this program were taken to a French-speaking city (Quebec) for a period of six weeks with the purpose of learning French in the "Community learning" situation. One of the clients had already a good command of French. He did not need the help of a counselor. He agreed to be at the same time a client and a counselor to another client. Seven French-Canadians who understood English were hired to serve as counselors to the other clients. The eight counselors worked under the direction of an expert whose native language was French. The Experimenter was the expert. Each day, the learning sessions were followed by an evaluative session. All sessions were taped for subsequent analysis. When any of the participants wanted to speak, he was supposed to have the microphone in his hands.

The comparison group was composed of nine English-speaking students admitted at the French Summer School of Laval University. The Experimental and Comparison groups studied French at the same time and in the same city. They spent the same amount of time in the learning situation (four hours, five days a week, during six weeks). Subjects in both groups were asked to keep a record of amount of time spent in private study. There was one beginner in the study of French in each group. The mean age in the Experimental group was 27, and 23 in the Comparison group.
The original design of the research called for the matching of subjects in the two groups for age, sex, nationality, education level, language aptitude and present knowledge of French. But we faced the same difficulty encountered by Scherer and Wertheimer (1964) in their experiment:

Matching subjects on one or two variables is generally not too difficult, but when the number of matching variables gets as high as three, four, or even more, matching on some of them is of necessity very poor. If we matched on general intelligence and sex, we should probably mismatch on language-learning aptitude, previous experience with the target language and age, all of which might be expected to relate to performance in the course. ... Within an academic setting, it is difficult, if not impossible first to obtain a set of pretest measures, then to create cohort pairs, and finally to assign students randomly to the different sections (p. 35).

The Experimenter decided to be satisfied with the formation of groups that would be as comparable as possible in the circumstances. Among the students registered at Laval University for the French Summer Session, there was a group having many characteristics in common with the Experimental group. They were all English-speaking Subjects with a College background. They were all members of the same Catholic religious order, which meant that, for many years, they had been exposed to the same educational environment. Furthermore, during the summer session, they were to live in the same religious houses as the Experimental Subjects, having the same opportunities to hear and to speak French.

Nine of these Laval students agreed to take the battery of pretests and postests with the Experimental Subjects. Table 1 shows that the two groups did not differ significantly on Motivation, Mastery of logical
Table 1

Differences between Experimental and Comparison groups before the course of study

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>df</th>
<th>Experimental gr.</th>
<th>Comparison gr.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td>Mod. Lang. Aptitude Test</td>
<td>16</td>
<td>146.56</td>
<td>12.29</td>
<td>139.78</td>
</tr>
<tr>
<td>Laval Test (knowledge of French)</td>
<td>16</td>
<td>73.22</td>
<td>17.84</td>
<td>92.44</td>
</tr>
<tr>
<td>Auditory comprehension (Curran Aural)</td>
<td>16</td>
<td>45.22</td>
<td>18.53</td>
<td>55.31</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>16</td>
<td>30.94</td>
<td>6.07</td>
<td>32.94</td>
</tr>
<tr>
<td>Written test of French (Kansas test)</td>
<td>14</td>
<td>70.1</td>
<td>8.15</td>
<td>77.6</td>
</tr>
<tr>
<td>Motivation (Story Sequence Analysis)</td>
<td>16</td>
<td>101.65</td>
<td>36.05</td>
<td>70.5</td>
</tr>
<tr>
<td>Anomie</td>
<td>16</td>
<td>-3.67</td>
<td>5.47</td>
<td>-8.22</td>
</tr>
<tr>
<td>Evaluation of French Canada (Cantril test)</td>
<td>16</td>
<td>5.00</td>
<td>1.82</td>
<td>5.5</td>
</tr>
<tr>
<td>Mastery of logical Structures (Rimoldi)</td>
<td>16</td>
<td>.0482</td>
<td>.0273</td>
<td>.045</td>
</tr>
</tbody>
</table>

* p ≤ .01
structures, Anomie and Evaluation of the standing of French Canada. They did not differ either on their aptitude for modern languages. Finally, they did not differ significantly on the tests designed to measure their proficiency in French, except for the Laval test.

MATERIALS

Laval University Test 66

This test was administered to the Experimental Subjects by an expert from Laval University at the request of the Experimenter. It is used by the Laval Summer School to classify the applicants at the beginning of each summer session. There is a heavy emphasis on grammar (75 out of 150 points), on vocabulary and idiomatic expressions (50 out of 150). Only 25 points can be earned on auditory comprehension. Although the two groups differed significantly on the Laval Test taken as a whole (Table 1), they did not differ on the section of the test measuring auditory comprehension (Table 2). The same result was obtained with the Curran Aural, also measuring auditory comprehension (Table 1). Since our research concerns the aural and auditory dimensions of language, we decided to use only the section of the Laval Test measuring auditory comprehension in order to compare the two groups at the beginning of the experiment. But the reader should keep in mind what the complete Laval Test revealed clearly: that the Comparison group was more sophisticated in French from the points of view of grammar, vocabulary and idiomatic expressions.
Table 2

Difference between Experimental and Comparison group on First part of the Laval Test (auditory comprehension) before the course of study

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Experimental group</th>
<th></th>
<th>Comparison group</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
<td>Mean</td>
<td>St. Dev.</td>
<td>t</td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>16</td>
<td>13.56</td>
<td>3.07</td>
<td>15.00</td>
<td>1.56</td>
<td>1.19</td>
</tr>
</tbody>
</table>
Modern Language Aptitude Test

The long form of the Carroll-Sapon Modern Language Aptitude Test (MLAT) was used. This test has been designed chiefly to provide an indication of an individual's probable degree of success in learning a foreign language. It is particularly useful in predicting success in learning to speak and understand a foreign language, but it is also useful in predicting success in learning to read, write and translate a foreign language.

Predictive validities for the MLAT are generally .20 higher than those obtained for general ability and intelligence tests. (Buros, O.K., 1965). Moreover, the prediction is best for intensive courses like our own course (Cf. Manual for the MLAT, pp. 13, 14).

The French Curran Aural Language Test

It is a listening-comprehension examination designed by Curran to measure the student's comprehension of French at four levels of proficiency. It is administered in group form. In our experiment, the Subjects were asked to listen to a recorded voice and to write down what they heard, either in English or in French.

The test was constructed in the following manner: Sentences and paragraphs were selected from excerpts of conversations and of French literature. They were divided into four progressively more difficult groups of sentences. Examples of group I and group IV are given below:
Group I: Veux-tu faire une promenade?  
C'est une très bonne idée.

Group IV: Des forces que tu tiens, ta liberté dispose.  
A la matière même, un verbe est attaché.

Groups II and III contain material of intermediate complexity.

The sentences were tape-recorded by a native French speaker.

The French Kansas State Teachers College Tests

The Kansas Tests were designed by High-School and College teachers in the state of Kansas and published by the Bureau of Educational Measurements. Kansas State Teachers College, Emporia. They are reading-comprehension examinations aimed at testing High-School and College language students at two levels of proficiency. The Kansas First Year consists of 90 items distributed among eight subtests. The subject matter of the subtests includes vocabulary, sentence and paragraph reading and comprehension, grammar and idioms, translations, and information on French life and culture. The Second Year Test has 95 items similar in form, content and distribution. In our experiment, the Kansas Second Year was given to 8 Subjects in the Experimental group and to 8 Subjects in the Comparison group. The Kansas First Year was given to the 2 Subjects (one in each group) who were beginners in the study of French.

Speaking Test

The Speaking Test was constructed by the Experimenter according to the advice given by W.F. Lambert (McGill University) in a personal
communication. The Experimenter also used as a model, especially for the scoring, the Cooperative French Language Tests of the Modern Language Association. The Test was given individually to each Subject seated at a recording station. There were three parts in the Test.

In the first part, the subject read aloud a few lines of a text; in the second part, he was asked to listen to some short statements and to repeat them with appropriate pronunciation and intonation. In the third part, a TAT picture was presented and the Subject was asked to tell a story about it. The taped performances were scored by two judges who did not know the Subjects. The final score was the mean between the scores of the two examiners.

Arnold's Story Sequence Analysis of TAT pictures

This is a method of measuring positive and negative motivation through the analysis of TAT stories. It offers definite rules for abstracting the story imports and an empirical system for scoring these imports. The imports are scored independently, but in formulating the imports careful attention is paid to what the Subject is striving to express from one story to the other. The tester must refrain from interpreting the stories according to a particular psychological theory. The final score (the Motivation Index - M.I.) indicates the Subject's positive or negative motivation. In general, a M.I. below 100 indicates poor, a M.I. above 100 indicates good motivation. In our experiment, 10 TAT pictures were used and scored by the Experimenter, who has received extensive training under the direction of its author. Both
imports and scorings represent a blind analysis of the stories.

**Rimoldi Problems**

The Rimoldi problems were used to measure the mastery of logical structures possessed by the Subjects in the French language at the beginning and at the end of the experiment. The advantage of these problems for our purpose is that they permit the intrinsic difficulty of a problem to remain constant as the language is allowed to vary. Two problems having the same logical structures (intrinsic difficulty) were given. The first one was in French. The second one was in English.

**Cantril Scale**

This instrument has been used to evaluate the attitude of the Subjects toward the French-Canadian nation. The Subjects were asked to express in their own words their hopes and their fears with regard to French Canada. A content analysis of the responses was made according to an empirical code worked out by Cantril (1965). Moreover, the Subjects were presented with a ladder. They were asked to imagine that the fears they expressed were at the bottom of the ladder, whereas the hopes were at the top. They were then asked the following questions: "Where would you put the French-Canadian nation on the ladder at the present time?"

**Lambert Anomie Scale**

This scale was designed to measure feelings of normlessness, social dissatisfaction or group alienation which often characterize
the bilingual or even the serious student of a second language and culture (Lambert, 1963, pp. 358-9). The Experimenter chose 7 out of the 14 items that were made available to him by Lambert in a personal communication.

Sample items are:

"The state of the world being what it is, it is very difficult for the student to plan his career."

"These days a person does not really know whom he can count on."

**Lambert Orientation Index**

This index presents eight alternative reasons "typically given for studying French". The Subjects were asked to indicate the one (or more) which best described their reasons for studying French. These alternatives were:

1. Usefulness in work situations.
2. Enable one to gain friends more easily among French-speaking people.
3. Because no one is really educated unless he is fluent in the French language.
4. To better understand the French way of life.
5. One needs a good knowledge of at least one foreign language to merit social recognition.
6. Because I hope to live in France some day.
7. I need the training in French for college credits.
8. To enable me to begin to think and behave as the French do.
9. Any other personal reason.

Those choosing alternatives 1, 3, 5, 7 were classified by Lambert (1963) as being instrumentally oriented in their approach to language learning. Those choosing alternatives 2, 4, 6, 8 were classified as "integratively" oriented. Lambert (1963, p. 358) defines the terms in the following manner:
The orientation takes an "instrumental" form if the purposes of the language study reflect the more utilitarian value of linguistic achievement such as getting ahead in one's work, and an "integrative" form if the student is oriented toward learning more about the other culture or community, as if he were eager to become a potential member of the other group.
CHAPTER IV
RESULTS OF THE TESTS AND DISCUSSION

The main purpose of the language testing was to show that significant learning would be achieved in the Curran group as well as in the Laval group, even though no formal teaching was made at any time, and even though the Subjects were left entirely to their own motivation with regard to their personal work and study outside the learning situation. Table 3 shows that this result was attained for each one of the skills measured: auditory comprehension, speaking and reading comprehension.

