

CURRICULUM FOR TEACHING SPANISH
IN THE BUTCHER CHILDREN'S SCHOOL

A THESIS

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CHAPTER I

BACKGROUND OF THIS STUDY

It is the purpose of this thesis to prepare a course of study for Spanish in the Thomas W. Butcher Children's School at the Kansas State Teachers College. The course of study covers actual methods and tools used during the year 1959-1960.

The Spanish language in the Butcher Children's school started in the spring semester of 1948-49, when it was taught by Miss Edna Cruz of Guatemala. The Spanish program started first in the sixth grade. Miss Haydée Eguiluz of Peru taught during the year 1949-50. In 1951 Miss Josefa de Paz from Cuba taught Spanish. Mr. Edwin Flores of Costa Rica taught during the years, 1952-55. About 1955 Spanish was introduced in the fifth grade and within a short time expanded into the other grades. Mr. José Soute from Cuba taught during the school year, 1956-57. Miss Carmen Almiñaque, also a Cuban, taught Spanish in 1957-58. During the school year, 1958-59, Mr. Roberto Asquini from Argentina taught the Spanish classes. The writer of this thesis, who is from a Mexican family but was born in Kansas, taught in the year, 1959-60, and also during the summer session of 1960. All the teachers who have taught at the Thomas W. Butcher Children's School have been native speakers.

In 1959-60 the first and second grades each received fifteen minutes' instruction every Thursday. The third grade met for fifteen minutes every Monday and Wednesday. The fourth grade had Spanish for twenty minutes every Tuesday and Thursday. The fifth grade had Spanish thirty minutes every Monday, Wednesday, and Friday. The sixth grade had Spanish daily for thirty minutes.

Spanish taught in the first, second, and third grades had a threefold purpose: (1) to help the children understand some Spanish through hearing; (2) to help the children say the simple phrases of greetings, numbers, colors, animals, and sentences in Spanish which they had already heard; (3) to tell some stories in Spanish that the children already knew in English.

The purpose of teaching Spanish in the fourth, fifth, and sixth grades was to develop oral skills through the use of dialogue. Conversation in Spanish was to be the chief method of teaching the oral skills. The pupils in the fourth, fifth, and sixth grades also used readers in Spanish. Very little writing was introduced.

The methods and tools used in teaching Spanish are explained in this thesis with emphasis on the oral skills developed in Spanish by the pupils.

CHAPTER II

COURSE OF STUDY FOR THE FIRST,

SECOND, AND THIRD GRADES

A. Gestures and Commands

The first, second, and third grades learned some parts of the simple dialogues that were also given to the upper grades. The dialogue on "Getting Acquainted" was used every day, especially the daily greeting.¹ These grades learned and responded better when action was involved while learning Spanish phrases and sentences.

The teacher used gestures and commands to make the pupils understand. The pupils recited the commands in unison, and later each one had an opportunity to give a command to another pupil. As the pupils learned these commands they also learned the new vocabulary being introduced. The following is an example of the daily dialogue and methods used with these grades. Using the hands, the teacher would make an upward motion and tell the children: "Levántense."² Using a downward motion the teacher said: "Siéntense." The pupils then had an opportunity to ask someone in Spanish to stand up and then to sit down. The teacher decided what he thought would be the best gesture in explaining the meaning of phrases and sentences without translating.

¹Cf. p. 10

²The plural commands were used in the ustedes form only. The dialogues are presented in the tú form with the usted form in parentheses.

A few commands which were useful in teaching were:

Sal del cuarto (Salga del cuarto)
 Ven aquí (Venga aquí)
 Anda a la puerta (Ande usted a la puerta)
 Corre a la ventana (Corra usted a la ventana)
 Levanta el libro (Levante usted el libro)
 Pon el libro en la mesa (Ponga el libro en la mesa)
 Dáselo a Juan (Déselo usted a Juan)
 Dame el lápiz (Deme usted el lápiz)
 Tráeme dos papeles (Tráigame usted dos papeles)
 Toma el agua (Tome usted el agua)
 Silencio
 Cierra la puerta (Cierre usted la puerta)
 Abre la puerta (Abra usted la puerta)
 Borra la pizarra (Borre usted la pizarra)
 Ten la manzana roja (Tenga la manzana roja)
 Salta (Salte usted)
 Brinca (Brinque usted)

B. Other Materials

This section contains some of the basic words that could be taught in the first, second, and third grades. The list of animals follows:

Animales: el burro, el caballo, el cerdo, la gallina, el gallo, el gato, el lobo, el oso, la oveja, el perro.

Each of the animals named in the above vocabulary were used with the following questions and answers.

¿Cómo se llama este animal?
 Se llama el gato.
 ¿De qué color es el gato?
 Es color (de) café.
 ¿Cuántas patas tiene el gato?
 El gato tiene cuatro patas.
 ¿Qué tienes? (¿Qué tiene usted?)
 Tengo un gato.

The following colors are presented:

Colores: amarillo, anaranjado, azul, color (de) café, gris, morado, negro, rojo, rosado, verde.

As the colors were well learned, different articles of clothing were introduced

in turn with each color, for example:

¿Tienes camisa azul? (¿Tiene usted camisa azul?)
 Sí, tengo camisa azul.
 No, no tengo camisa azul.

The vocabulary for the parts of the body was:

El cuerpo: la boca, el brazo, la cabeza, los dedos, los dientes
 el estomago, la frente, la garganta, la mano, la nariz, los ojos,
 el pecho, las piernas.

The following questions and answers served as models on which the conversation was based on the parts of the body.

¿Dónde está la cabeza?
 Aquí está la cabeza.
 ¿Cuántos dedos tienes? (¿Cuántos dedos tiene usted?)
 Tengo diez dedos.

Dialogue I, Getting Acquainted was used with the vocabulary on the family.³ The following words were taught about foods:

Las comidas: los frijoles, los huevos, la leche, las manzanas,
 las naranjas, el pan, las patatas, los plátanos, las uvas.

These questions and answers were used when introducing the foods.

¿Te gusta el pan? (¿Le gusta el pan?)
 Sí, me gusta el pan.
 ¿Te gustan las naranjas? (¿Le gustan a usted las naranjas?)
 No, no me gustan las naranjas.

The numbers were taught from one to twenty:

Numeros: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve,
 diez, once, doce, trece, catorce, quince, diez y seis, diez y siete,
 diez y ocho, diez y nueve, veinte.

The following questions and answers show how the numbers were used:

¿Cuántos años tienes? (¿Cuántos años tiene usted?)
 Tengo siete años.
 ¿Cuántos son dos y dos?
 Dos y dos son cuatro.
 ¿Cuántas sillas hay en el cuarto?
 Hay veinte sillas en el cuarto.

³Cf. p. 10.

Objects which were of interest to the pupils were:

La casa, la cuchara, el cuarto, la flor, el lápiz, el libro, la luz, el mapa, la mesa, el papel, la pizarra, el plato, la puerta, la silla, el tenedor, la ventana.

The following commands were used when introducing the various objects:

Siéntate en la silla. (Siéntese en la silla.)
 Lleva la silla azul allá. (Lleve usted la silla azul allá.)
 Pon la tiza en la mesa. (Ponga la tiza en la mesa.)

These articles of clothing were presented:

La ropa: la blusa, los calcetines, la camisa, el cinturón, la corbata, las medias cortas, los pantalones, el pañuelo, el vestido, los zapatos.

The following are samples of the questions and answers used when introducing clothing:

¿De qué color es la blusa?
 La blusa es azul.
 ¿Tienes cinturón? (¿Tiene usted cinturón?)
 Sí, tengo cinturón.

The teacher dramatized the sentences given below with the use of gestures. Each pupil learned to ask questions and also to answer with the use of gestures. The questions used were "¿Qué tienes? (¿Qué tiene usted?)."

The answers were:

Tengo frío.
 Tengo sed.
 Tengo hambre.
 Tengo calor.
 Tengo sueño.
 Tengo dolor de cabeza.
 Tengo dolor de estómago.
 Tengo siete años.
 Tengo diez dedos.
 Tengo una nariz.
 Tengo el pelo negro.
 Tengo la camisa blanca.
 Tengo la cabeza grande.

Variations in questions using tener were: "¿Qué tengo yo?" and "¿Qué tiene él?" Es and son were also used in sentences. These words were used with objects and animals. Sample questions and answers follow:

¿Es grande la mesa?
 Sí, la mesa es grande.
 ¿Es pequeño el lápiz?
 No, el lápiz es grande.
 ¿Es grande Juan?
 Sí, Juan es grande.

The pupils also learned to sing some simple songs. Songs such as Fray Felipe and Noche de paz received good response. Some music which had good rhythm could be played, and commands could be given as the pupils proceed to participate. Some of these fundamental rhythms could be walking, running, tiptoeing, jumping, marching, and skipping with commands in Spanish.

C. Flannel Board Stories

The story of the three bears was told in all six grades. Other stories presented were Little Red Riding Hood, Chicken Little, and The Three Little Pigs. The following story of the three bears was presented with the use of the flannel graph and pictures.

Los tres osos

Era que era vivían tres osos en una casa en el bosque.
 Este es el oso grande.
 Este es el oso mediano.
 Este es el oso pequeño.

The teacher then tried to trick the class and pointed at one of the bears and asked:

Este es el oso grande, ¿verdad?
Class: ¡No! Ese es el oso mediano.
 Este es el oso grande, ¿verdad?
Class: ¡No! Ese es el oso pequeño.
 Este es el oso grande, ¿verdad?
 ¡Sí! Ese es el oso grande.

¿Cuántos osos hay?

Hay tres osos.

¿Cuántas casas hay?

Hay una casa.

¿Cuántos árboles hay?

Hay muchos árboles.

¿Cuántas sillas hay?

Hay tres sillas.

¿Cuántas mesas hay?

Hay una mesa.

El oso grande se sienta en la silla grande.

El oso mediano se sienta en la silla mediana.

El oso pequeño se sienta en la silla pequeña.

¿Dónde se sienta el oso grande?

Se sienta en la silla grande.

¿Dónde se sienta el oso mediano?

Se sienta en la silla mediana.

¿Dónde se sienta el oso pequeño?

Se sienta en la silla pequeña.

¿Quién come con la cuchara grande?

El oso grande come con la cuchara grande.

¿Quién come con la cuchara mediana?

El oso mediano come con la cuchara mediana.

¿Quién come con la cuchara pequeña?

El oso pequeño come con la cuchara pequeña.

One may ask the colors of all the objects in this story as seen on the flannel board, for example:

¿De qué color es la cuchara grande?