Moreover, Subjects in the Experimental group spent as much time in private study as those in the Comparison group, if we trust the report made by the Subjects themselves. The mean number of hours of study during the six weeks was 66 in the Experimental group and 69 in the Comparison group.

It was shown in Table 1 (Cf. Chapter III) that the groups were not statistically different on the three skills measured at the beginning of the experiment. Table 4 shows that the situation was the same at the end of the course of study. There is no significant difference on any of the skills.

Following McNemar's recommendation for a design of this nature (p. 87), we have also tested the significance of the differences between changes in the two groups for each skill. The values of the "t" tests are given in Table 5. None of these values is significant. We conclude that
Table 3

Achievement in learning of French during the course of study

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>df</th>
<th>Before the course</th>
<th>After the course</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td><strong>Experimental group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory comprehension (Curran Aural)</td>
<td>8</td>
<td>45.22</td>
<td>18.53</td>
<td>59.26</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>8</td>
<td>30.94</td>
<td>6.07</td>
<td>35.06</td>
</tr>
<tr>
<td>Written Test of French (Kansas Test)</td>
<td>7</td>
<td>70.1</td>
<td>8.15</td>
<td>78.</td>
</tr>
<tr>
<td><strong>Comparison group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory comprehension (Curran Aural)</td>
<td>8</td>
<td>55.31</td>
<td>16.09</td>
<td>68.18</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>8</td>
<td>32.94</td>
<td>6.26</td>
<td>38.94</td>
</tr>
<tr>
<td>Written Test of French</td>
<td>7</td>
<td>77.6</td>
<td>4.86</td>
<td>82.5</td>
</tr>
</tbody>
</table>

*p ≤ .01  one-tailed

**p ≤ .005  "  "
### Table 4

Differences between Experimental and Comparison groups after the course of study

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>df</th>
<th>Experimental group</th>
<th>Comparison group</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td>Language variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory comprehension (Curran Aural)</td>
<td>16</td>
<td>59.26</td>
<td>12.51</td>
<td>68.18</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>16</td>
<td>35.06</td>
<td>4.46</td>
<td>38.94</td>
</tr>
<tr>
<td>Written test of French (Kansas)</td>
<td>14</td>
<td>78.</td>
<td>6.33</td>
<td>82.5</td>
</tr>
<tr>
<td>Other variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Motivation (Story Sequence Analysis) | 16  | 127.20| 39.35 | 66.   | 37.70 | 2.99*
| Anomie (Lambert scale)            | 16  | -4.67 | 5.20  | -6.56 | 8.50  | 0.42 |
| Evaluation of French Canada (Cantril Test) | 16  | 5.78  | 1.74  | 5.83  | 1.53  | 0.054*|

* p ≤ .01 two-tailed
Table 5

Comparison of achievement in the learning of French in the Experimental and the Comparison group

<table>
<thead>
<tr>
<th></th>
<th>Progress in Experimental gr.</th>
<th>Progress in Comparison gr.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(After-Before)</td>
<td>(After-Before)</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>df</td>
<td>Mean</td>
<td>St. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td>Auditory comprehension</td>
<td>16</td>
<td>14.04</td>
<td>8.41</td>
<td>12.83</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>16</td>
<td>4.12</td>
<td>2.16</td>
<td>6.</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>14</td>
<td>7.9</td>
<td>5.2</td>
<td>4.88</td>
</tr>
</tbody>
</table>
the learning accomplished in the two groups was approximately the same, eventhough no formal teaching was provided in the Curran group, and eventhough no pressure was applied to compel the students to work on their own. The same conclusion can be inferred from a consideration of Table 6 that gives ratios comparing raw score improvement to maximum scores on language tests.

Evaluation of the language tests

Although significant results have been obtained with the Kansas Second Year Test, it was somewhat too easy for the Subjects. A more sensitive measurement of reading comprehension would have been obtained, if a more difficult test had been chosen.

An examination of the means in Table 3 will reveal to the reader that the Experimental group seems to have made less progress in speaking than the Comparison group, eventhough work in the Experimental group concentrated on speaking. However, we think that the speaking test does not do justice to the Experimental group. The reason is that, in the test, too much attention is paid to the correction and precision of the pronunciation, and too little to fluency and to the general ability to express oneself (correctly or not) in the target language. In the Curran method, attention is paid to precision and correction only after fluency is well acquired, much in the same way as children learn to speak at home. In our future project, we plan to build a new kind of speaking test, quite different from those commonly used in educational circles. The Subject will simply talk about various topics with one
Table 6

Progress in French during the experiment expressed as percent of maximum score

<table>
<thead>
<tr>
<th></th>
<th>Auditory Comprehension</th>
<th>Speaking</th>
<th>Reading Comprehension</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>14%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Comparison group</td>
<td>13%</td>
<td>12%</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>
person, then with a group of two or more persons, and finally in a large size group. His speech will be recorded and scored by judges for intelligibility, expression of the personality of the speaker and fluency. In other words, the test that we used was far too analytical and does not measure language as an instrument of communication between persons.

The Curran Aural was by far the instrument best suited to our purpose. The test is difficult enough to constitute a challenge even for the best Subjects. And there is no undue concentration on correction and precision in the scoring.

Motivation

Table 7 shows that a significant motivational change in the positive direction occurred in the Experimental group, whereas motivation became slightly more negative in the Comparison group (Cf. also Figure 1). As a result, the two groups were different from one another at the end of the experiment, even at the 1% level of significance (Cf. Table 4).

We think that the Experimental Subjects became more positively motivated because they were provided with emotional support and with the opportunity to evaluate positively their learning experience.

The change in motivation was particularly evident in two Experimental Subjects: Donald and Robert.

Donald was born of French-Canadian parents, but had never learned to speak French, although he could understand it to some extent. It seems that the course of study was for him the occasion of a maturation of his national as well as his personal identity (Cf. end of Chapter V.
Table 7

Changes in motivation, anomie and evaluation of present status of French Canada during the course of study

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>df</th>
<th>Before the course</th>
<th>After the course</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation (Story Sequence Analysis)</td>
<td>8</td>
<td>101.65</td>
<td>36.05</td>
<td></td>
</tr>
<tr>
<td>Anomie (Lambert Scale)</td>
<td>8</td>
<td>-3.67</td>
<td>5.47</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Status of French Canada</td>
<td>8</td>
<td>5.00</td>
<td>1.82</td>
<td></td>
</tr>
<tr>
<td>Comparison group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation (Arnold St. Sequence Analysis)</td>
<td>8</td>
<td>70.5</td>
<td>26.85</td>
<td></td>
</tr>
<tr>
<td>Anomie (Lambert Scale)</td>
<td>8</td>
<td>-8.22</td>
<td>7.54</td>
<td></td>
</tr>
<tr>
<td>Evaluation of French Canada (Cantril scale)</td>
<td>5</td>
<td>5.5</td>
<td>1.38</td>
<td></td>
</tr>
</tbody>
</table>

* p ≤ .05 one-tailed
Figure 1

Changes in motivation
during the course of study

--- Experimental gr.
--- Comparison gr.

<table>
<thead>
<tr>
<th>Motivation Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
</tr>
<tr>
<td>125</td>
</tr>
<tr>
<td>120</td>
</tr>
<tr>
<td>115</td>
</tr>
<tr>
<td>110</td>
</tr>
<tr>
<td>105</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>95</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>85</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>65</td>
</tr>
</tbody>
</table>

Before                  After
for national identity). His stories indicate that he left the course with the determination to take his life in his own hands, rather than to let himself be driven by others or by events. His score went from 70 to 170, which means that there was a mean increase of ten points for each story. Here are the stories as told by Donald before the Experiment, followed by the imports for these stories.

Cards

1. Little Jimmy Sellers has broken his father's violin. His father is a great musician and is to do a performance that very night. He knows that complete repairs could take days. Jimmy remembers that his father spoke of a violin, a replica of his own which is in the possession of an old man who deals in professional instruments. He switches the violin cum permissione the owner. While his father's is being repaired in secret. His father never finds out about the accident.

2. Josef is a handsome young farmer, but his wife is a middle-aged woman, a farmer widow who worked her previous husband to death. Josef's powerful father forced him into this undesirable marriage. He and Marie the young girl in the picture have planned to run away together. The old woman suspects something and keeps an eye on her young husband. However, they escape and live happily ever after.

6BM The young man is depressed, because of stock market crash in which he has lost all of his possessions. His mother comforts him by telling him that they can start anew. He takes up courage and begins again.

4. The man is being sent to prison. The girl says she loves him and will wait for him but he is so confused he will not listen to her. He tells her he is no good for her and does not want her to write. The virtuous young lady never falters. After her man has had time to think things over and find himself, everything is straightened away.

7BM The old fellow is letting drop many fine words of wisdom to the younger man who has gone from enthusiasm in youth to cynicism in middle age. They are useless words until experience translates them into meaningfulness.

8BM The boy has been hunting with his father and has shot him accidentally. The doctors try to save him, but he dies.
10. Tells me nothing.

14. Young lad looks out at the setting sun wondering what the future holds for him, dreaming visions of new worlds and great deeds. Alas, he awakes before too long and realizes the follies of man.


20. "Haven't had anything to eat all day. What a life bumming around. Too late to go back home now. All my friends are married, dead - moved away. Think I'll catch a freight out of this dump - go down south, Georgia, may be - guy told me yesterday good chance for a job with the tobacco crop."

These are the imports abstracted from the preceding stories.

<table>
<thead>
<tr>
<th>Score</th>
<th>Card</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+2 IV A 1a</td>
<td>1</td>
<td>It takes much initiative to repair the damage of an accident without being caught.</td>
</tr>
<tr>
<td>-2 II A 1e</td>
<td>2</td>
<td>If you are a victim of powerful people, a solution is to run away from them with somebody you love.</td>
</tr>
<tr>
<td>+2 IV A 2a</td>
<td>6BM</td>
<td>When others encourage you, you can overcome adversity and begin anew.</td>
</tr>
<tr>
<td>+2 III A 1e</td>
<td>4</td>
<td>And when they are willing to start anew with you, everything is straightened out.</td>
</tr>
<tr>
<td>-2 I D 1b</td>
<td>7BM</td>
<td>But the counsel of wise men is useless until experience translates it into meaningfulness.</td>
</tr>
<tr>
<td>-2 II A 1a</td>
<td>8BM</td>
<td>Careless youth may cause a fatal accident.</td>
</tr>
<tr>
<td>-1 III A 6</td>
<td>10</td>
<td>And one may be left cold and uninspired by a scene of affection.</td>
</tr>
<tr>
<td>-2 I B 5a</td>
<td>14</td>
<td>Of course you can dream of new worlds and great deeds, but you soon awake to the follies of man.</td>
</tr>
<tr>
<td>-1 I A 6</td>
<td>16</td>
<td>So you remain cold and lonely.</td>
</tr>
<tr>
<td>-2 II A 1e</td>
<td>20</td>
<td>Just bumming around, barely able to earn a living.</td>
</tr>
<tr>
<td></td>
<td>-6</td>
<td>Motivation Index equivalent of - 6 : 70</td>
</tr>
</tbody>
</table>
After the experiment, Donald told the following stories:

Cards

1. This little boy has been taking violin lessons for the past several months. He is a little discouraged with his lack of progress, the slow grind in the process of learning. However, he keeps at it and is able to master the technique of giving forth more than the scruches of his first encounters with the violin.

2. It is a lonely day and Marion is on her way to school. Her grandmother is out watching her older brother Timothy who is plowing the fields. The crops are good that year.

4. This man and his wife have been discussing something of considerable importance to both of them. The wife asks her husband to do something and he does not wish to. Eventually, he breaks down and agrees and things turn out O.K.

6BM This is a woman and her simple son. This is a good and honest boy and a good worker; but he has decided to do something on his own for a change. This angers his rather over-possessive mother. However, he goes ahead on his own.

7BM This picture seems to tell me something about advice and works of wisdom. However, no plot.

8BM Here is the angry little rich kid who has shot his old man and he is not sorry he did it. He is imprisoned - however he should have been treated by a psychologist, not a warden. May be the parents too.

10. This doesn't tell me anything - sign of affection, but no plot.

14. Here is a little city boy who is visiting his grandparents on the farm. It is the first time he's ever watched the sun rising. He has a happy visit.

16. This is an enlarged photograph of a section of the white of someone's eye. No plot.

20. This is New York. The guy standing there is a crook if I ever saw one. He's got a gun in his right coat pocket and is going to kill someone - for money naturally. Crooks always get caught.
These are the imports for Donald's stories written after the experiment:

<table>
<thead>
<tr>
<th>Score</th>
<th>Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>+2 I B 1a, c</td>
<td>1</td>
</tr>
<tr>
<td>+1 I B 3b</td>
<td>2</td>
</tr>
<tr>
<td>+1 III C 3b</td>
<td>4</td>
</tr>
<tr>
<td>+2 I D 1d</td>
<td>6BM</td>
</tr>
<tr>
<td>+1 III B 3b</td>
<td>7BM</td>
</tr>
<tr>
<td>+2 III C 5a</td>
<td>8BM</td>
</tr>
<tr>
<td>-1 III A 5b</td>
<td>10</td>
</tr>
<tr>
<td>+2 III F 2b</td>
<td>14</td>
</tr>
<tr>
<td>+2 III F 2b</td>
<td>16</td>
</tr>
<tr>
<td>+2 II A 1a</td>
<td>20</td>
</tr>
<tr>
<td>+14</td>
<td></td>
</tr>
</tbody>
</table>

Motivation Index equivalent of 14 : 170
A dramatic change in motivation seemed to have occurred also in Robert. As will be seen in Chapter V, Robert had great difficulties to accept the unstructured character of the learning experiment. He remained skeptical about the approach and he used his freedom to criticize it on many occasions, especially toward the end of the course. The fact that he was allowed to do that without being rejected by the group and its leaders seems to have exerted on him a significant influence, especially with regard to his attitude toward authority. His score was 55 (M.I.) at the beginning of the course and 115 at the end.

We give below the stories that he wrote before the experiment, followed by their imports.

1. This little boy is reading a book by Edgar Allan Poe and is plotting against his older sister. She has just kicked him out of the living room where she and her boyfriend are chatting.

2. The young girl is thinking kindly and seriously about the hard life of her parents. She reflects upon her mother's pregnancy and is not attracted to this situation because it looks ugly. She is on her way to school. (The story has been crossed out)

6BM The young man has just told his mother that he is leaving home. The father is dead and this is her only boy - only child. He is 30 years old and wishes to start a home and family of his own. The mother does not know what she will do without him and looks out of the window with a blank gaze.

4. Marie begs Paul to stay with her but he turns away. They are living a common law marriage and he would like to get out of it and go back to his lovely wife and 15 children. Of course, he doesn't. His wife really isn't lovely at all and they have 16 children.

7BM John has just run over an old man with his father's car. His dad knows he should turn himself to the law but can't bring himself around to saying anything. He is lost for words. John is thinking the same thing but is fighting against it and decides not to turn himself in.
8BM  Jack is deciding on a vocation. He is rather inclined to be a doctor but medicine in his day is yet a crude art. The only bright spot in his considerations is that he might be able to improve on these terrible methods of operating which he reflects upon.

10. "Oh, Otto! It's our 50th wedding anniversary and I'm so happy! You have been such a darling! I could dance all night, just like we did here on our honeymoon. I'm so happy!

14. "What a hell of a hole this is! It's so Goddamn dark and lonely here. I feel like jumping. How did I ever get into a mess like this? Goddamn it! I should have never kicked all my friends downstairs - especially young Charlie with the wooden leg. He looked so sad all scrunched up on the floor of the cellar. If it hadn't been such a long stairs. Jeez, six floors! What a mess down there!

16. Invisible Scarlet O'Neill is caught in a snow storm on her way home from New York. She has just walked for 48 hours and is almost white as a sheet from exhaustion. Her boy friend usually drives her home but she has been teasing him lately by vanishing just when he seems to be making some time with her so he just up and decided she could walk home. She doesn't make it and dies on the way.

20. In a London fog a little old lady waits for some young girl to go by - some young and pretty girl who still enjoys the thrill of love and life. The little old lady will then "sic" her large vicious dog on the girl and he will puncture her throat with his huge teeth and then drag her all the way home to the little old ladies private cemetery in her basement.
These are the imports for the preceding stories:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2 III B 3a</td>
<td>1</td>
</tr>
<tr>
<td>-2 I A 5d</td>
<td>2</td>
</tr>
<tr>
<td>-2 III E 3b</td>
<td>6BM</td>
</tr>
<tr>
<td>-2 II A 4</td>
<td>4</td>
</tr>
<tr>
<td>-2 II A 1b</td>
<td>7BM</td>
</tr>
<tr>
<td>-1 I A 4</td>
<td>8BM</td>
</tr>
<tr>
<td>-1 III A 4c</td>
<td>10</td>
</tr>
<tr>
<td>+1 III A 4</td>
<td>14</td>
</tr>
<tr>
<td>+1 III F 4b</td>
<td>16</td>
</tr>
<tr>
<td>+1 III F 4b</td>
<td>20</td>
</tr>
</tbody>
</table>

When others banish you from their sight, you think of what you can do to punish them - even if only in fun.

You are thinking of the hard life of those working and bearing children and are not attracted to it because it is ugly.

So you want to go your own way though parents don't know what they will do without you.

You may want to get out of an entanglement and go back to the straight and narrow except that it isn't very straight and all too narrow.

You may be aware that you should make amendements for what you have done but in the end you decide to brazen it out.

There are things you might want to do, but the job of your choice is not too attractive in its ancient tradition - the only bright spot is that you might be able to bring about improvements.

After years of living the common life, there can be happiness.

But when you get rid of your friends, there is nothing left to live for.

For when you keep teasing them they finally abandon you to your fate.

And monsters lie in wait to pounce on you.

Motivation Index equivalent of - 9 : 55
After the experiment, Robert wrote the following stories:

1. This little boy has just received a present from his father but he is not too interested in it. He knows it is a very nice present but he doubts whether he will ever be able to play it.

2. The young girl with the books is thinking of the hard life her mother and father have. She feels sorry for them and will apply herself to her studies, as they want her to do, so that she will not have such a hard life as they had.

4. The man in this picture is discouraged and sad, almost in tears. The woman is trying to console him and encourage him. She feels sorry for him. He does not wish to be pitied.

6BM The young man has told his mother that he will be going away. They have lived together since his father's death a few years ago and he feels that he must go away to be on his own. His mother stares vacantly out the window. What has she left if her son leaves her? She is not happy and sees life as being very empty without her son at home.

7BM The young man is bitter about something and the older man is trying to help him. Perhaps there has been a death in the family. The older man is quite understanding. He is quiet and allows the young man to speak what he has on his mind. There does not seem to be any animosity between the two.

8BM The boy is imagining the primitive methods of surgery in bygone days. The surgery at that time was cruel, inhuman. Not only the tools and the medical equipment but also the methods the doctors used. He is rather pensive and sad. Perhaps his own father lost his life, because of such primitive methods and practice.

10. The old man is expressing his love for his wife. They have grown old gracefully and tenderly. It is a special occasion this evening. They are dancing a slow dreamy dance. She has been saddened by some thought and is weary. He tries to bolster up her courage and cheerfulness.

14. From the darkness of some unknown prison, perhaps a prison of the mind, a young man looks out on a world of promise. It is there to be enjoyed. He hesitates. He knows that it is not all that easy. It will take a lot of hard work, and patience, to be able to enjoy the world out there, to be at home in that strange world from which he has been away for some time.
16. A piece of white cardboard waiting to be written upon or awaiting some artist's sketch. Very uninteresting in itself, but after someone has written on it his thoughts, or someone has painted on it his impressions and feelings, it becomes something which speaks to people—something which is communicating a message, a thought, whether it be simple or profound.

20. "What a morbid world! Everything is black and white and grey. Nothing is very clear. There seems to be a fog all the time. The windows are dirty so that the light can hardly come through. What a filthy place! But of course, it is night time! What else can I expect? I think I'll go inside where it is bright and warm. It is so depressing out here!"
These are the imports for the previous stories:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Cards</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 I D 5</td>
<td>1</td>
<td>What others offer you may not interest you because you are not able to make use of it.</td>
</tr>
<tr>
<td>+ 1 I B 3a</td>
<td>2</td>
<td>Still, you apply yourself to your studies, as superiors want you to do, so that you won't have it as hard as they did.</td>
</tr>
<tr>
<td>- 1 IV A 6a</td>
<td>4</td>
<td>Sometimes, you are sad and discouraged, but don't want to be pitied.</td>
</tr>
<tr>
<td>+ 1 III C 4a</td>
<td>6BM</td>
<td>So you tell them you have to be on your own, even though they will miss you.</td>
</tr>
<tr>
<td>+ 1 III F 5a</td>
<td>7BM</td>
<td>In fact, when you are bitter, they are quite understanding, and allow you to speak what is on your mind.</td>
</tr>
<tr>
<td>- 2 IV A 7b</td>
<td>8BM</td>
<td>Which is different from the primitive methods used in bygone days that lost many a good man.</td>
</tr>
<tr>
<td>+ 2 III E 2b</td>
<td>10</td>
<td>And after years of the common life, you will be able to express your love and bolster up the courage of others.</td>
</tr>
<tr>
<td>+ 1 IV A 2e</td>
<td>14</td>
<td>You have been in a prison of the mind, and now look out on a world of promise; it will take a lot of hard work and patience to be at home in that world in which you have been a stranger for some time.</td>
</tr>
<tr>
<td>+ 1 III E 2a</td>
<td>16</td>
<td>When you are able to communicate your impressions and feelings, it is a profound experience.</td>
</tr>
<tr>
<td>+ 1 IV A 2e</td>
<td>20</td>
<td>And when you are tempted to complain of difficulties, you soon remember that nothing looks bright when you are in the dark, and soon return to brightness and warmth.</td>
</tr>
</tbody>
</table>

+ 3

Motivation Index equivalent of 3 : 115
Anomie

One of the disappointments of this research was the failure of Lambert's Anomie Scale to detect anomie in the subjects. The reader will note that the means in Table 7 for anomie have a negative sign. This indicates absence of anomie. Positive numbers would have indicated the presence of anomie. But the table shows at least that the direction of change is away from anomie in the Experimental group, whereas it is directed toward anomie in the Comparison group. These trends do not reach statistical significance, but they are at least according to our prediction.