(mediana?)

(pequeña?)

La cuchara es gris.

¿De qué color es la silla?

La silla es color (de) café.

Many other questions could be used when telling this story. The kind of questions used would depend on the personality of the teacher. The teacher could tell the story completely in Spanish and then ask questions. The questions could be asked as the story was being told and then the story completely retold without interruption. Other stories which were presented in the same way were Little Red Riding Hood, Chicken Little, and The Three Little Pigs.

Chapter III

COURSE OF STUDY FOR THE FOURTH,

FIFTH, AND SIXTH GRADES

Dialogue Approach For All Units

The teacher pronounced each interrogative sentence in the dialogue using gestures and pictures to convey the meaning. When the teacher asked the question he had the students answer in unison. The teacher then asked each pupil in one row the first question, carefully correcting the pronunciation of each word and sentence as the pupil spoke. After this group had finished answering the questions these pupils had an opportunity to ask someone in another group the same question. The same method was used throughout the entire dialogue. The pupils in pairs had an opportunity to act out the dialogue in front of the class. The teacher not only checked their pronunciation but also the rhythm of each sentence. Each unit also contains a page consisting of similar questions and additional vocabulary. The original questions in the dialogue can easily be changed by substituting only one or two words. All the questions were introduced in the same way as the dialogue was presented. Each unit contains the following: (1) dialogue, (2) teacher's questions, (3) additional vocabulary to be used with each question, (4) teaching materials and aids, and (5) evaluation.

Dialogue I

GETTING ACQUAINTED

Buenos días.

Buenos días. ¿Cómo estás? (¿Cómo está usted?)

Muy bien, gracias. ¿Y tú? (¿Y usted?)

Muy bien, gracias.

De nada.

¿Cómo te llamas? (¿Cómo se llama usted?)

Me llamo _____.
(your name)

¿Dónde vives? (¿Dónde vive usted?)

Vive en _____.
(give city)

¿Dónde vive tu abuelo? (¿Dónde vive su abuelo?)

Mi abuelo vive en Topeka.

¿Cuántos años tienes? (¿Cuántos años tiene usted?)

Tengo _____ años.
(give age)

¿Sabes tú contar en español? (¿Sabe usted contar en español?)

Sí, sé contar hasta diez.

Cuenta tú hasta diez. (Cuenta usted hasta diez.)

uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Teacher's Questions

- ¿Cómo está tu padre? (¿Cómo está su padre?)
¿Dónde vive tu familia? (¿Dónde vive su familia?)
¿Cuántos años tiene tu hermano? (¿Cuántos años tiene su hermano?)
¿Cuántas hermanas tienes? (¿Cuántas hermanas tiene usted?)
¿Cómo se llama tu abuelo? (¿Cómo se llama su abuelo?)
¿Sabe tu tío contar en español? (¿Sabe su tío contar en español?)

Additional Vocabulary To Be Used With Each Question

- la abuela
el amigo
la amiga
el primo
la prima
la tía

Teaching Materials and Methods. The children were told to bring or to make a scrapbook. The scrapbook was used during the entire school year. The children cut out pictures of people from magazines. They pasted the pictures in the scrapbook giving the pictures an appropriate family name such as padre, madre, etc. The pictures were small because large pictures would cover an entire page of the scrapbook. Large pictures were provided by the teacher for drill in the classroom. The pictures served as visual aids in correlation with the dialogue.

Evaluation. The scrapbook idea was a good one, but it could have had correlation with the art class if there had been advanced planning. The Spanish teacher could have consulted the art teacher about the need of a scrapbook so the children would not have had to buy an expensive one. Children would have also shown more interest in something if they had made it with their own hands. The scrapbook was likewise used during the Thanksgiving and Christmas seasons when learning about foods. It was also used when learning about animals.

Dialogue II

CLASSROOM OBJECTS

¿Qué es esto?

Es la tiza.

¿Es grande la tiza?

No, es pequeña.

¿De qué color es la tiza?

La tiza es blanca.

¿Cuántos lápices están cerca de la pizarra?

Hay dos lápices cerca de la pizarra.

¿Cuántas plumas tienes? (¿Cuántas plumas tiene usted?)

No tengo plumas.

¿Por qué no tienes plumas? (¿Por qué no tiene usted plumas?)

Porque uso lápiz para escribir.

Muy bien, yo también uso lápiz.

Teacher's Questions

¿Qué es eso? (¿Qué es esto?)

¿Es grande la bandera?

¿De qué color es esto?

¿De qué color es el cuadro?

¿Para qué sirve el lápiz?

Additional Vocabulary

La sala de clase

el alumno

la alumna

la bandera

el calendario

el cesto para papeles

el cuadro

el libro

la luz

el maestro

la maestra

la mesa

el papel

la pared

la puerta

la silla

el suelo

el techo

la tiza

la ventana

Los adjectives

grande

muy grande

pequeño

muy pequeño

Los colores

amarillo

anaranjado

azul

blanco

color (de) café

morado

negro

rojo

verde

Teaching Materials and Methods The teacher used all classroom objects as visual aids. After the pupils had become well acquainted with indentifying the objects, the children played a guessing game. Each pupil selected an object and described it to the class. He gave the color and size; and, if there were more than two objects with the same description, then the pupil would state the number of such objects in the room. After the pupil had described the object in Spanish he would ask the class, "¿Qué es?" The answer would be: "Es una pluma," etc. A similar game was played but instead of using objects a pupil described another pupil. This game was called: "¿Quién es?"

Evaluation The unit on classroom objects was introduced early because of the class' curiosity as to the Spanish names of the objects. The pupils who were curious seemed to learn more quickly. The units presented in Spanish should be flexible providing they do not interfere with the learning process. One may suppose a hypothetical case as an example. The teacher has completed Unit II but has not started Unit III. The next day a circus comes to town or a movie about animals is going to be shown at the local theater. The teacher has noticed the pupils reaction to the coming event involving animals, and realizes this would be the proper time to introduce Unit V on animals, and he would then do dialogue III later.

Dialogue III

EATING AND DRINKING

¿Qué comes por la mañana? (¿Qué come usted por la mañana?)

Como jamón y huevos.

¿Qué clase de bebida quieres? (¿Qué clase de bebida quiere usted?)

Para el desayuno me gusta la leche.

También, ¿te gusta el chocolate? (También, ¿le gusta a usted el chocolate?)

Sí, a mí me gusta el chocolate.

¿Qué deseas comer? (¿Qué desea usted comer?)

Deseo comer carne de puerco.

¿Tienes hambre? (¿Tiene usted hambre?)

Sí, voy al restaurante para almorzar.

¿Puedo ir contigo? (¿Puedo ir con usted?)

Sí, con mucho gusto, Vámonos.

Teacher's Questions

- ¿Qué comes por la mañana? (¿Qué come usted por la mañana?)
 (al mediodía) (al mediodía)
 (por la tarde) (por la tarde)
- ¿Qué clase de carne quieres? (¿Qué clase de carne quiere usted?)
- ¿Usas azúcar en tu té? (¿Usa usted azúcar en su té?)
- ¿Qué deseas beber? (¿Qué desea usted beber?)
- ¿Tienes sed? (¿Tiene usted sed?)
- ¿Puedo ir contigo? (¿Puedo ir con usted?)

Additional VocabularyLa comida

el azúcar
 los cereales
 los huevos
 la mantequilla
 la pimienta
 la sal

Los postres y frutas

la cereza
 el durazno
 el helado (la nieve, Mex.)⁴
 el limón
 la manzana
 la naranja
 el pastel
 el plátano
 la uva

La carne

la hamburguesa
 el jamón
 el pavo (el guajalote, Mex.)
 el pescado
 el pollo
 el tocino

Las legumbres y las verduras

la calabaza
 la cebolla
 los guisantes (los chícharos, Mex.)
 los frijoles
 la lechuga
 la patata
 (la papa, American)
 el tomate
 el melón
 la zanahoria

Las bebidas

el agua
 el chocolate
 el jugo de naranja
 la leche

⁴Where certain words have an important Mexican or Latin-American variation, this is indicated in parentheses.

Teaching Materials and Methods. This dialogue was learned during the first part of the year and reviewed at Thanksgiving time and again at Christmas time. The pupils made out their own menus. They selected the things they wanted to eat and drink. They also cut out pictures of foods from magazines and pasted them in their scrapbooks. After they had selected the foods and drinks they desired they were told the names of these foods and drinks in Spanish by their teacher. The new vocabulary was always introduced in complete sentences.

Evaluation. The pupils enjoyed talking about foods that they had eaten during their previous meal. When the pupils selected their own menus, they had a tendency to select too many foods and drinks. It is important that the pupils should be instructed to name only a few very common foods. They should be told to select a meat, a vegetable, a fruit, a dessert, and a drink. The grocery stores contain some colorful pictures of fruit which can serve as aids in teaching Spanish.

Dialogue IV

TIME AND MONEY

¿Qué día es hoy?

Hoy es lunes.

¿Cuál es el primer mes del año?

El primer mes del año es enero.

¿Qué hora es?

Es la una de la tarde.

¿A dónde vas? (¿A dónde va usted?)

Voy a la zapatería.

¿A qué hora se abren las puertas?

Se abren las puertas a las nueve de la mañana.

¿Qué clase de zapatos vas a comprar? (¿Qué clase de zapatos va usted a comprar?)

Voy a comprar zapatos grandes.

¿Cuánto dinero cuesta los zapatos grandes?

Un par de zapatos cuesta cuatro dólares.

¿No es barato por un par de zapatos?

Verdad, pero la zapatería tiene buenos precios.

Teacher's Questions

- ¿A dónde vas? (¿A dónde va usted?)
- ¿A qué hora se cierran las puertas?
- ¿Qué clase de camisa vas a comprar? (¿Qué clase de camisa va usted a comprar?)
- ¿Cuánto dinero cuesta un vestido?
- ¿Qué se vende en la sombrerería?

Additional VocabularyLos días de la semana

lunes
martes
miércoles
jueves
viernes
sábado
domingo

Los meses del año

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

Los números ordinales

primero
segundo
tercero
cuarto
quinto
sexto
séptimo
octavo
noveno
décimo

Los números cardinales

(1-10)(cf. p. 10)
once
doce
trece
catorce
quince
diez y seis (dieciséis)
diez y siete (diecisiete)
diez y ocho (dieciocho)
diez y nueve (diecinueve)

veinte
veinte y uno
(veintiuno)
treinta
cuarenta
cincuenta
sesenta
setenta
ochenta
noventa
ciento
ciento uno
doscientos
quinientos
setecientos
novecientos
mil
un millón

Teaching Materials and Methods. This unit introduced the larger numbers. After the pupils had sufficiently mastered the numbers from one to thirty the unit on time was introduced. A clock made of cardboard with movable hands was used, and the hour was presented in Spanish. After the pupils had learned to tell time properly, figures were written on the blackboard. Each pupil was asked to give the time in Spanish. For example, the time 1:30 was written on the blackboard and the teacher would ask, "¿Qué hora es?" The pupil would reply, "Es la una y media." The days of the week and the months of the year were then taught. The teacher then showed the pupils the calendar. By using the calendar they recited all practical information that the teacher had told them about it. For example, the teacher would say: "¿En qué mes estamos?" Then he would have the class ask the question in unison. Then the teacher would reply "Estamos en el mes de enero." and the class would answer the question in unison. After the pupils had sufficiently understood the questions and answers, each one was given an opportunity to be the teacher. With the use of the calendar each pupil took turns asking the class the questions he had remembered.

Evaluation. This unit was very long but the pupils had a tendency to learn Spanish sentences and phrases well whenever numbers were used. The pupils who learned this unit well also seemed inspired to participate more eagerly in Spanish conversation.

Dialogue V

ANIMALS

Tengo un animal, ¿verdad?

Sí, señor, tú tienes un animal. (Sí, señor, usted tiene un animal.)

¿Cómo se llama este animal?

Es un caballo.

¿Cómo es el caballo?

El caballo es grande.

Tienes razón. (Usted tiene razón.) ¿Cómo se llama aquel animal?

Es una vaca.

¿Qué es este animal?

Es una mula.

¿Cómo son las orejas de la mula?

La mula tiene orejas grandes.

¿Qué comen la mula y el caballo?

Los dos comen avena.

Teacher's Questions

¿Tengo un gato?

¿Cómo se llama este animal?

¿Cómo se llama ese animal?

¿Cómo se llama aquel animal?

¿Cómo es la vaca?

¿Cómo son las patas de la vaca?

¿Qué beben el elefante y el león?

¿Dónde está la nariz?

Additional Vocabulary

Los animales

la ardilla

el burro

el caballo

el cerdo

el conejo, la liebre

el elefante

el gato

el león

el mono

el oso

el perro

la rata

la serpiente

el tigre

la vaca

La cosecha

el heno

la hierba (el zacate,
American)

el maíz

el trigo

El cuerpo

la barba

la boca

el brazo

la cabeza

la cara

el codo
el corazón
el cuello
el dedo
el diente
la espalda
el estómago
la frente
la garganta
el hueso
el labio
la lengua
la mano
la nariz
el ojo
el pecho
el pelo
el pie
la pierna
la rodilla
la sangre
el talón

Teaching Materials and Methods. Animals in miniature made of rubber were used as teaching aids. The names of the animals were pronounced in complete sentences. The animals were identified as to name, color, parts of the body, and number of limbs. The animals were placed at different places in order to give the pupils the use of este, ese, aquel, etc. After recitation of the dialogue they used the same dialogue but changed the name depending on what animal they had in their possession. Each student told about his own animal and also told about what it ate. A guessing game was introduced by which each pupil described an animal and the class tried to name the animal.

Evaluation. The children were very receptive to learning Spanish in this manner. The students were challenged when each recited all he knew about the animal he had in his possession. This also gave the pupils a good review of colors and numbers. Questions could have been asked about the live pets that the pupils had at home. The pupils could have described an animal to the class using the Spanish adjectives they had already learned.

Dialogue VI

SHOPPING

¿Cuánto cuesta esta camisa? (blusa)

Cuesta un dólar cincuenta centavos.

¿Tienes tú otra camisa (blusa) de menos precio? (¿Tiene usted otra
camisa (blusa) de menos precio?)

Sí, señor, esta camisa (blusa) es más barata.

Bueno, me la llevo.

¿Qué más deseas comprar? (¿Qué más desea comprar usted?)

Quiero dos pares de calcetines (medias cortas).

Hay muchos colores. ¿De qué color, señor (señorita)?

Deseo un par azul y un par negro.

¿De qué tamaño?

Tamaño diez, por favor.

Con mucho gusto, señor (señorita).

Ahora, ¿A dónde vas? (¿Adónde va usted?)

Voy a la zapatería.

Teacher's Questions

- ¿Cuánto cuesta este (ese, aquel) traje?
- ¿Tienes otro vestido? (¿Tiene usted otro vestido?)
- ¿Qué más deseas comprar? (¿Qué más desea comprar usted?)
- ¿De qué colores?
- ¿De qué tamaño?
- ¿A dónde vas? (¿A dónde va usted?)

Additional VocabularyLa ropa

el cinturón

la falda

la gorra

el pañuelo

los pantalones

el sombrero

el vestido

Las tiendas

la carnicería

la carpintería

la dulcería

la lavandería

la lechería

la librería

la panadería

la perfumería

la sombrerería

Teaching Materials and Methods. The students were already given some idea as how to ask the price of things in unit IV. Unit VI gave the students a more thorough approach. The teacher placed price tags on various articles of clothing. After the pupils had learned the dialogue thoroughly each student dramatized going shopping. Each pupil had an opportunity to act like a customer and another pupil was the clerk. The pupils then identified the clothing each one was wearing. A game was later introduced so that the pupils could review the colors and the articles. Each pupil in turn described another pupil. For example, "Tiene camisa blanca. ¿Quién es?" If the pupil with his eyes closed could not name the pupil, another hint was given. The class knew who the pupil asking the question was talking about because he had pointed to him when the other pupil had had his eyes closed. Another teaching aid was through the use of newspapers from Mexico. The newspaper had simple advertisements showing the prices of articles. The pupils had an opportunity to figure out the value of the Mexican peso. The present rate of exchange between the United States and Mexico can be acquired from any bank.

Evaluation. The pupil responded very well to this unit, but even better to the reading of the newspapers in Spanish. Some of the advanced pupils volunteered to read small articles. The small articles contained many sentences and phrases that they had already heard in Spanish.

Dialogue VII

TRIP TO THE POST OFFICE

¿A qué hora se abre el Correo?

En esta ciudad se abre a las nueve.

Necesito un sello para mandar una carta.

¿A quién le vas a mandar la carta? (¿A quién le va usted a mandar la carta?)

Voy a mandarla a mi amigo en México.

¿Puedes tú decirme cómo se llama un periódico mexicano? (¿Puede usted decirme cómo se llama un periódico mexicano?)

Un periódico mexicano se llama El Excelsior.

¿Conoces tú al director del periódico? (¿Conoce usted al director del periódico?)

Por supuesto, es un amigo mío.

Tú conoces a todos. (Usted conoce a todos.)

⁵The word, "Mexico," is spelled with x in Mexico, but in other countries it is spelled Méjico. The spelling, México, is used in this thesis.

Teacher's Questions

¿A qué hora se cierra la oficina del correo?

¿A quién le vas a mandar el periódico? (¿A quién le va usted a mandar el periódico?)

¿Cómo se llama un periódico en Emporia?

¿Cómo se llama el director de este periódico?

Additional Vocabulary

El correo, la correspondencia

el cartero

la revista

el sobre

el sello, (la estampilla, American)

el paquete postal

el giro postal

Teaching Materials and Methods. The pupils had an opportunity to write a letter to each other. They learned to write sentences that they had already learned to say in Spanish. Each pupil had to select a pupil to write to and mail the letter through the post office. The pupil had to keep a copy of the letter he had sent to check what questions he had asked. He also kept his reply to another pupil's letter. The letters were read in front of the class, and the teacher and the class checked their accuracy and the pronunciation.

Evaluation. Writing letters in Spanish is of relatively little importance as compared to conversation. Therefore, it is important that the pupils spend more time learning to converse in Spanish before they begin to write letters. Whenever the pupils begin to write Spanish in the classroom they should be watched carefully so that their mistakes can be corrected at the very beginning. The pupils who are having difficulty in writing Spanish need the guidance of a teacher at the early stages so that the accuracy of their written work will be better. The teacher could have helped the pupils in writing a group letter in Spanish to some class in a Spanish-speaking country and thus starting a fruitful correspondence between two schools.

Dialogue VIII

THE WEATHER

¿Qué tiempo hace?

Hace buen tiempo pero, ¿no va a llover?

Sí, me parece que va a llover.

¿Puedes ir conmigo a visitar a mi amigo? (¿Puede usted ir conmigo a visitar a mi amigo?)

No es posible si hace mal tiempo.

¿Tienes un impermeable? (¿Tiene usted un impermeable?)

Sí, pero no sirve y me puedo mojar.

¿Cómo sabes que no va a llover? (¿Cómo sabe usted que no va a llover?)

El periódico dice que va a hacer buen tiempo.

Tal vez tú tienes razón. No va a llover. (Tal vez usted tiene razón. No va a llover.)

¡Vámonos!

Teacher's Questions

¿Qué tiempo hace?

¿Hay luna?

¿Cómo sabes que va a nevar?

(¿Cómo sabe usted que va a nevar?)

¿Es fría la nieve?

¿De qué color es el cielo?

Additional Vocabulary

el agua

la tierra

el cielo

la tormenta

el granizo

el trueno

el hielo

el viento

la lluvia

el lodo

la luna

la neblina

la nieve

la nube

el polvo

el relámpago

el sol

Teaching Materials and Methods. The dialogue was taught through gestures. The teacher asked what the weather was and imitated someone being cold. The pupils answered in Spanish: "Hace frío" After the students had sufficient drill a game was introduced. A pupil went before the class and made some gesture. He asked the class: "¿Qué tiempo hace?" The class or an individual answered depending upon what the gesture seemed to represent. Through gestures a similar game was introduced. The teacher would ask the class, "¿Tengo frío?" and imitate someone being cold. The class would answer: "Sí, usted tiene frío." Other questions used were: "¿Tengo calor? ¿Tengo sed? ¿Tengo hambre? ¿Tengo sueño? ¿Tengo dolor de cabeza? ¿Tengo dolor de estomago?" Each pupil had an opportunity to ask a question to the class.

Evaluation. This unit was very effective, and the pupils enjoyed learning this dialogue through gestures and seemed to retain these sentences more than they did those from most other units. By use of only a few forms from the present tense of the verbs tener, ser, and estar the pupils were able to make many simple Spanish sentences.

Dialogue IX

VISIT TO THE DOCTOR

Buenos días. ¿Es usted el doctor González?