A more sensitive scale would be needed in future research. The statements used by Lambert appeared to be too naive for our sophisticated Subjects. With such groups, more subtlety would be needed in the choice of the statements, as well as in their formulation.

Mastery of logical structures

Table 8 shows that some significant progress in the mastery of the logical structure of the French problem has been accomplished in the Comparison group, but not in the Experimental group. But the failure of the Experimental group to show progress is due to the fact that the initial performance was too high. Six Subjects had the maximum score (.066) before the experiment in the Experimental group, as compared to four Subjects in the Comparison group. The same fact is illustrated in Table 9. When the performances on the French problem
Table 8

Rimoldi problems

Progress in mastery of logical structures during the experiment

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Before</th>
<th></th>
<th>Mean</th>
<th>St. Dev.</th>
<th>Mean</th>
<th>St. Dev.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem 1</td>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in French)</td>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>8</td>
<td>.048</td>
<td>.027</td>
<td>.054</td>
<td>.024</td>
<td>.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison group</td>
<td>8</td>
<td>.045</td>
<td>.023</td>
<td>.053</td>
<td>.022</td>
<td>1.93*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem 2</td>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in English)</td>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>8</td>
<td>.062</td>
<td>.002</td>
<td>.066</td>
<td>.0</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison group</td>
<td>8</td>
<td>.055</td>
<td>.018</td>
<td>.057</td>
<td>.016</td>
<td>.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p ≤ .05 one-tailed
Table 9

Rimoldi problems

Comparison of performances on the French problem and on the English problem before the experiment

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>French Problem</th>
<th></th>
<th>English Problem</th>
<th></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>St. D.</td>
<td>M</td>
<td>St. D.</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>8</td>
<td>.048</td>
<td>.027</td>
<td>.062</td>
<td>.002</td>
<td>1.57</td>
</tr>
<tr>
<td>Comparison group</td>
<td>8</td>
<td>.045</td>
<td>.023</td>
<td>.055</td>
<td>.018</td>
<td>1.88*</td>
</tr>
</tbody>
</table>

* p .05 ≤ One-tailed

N.B. In the Experimental group, 6 Ss had the maximum performance on the French problem; 7 Ss had the maximum performance on the English problem.

In the Control group, 4 Ss had the maximum performance on the French problem; 6 Ss had the maximum performance on the English problem.
and on the English problem for the same Subjects are compared, there is a significant difference in the Comparison group, but not in the Experimental group. In other words, for some reason, the French problem was not difficult enough for the Experimental group. Either a more abstract form of the problem or a problem with a more complex structure should have been chosen. The Experimenter had not anticipated this difficulty and did not have the necessary material available to correct this situation in time.

**Evaluation of French Canada (Cantril's scale)**

There was no significant change in the way the present status of French Canada was evaluated on the scale itself, as can be seen in Table 4. But there were some interesting changes in the way the Subjects defined the bottom (in terms of fears) and the top (in terms of hopes) of the scale. An examination of Table 10 will show that, after the course, the Comparison group expressed more often than before the course the hope that French Canadians would remain united with the rest of Canada (frequency of 6 as compared to 3 before the course). Many Subjects in the Experimental group also expressed the desire to see French Canadians remain united with the rest of Canada, but at the same time, they learned to share the French-Canadian aspiration for greater independence (Frequency of 4 after, as compared to 1 before). The Comparison group seemed to remain unaware of such aspiration. The frequencies are null before and after the experiment.
### Table 10

Hopes and fears for French Canada

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exp. group</th>
<th>Comp. group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bef.</td>
<td>After</td>
</tr>
<tr>
<td><strong>HOPES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unity with the rest of the country</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Greater national independence (within Canada)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Social and political responsibility and awareness</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Morality, religion, self-discipline on the part of the public</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education. More and better schools</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Help other nations; promote world-wide prosperity</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enhancement of status and importance of the nation</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Miscellaneous aspirations with regard to social matters</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No hope expressed; no answer</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>FEARS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political instability; chaos; split of Canada</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Be subject to excessive influence from other powers</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Disunity among people of Canada</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Lack of morality</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Failure to preserve present standard of living</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous fears having to do with social matters</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the point of view of fears, both groups apprehended political chaos or the split of Canada even on their arrival in French Canada. But at the end of the course, the Experimental group was characterized by the fear that, if French Canadians were to become independent, they might automatically subject themselves to excessive influence from other powers. Undoubtedly, the Subjects had in mind De Gaulle and France, since the General made his appeal to Independence for French Canadians during that summer. One can see that the Experimental Subjects had an ambivalent attitude with regard to the desire of French Canadians for independence. On the one hand, they shared their hope for independence, but on the other hand, they were afraid of the consequences (excessive influence from other powers, in Table 10). But this ambivalence shows their emotional concern. Subjects in the Comparison group seemed to remain emotionally indifferent in this regard, during this tumultuous summer in Quebec.

Comparison of changes

We have compared the changes in the two groups from the points of view of motivation, anomie, mastery of logical structure and evaluation of French Canada. The results are given in Table 11. None of the t-values reaches the 5% level of significance. But Table 12 shows to what extent (15%) the difference between the two groups has increased during the course of study with regard to motivation.
Table 11

Comparisons of changes in Motivation, Mastery of logical structures in French, Anomie and Evaluation of French Canada in the Experimental and the Comparison group

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Changes in Experimental gr. (After-Before)</th>
<th>Changes in Comparison gr. (After-Before)</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean D</td>
<td>St. Dev. D</td>
<td>Mean D</td>
</tr>
<tr>
<td>Motivation</td>
<td>16</td>
<td>25.55</td>
<td>35.05</td>
<td>-4.50</td>
</tr>
<tr>
<td>Mastery of logical struct.</td>
<td>16</td>
<td>.0059</td>
<td>.0283</td>
<td>.0082</td>
</tr>
<tr>
<td>Anomie</td>
<td>16</td>
<td>-1.</td>
<td>2.36</td>
<td>1.66</td>
</tr>
<tr>
<td>Evaluation of French Canada</td>
<td>13</td>
<td>.78</td>
<td>1.68</td>
<td>.33</td>
</tr>
</tbody>
</table>
Table 12

Changes in performances during the experiment expressed in terms of percentages

<table>
<thead>
<tr>
<th></th>
<th>Motivation</th>
<th>Anomic</th>
<th>Mastery of logical structures</th>
<th>Evaluation of French Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>13%</td>
<td>- 2%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Comparison group</td>
<td>- 2%</td>
<td>4%</td>
<td>12%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Correlations

Product Moment correlation coefficients were calculated between progress in learning of French as measured by the Curran Aural Test and changes in motivation, anomie and evaluation of French Canada. Table 13 shows that none of the r-values was significant.

Orientation toward learning French

Table 14 shows that both groups kept their "instrumental" orientation toward learning French (Cf. Category 1). But the Experimental Subjects developed a more "integrative" orientation toward French during the course of study. This is revealed by the frequencies in categories 4 and 2. Five Subjects said that they wanted to better know the French way of life after the course. They were only two at the beginning. There was no change in the Comparison group. No Subject expressed concern for gaining friends among French people in the Comparison group. But in the Experimental group, 3 Subjects expressed such desire at the end of the Experiment as compared to one at the beginning.
Table 13

Correlations of changes in anomie, motivation and evaluation of French Canada with achievement in the learning of French

<table>
<thead>
<tr>
<th></th>
<th>Curran Aural Test (After - Before)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental group</td>
</tr>
<tr>
<td>Anomie Scale (After-Before)</td>
<td>.19</td>
</tr>
<tr>
<td>TAT Story Sequence Analysis (After-Before)</td>
<td>.24</td>
</tr>
<tr>
<td>Evaluation of French Canada (After-Before)</td>
<td>.61</td>
</tr>
</tbody>
</table>

M = 9 in each group.
An "r" of .666 would have been significant at the 5% level.
### Table 14

Group Comparisons of Orientation toward learning French

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Experimental group</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>1 Usefulness in work situations</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>*2 To gain friends more easily among French people</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 No one really educated without French skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>*4 To know French way of life better</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5 Need French to merit social recognition</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>*6 I hope to live in France some day</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7 I need it for college credits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>*8 To begin to think and behave as French people do</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9 Personal reasons</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

* Categories revealing an "integrative" orientation toward learning, as opposed to an "instrumental" orientation.
CHAPTER V

INDIVIDUAL DIFFERENCES IN THE APPRAISALS
OF THE LEARNING EXPERIENCE

Before Binet produced his famous intelligence test, he spent much of his time painstakingly analyzing the individual differences between the intelligences of Marguerite and Armande, his two daughters. His results were published in L'Etude Expérimentale de l'Intelligence which proved to be his best book. The Binet Intelligence Test can be considered as merely a practical application of the theoretical knowledge acquired through a careful and patient analysis of individual differences. We think that the same attention should be paid to evaluative and emotional behavior, if we are to learn to measure it more precisely. In this spirit, this chapter presents a phenomenological analysis of the evaluative sessions, from the first to the sixth and last week of the program.

To facilitate the task of the reader, it has seemed necessary to give first a short portrait of each one of the students (clients).

Andrew Seminarian: spontaneous, lively presence in the group, but depressed on some days; felt guilty over the fact that he did not study much, but was very grateful for the freedom he had experienced in the group; felt that he passed from an extrinsic (having to be pushed by others) motivation to an intrinsic one during the summer.
Bernard Seminarian: was teaching French before the summer; became more and more enthusiastic about the method; intellectual openness; plans to become an associate of the Experimenter in this kind of research.

Charles Priest: very strong presence in the group; fought to preserve the unstructured character of the experience against Edward and Robert. Difficulties in listening; confessed having a negative attitude toward French before the course started.

Donald Seminarian: French Canadian having never spoken French, although he heard it at home enough to understand it. Seemed to have rediscovered his national identity during the summer. Breakthrough in speaking ability on Day XXIII.

Edward Seminarian: very active in the group; always felt the responsibility of keeping the conversation alive. Although he had a well-balanced and pleasant personality, he could never accept the idea of an unstructured situation. Could not experience the group feeling that developed in the group.

Felix Priest: the only non-Jesuit among the clients; was a complete beginner in French; after a period of complete confusion, he learned to communicate with people, and enjoyed the experience very much.

Gabriel Seminarian: young, nervous, very enthusiastic; said that learning French made him develop a new personality trait: shyness. Unstable appraisal system.

Henry Seminarian: young, very gifted for language; musician; intellectual; could be aggressive in discussions; terrified by Robert during the fifth week; plans to become an associate of the Experimenter in this kind of research.

Robert Seminarian: big problem with listening; became more and more aggressive during the fifth week; exploded on Day XXIV; serene during last week. The TAT shows some significant change with regard to attitude toward authority.

Counselors: Claude, Denis, François, Jacques, Maurice, Michel, Pierre.
Before we start the phenomenological analysis, we shall describe the general procedure followed in the Evaluative Sessions.

Counselors and clients formed a circle to discuss corporately their reactions to the learning situation. Contrary to the practice in the Learning Sessions, counselors as well as clients were allowed to voice their impressions. A person was free to speak or not as he chose. But one wishing to speak was to take the microphone, a practice which preserved order in the discussion and facilitated the recording of the sessions for further analysis. That the length of the Evaluative Sessions were not determined in advance decreased tension and increased spontaneity.

The Sessions began with French songs played on a tape recorder. On many occasions, the participants noted how much these songs contributed to establish a climate of relaxation and harmony in the group after the long Learning Sessions of each day.

First Week (Day I to Day IV): the "theological week"

There were three participants who were over thirty years of age. They were Charles (36), Edward (32) and Robert (31). On the first day, these participants made many attempts at exerting their influence over the group. But they were divided among themselves. Very quickly, Charles constituted himself as the champion of non-directivity. Robert and Edward sided together in the other camp: they were asking for discussions with definite topics prepared in advance by the participants.
Their position remained more or less unchanged until the last day. But they could never convince the other participants to join their position. However, Edward tried very hard during the first week. On Day I, he managed to convince Robert, Gabriel and Andrew that a topic of discussion be set for the following day. All clients would read in advance a book on spirituality, and this book would be evaluated in class. But Charles said, "I do not think that I wish to be bound so soon by a definite subject," and vetoed the project.

On the following days, Edward tried to exert his leadership within the limits set by Charles. If he could not obtain that topics be prepared in advance, he felt that the group should try at least to discuss serious problems. On Day II, he skillfully presented his ideas about spirituality and religious retreats. His ideas were discussed at length. On Day III, the topic that emerged under his influence was poverty in the Church and in religious orders. On the last day of the first week (Day IV), Edward was again successful. The new theology of sin and various problems of moral theology were discussed. But on each of these days, the topics were judged as too serious by a majority of the participants. As early as Day II, Edward apologized for introducing them, but he felt that, without some serious discussion going on, the group would simply disintegrate.
Acceptance of the role of the counselors by the clients

The most important task of the expert during that week consisted in convincing the clients that they should not hesitate to use the counselors as instruments, or, to use Fr. Curran's expression, as "iron lungs". They were hesitant to do so. On the first day, Henry noted that the clients were making the task of the counselors difficult by choosing strange English words which could not be translated easily. He was followed by Edward, who remarked that the clients were not moving their mouths enough, forcing the counselors to exaggerate their pronunciation. Charles complained about the fact that the counselors were seated a little behind their clients. On Day III, Charles suggested that the topics discussed were too serious for the counselors: "It is amazing how conscious you are of the counselors". On many occasions during that week, the expert insisted that the counselors would be delighted to see that the clients learn French; that the clients should not use the presence of the counselors as an excuse for not getting involved in their task; that the counselors were willing to put up with any inconvenience. The clients also knew that the counselors were paid for their work. At one point, Bernard expressed his gratitude for this approach by saying: "Can you think of anything else to make us feel good?" François (counselor) told the clients that he did not suffer at all in his role. On the contrary, he was interested to the point of forgetting what he was there for.
The listening problem of Charles and Robert

During the evaluative session of Day I, the participants were relatively passive. They asked many questions of the expert and expected him to provide the answers. But on the second day, they started to make their own independent analysis of the learning experience. The role of the expert was reduced to one of reinforcing appropriate trends.

A good part of the evaluation on Day II was spent discussing the problem of listening. This topic was brought up by Robert. He admitted that it was the main difficulty for him. This was also true for Charles. The expert suggested that it would be well for the clients to realize that they were all living under stress because of the difficulty in communicating with people in a French city. Consequently, it might be preferable not to speak or listen to French all the time. Otherwise, they might develop a negative and self-defeating attitude toward French, which would constitute a kind of psychological barrier. Robert took offence at this interpretation. He protested that he had a very positive attitude toward the French people and the French language. He refused any emotional interpretation of his problem: "It is not really panic or anything, it is just getting each word, one at a time. If I miss the first word, I loose the others". However, a few minutes before, Robert had revealed a feeling of incompetence by saying: "I will never understand French people when they talk fast... Well, I should not say "never", may be, but right now, it seems I never will... May be it takes more time".
Robert's interpretation of his problem was spontaneously challenged by four participants. Each in their own way, they were saying to Robert that a less analytical approach might be more fruitful. In particular, they postulated an unconscious dimension to the task of listening. Robert seemed to resent being given advice by so many participants. He did not change his position. If anything, his feeling of incompetence was reinforced.

Charles reacted in a very different manner to his difficulty. When it was suggested that fear might be at the bottom of it, he said: "That's what it is for me. I panic as I start talking". And he illustrated this with an experience he had had the day before. With time, Charles came to confess that his difficulty with listening might be due to his appraisal of the French as being effeminate. He was aware that he could not change this appraisal by a simple act of the will.

From boredom to enthusiasm: how a negative appraisal becomes positive

Felix's change of attitude toward his learning experience was the most remarkable event of the first week. Although he was a beginner, Felix managed to assert his personality even on the first day, and made a definite contribution to the conversation. On Day II, he went so far as to engage in a hot discussion with Edward. He accused him of extreme conservatism, and later probably felt sorry for his lack of restraint. At the following evaluative session, his comments were on the negative side. He admitted that he felt under stress and was impatient with the
slowness of speaking French; he expressed his regret at having, perhaps, annoyed other members of the group. Felix also complained about the length of the learning sessions. At this point, Charles asked a pertinent question of Felix: "Were you impatient with the slowness of your French or with the ideas expressed? I was not impatient that speaking French was so slow, but I was impatient with the ideas". Charles' perspicacity caught Felix by surprise. He kept repeating that he was not sure his impatience only referred to the slowness of his French. He remained silent during the rest of that evaluative session. But on the following day (Day III), he was the most lively discussant. He received congratulations from everyone. He also made positive contributions on Day IV. During a discussion about McLuhan's ideas, he had this comment about the course:

McLuhan says that there is more information outside the modern classroom than inside. In this class, there is more French here, at least, I get more French here than I do outside. At least, I am forced, I am in the position where I have to speak it, where I have to listen to it. Outside, in town, you need only say: "I don't understand French". That is why I say there is more information here than outside.

Within a period of three days, Felix had passed from boredom to enthusiasm. It is likely that this change was made possible by Charles' insight into the real feelings of Felix on Day II, as reported above.
Second Week (Day V to Day IX) : the discovery of French Canada

Attack and defense of the Evaluative Session

Felix's enthusiasm had not diminished when the group resumed its work the following Monday. At the beginning of the evaluative session, two members, Gabriel and Andrew, expressed the opinion that the evaluative sessions were perhaps too long and too frequent.

"As time goes on", said Andrew", we will not need as much time for evaluating... After a while, if we are evaluating too much, we might get sick of it".

Although the expert considered the evaluative sessions the most important part of his experiment, he did not express his view. But Felix took the microphone and defended the necessity of having sufficiently frequent and extended evaluations. He may not have been aware himself how favorably he had been influenced by the second evaluation.

Felix was supported by Edward, which ended the discussion. During the remaining part of the program, the evaluative sessions continued to be the usual length (about 45 minutes).

For or against playing games

Later on that day, Felix made another important observation that deserves mention. The reader will recall that Felix had received much help from Charles' insight into his feelings during the first week. During the second week, Felix returned the favor. The circumstances were the following. As far as serious topics were concerned, it seemed
that the second week would be a repetition of the first. On Monday, the topic of discussion was the death of God for contemporary man. Gabriel introduced the topic with Edward's help. Edward saw that the participants were not happy about it. After some time passed, he proposed playing social games. The games were played, but not without the strong opposition of Charles.

"I have a little problem with playing games here. I feel defeated that we have to resort to that and to reduce ourselves to that level."

Charles was indignant. Although he did not change his mind, Felix calmed him down by developing the idea that there are necessary preliminaries to the meeting of minds. What seems superficial (v.g., games, small talk) is often important to create harmony. A quote from Steinbeck offered by Felix had a profound influence on the group during that week:

"There must be ritual preliminaries to a serious discussion or action. And the sharper the matter is, the longer and lighter the singing must be. Each person must add a bit of feather, a color patch..."

_The Winter of our Discontent_

_Experience of Anomie_

However, after having contributed so positively to the spirit of the group, Felix came to experience a deep feeling of anomie on Day VII. It should not be forgotten that he was a beginner in French. Here is how he expressed his emotion:
I can't pick up a book. I can't read road signs of anything, and read what is there and speak it, and make myself understood! What I am reading, or.... It is terrible! I am way out. And it really is a hindrance. It hurts. When I tried... At least if I could read, but I can't. I don't know how to do this. Have you found any tricks?

The expert explained that there was no way to avoid this period of suffering, but that, hopefully, it would soon be over. This prediction was verified during the following week. Felix soon developed a strong drive to speak, and he became the most ardent advocate of providing more opportunities to speak in the group.

**Introduction of a Chromachord Box**

The expert thought that this was a good opportunity for introducing the Chromachord box in the experiment. Before discussing the effect on the group of its introduction, we shall describe briefly this instrument and its use.

It consists of a wooden box one foot square and six inches deep, with a Plexiglass facing. Eight light bulbs of different colors are mounted inside, each color having a definite significance. For example, red represents either masculine gender or perfect tense; blue represents either feminine gender or future tense, etc.

"From each lantern, there extends to the student an electrical cord, with a set of switches at the end by which he can control the lights" (Tranel, 1968, p. 158).
Ten such lanterns were introduced into the group during the second week of the Experiment. These were used extensively until the progressive splitting of the group rendered this increasingly more difficult, given the limited physical set-up.

Felix, who had complained of his difficulty in understanding, was given one such Chromachord box. His task was simply to activate the red light whenever a counselor would speak too fast for him. Felix refused to use it at first. He resented being singled out as a beginner in such a manner. But later on, he became angry with Henry who was speaking so fast that he could not follow him. At this point, he activated the red light to force Henry to repeat his words. He had suddenly realized that the box could be used as a defense against fast speakers. After a moment of shock, Henry reacted well to Felix's interruptions. He asked to be stopped again whenever necessary. Felix was extremely surprised at his kindness. As he explained later, for him Henry was someone with whom he had no hope of ever being able to relate, because their personalities were so different. But strangely enough, this incident provided the occasion for a real encounter between them. The experimenter is convinced that the Chromachord box was a factor in this happening. If Felix had used words rather than the red light to express his anger, the gulf between the two would probably have been irremediably broadened, for Henry was a fragile individual and was extremely afraid of attacks against himself. For instance, Henry was terrified by Robert later in the program. The use of similar
media in groups of this kind needs to be investigated thoroughly. They may do much to increase not only intellectual cooperation, but also emotional understanding among participants.

Discovering French Canadians

At the beginning of the second week, the expert felt that the counselors had learned their role in a satisfactory manner. He decided to allow a few of them to enter into conversation with the clients. At the same time, they were to continue to act as counselors.