Buenos días. ¿Es qué puedo servirte? (¿En qué puedo servirle?)

Estoy enfermo y necesito tu ayuda. (Estoy enfermo y necesito su ayuda.)

¿Cuáles son los síntomas?

Me duele la garganta y casi no puedo hablar.

Enséñame la lengua por favor. (Enséñeme usted la lengua, por favor.)

Parece roja.

Pon este termómetro en la boca. (Ponga este termómetro en la boca.)

El termómetro indica que tú tienes la fiebre. (El termómetro indica que usted tiene la fiebre.)

¿Qué tengo? ¿Voy a morirme?

No, pero ten cuidado hasta que sienta mejor. (No, pero tenga usted cuidado hasta que sienta mejor.)

Muchas gracias, ¿Cuánto te debo? (¿Cuánto le debo?)

Me debes treinta pesos. (Usted me debe treinta pesos.)

Teacher's Questions

¿Cómo se llama el doctor?

¿Quién tiene los síntomas de un enfermo?

¿Dónde está tu lengua? (¿Dónde está su lengua?)

¿A quién le duele la cabeza?

¿Qué medicina es buena para el dolor de cabeza?

Additional Vocabulary

cansado

sordo

ciego

la vida

el dentista

vivo

el dolor

doloroso

el dolor de dientes

la muerte

muerto

la operación

la pulmonía

el pulso

el resfriado

Teaching Materials and Methods. The teacher acted as the doctor and selected a pupil as the patient. The teacher asked the questions that the pupils had already learned to answer. Each pupil had an opportunity to be in turn the doctor and the patient. The pupils recited without the paper and then with the use of the paper. Gestures were used as much as possible.

Evaluation. The pupils learned this dialogue very quickly because of its use of gestures. Therefore, when such a unit is presented gestures can play a very important part. The more advanced pupils should dramatize the dialogue in front of the class. After the other pupils had heard the dramatization they would participate with more confidence and remember the dialogue much better. The pupils also liked this dialogue because it was humorous and typified a real life situation.

Dialogue X

ROOMS AND FURNITURE

Juan, ¿dónde estás? (¿Dónde está usted?)

Estoy en la sala de clase.

¿Cuándo sales para la casa? (¿Cuándo sale usted para la casa?)

En un rato.

¿Cuántos cuartos hay en tu casa? (¿Cuántos cuartos hay en su casa?)

Mi casa tiene cinco cuartos y un baño.

¿Cuál es el cuarto más pequeño?

Mi habitación es la más pequeña.

¿Cuál es el cuarto más grande?

La sala es el cuarto más grande.

Hay piano en la sala? (¿Hay piano en la sala?)

Sí, y también hay otros muebles.

Teacher's Questions

- ¿Dónde está tu madre? (¿Dónde está su madre?)
 ¿Cuándo sale tu padre para la casa? (¿Cuándo sale su padre para la casa?)
 ¿Cuántos cuartos hay en la escuela?
 ¿Cuál es el cuarto más pequeño de la escuela?
 ¿Cuál es el cuarto más grande de la escuela?
 ¿Cuál es más grande, la sala o la cocina?
 ¿Qué hay en la cocina?
 ¿Qué está sobre la mesa?

Additional VocabularyLa Casa

el cuarto
 la escalera
 la huerta
 el patio
 el piso bajo
 el techo
 el timbre
 la veranda

La alcoba y el baño

la almohada
 el armario
 el baño
 la cama
 el cepillo
 la cómoda
 el dormitorio (la recámara, Mex.)
 el espejo
 la frazada (la cobija, American)
 el jabón
 el lavabo
 el peine
 la sábana

la toalla
 el tocador

La Cocina

la cafetera
 el cajón
 la estufa
 el fregadero
 el paño
 el refrigerador
 el saco
 la sartén
 la llave
 la tetera
 la vajilla

El comedor

la azucarera
 la botella
 la cuchara
 la jarra
 el mantel
 el pimentero
 el plato

el platillo
 el salero
 la servilleta
 la taza
 el tenedor
 el vaso

La sala

la alfombra
 la chimenea
 la cortina
 el escalón
 el fonógrafo
 la lámpara
 la radio
 el reloj
 el sillón
 el teléfono
 la televisión

Teaching Materials and Methods. The pupils wrote sentences on masking tape and pasted them on different pieces of furniture in the classroom.

The pupils did not write the sentences until they had learned to pronounce each sentence as accurately as possible. Some of the sentences used were: "Éste es un cuaderno, Éste es un lápiz, El papel es blanco," and many others.

Evaluation. The pupils became more conscious of learning because the sentences on the objects in the classroom made them better acquainted with the printed word. The pupils must learn proper pronunciation before such an idea can be presented, otherwise they may be careless in their pronunciation. The Spanish teacher does not have to use all the vocabulary presented in this unit. He may select the most important words and teach the rest later if time allows.

Dialogue XI

SONGS AND MUSIC

¿Tocas tú un instrumento? (¿Toca usted un instrumento?)

Sí, toco la trompeta en la orquesta.

También, ¿sabes tú cantar canciones en español? (También, ¿sabe usted cantar canciones en español?)

Sé cantar La cucaracha.

Sabes cantar Allá en el Rancho Grande. (¿Sabe usted cantar Allá en el Rancho Grande?)

Sí, pero podemos cantar mejor con un piano.

¿Quién toca el piano?

José Iturbi toca el piano pero no está aquí.

¡Qué lástima! ¿Tú sabes de él pero no le conoces?, verdad? (¿Usted sabe de él pero no le conoce?, verdad?)

Tú tienes razón (Usted tiene razón). Cantemos una canción.

Teacher's Questions

¿Tocas la guitarra? (¿Toca usted la guitarra?)

¿Sabes cantar canciones en español? (¿Sabe usted cantar canciones en español?)

¿Qué canción sabes? (¿Qué canción sabe usted?)

¿Qué alumno en la clase toca un instrumento?

¿Qué instrumento tocas? (¿Qué instrumento toca usted?)

¿Qué canción cantas? (¿Qué canción canta usted?)

Additional VocabularyLos Instrumentos De Música

el clarinete

la flauta

la guitarra

el órgano

el saxófono

el tambor

el violín

Teaching Materials and Methods. Many songs were introduced in Spanish during the course of the year. The children listened to the pronunciation of the sentences and then imitated the teacher. Then the teacher sang the song in Spanish. A mimeographed sheet of the song was given as soon as the pupils had learned the song thoroughly. Some of the songs sung were: Allá en el Rancho Grande, La cucaracha, Cielito lindo, Fray Felipe, and Verid, venid, zagales, Oh, aldehuera de Belén, and Verid, fieles todos. The new vocabulary consisted of the musical instruments. The pupils also had an opportunity to listen to a record of "My Fair Lady" in Spanish. The fourth, fifth, and sixth grades listened to the songs they knew on tape and learned to listen by means of the earphones and the jackbox set.

Evaluations. The pupils liked to sing and to listen to Spanish music. The fourth grade had difficulty in learning to sing Spanish songs, so it would be advisable to introduce only some very simple songs such as Fray Felipe and a few choruses of some other songs. The pupils should have also been taught some rhymes. Rhymes can be very helpful in teaching the pupils the phonetics and the rythm of the Spanish languages.

Dialogue XII

TRANSPORTATION AND OCCUPATION

¿Cómo vienes tú a la escuela? (¿Cómo viene usted a la escuela?)

Vengo por taxi y a veces a pie.

¿Cuánto te cuesta venir por taxi? (¿Cuánto le cuesta venir por taxi?)

Me cuesta cincuenta centavos.

¿Qué maneja tu padre? (¿Qué maneja su padre?)

Mi padre maneja un automovil.

¿Dónde trabaja tu padre? (¿Dónde trabaja su padre?)

El es un mecánico en el aeropuerto.

¿Sabe tu padre pilotear un avión? (¿Sabe su padre pilotear un avión?)

Por supuesto, pero no tiene su propio avión.

¿A cuántos kilómetros de tu casa está el aeropuerto? (¿A cuántos kilómetros de su casa está el aeropuerto?)

A un kilómetro.

Teacher's Questions

- ¿Cómo vas al pueblo? (¿Cómo va usted al pueblo?)
- ¿Cuánto cuesta la gasolina?
- ¿Qué maneja tu madre? (¿Qué maneja su madre?)
- ¿Dónde trabajas? (¿Dónde trabaja usted?)
- ¿Qué hace tu padre? (¿Qué hace su padre?)
- ¿Sabe tu hermano manejar un automóvil? (¿Sabe su hermano manejar un
automóvil?)
- ¿Es aviador tu padre? (Es aviador su padre?)
- ¿Cuántos kilómetros andas tú cada día? (¿Cuántos kilómetros anda usted
cada día?)

Additional VocabularyLas ocupaciones

el aviador
 el barbero
 el bibliotecario
 el bombero
 el boticario
 el campesino
 el cartero
 el carpintero
 el conserje
 el dentista
 la enfermera
 el especiero
 el ingeniero
 el médico
 el panadero
 el pastor
 el policía
 el zapatero

El viaje

la ambulancia
 el autobús
 el automóvil
 el avión
 el barco
 la bicicleta
 el camión
 el tren

Teaching Materials and Methods. The pupils were told to cut out pictures of people which showed their occupation. They also were told to cut out pictures showing different methods of travel. The pictures were helpful, but gestures were also used. The pictures were used to introduce the first question in the dialogue. "¿Cómo vienes a la escuela? (¿Cómo viene usted a la escuela)!" Pictures of vehicles were shown to the class and they would answer for example: "Vengo por automóvil." Occupations were also done in the same manner through the use of pictures, but the questions were different, for example: "¿Quién es?", then the class would answer: "Es barbero."

Evaluation. Pictures showing the various occupations and methods of travel were hard to find in magazines. The teacher who has such pictures available before introducing this unit would find them very helpful. The Spanish teacher can always borrow pictures from the classroom teacher or inquire as to where certain pictures can be acquired. Many teachers also have a good file of materials which can be helpful in teaching Spanish.

Dialogue XIII

TRAVELING OVERSEAS

¿Viajamos por México?

Sí, vamos por tren.

¿Por qué estados tenemos que pasar?

No sé, ¿en qué dirección está México?

México está al sur de los Estados Unidos.

Después de visitar a México viajamos a Sudamérica.

¡Bueno! ¿Cuánto cuesta volar al Perú?

No tiene importancia, porque soy rico.

¿Cuál es la mejor ruta para ir al Perú?

El camino más corto para ir al Perú es por Miami.