This methodological change provided the clients with an opportunity to learn more about their counselors. At the end of Evaluative Session V, Michel started to express his bitterness over the fact that French-Canadians were exploited by their neighbors. The participants showed great interest in his discontent. Now, on Day VI, since Michel was allowed to enter into conversation with the group, the clients could ask questions. Michel, who was just waiting for such an opportunity, became rapidly involved in his topic. When the time of evaluation came, Donald expressed his satisfaction that there were now people participating in the conversation who could speak fluent French.

On the following day (Day VII), the attention of the group turned again on French Canada. The principal topic that developed was Education in Liberal Arts in French Canada. The conversation centered again around Michel's ideas. He thought that this type of education was outmoded, and that the emphasis should be on science and technology. Most participants opposed this view. But Michel's
personality was strong enough to meet this challenge. He was used to opposition, liked to play the role of the rebel, and enjoyed being the center of attention.

The expert congratulated the group for what he considered to be the outstanding achievement of the second week. Any topic discussed during the first week would have been just as appropriate in Europe or in the United States. But at last, the group had taken into account the environment in which they were living.

The counselors were grateful to the clients for the interest they took in the counselors' national problems. Pierre offered to bring records from his home for the use of the clients. Maurice invited the participants to visit his home and to use his phonograph. These overtures show how warm the atmosphere was at that point.

Comparative value of listening and speaking

On Day VII, Edward raised an interesting problem about the comparative value of speaking and listening. He said that he could not remember the words he tried to repeat after his counselor, but that he could easily remember those to which he was simply listening. For this reason, he wondered if he were not learning more from the other counselors than from his own. Both Gabriel and Felix agreed that they had the feeling of learning more by simply listening. These observations may point to some important law of language learning. It may be that speaking should be preceded by a period of listening. More research is needed here.
Criticism and praise

In a group of this nature, it seems that, when a given member is allowed to criticize freely any aspect of the experience without fear of retaliation, he will soon feel compelled to give the counterpart of his criticism and to praise aspects he likes. This is what happened to Felix during the first week (Cf. pp. 72-73). We shall describe briefly another instance of this behavior. On Day VIII, Bernard criticized the fact that many French mistakes were allowed to pass unnoticed by the counselors and the expert. On Day IX, he noted that he had been able to count as many as 150 of them in one session. Being himself a teacher of French, he could not help but find that scandalous. He probably did not like it at all when the expert said that he was not worried about mistakes at this stage. But that was only a way for Bernard to get started. He wanted to protest against the two songs that had been played on that morning. He said that he was saturated with the psalms of Gélineau and that the song *La Mer* was much too slow.

Bernard's criticisms were considered seriously by the group, but the participants were divided on the issue. The expert offered to form a committee for the selection of songs. Now, on the following class day, Bernard came up quite unexpectedly with a most enthusiastic evaluation of the Curran methodology. This was a high point in the program. A clue to this is the fact that Bernard chose this moment
to remind the group of Curran's article on language learning which all
the clients had read, and which had been instrumental in bringing the
participants to Quebec for the summer. Bernard concluded his observa-
tion by saying:

If we can take back some of the principles (of this
method) .... unconsciously take them back and apply
them... I think it will help our work in the class-
room and greatly increase our effectiveness as Jesuits.

Suppression of the English language

On Day XI, members of the group suddenly realized that changes
in methodology were needed. Felix, the beginner in French, was the
first to request such a change. It will be recalled that Felix had
mentioned on Day VIII that he felt confused and painfully inadequate
because he could not communicate in French. At this point, he seemed
to have overcome his confusion and wanted to speak French as much as
possible. Accordingly, he suggested that the group be split in two.
Throughout the Evaluative Session, he strenuously fought for this
suggestion, giving as an argument that, in this way, twice as many
people would get a chance to speak during the same period of time.

Since the group was caught by surprise by this proposition,
the idea was debated for some time, until Charles came up with
another suggestion. Since his own problem was listening, not speaking,
he was not anxious to get more opportunities to speak. He did not know
what it would be like having two groups. He felt it more important at
this stage to do without the English translation which was offered by
the expert during the French conversation, to make sure that all participants, including Felix, could follow the conversation. This turned out to be the most important insight of the day. The decision to drop the English translation was supported by all, provided that Felix was ready for the change. Felix could not refuse very well, if he wanted his own ideas approved. When asked by the expert, he agreed, for he was sure he could follow the conversation in French.

The expert expressed his surprise and his pleasure that such unanimity had been reached so early in the program. He welcomed this as a sign of the great progress accomplished in group spirit, language learning and attitude toward the French language. The suppression of English meant also that the group had reached the third of the five stages through which learning proceeds according to the Curran methodology (Cf. Chapter II).

With regard to Felix's suggestion of splitting the group, the expert welcomed it, but was not willing to make two important methodological changes at the same time, for fear of upsetting the ordered progress of the group. Most importantly, the change could not be made, because it was not supported by a majority of the participants.

**Gabriel's enthusiasm**

All were agreed that the first Learning Sessions conducted only in French were very successful (Day XII). But Gabriel showed even greater enthusiasm than did the others.

*It was so good today! (Before), we were destroying the conversation by constantly translating.*
Gabriel was having his best week so far. He had spent the previous weekend with his counselor, Maurice, at Expo 67. This had been his honeymoon with French Canada. He confided that he loved French Canada. It was a true love affair. He related an experience he had had in Downtown Quebec at the sight of a group of American tourists.

There was a bunch of American tourists speaking English. Rightaway I had the greatest distaste for the English language. (Laughing in the group) I really had! I just did not want to be in there...

His sentence was lost in his emotion and excitement, leaving the Americans laughing, but a little ill at ease that an American could go so far as to say that.

On Day XIII, Felix showed that his desire for more opportunities to speak had not diminished. He reformulated his project to divide the group. He said that too many participants were not getting a chance to speak, especially the counselors. He constituted himself as the interpreter of the desires of the participants. Moreover, he dared to attack the strongest opponent of his project, Gabriel. At first, Gabriel had been for Felix's project. But he had changed his mind on Day XII; and on Day XIII, he was so pleased with what he called the spirit of "camaraderie" in the group that he was opposed to a split as long as things went so well. Felix told him:

Yes, but you don't talk, Gabriel; that's just it! You got to get in the discussion. You sit over there for half the... That is one thing. It will get you involved a little more; you will have to do some more talking.
Gabriel was caught by surprise and retreated for the time being by saying that Felix's project could be tried. But later on in the conversation, he recovered and gave Felix a piece of his mind. What he said shows how well he had entered into the spirit of this research:

I just think you cannot be unnatural; if one person does not want to speak as much... he should not be forced to speak... Otherwise, why not just use pattern practice and go and get a tape recorder?

Andrew was impressed by Gabriel's observation. He added that this was the marvelous thing about the course: you only talk when you feel like it. But Andrew was still willing to try the division into two groups. Since most participants were willing to go along with the idea, the expert announced that two groups would be formed for the following day. The discussion that led to the decision revealed that even some of those who were in favor of a split felt some nostalgia about breaking up the unit, even temporarily. At least three men wanted to have the two groups stay in the same room, or at least, in adjacent rooms. This was so sentimental a feeling that they had to laugh at themselves. The expert told them that they wanted to have their cake and eat it too.

Robert's discouragement

On Day XIV, the group was split for one of the two learning sessions. It became soon clear that the division was a success. Some participants were so pleased with the results that they wanted the division in two groups for both learning sessions on the following week. It seems legitimate to conclude that most participants enjoyed
their learning experience during the third week. But Robert was an exception. He could not share the enthusiasm of the group on Day XIV. He could see the fast progress accomplished by the beginners, but he was inclined to conclude that the method would not work for himself. His main difficulty was that he could not help but visualize every word, and was ready to concede that the strong conditioning he had received in previous French courses was making it impossible for him to adapt to the community learning approach. Because the conversation in French was slow, he explained, his tendency to visualize the words was reinforced rather than diminished, and he speculated that a laboratory approach might have produced better results. It was a poignant scene for the group to hear him express his discouragement. It was almost an exact repetition of what he had said on Day II.

I don't think that I am ever going to get over the fact that I want to see the French written... And if I don't, I suppose I will never really be able to understand somebody who speaks normally.

The sympathy of the group for Robert's problem was evident. Even the counselors wanted to help. As for the expert, it is only after the program was over that he realized that he had only himself to blame for failing to accomplish the "redemption" of Robert. He had failed to see how fragile Robert was. Robert should have been protected more carefully against many attacks directed at him. Furthermore, the expert did not do as much for Robert as he did for Charles, who had the same difficulty with regard to listening. For instance, a few days before, Robert had complained that he had not yet
found the folk songs that he wanted very much for some project of his own. Although the expert had promised to help, nothing was done about it. Attention to details of this nature makes the difference between success and failure in a method where the faith and trust of the participants in the expert and in the counselors are so basic and so important. In this case, the expert had failed to become attuned fast enough to Robert's sensibilities and had failed to heed the warning signals that could be seen as early as Day II of the program.

Fourth Week (Day XV to Day XIX): Enthusiasm and disenchantment

An important change in the organization of the group was made at the beginning of the Fourth Week. Maurice, Michel and François, who were the three best counselors, were each given two clients. Consequently, six clients had to share the service of a counselor with another client. The purpose was to diminish their dependency on the counselor. The three counselors who were now without a client became guests, whose role was to contribute to the conversation. They were Claude, Jacques and Denis. Until that time, they had not dared to contribute much to the life of the group. It was hoped that their new status in the group would help them come through. Pierre continued to counsel his old client (Edward).

On each day of that week, there were two groups for the first learning session. The composition of these groups was changed each day, in order to provide for maximum variety. But the counselors
always accompanied their respective clients.

At the evaluation, Felix commented that the new status of Jacques, Claude and Denis did not seem to help them contribute more to conversation. The expert asked for patience, since they evidently felt inhibited, and had not yet found a way to assert themselves. Actually, it was only when the groups were further divided and were reduced to four or five participants (during the last week) that Claude and Jacques suddenly came alive and started to speak about themselves. In their case, there was a critical size of the group beyond which they could not overcome a certain sense of insecurity. This was true also for Donald. The division into two groups was enough to make him feel at ease, so that he started to speak more freely. We feel that this may turn out to be an important outcome of this research: in a learning group, there seems to be a critical size at which a given individual will function best.

Another good result of the division into two groups was that the lengthy period of warming up each morning that regularly preceded a more lively conversation was substantially reduced.

**Gabriel's enthusiasm for the small groups**

The reader will recall how reluctant Gabriel had been to approve any split in the group during the third week. But it was characteristic of him that he could change his mind very easily and become suddenly enthused of what he had rejected before. He fell rapidly in love with the small groups.
On Day XVII, his group discussed the distribution of federal money among English Canadians and French Canadians. Henry (English Canadian) and Pierre (French Canadian) were the principal antagonists in a heated debate. Gabriel would have liked to see the discussion continue during the second learning session. But the two groups merged into one for that session. To prevent similar disappointments in the future, Gabriel proposed that the two learning sessions be held in small groups on subsequent days, a suggestion that was welcomed by all participants. The expert announced two sessions in two groups for the following day, though all would convene in one group at the end of the morning, for the Evaluative Session.