Teacher's Questions

- ¿Viajamos por España?
- ¿Qué ríos tenemos que cruzar?
- ¿En qué dirección está el golfo de México?
- ¿Cuánto cuesta un viaje por avión a España?
- ¿Cuánto vale un peso mexicano en dinero de los Estados Unidos?
- ¿Cuál es la mejor ruta para ir a Chile?

Additional VocabularyLa geografía

el bosque
 la colina
 la costa
 el este
 la isla
 el lago
 el mundo
 el norte
 el oeste
 la ola
 la patria
 el mar
 el río
 el sur
 el valle

Los países

(La) Alemania
 La Argentina
 El Brasil
 Chile
 La China
 Colombia
 (La) España
 (La) Francia
 La India
 (La) Inglaterra
 (La) Italia
 El Japón
 México
 El Perú
 (La) Rusia

El viaje

el automóvil
 el billete
 el coche cama
 el coche comedor
 el compartimiento
 el dinero
 la entrada
 el paquete
 el pasaporte
 la salida
 el tren

Teaching Materials and Methods. This unit could show the correlation between Spanish and social studies in the grades. After the pupils had learned the dialogue using a map as an aid, they could begin learning the names of the Spanish-speaking countries, using the same basic dialogue. They could also learn the names of a few other countries. Through the use of the map they could learn about the rivers, capitals, directions, and the geography of the countries.

Evaluation. The pupils learned the dialogue but because of the lack of time the above teaching materials and methods were not used. A Spanish teacher should have large colored maps on hand. The maps should be simple and easy to understand. The Spanish teacher could have taught a unit on Mexico or some other Spanish-speaking country. The pupils should have an opportunity to act in a short skit or play portraying the people of a Spanish-speaking country.

Teacher's Questions

- ¿Quieres tú ir a Colorado? (¿Quieres usted ir a Colorado?)
- ¿Cuándo vas a visitar a la profesora? (¿Cuándo va usted a visitar a la profesora?)
- ¿Cuál es un pájaro muy grande?
- ¿Cuál es un pájaro muy pequeño?
- ¿Qué insecto es peligroso?
- ¿Qué insecto causa la malaria?

Additional VocabularyLos Insectos

la abeja
 la araña
 la cucaracha
 la hormiga
 la mariposa
 la mosca
 el mosquito

Los Pájaros

el águila
 el buho
 el canario
 el cardenal
 la gallina
 el gallo
 el gorrión
 la paloma
 el pato

Los Arboles

el álamo
 el manzano
 el olmo
 el peral
 el pino

Teaching Materials and Methods. The pupils should have an opportunity to take a walk around the school grounds with their Spanish teacher and ask the Spanish equivalent of a few common insects, birds, trees, and flowers. The teacher should also teach the pupils to say a few phrases about their state and country in Spanish. This dialogue also gave them a chance to review dialogue XIII on Traveling Overseas. The pupils could also learn about some of the cities and states in the United States that have Spanish names.

Evaluation. The pupils have a tendency to be curious about the things around them, and nature is no exception. By guiding the pupils around the school grounds they can learn how to ask questions in Spanish and have a good review on the interrogative words.

Dialogue XV

READING, WRITING, AND ARITHMETIC

¿Hablas español? (¿Habla usted español?)

Sí, señor, un poquito.

¿Qué otros cursos estudias? (¿Qué otros cursos estudia usted?)

Estudio la lectura, la escritura, y la aritmética.

¿Qué historia lees en en la lectura? (¿Qué historia lee usted en la lectura?)

Leo de Benito Juárez de México.

¿Sabes escribir el alfabeto? (¿Sabe usted escribir el alfabeto?)

Por supuesto. Nosotros estamos en el sexto grado.

¿Recibes buenas notas en el sexto grado? (¿Recibe usted buenas notas en el sexto grado?)

Sí, pero es muy difícil pronunciar los vocales A, E, I, O, U.

¿Qué curso es el más difícil para ti? (¿Qué curso es el más difícil para usted?)

La aritmética es el curso más difícil para mí.

Teacher's Questions

- ¿Hablas inglés? (¿Habla usted inglés?)
- ¿Qué cosa es más difícil: sumar, restar, multiplicar o dividir?
- ¿Sabes sumar en español? (¿Sabe usted sumar en español?)
- ¿Recibes tú buenas notas en la aritmética? (¿Recibe usted buenas notas en la aritmética?)

Additional VocabularyLos Estudios

- las artes manuales
- la biología
- la economía doméstica
- el dibujo
- la escritura
- la física
- la geografía
- la historia
- las matemáticas
- la química

Idiomas

- el alemán
- el español
- el francés

Teaching Materials and Methods. The pupils had an opportunity to add, subtract, multiply, and divide. The pupils were given the problem orally and later they had an opportunity to compete against each other on the blackboard. They also had an opportunity to converse and write a few simple sentences about the past dialogue and a review was also given.

Evaluation. The pupils responded very well in working arithmetic problems in Spanish. They participated with enthusiasm as the teacher gave them arithmetic problems orally, and they wrote the figures on the blackboard. The competitive spirit was greater in working arithmetic problems than in any other phase of teaching Spanish. There were times that the Spanish teacher began teaching just after the classroom teacher had finished giving the pupils arithmetic problems. The Spanish teacher felt that this would be an appropriate time to introduce simple arithmetic problems in Spanish and show a definite correlation between arithmetic and Spanish.

CHAPTER IV

TEACHING AIDS AND METHODS

This section will cover the different teaching aids and methods that teachers can use in order to make Spanish more interesting to the pupils. Many of these teaching aids were used by the author, but others could be used and could prove helpful in correlation with the daily dialogue. Each teacher should become acquainted with as many teaching aids and methods as possible.

The teaching aids and methods can be divided into the following classifications: (1) classroom realia, (2) written materials, and (3) extra-curricular activities. The realia will be presented in the following order: blackboards; display materials; bulletin boards; mobiles, models, and miniatures; pictures, paintings and posters; calendars; flash cards; charts, graphs, and diagrams; flags; maps and globes; and musical instruments. The written materials used were notebooks and scrapbooks, periodicals and magazines, and readers and storybooks. Extra-curricular activities include games, rhymes, programs and dramatizations, songs, hobbies, and audio-visual materials.

Blackboards The blackboard was only used to facilitate group instruction and to help the teacher with a medium of presenting arithmetic problems, telling time, and allowing the children to write phrases and sentences in Spanish providing they had already learned to speak them in Spanish.

The teacher recited the numbers from one to ten, and the children had an opportunity to listen before they repeated the numbers. The figures one to ten were placed on the blackboard, and they were pointed to with a ruler. The class recited in unison as the teacher pointed to a specific number. The pupils soon learned to work arithmetic problems as they were dictated in Spanish.

One might have each child give his or her telephone number and the number of his house. The telephone numbers, following the Latin-American fashion, might be given in pairs as 14-28. When the pupils began to do simple addition and subtraction, they wrote each problem on the blackboard in figures. Each problem was asked in Spanish:

Cuántos son dos y dos? Dos y dos son cuatro.
 Cuántos son tres y cinco? Tres y cinco son ocho.
 Cuántos son seis menos cuatro? Seis menos cuatro son dos.
 Cuántos son quince menos diez? Quince menos diez son cinco, etc.

The teacher pointed to concrete objects and pictures, showing many of a kind, and had the class count the objects in Spanish. The pupils counted almost every day. After the pupils could count with good pronunciation and clear enunciation counting was used for jumping rope, bouncing a ball, counting out in a game, counting objects in the room, etc.

Teaching the pupils to tell time was not presented until they had learned to count to thirty. A good aid for telling time was presented with an educational clock dial. Another clock which could be used is the Hickory Dickory Clock, which has movable hands.⁶ If a clock like the above

⁶Hickory Dickory Clock. (Kane, Pennsylvania: Holgate Brothers Company).

were not available the Spanish teacher could draw a picture of a clock on the blackboard showing the different hours. The method of teaching the pupils how to tell time would depend upon the Spanish teacher and the learning level of the class.

The pupils did not write phrases and sentences on the blackboard until they had learned the proper pronunciation. The pupils were given questions from the storybook, Juan y María.⁷ They had already learned how to answer the questions by using words from the questions themselves. For example, as a review they were asked the following question: "¿Es Juan un muchacho?" The pupils, one or more, would then write; "Sí, Juan es un muchacho."

Display Materials All displays should be related to the lesson that is being taught at that time. The pupils could gain much experience if they gathered, collected, and displayed the materials themselves. The teacher should limit the observation to objects directly related to the culture of the Spanish-speaking countries studied by the pupils. The displays used could depict the fiestas and holidays celebrated in Latin-American countries. Such displays could show a scene taking place in a market in Mexico. Dolls could be purchased representing some of the colorful costumes.⁸ Gourds could also be brought and painted by the pupils to represent different kinds of fruit.⁹

⁷Lois Hale and Reuby S. Rhodes, Juan y María, (Austin: The Steck Company, 1953), 64 pp.

⁸Set of two dolls representing the typical charro and china (Dallas: Banks Upshaw and Company).

⁹Gourds, ibid.

Bulletin boards The bulletin board can be a very important phase of teaching Spanish. It can be used to present materials before the lesson related to it is presented or after the lesson is presented. The pupils should fix the bulletin board with the proper guidance of a teacher. It is important that once the bulletin-board materials have been displayed for a while, there should be a change. The bulletin-board materials can consist of pictures of people, animals, objects, and scenery depicting life in Spanish-speaking countries. Pictures about the above-mentioned materials can be found in old magazines. Addresses showing information sources regarding pictures about Spanish-speaking countries can be acquired from a New Mexico state bulletin.¹⁰ Bruce Miller also has free or inexpensive pictures for the classroom.¹¹ Flannel graph pictures can also be helpful in teaching Spanish effectively.

Mobiles, Models, and Miniatures Mobiles are small pictures hung on a large string and representing food, animals, people, and countries. Some mobiles are available from fruit companies, bread companies, and candy companies. These mobiles could be displayed until everyone had learned the Spanish equivalent for the picture. The pupils could enjoy making their own mobiles from coat-hangers, using sticks, string, and paper cut-outs of foods or other things.

¹⁰Georgia L. Lusk, Spanish, Aids and Suggestions for High School Teachers (Santa Fe, New Mexico: New Mexico State Board of Education, 1957, Bulletin no. 29), p. 152.

¹¹Bruce Miller, Sources of Free and Inexpensive Pictures for the Classroom (Ontario, California, printed by the author).

All models represent an imitation of the original, whether they work or not. A "mock-up" shows the important elements of the original. An example of a good "mock-up" would be a model airplane. The teacher could build an airplane in class, naming the parts in Spanish. The constructing of a small house, car, person, or animal could serve a definite purpose. The pupils could take turns each day naming each part to the mock-up as it was being constructed. The pupils could keep on constructing the "mock-up" until he forgot the Spanish word for the next part to be put in place. This method of teaching should stop when the teacher noticed a lack of interest in the pupils.

Miniatures such as doll furniture could be very helpful in learning about the home. The miniatures could also represent tools and fixtures usually found in a home. Miniatures could be helpful in setting up displays and scenes. Miniatures of people and animals could help teach the parts of the body, the colors, the numbers, and the names of the objects. At Christmas-time a nacimiento showing the nativity scene could be set up.

Pictures, Paintings, and Posters The pupils could bring photographs of places in Spanish-speaking countries they have visited and show them to the class with the use of an opaque projector. As the photographs were on the screen the teacher could ask simple Spanish questions regarding the photograph. Colored photographs would be more appealing and interesting to the class, but black and white would suffice.

Through paintings and pictures pupils could interpret the way of life in other countries. The class could always find an opportunity for group

conversation in trying to discuss the painting in Spanish. The teacher could ask simple questions about the picture as a beginning for conversation. An accordion-fold panel of good-looking pictures could be purchased for fifty cents and be shown to the pupils.¹² Twenty color prints showing pottery venders and other typical figures could also be purchased.¹³ The posters selected for classroom use should stimulate school and class interest in Spanish. The posters should be interesting and colorful enough to add a Spanish atmosphere to the classroom. The pupils could make a poster showing Columbus discovering the new world. Perhaps some pupils could draw pictures of the three ships, La Pinta, La Niña, y La Santa María. They might even make a map of the Indies. With the help of the teacher, the pupils could prepare a dialogue in Spanish, dramatizing Christopher Columbus discovering the new world. The teacher of Spanish should acquire addresses about poster materials concerning Spanish-speaking countries.¹⁴ Travel posters could also be very helpful for classroom use.¹⁵

Calendars. A Spanish calendar should be in each room.¹⁶ The use of a Spanish calendar was very helpful in teaching the days of the week, months of the year, and the seasons. An explanation as to how this was done was

¹²México Típico (Banks Upshaw and Company).

¹³National Types of Mexico, *ibid.*

¹⁴Roy E. Mosher, Modern Language Handbook (Albany, New York; Bureau of Secondary Curriculum Development, New York State Education Department, 1957), pp. 110-111

¹⁵Travel Posters, (Washington 6, D. C.: Pan American Union).

¹⁶Calendars in Spanish (600 Fifth Avenue, New York: Pan American World Airways).

referred to after the presentation of dialogue IV (page 19). Some calendars have some very good illustrations and information about the fiestas in Mexico.¹⁷ Other calendars show the Spanish anniversaries.¹⁸ A third type of calendar has some folklore information.¹⁹

Flash cards Flash cards were often helpful in teaching Spanish.²⁰ The flash cards were always arranged to produce complete sentences, for example: "El gato es blanco." The cards had pictures on one side and the pictures with the printed word in Spanish on the other side. Only a few flash cards were introduced at one time, and more were added as the class improved in fluency. The flash cards were to provide the pupils with a systematic approach to drill and to furnish the class or each pupil with a proper sentence each time an object was named. The flash cards were not used for prolonged periods of time.

Each pupil tried to guess with his eyes closed what picture the teacher had picked up and shown to the class. The class clapped its hands to show that it was ready, and the child with eyes still closed then guessed what the picture was. He asked: "¿Es una muñeca?" "¿Es una casa?", etc.

¹⁷Calendario de Fiestas en México (México, D. F.: Dirección general de Turismo).

¹⁸Willis Knapp Jones, Calendar of Spanish Anniversaries (Banks, Upshaw and Company).

¹⁹Julio Sánchez García, Calendario folklórico de fiestas en la República Mexicana (Ed. Porrúa, S. A., México D. F.).

²⁰Marjorie Lowry Pei, Spanish Vocabulary Words, Set I, 50 cards (Saint Louis: The Gelles-Wedmer Company, 1959).

To the question the other children answered in chorus. "Sí, es una muñeca" or "No, no es una casa."²¹

One could divide the children into two groups, and one child from each group in turn would pick up a picture. In each case the child must give a complete sentence: "Es un conejo," etc. to the teacher's question: "¿Qué es esto?"²² The pupils who picked up a picture must say a complete sentence in order to keep the card, for example: "Yo bebo la leche." The child having the greatest number of pictures or objects at the end of the game would win. The child might say such things as: "Es el pan," or "Yo como la lechuga," or "Es una muñeca," etc.

Charts, Graphs, and Diagrams These could be used to summarize information about Spanish-speaking countries such as products, population, and mileage from place to place. The pupils often are more interested when knowledge about other countries is presented in Spanish. For this the important information only should be shown in order to avoid over-crowding of facts. A picture dictionary could be purchased which would enable pupils to identify new words.²³ There is also a set of wall pictures that could aid in conversation.²⁴

²¹Carl F. Hansen, A Guide For the Teaching of Spanish in the Elementary Schools (Washington, D. C.: Public Schools of the District of Columbia, 1959), p. 10.

²²Ibid, p. 17.

²³The Picture Dictionary (Darien, Connecticut: Educational Publishing Company).

²⁴Wall Pictures for Conversation (585 Water Road, New York, 2: Thoresen's Inc.).

Flags When the pupils began studying about the different Spanish-speaking countries their curiosity was aroused about many things but nothing as colorful as the country's flag. Flags could be made by the pupils on paper. Each pupil could choose a specific country and describe its flag. Perhaps a set of Pan American flags could be purchased.²⁵ The pupils would thus have a good opportunity to review the colors and to learn them much better.

Maps and Globes The use of maps and globes are helpful in showing the pupils the relationship between places. The maps should be very simple and large so that they can be easily seen by the pupils. The teaching of maps should never be a separate subject but should correlate with many phases of teaching Spanish. Some of the things that could be taught are the directions, mileage, highway symbols, government, religion, and any other things that the pupils would find interesting to know of other countries. Desk maps of all Spanish-speaking countries could be purchased so the pupils would have individual maps to study and color.²⁶ A large pictorial map of Mexico would present a decorative atmosphere in the room.²⁷ The class would find a World Relief Map helpful in showing air distance between principal cities and time zones.²⁸ When the pupils have familiarized themselves

²⁵Pan American Flags (Banks Upshaw and Company)

²⁶Cartocraft Desk Maps (Chicago: Denoyer-Geppert Company).

²⁷Pictorial Map of Mexico (Banks Upshaw and Company).

²⁸World Relief Map (Long Island, New York: Pan American World Airways System).

thoroughly with the map, individual dialogues could be presented to the class about a Spanish-speaking country.

Musical instruments A good time to learn the names of the musical instruments is before a musical program. The pupils could learn a little about the origin of the instruments they play and with the help of the Spanish teacher construct a short basic dialogue about an instrument. The teacher and pupils could acquaint themselves with the instruments of other countries. A film can be borrowed on a free loan basis which not only shows the characteristic dancers of Venezuela but also some of the instruments played.²⁹

B. Written Materials

Notebooks and scrapbooks The sixth-grade pupils kept notebooks showing the new dialogues and the new vocabulary words. The notebook could be sectionized in the following order: Dialogues, rhymes, and songs. The mimeograph material may be placed in the notebooks. A scrapbook should be made by the pupils and should be checked by the teacher as often as possible. Keeping a neat scrapbook will not only depend upon the pupil but upon the guidance of the Spanish teacher.

Periodicals and Magazines The pupils enjoyed reading the advertisements from a Spanish newspaper.³⁰ Such a newspaper can be very helpful in creating an atmosphere of learning. The pupils may read aloud from the newspaper but only if they have heard the word in Spanish. A good monthly magazine

²⁹Ritmo Folklórico (New York: Creole Petroleum Corporation).

³⁰Excelsior, el periódico de la vida nacional (Apartado 120 bis, Mexico 1, D. F.), The issue of Sunday, February 7, 1960, was used.

which always has a colorful and pictorial lesson is called Mexico This Month.³¹ This illustrated magazine is in Spanish and English and has good information about customs and culture of Mexico.

Readers and Story books The reader, Juan y María, was used during the year.³² The pupils were not allowed to open their readers until they had recited the sentences in Spanish. Each pupil had an opportunity to read at least once a day when the readers were being used. Questions were given in the reader, and the pupils readily answered them. The children learned to read quickly and accurately. The teacher had given the dialogue earlier, dealing with the family, animals, and the colors. These pupils had become well accustomed to hearing the vowel sounds, and the majority of the pupils read well.

The pupils who are advanced enough could read individual readers. The teacher could record the story and have a pupil listen to it through ear-phones. Two or three pupils could listen to the master voice and recite between the pauses. There is a good Spanish series of books about the children of the Americas.³³ Another interesting story is about a whale.³⁴ The same company also puts out another one about a duck.³⁵

³¹Mexico This Month (Atenas 42-601, Mexico, 6, D. F.) The issue of May, 1960, was used.

³²Hale and Rhodes, op. cit.

³³Edna Babcock, and Catherine Cooper, Children of the Americas Spanish Series (609 Mission, San Francisco, California: Harr Wagner Publishing Company).

³⁴Patricia King, Elena la ballena. (Chicago: Follett Publishing Company, 1960), 27 pp.

³⁵Nicholas P. Georyiady, and Louis G. Romano, Tulita la patita (Follett Publishing Company 1960). 29 pp.

C. Extra-Curricular Activities

Games All the games were selected because of their practability, interest, and their relationship to the dialogus presented. The first game is about setting the table. A child is chosen to set the table. As he picks up each object, he names it, puts it on the table, and says: "Es un plato, es un vaso, etc. This is a good place to introduce the commands: Pon la mesa (Ponga usted la mesa). A variation could be that the child chosen to set the table would say to each child in turn, Dame tú el plato, (Dáme usted el plato) el vaso, por favor, etc. The child spoken to would pick up the article desired and give it to the first child, who would say: "Gracias, María, Juan," etc. to which the other would reply: "De nada."³⁶

Let the children make different pictures for breakfast, lunch and dinner, by pasting on a sheet of paper or cardboard, pictures cut out from brightly colored advertisements. When there is a good collection of these pictures of food, give one to each pupil. Then have each pupil hold his picture up so that all can see it. Then pointing to each article of food or drink, have the child say in Spanish what he is eating or drinking, for example:

Yo como carne.
Yo como patatas.
Yo como legumbres.
Yo como manzanas.
Yo bebo leche.