On the following day, Gabriel was again very pleased with his experience, so much so that he now wanted to keep the composition of his group unchanged for a few consecutive days, on an experimental basis. The participants were undoubtedly pleased with the work of that day, but still, Gabriel's enthusiasm surprised them. Maurice, Henry and Bernard thought that it was preferable to change the groups every day. Finally, Charles asked Gabriel why he wanted this experiment. Charles had been in Gabriel's group on that day and could not understand what was so extraordinary about it. Gabriel tried to explain:

Well... (I would like to try it) just for once (the same group in consecutive days). Because I thought today for the first time, it was really extremely comfortable with everybody else in the small group. Now may be it would be better if we had the same group for two days, and then change. For some reason, I think one day is not enough...
More than anything else, Gabriel wanted to share his happiness, but nobody was prepared to share with him. Edward commented that he felt comfortable with everyone of the participants, and that it was not certain at all that the same group would do as well the day after, because too many variables were involved. Gabriel did not push his point further. But the mere fact that seven minutes of evaluation time were required to bring him to renounce his idea shows well enough how gratifying his peak experience had been.

**Spontaneous evaluation in French**

In the Evaluative Session, the language was English. But on Day XVIII, Claude spoke first and forgot to use English. When the expert asked the clients if they could follow him, they all said they could, and Claude continued to speak in French. After his observation, the expert tried to make some comments in English, but he was urged by the group to continue in French. Afterwards, Maurice and Gabriel also spoke in French. This spontaneous conversation in the target language lasted more than six minutes. It shows how much learning had been accomplished at that point.

**Edward's disenchantment**

Although intellectually he could not see the value of a nondirective approach to learning, Edward had until then behaved as if he could, and had been amazed at his progress. Here is what he said on Day XIII:
I am learning more by relaxing more... I have been pleasantly amazed that even without adverting to it, a lot of words stick just by having seen them once or twice.

But the fourth week was a bad one for him. He felt that he had reached a plateau in his learning:

I feel personally that in the growth process in French, I am at a very difficult stage: there is not much sign of progress in the ability to speak more fluently and more correctly. This I think would be a most dangerous point to get discouraged for us and I think, secondarily, simply the fact that we are doing the same thing could be discouraging. Well, it is just more of the same thing. But in fact, I think it is probably not something to be worried about...

On the following day, Edward felt no better. He decided to request again what he had suggested so many times before: that a topic of discussion be set in advance each day. Robert was experiencing the same discomfort of having to enter into the discussion each morning unprepared for anything specific and so exposed to anything that could happen. For this reason, he supported Edward immediately.

The expert was facing a hard decision. While he felt and said that a structured situation would not be in the spirit of the research, he believed that an experimenter dealing with persons should respect their personal preferences. Indeed, he should be willing to abandon temporarily his own goals and his preconceived ideas about how the research should be conducted, if the good of his clients is at stake. Consequently, since the expert's ultimate goal was the progress of the clients, he was willing to let Edward constitute a group that would take a directive approach, if he could find enough support for his
idea. Robert volunteered immediately. But nobody else did, so that Edward's group was never formed.Apparently, the unstructured situation had won the favor of the other clients. Convinced that they were ready to fight jealously for their freedom, the expert could afford to be tolerant of Edward's views.

Fifth Week  (Day XX to Day XXIV)  : Acquiring shyness

Donald's breakthrough

Donald's name has not often been mentioned in the previous weeks, for he seemed to be satisfied with his role of listener. Now the most sacred principle in the group was the freedom to speak or not to speak. Consequently, no pressure was applied to induce Donald to speak. On the contrary, he was encouraged to do whatever he liked.

However, Donald showed a sudden change of attitude on Day XIX. During the Evaluative Session, he took the microphone and complained that Edward and Bernard had been monopolizing the conversation. He contended that other participants had tried to enter into the conversation, but had been kept out by the two antagonists. Edward was deeply hurt by the accusation, as he explained later. As far as he could see, he was only trying to keep the conversation alive, whereas Donald had not shown any concern and had contributed very little. But the expert congratulated Donald for coming alive and for having at last claimed his right to speak and shown his desire to do so. It should be said, though, that Edward and Bernard did not deserve the treatment they
received for their wonderful involvement in the conversation, but Donald needed some encouragement at that point, even if his attack was somewhat unfair.

On Day XIX, Donald had merely claimed his right to speak, but had not yet started to make use of this right. This happened on Day XXIII. He was amazed at his own performance, and gave a beautiful description of this breakthrough. A discussion on the advisability of assigning topics in advance provided the occasion for this experience. Robert had just said that it was not a good thing to talk before thinking, especially on a serious topic. Donald answered that, up to now, he had done precisely what Robert was suggesting: thinking before talking. But as a result, he had said almost nothing during these weeks, for he could never catch up with the conversation:

But today, for me, was a kind of breakthrough. There were times when I grabbed the mike, and I knew the idea I wanted to say, but I had no idea of the words. And I think it is a matter of confidence. I did not have the confidence to do that before... You have the idea; you know that it fits in. You grab the microphone, and then from there...

Gabriel added spontaneously: "The best thing is what naturally flows." Henry and Bernard added their own enthusiastic comments on the same line. Donald had become the inspiration of the group, after having been the most passive client for so long. Henry recalled what the expert had explained earlier in the program about the analogy between this method and the methods of decision making taught by Ignatius Loyola in his book *Spiritual Exercises*. Ignatius proposed that the best way
to take a decision is to follow an inspiration or a motion from above, with discernment. In the same way, said Henry, one must let his emotion push him forward into a conversation.

Robert criticizes the expert. Henry and Charles

The most vulnerable person in the Community Learning situation is the leader of the group. He must encourage and welcome all criticism of his leadership as a means of diminishing his power over the group.

On many occasions during the summer, the expert had asked to be corrected if he should do something wrong.

On Day XXI, Robert did precisely that. He announced that he would hurt feelings, but he felt that it had to be done. He said that the expert was talking too much both during the learning and the evaluative sessions. He suggested that the expert should keep his comments for the end of the evaluations. As the expert was beginning to make a comment, Robert interrupted him:

You are doing exactly what I am illustrating right now. You are interpreting what I want to say or what you think I want to say... The director should be the last to say anything on everything. I think that would be the Rogers approach. Now, instead of commenting on the opinion I have just given, I think it would be better if anyone else has any comments.

The expert decided that he would not speak until the end of the evaluation. Robert went on suggesting that the expert should stay in one group during the learning sessions and not go back and forth from one group to the other, as if he were a kind of watchman.
Next, Robert turned his attack against Henry and Charles. He complained about the fact that Henry was irritating him with his spontaneous reactions about everything. He accused both Henry and Charles of showing no concern for those who were struggling to speak or to listen:

When good players play with poor players, they usually show their concern for the poor players by passing the ball to them. Otherwise, the poor players would never get the ball.

Charles and Henry tried to refute this accusation. This led Robert to harden his position. He claimed that he had a right to speak at least 10 minutes at each session. He did not want to see anybody take that right away from him. This prompted Charles to invoke his own right to become involved in the conversation.

It seems to me, Robert, what you are asking is really that we don't get involved and I think you are attacking something that is directly fundamental to the course.

The expert would not say a word during this exchange. Robert begged Charles to try to understand his weakness. But it seemed that the conflict would not be resolved.

**Edward's insight**

At that point, Edward made his most outstanding contribution to the whole summer program. He said that he had learned much about himself from the discussion. Since the beginning of the summer, he had felt a serious obligation to contribute something to the conversation, and was aware of having done more than his duty in this regard. That
is why, a few days before, he had been hurt when Donald had accused him of speaking too much, whereas Donald himself had been doing nothing for the group (Cf. p. 88).

But now Edward could see that his was the position of a powerful person, who had the necessary strength to contribute something, whereas Robert and Donald were weak persons in that group. They simply could not do what Edward considered to be an obligation. And that was the reason why Robert was speaking in terms of rights, while Edward was seeing only obligations to be fulfilled. After four weeks, Edward had finally discovered that he was a powerful person in the group, and that there were others in that group who could resent the use of that power over them.

This analysis of the conflict was so insightfull and so appropriate that both Henry and Robert expressed their appreciation. Robert added that the cause of his own weakness was probably fear. Fear was making him withdraw from a challenging discussion in French.

The session was coming to an end. The expert thought that Robert would let him speak at that point. He congratulated him for his courage and self control during the session. He also asked him if he would now admit what he had denied at the beginning of the summer program: that there are such things as emotional problems in learning. Robert had just confessed his fear. He did not answer the question.
Acquiring shyness

Lafarga (1967) has presented evidences suggesting that personality changes occur in students learning languages according to Curran's method. One Subject in our group was aware of acquiring a new personality trait. His report sheds some light on how such change can occur. At some point in the conversation, the topic was shyness. Michel noted that Gabriel was shy. Gabriel expressed great surprise. He commented that this was the first time anybody had ever told him that he was shy. He was not known as a shy person in his country. On the contrary, his lack of shyness had caused him much trouble on many occasions. What was happening, he felt, was that he was "learning shyness" at the same time as French:

I am sort of a different person since I have been up here... I don't know what it is. Generally, I tend to say things I should not say. I do things I should not do, in English. I tend to go to extremes doing things. But as regards French, I tend to be oversensitive. Maybe it is because I have a fear that I cannot say something the right way in French, and, consequently, I know I better not say it. Consequently, I would not dare to do things. But in other things, it is just the opposite.

Methodological changes

During the fifth week, the expert took part in the French conversation for the first time. On Day XXIII, he decided to separate the clients from their counselors, so as to help them find more freedom and independence. Each client was assigned to a new counselor, which permitted more variety in the formation of the learning groups. The
security of the clients in French was such that these changes passed unnoticed at the following evaluation.

**Sixth Week  (Day XXV to Day XXVIII)  More speaking**

**Group size and comfort**

As early as Day VI, Robert had warned the participants that he could become angry very quickly. The expert had told him at the time that it would be a good thing to express such anger sometimes. But Robert was afraid of his own anger. In the following weeks, all his interventions were made in a very cautious manner. But on Day XXIV, he let go. At first, his anger was directed at Bernard, who was guilty of having neglected to pass the microphone to other participants during a somewhat disorganized conversation. Next Robert turned his anger against the expert, because he had forced the participants to use the microphone for the sole purpose of his research. Finally, Robert expressed doubts that angry explosions such as his own could produce any good result for himself or for others, although this was encouraged in the group.

The incident did lead to a change in procedure that proved to be very beneficial. Realizing that Robert wanted more opportunity to speak, Bernard proposed the formation of more groups to encourage more participation by everyone; and all clients agreed that this was desirable. This unanimity shows how both the desire and the ability to speak had increased. On Days XXV, XXVI and XXVII, four groups were formed. The composition of these groups was varied each day.
The expert directed that the evaluations would be made by each group separately. Some of the groups chose to have the evaluative session in French.

Robert seemed to be much more comfortable in these groups composed of four participants. He evaluated his experience positively on Day XXV and on Day XXVI, and was delighted that at last he could understand everything that was said. On Day XXVII, he went so far as to say that the course had been a very good introduction to French. For the first time, his voice betrayed some enthusiasm. We must conclude that the four-member group had a highly beneficial effect on Robert. Here, at last, he experienced enjoyment in listening to French and speaking it, and that, after a week of intense frustration (fifth week), which had brought him to a state of exasperation on Day XXIV.