This can be varied by having one child ask another: "¿Qué comes?" (¿Qué come usted?) "¿Qué bebes?" (¿Qué bebe usted?), and having the questioner

³⁶Hansen, op. cit. p. 35.

point to the article of food or drink. Each pupil answers using complete sentences as shown above.³⁷

Divide the children into two groups and appoint a leader to choose and hold up the pictures or objects to be identified. In each case the child must answer in a complete sentence: "Es un conejo," etc. to the leader's question "¿Qué es esto?"³⁸

Simón dice may be played in Spanish. The leader stands before the class and says: "Simón dice el pelo," whereupon the children all touch their hair. The leader continues: "Simón dice la boca," and each touches his mouth. If the leader says simply la oreja, no one touches his ear, because the leader did not say: Simón dice. A child who does the action without hearing Simón dice is out of the game. If the class is divided into two groups, a child obeying without hearing Simón dice scores a penalty against his team. The team with the lowest number of penalties wins.³⁹

A child hides an object or the picture of something behind his back. The others take turns asking: "¿Qué tienes? (¿Qué tiene usted?)" He answers each time with a descriptive word or expression of place that will give a clue without giving away the word, for example:

Tengo una cosa bonita.
Tengo una cosa pequeña.
Tengo una cosa blanca.
Tengo una cosa en la casa.

³⁷Ibid, p. 35.

³⁸Edward Medina, Suggestions for the Teaching of Spanish in the Elementary Schools (Carlsbad, New Mexico: Carlsbad City Schools, 1954), p. 17.

³⁹Hansen, op. cit., p. 67.

When a child thinks he knows the object, he asks, "¿Es un gato?" The child replies: "Sí, es un gato."⁴⁰

Divide the pupils into two teams. Have a pupil in turn ask another pupil a question about some object in the room. The pupil describes an object in the following manner: "Es median, es rojo, blanco y azul." If the pupil being asked can not identify the object he must sit down. The team having the most pupils standing at the end of the game wins. The pupils should also learn to question in the following manner: "¿Qué es esto?" "¿Quién es?" "¿De qué color es?"

One child is chosen to leave the room. The class selects an object or picture. When the class has made its choice, the child reenters and by asking first one child and then another: "¿Qué ves?" "(¿Qué ve usted?)" he tries to guess what it is by describing the object without giving away the name of the object, for example:

Veo una cosa pequeña.
Es amarilla.
Es de madera.

When the child thinks he knows what the object is, he may ask: "¿Es un lápiz?" and the class will answer, "Sí, es un lápiz."

The pupils can have a spelling bee as they would in English. They should learn to spell using the Spanish alphabet. All give a sentence after the Spanish word is spelled.

For las categorías, call the two teams "Los rojos" and "Los azules". The teacher will have ready numbers of lists of four or five words, all

⁴⁰Ibid, p. 35.

but one of which belong in the same category. The teacher reads a list to the first pupil who is to pick out the word that does not belong in that category. A correct answer, following the procedures in a spelling match, gains a point for the side giving it. Here are some sample categories:⁴¹

Blanco, rosa, violeta, pequeño, verde (pequeño)
 El nene, la madre, la mesa, el hermano (la mesa)
 La lámpara, la silla, el aparador, la pluma (la pluma)

Using pictures or a doll house with movable furniture, a pupil says, "Dame una cama, por favor. (Déme usted una cama, por favor)." Another picks up the object or a picture of it and says: "Aquí está la cama." This pupil may then say: "Enséñame una silla," (Enséñeme una silla)." Continue in this way until all children have taken part in the dialogue about the house. It is good to use the courtesy expressions as por favor, gracias, and de nada, throughout the game.⁴²

Have a leader or different pupils individually pantomime such things as being cold, hot, sick, tired, having different aches, eating, drinking, dancing, etc. and let the class guess what each is expressing. Possible pantomimes would be:

Tú tienes calor, frío, hambre, sed, dolor de estómago, etc.
 Tú comes, bebes, bailas, etc.

Divide the children into two teams and let them take turns at answering. Hand each in turn a piece of colored paper. The pupil is to name the color and to say a sensible statement using the color, "El vestido es rojo."

⁴¹Ibid, p. 67.

⁴²Ibid, p. 81.

Count the naming of the color one point and the sentence one point. The team with the greater number of points wins.

One pupil is leader. He chooses a pupil to be blindfolded. He then motions to another pupil to shake hands with the blindfolded pupil and says: "Buenos días, amigo." The first replies: "Buenos días, amigo. ¿Quién eres? (¿Quién es usted?)" The second replies: "Soy niño", or "Soy niña." This gives the blindfolded pupil a chance to hear the other's voice and to guess, "Es María." If he guesses correctly, all the other pupils say: "Sí, es María." If he guesses incorrectly, they say: "No, no es María." If the right person is not guessed in three attempts another pupil is blindfolded and the game proceeds as before.⁴³

A pupil goes out of the room, while the others agree upon a person whom they shall all collectively be. This is good because it enables the other pupil to use the tú or usted form in his questions. It can be reversed to: "¿Quién soy yo?" When the class is ready, the pupil enters and tries to find out who the person is by asking such questions as:⁴⁴

¿Eres tú niño? (¿Es usted niño?)
 ¿Eres tú hombre? (¿Es usted hombre?)
 ¿Estás en la escuela? (¿Está usted en la escuela?)
 ¿Tienes una casa? (¿Tiene usted una casa?)
 ¿Vives en Washington? (¿Vive usted en Washington?)
 ¿Vives en la casa blanca? (¿Vive usted en La Casa Blanca?)
 ¿Eres el presidente? (¿Es usted el presidente?)

⁴³Ibid, p. 9.

⁴⁴Ibid, p. 82.

Place on a table or around the room any articles or pictures and say: "Dáme un libro (Dáme usted un libro), dos lápices, seis sombreros," etc. These commands should be addressed to the pupils in turn from each team. If a child responds with the correct action, his team scores one. The team with the greatest number of points wins. When a child responds correctly, the leader is to say: "Gracias, Juan" (calling the correct name of the pupil), and the child should answer: "De nada."

Make a frieze of pictures representing the words that the children have learned, so that it extends around the room. Choose a pupil to select one picture and have him give the Spanish word for the picture saying: "Este es un niño." If he gets the right word, he retains the picture in his hand. The pupil holding the largest number of pictures at the end wins the game.

The players are seated around the leader, who places the palms of his hands on his knees. All the players do the same thing. When the leader says: "¿Vuelan, vuelan los pájaros?" or any other creature that flies, he raises his arms as if extending them like wings. All the players must imitate him, answering vuelan, but when the leader names another animal like camello, cabra or tigre, incapable of flying, the one who makes a mistake must become the leader.⁴⁵

Rhymes The learning of rhymes can be useful in teaching the phonetics of the Spanish language. The following are some practical rhymes:

⁴⁵Medina, op. cit. p. 22.

a ----- el burro se va
 e ----- el burro se fué
 i ----- el burro está aquí
 o ----- el burro se ahogó
 u ----- el burro ¡eres tú!⁴⁶

a -- e -- i -- o -- u
 El burro sabe más que tú.⁴⁷

Jingle with the trilled r:⁴⁸

rr con rr cigarro;
 rr con rr barril;
 rápidos corren las ruedas;
 detrás del ferrocarril.

El Conejo:⁴⁹

Uno, dos, tres, cuatro, cinco,
 Cogi un conejo de un brinco.
 Seis, siete, ocho, nueve, diez,
 Se me ha escapado otra vez.

A jingle for counting out in games, similar to "Eeny, Meeny, Miny
 Mo",⁵⁰

⁴⁶ Agnes Marie Brady, Spanish In The Grade Schools (Lawrence: University of Kansas, 1951), volume I, p. 5.

⁴⁷ Ibid, p. 54.

⁴⁸ Ibid, p. 56.

⁴⁹ Hansen, op. cit. p. 19.

⁵⁰ Ibid, p. 36.

Tin marín, de San Pingüey
 Cúcara macara, títere, fué.
 Pasó la mula por San Miguel,
 Una, dos, y tres.

Los días de la semana:⁵¹

Los días de trabajo son seis:
 lunes uno, martes, dos
 miércoles tres.
 Los días de trabajo son seis:
 jueves cuatro, viernes
 cinco, sábado seis.

Lunes y martes y miércoles, tres,
 Lunes y martes y miércoles, tres,
 Jueves y viernes y sábado, seis,
 Jueves y viernes y sábado, seis,
 (repeat)
 ¡Domingo, siete!⁵²

Los Meses:⁵³

Treinta días tiene septiembre
 con abril, junio y noviembre.
 Veinte y ocho tiene uno.
 Y los demás, treinta y uno.

Since the Salute to the Flag is a daily exercise in the grade school
 the children may enjoy learning and saying the Salute to the Flag in Spanish:⁵⁴

⁵¹Ibid, p. 82.

⁵²Brady, op. cit. p. 15.

⁵³Hansen, op. cit. p. 53.

⁵⁴Ibid, p. 53.

Juro fidelidad a la bandera de los Estados Unidos y a la República que representa, una nación poderosa e indivisible con libertad y justicia para todos.

The Lord's Prayer can also be taught in Spanish, as follows:⁵⁵

Padre nuestro, que estás en los cielos,
 santificado sea el Tu nombre,
 venga a nos el Tu reino,
 hágase Tu voluntad,
 así en la tierra, como en el cielo,
 el pan nuestro de cada día dánoslo hoy
 y perdónanos nuestras deudas,
 como también nosotros perdonamos a nuestros deudores,
 y no nos dejes caer en tentación
 mas líbranos del mal
 porque Tuyo es el reino y el poder, y la gloria,
 por todos los siglos. Amén.

The pupils are well acquainted with the rhyme, patty cakes
 (Tortillitas)⁵⁶

Tortillitas, tortillitas,
 Tortillitas para papá;
 Tortillitas para mamá;
 Tortillitas de salvado
 Para papá, que está enojado.
 Tortillitas de manteca
 Para mamá, que está contenta.

Other rhymes are:

Me gusta la leche,
 Me gusta el café;
 Pero más me gustan
 Los ojos de usted.⁵⁷

⁵⁵Taken from the Holy Bible.