Robert was not the only participant who enjoyed the smaller groups. Claude and Jacques, the youngest counselors, had not dared to contribute to the conversation until then. They came through only during this last week, and now explained that they had been too shy to speak in the bigger groups, because they did not feel competent enough to express their opinions "in public". It was "too dangerous", as Claude said. Only then did the expert realize that there is much greater pressure in a group of 16 or even 8 participants, than in a group of 4, since the same person could be completely inhibited in a group of 8, and feel completely relaxed in a group of 4. Many parti-
Ticipants expressed regret that the groups of 4 were not formed earlier in the program.

Donald's awareness of his national identity

Donald was born of French-Canadian parents. He had heard French at home, but had never learned to speak it. A remark made by Pierre provoked an interesting reaction from Donald with regard to his national identity. When Pierre mentioned that Donald had learned to speak French without any English accent, which was a remarkable achievement for "un Anglais", Donald retorted quickly that he was not English:

"Je ne suis pas Anglais"

Everyone was surprised at this prompt denial. Donald would not go so far as to say that he was a French Canadian, but his friend, Henry, said it with Donald's approval. This researcher feels certain that Donald would not have spoken as he did at the beginning of the program. One may speculate that he knew a little better who he was after a summer spent in the company of young and proud French Canadians.

Felix's attitude toward French Canada

On Day XXVII, Felix compared his attitude toward French Canada with that of other Americans studying French at Laval University. A trip he made with them brought home to him the difference between their reaction to the French environment and his own.
It was funny the day that I went out with these Americans to Sainte-Anne. When I came back, the next day, I was pretty sharp in French, because I just... I did not like it when these people... you know... they didn't care about that language. They just wanted to talk English. (They were saying) "I can't understand this stupid stuff". It just had that psychological twist for me that, well, I care that I am in a French territory. And at least, I can understand a little bit. It kind of gave me a little edge on them (these students were more advanced in French than Felix) at least. I liked that.

The last evaluative session

On Day XXVIII, all participants met together for the last session of evaluation. Bernard made an enthusiastic appraisal of the six-week program. He felt that the six weeks were necessary to bring the group to a realization of its own freedom.

I don't think we experienced freedom until a week and a half ago. We really expected and we still expect the person running the course to tell us what to do and what not to do... At the beginning of the course, we were still thinking in the traditional methods. We are so engrained in having somebody running the course. That hindered us more than anything else.

We are just beginning to realize that it is up to us... up to the group to decide how you want to learn... It comes from the group, and the group decides to do it: this to me was the biggest thing!

Edward could not share this enthusiasm. The freedom Bernard was talking about did not mean much to him. During the course, we have seen that he had failed again and again to have his own kind of structure sanctioned by the group. He had not shown any bitterness about it, but on that last day, he could not help but speak his mind and say
that he had experienced the opposite of what Bernard was talking about.
Bernard pointed out that the group had not responded well to Edward's suggestions, but that many other suggestions had been acted upon: suppression of English, acceptance of the songs, division into two or four groups, etc. Edward simply denied that there had been any agreement on anything in the group. He went so far as to say that groups do not exist:

The group as such is really nonexistent. It is individuals within a group that act, and then you get accord or discord.

Edward's behavior during the summer was perfectly consistent with his notion that "Groups don't exist". Bernard and the expert continued to argue with him to no avail, and he received no support from other participants. Felix sized up the situation correctly. Rather than argue with Edward, he accepted the reality of the group as it had been experienced, and proceeded to describe it. This brought new life into the discussion. He explained that the participants had come to know each other during the first two weeks, and had learned to share a common goal:

I noticed that, when the expert started to divide the groups, no one ever said: "I don't want to go with that bunch, because of the group feeling that was there from the start. We all wanted to help one another to learn French."

At some point, Maurice suggested that it might have been better if more variations in procedure had been tried during the first weeks, in order to stimulate more participations. But Andrew felt that it
was too easy and somewhat unfair at the end of the course to bemoan the fact that much time had been lost before significant changes were proposed:

"We could not skip those steps."

He agreed with Bernard that the six weeks were necessary precisely as they had been experienced. He explained that he was himself at a low point from the point of view of motivation, because nobody had forced him to learn and to study, as he was used to. But he felt that he had reached the stage where he would soon develop some autonomous motivation toward learning:

I think eventually I will study much more on my own. If I had been forced to study, I would have learned more, but I would have never got to that point. We had to pass through that period, whether we liked it or not.

Felix was excited by Andrew's remark, and repeated much of what he had said earlier during this session, but with interesting additions:

I think this is one of the most painless ways to learn that I have ever got into. It was left to my own motivation to study. Not only did I learn French, but I've got to know a lot of tremendous people in the meantime. This experience of living with you, guys, yeah, it has been great. First of all, I had to learn you people, before we could get down to business. During the first two weeks, we were like people going to Mass without knowing each other. But after that, we could relate with everyone, even with people whom you might think you could never possibly work with."

The insight constituted a good defense of the work done during the first two weeks, when all participants were forming a single group. Charles also felt that most of the learning had been achieved in the large group.
The value of self involvement in learning was also discussed.

Charles had this to say:

Most people here felt differently than I felt: the less we got involved in a real serious discussion where we were getting mad, expressing ourselves and shaking fists, the better was the learning situation. Maybe this is against the idea of involvement.

Andrew explained that he wanted to get involved just enough so that he would stop translating from English, but he did not want to be impatient. The expert pointed out that Donald and Robert had also been learning better at this intermediate level of involvement. On the other hand, Henry was like Charles, and learned best by becoming totally involved in a discussion. The expert was inclined to conclude that there was perhaps a level of involvement different for each person, and that ways should be found to determine which one is best for each individual. This knowledge will guide the expert in the formation of new learning groups.

A significant fact about this evaluation of the whole summer program is that the counselors were aggressive or negative in their comments, whereas the clients were positive and even enthusiastic (there is an exception in each group: Edward and François). This shows that the counselors had been carrying a heavy burden in assisting the clients, which, of course, is the reason why they were hired.

Finally, we like to mention that all the clients were present on every day that the course was offered.
CHAPTER VI

CONCLUSION

The most striking finding of this research is perhaps the continuous intensification of the desire to speak French in the Experimental group, as opposed to the increased frustration commonly experienced by students who try to communicate in the target language. This drive had literally forced the Experimenter to suppress the use of English at the beginning of the third week. Soon afterwards, contrary to his own plan, he was obliged to split the group in two, to provide more opportunities for speaking. This was at the end of the third week. But the change had been requested from the beginning of that week. Finally, a division of the participants into four groups became necessary during the last week. Indeed, some participants regretted that this division was made so late and others expressed the wish that an eight-week program be organized in the future.

Another important finding is that students who are placed in an environment which allows them to interact freely help one another develop a positive attitude toward learning, and support each other emotionally. This is possible because no one reacts in the same manner to the same learning situation, as has been abundantly demonstrated in Chapter V. While one man is depressed, another is elated and stands as a symbol of hope for the one who is at a low point in his learning.
Curran's methodology for language learning is so revolutionary that teachers to whom it is explained usually doubt its efficiency. This is the reason why we have done our utmost in this study to measure the achievement of our Subjects as precisely and as objectively as possible. Our results show that the Experimental Subjects have learned as much as Subjects learning French with commonly-used methods. This is true not only for speaking, but also for reading and auditory comprehension. These results were obtained in spite of the fact that the counselors were untrained at the beginning of the experiment. Furthermore, no assignments were given during the course and no examination concluded the course. The Experimental Subjects were left entirely to their own motivation with regard to their private study of the language. Help was available, but only if they asked for it. Finally, the Subjects were always free to speak or not to speak during the learning sessions. It took time before they came to realize the extent of the freedom granted to them. Some (Edward and William) could not accept it entirely even at the end of the experiment. But those who accepted it learned to defend it with passion in the group, and came to value it as the most precious part of their experience.

As a consequence of this method, Subjects in the Curran group became more positively motivated to a significant degree, whereas there was no such change in the Comparison group. This was clearly and objectively demonstrated by our Sequence Analysis of the TAT stories.
We have also found that the Experimental Subjects have developed an attitude of emotional concern for the French-Canadian nation (as measured by the Cantril Scale) and an "integrative" approach to the study of the French language (as measured by Lambert Orientation Index), whereas the Comparison Subjects did not show such changes.

The phenomenological analysis of the Evaluative Sessions presented in Chapter V is an attempt to show how and why students placed in a Community Learning situation experience changes such as those just mentioned.

The importance of the Evaluative Session can hardly be overemphasized. Man is not a mere mechanism capable of absorbing information; he is essentially an appraiser. When he is given the opportunity to appraise his learning experience, it restores his natural balance, which is often lost in the stress of speaking a new language. For participants in a group experience, it is a way to learn how to work together in harmony. When our students were evaluating their learning experience, they were trying to understand what it was doing to themselves or to other participants. They were allowing themselves to react to their experience as persons.

Finally and more importantly, the Evaluative Session reintroduces into the process of education an essential element that has been completely eliminated from the modern school. This element is leisure. Surprising as it may be, the word "ο-νολη" which has given "Scola" in Latin and our English word "School" meant "leisure" for Aristotle
and for the educated man of his time. And the expression "ο-χολην ὀνειν" meant "to be at leisure". To go to school meant to be at leisure. But for adults as well as for children of our times, the word "school" has come to mean work, and to go to school is to be busy learning something. But when the students in this experiment were evaluating their experience, they were at leisure.

The German philosopher Josef Pieper (1963) has argued convincingly that leisure is the basis of culture, and that its devaluation in our times explains, to a great degree, the malaise in our society. Pieper has also found that leisure "is not possible unless it has a durable and consequently living link with the 'Cultus', with divine worship" (p. 17). This led him to hold that, ultimately, only worshippers or believers can maintain culture, and, consequently, education on earth. This statement may seem pretentious, but what matter, if it is true?

It is urgent that those who believe that man is an appraiser, that he has been made to appraise the world and to praise God for it, assume leadership in the most important task of guiding the evolution of education in a direction consistent with this view. It is in this spirit that we plan to continue this research.
SUMMARY

Nine Subjects volunteered to come to the French city of Quebec to learn French through the "Community Learning" method taking its inspiration from counseling techniques. The Comparison group was formed of nine students registered at a French Summer School during the same period of time and in the same city. Before and after the Experiment, both groups were tested for speaking, auditory and reading comprehension, motivation, anomie, mastery of logical structures in French, attitude toward French Canada and toward the study of French. It was found that the Experimental Subjects learned as much French as the Comparison Subjects, even though it was left entirely to their own initiative how much work they were willing to do. Moreover, the Experimental group showed a positive change in motivation, whereas there was no such change in the Comparison group. It was also found that the Experimental Subjects developed a more positive emotional attitude for the French-Canadian nation and more general interest in the study of the French language. No such changes appeared in the Comparison group. The main purpose of the research was to show how and why such changes occur in a "Community Learning" situation. This goal was achieved through a phenomenological analysis of the Evaluative Sessions held each day. These sessions allowed the participants to compare their emotional reactions to learning and to provide emotional support for each other.
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APPROVAL SHEET

The dissertation submitted by Yves Begin, S.J. has been read and approved by members of the Department of Psychology.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Sept. 14, 1968

Date

[Signature]

Signature of Adviser