⁵⁶Mortimer Brown, A Manual of Materials, Aids, and Techniques for the Teaching of English-Speaking Children in the First Grade (Austin, Texas: El Paso Public School, 1952), p. 24.

⁵⁷Hansen, op. cit. p. 19.

La rosa es roja,
 La violeta azul,
 El azúcar es dulce,
 Y también tú.⁵⁸

Riqui, ran, riqui, ran,
 Los maderos de San Juan
 piden pan y no les dan;
 piden queso
 y les dan un hueso
 en las tablas del pescuezo;
 Riqui, riqui, riqui, ran,
 con cebolla y sasafrás.⁵⁹

La rosa cayó en el agua
 pero no se deshojó,
 Manita me quiere mucho
 pero más la quiero yo.⁶⁰

Que bien te vas!
 Que bien te ves!
 Pareces chango
 comiendo nuez.⁶¹

Cómo como?
 Como como como.⁶²

⁵⁸Ibid, p. 19.

⁵⁹Brown, *op. cit.* p. 35.

⁶⁰Hansen, *op. cit.* p. 53.

⁶¹Brady, *op. cit.* p. 59.

⁶²Ibid, p. 59.

This is played with the fingers:⁶³

Este toca el tambor,
 pom, pom, pom;
 Este la guitarra,
 rom, rom, rom;
 Este los platillos,
 cin, cin, cin;
 Y este la campanita
 ' tilín, tilín, tilín.

The following can be used to teach the children the different sounds that animals make:⁶⁴

El perro ladra,
 ladra el perro:
 guau, guau, guau,
 guau, guau, guau.

El gato maulla,
 maulla el gato:
 miau, miau, miau,
 miau, miau, miau.

El pato grazna
 grazna el pato:
 cuac, cuac, cuac,
 cuac, cuac, cuac.

El gallo canta,
 canta el gallo:
 qui-ri-ri-qui,
 qui-ri-ri-qui.

Los pájaros gorjean,
 gorjean los pájaros:
 pío, pío, pío,
 Pío, pío, pío.

⁶³Hansen, op. cit. p. 53.

⁶⁴Brady, op. cit. p. 10.

El burro rebuzna
 rebuzna el burro:
 jijá, jijá, jijá,
 jijá, jijá, jijá.

La vaca muge
 muge la vaca:
 mu, mu, mu,
 mu, mu, mu.

Programs and Dramatizations The pupils should have an opportunity to put on a short play or skit. The plays should be in simple Spanish sentences. After the pupils have had a chance to perform well enough, they could perform for the entire school or their parents. Some plays about present-day scenes can be easily done by the fifth and sixth grades.⁶⁵ There are also some skits that the upper grades would find amusing.⁶⁶ If the pupils are musically inclined a simple play with a musical score might be used.⁶⁷ There is also a section in the play book which has directions for making costumes. Some encyclopedias show the way people from other countries sometimes dress. The pupils could put on a doll show or have an opportunity to show those costumes during a Parent-Teachers' Association meeting.⁶⁸

Songs Almost all pupils like to sing. The pupils should hear the song sung in Spanish first and then the class should have an opportunity to pronounce each stanza before seeing the printed word. Some of the songs the children liked to sing were Allá en el Rancho Grande, La cucaracha,

⁶⁵Katherine Duniway, Comedias interpretadas (Banks Upshaw and Company).

⁶⁶Escenas cortas y cuadros cómicos (Hastings-on-Hudson, New York: Gessler Publishing Company).

⁶⁷Eloise Roach, Siete piezas fáciles (Banks Upshaw and Company).

⁶⁸Nina R. Jordan, "Costume Dolls", World Book Encyclopedia (Chicago: Field Enterprises Educational Corporation), pp. 2046-54.

and Cielete lindo. There are a number of song books which have the words to these and other songs.⁶⁹ A song the pupils always liked to sing was Fray Felipe.⁷⁰

Fray Felipe
 Fray Felipe, Fray Felipe
 '¿Duermes tú? ¿Duermes tú?
 Toca la campana; Toca la campana
 ¡Din, din, don! ¡Din, din, don!

A book is available which contains thirty popular songs and some Christmas Carols.⁷¹ Some of the songs the pupils sang were in Spanish translation: Oh Come All Ye Faithful, It Came upon a Midnight Clear, Silent Night, and Oh, Little Town of Bethlehem. Some of these Christmas songs can be found in a song book with words and music.⁷² After the pupils had learned to sing the Christmas songs, all six grades had an opportunity to sing in the hall at school.

Hobbies A number of pupils have hobbies. A good hobby is stamp-collecting. The children could bring stamps from Spain and Latin-American countries and thus become better acquainted with these countries. Pupils who have visited some Spanish-speaking country may have collected pottery, hats, beads, belts, bags, sarapes, baskets, straw toys, dolls and wooden toys from various areas. The teacher may have an exhibit. All the pupils who have or can borrow souvenirs from some Spanish-speaking country can bring them to the classroom. Such a collection of objects can create a Spanish atmosphere and a better understanding of people from Latin-American

⁶⁹Canciones populares de España y de México (Ithaca, New York: The Thrift Press).

⁷⁰Brady, op. cit. p. 7.

⁷¹Aires favoritos (Gessler Publishing Company).

⁷²Canciones de Navidad (The Thrift Press).

countries. Pupils who bring souvenirs will usually be curious about their prize possession and ask some very interesting questions. A book is available which can answer many questions about the arts and crafts of Mexico.⁷³

Sports play an important part in many pupils' lives. The Spanish teacher could encourage the pupils who like sports to learn to keep score in Spanish. The pupils could also learn about sports in Spanish-speaking countries such as jai-alai, Spanish football, and bull-fighting.

A teacher who has become interested in magic could find it helpful as a teaching aid. There are many simple magic tricks which involve colors, numbers, animals, and many objects. Magic could be an asset in teaching Spanish not only to the elementary grades but to the secondary school as well.

Audio-Visual Materials The Spanish teacher should select suitable filmstrips which would meet the needs and the interest of the class. The success of the filmstrips will depend largely on the skill and enthusiasm of the teacher. The use of a filmstrip serves as a basis for conversation in Spanish and it unifies a previous lesson. Most filmstrips without the printed word are very effective and if the filmstrip is in color it even provides interesting material in an attractive setting and opens the way for a pupil to express himself freely, using simple Spanish sentences. Every

⁷³Patricia Fent Ross, Made in Mexico (New York: Alfred A Knopf, 1952), 329 pp.

teacher should familiarize himself with the content of the filmstrip and, if a script is available with the filmstrips, the pupils should become familiar with the new words and sentences. The introduction to the filmstrip should be short and one should not spend too much time on each frame or the lesson will drag and the pupils will lose interest. After the filmstrip is shown a review should take place by pointing only to the important highlights of the filmstrip. The pupils like filmstrips in color and there are good ones on Cortes and Pizarro.⁷⁴ Filmstrips can correlate with social studies and a helpful filmstrip on explorers can be borrowed.⁷⁵

The teacher who desires to show the pupils a film should consider many things. After the teacher has acquired the film he should preview it to see if it is suitable. The teacher should ask himself the following questions: (1) Is it directly related to the material discussed in class?; (2) Is it interesting and is the vocabulary on the level of the class?; (3) Are there points of interest that should be indicated before the film is shown? After the teacher has shown the film a discussion should follow in Spanish and then the film should be shown again. The teacher showed a film to the fourth, fifth, and sixth grades that was found suitable.⁷⁶ Reference to other films will be found in the bibliography.

⁷⁴Cortes and the Conquest of Mexico, and Pizarro and the Conquest of Peru (Boyd's, Maryland: Language Training Center, Language Aids).

⁷⁵Spanish Explorers (Jamaica, New York: Eye-Gate House, Inc.).

⁷⁶La Familia Sánchez (1150 Wilmette Avenue; Wilmette, Illinois: Britannica Films).

Chapter V

CONCLUSIONS

The curriculum prepared and used during the entire year was experimental. It was felt at the beginning of the year that teaching the pupils to converse in simple Spanish would be the chief aim. The teacher avoided the use of English as much as possible so that this aim would be better accomplished. The pupils responded very well, and the majority seemed to understand the Spanish presented through gestures without direct translation.

The first and second grades received the same dialogue. The teacher thought that they were given more than they actually retained, because these two grades had only received fifteen minutes a week instruction. The third grade learned to converse much better in Spanish because of the greater time element and the fact that the pupils were older. This group received fifteen minutes of instruction twice a week.

Action games and songs played a large part in teaching the lower grades. The writer feels that the best way to teach Spanish in the lower grades is by allowing the pupils to participate actively as much as possible. It is also felt that pupils at this grade level should learn to understand Spanish perhaps more than to converse.

The pupils in the first, second, and third grades were taught Spanish through commands. The teacher noticed that the pupils understood what to do, and also were able to request another to do something. The pupils in the first three grades understood Spanish better than they were able to talk.

The pupils in the third grade read from the book, Juan y María.⁷⁷ They did not read any Spanish until they had pronounced the sentences and phrases in Spanish. This class was presented

The fourth grade received the same vocabulary as the three lower grades and also received some of the dialogues presented to the fifth and sixth grades. It must be understood all that the three lower grades learned was presented to the upper grades as a review. The teacher had little record as to what the pupils had been taught in the previous years and therefore presented everything as new material. Because the fourth grade pupils met only twice a week for twenty minutes of Spanish they were not expected to learn as many of the dialogues as the fifth and sixth grades. They learned the first nine dialogues out of fifteen. How well they learned these dialogues will be determined next year by the new Spanish teacher. The fourth grade was taught some important sentences and phrases out of the dialogues ten to fifteen inclusive. The pupils learned to converse in simple Spanish, but the teacher believes that they should receive a review of the dialogues the next school year in order to determine how well they learned them. The pupils also read Juan y María but they did no writing whatsoever.

The fifth grade was presented the dialogues, but at the beginning of the school year showed the least response of all the grades. The fifth grade had evidently in previous years shown a dislike for Spanish. The writer tried to arouse the interest of the pupils and through experimentation

⁷⁷Hale and Rhodes, op. cit.

finally succeeded. The pupils became interested in Spanish when they began to participate. They were given the opportunity to participate in conversation, action games, and reading. This class was presented the first eleven dialogues. They also learned some phrases and sentences selected from dialogues twelve to fifteen inclusive. The fifth-grade pupils participated eagerly in daily conversation and later had an opportunity to read in Spanish. The fifth grade had more enthusiasm for reading than any other grade. The pupils always recited the sentences in the story in unison before they were allowed to read the printed word. The teacher found out that some pupils who had difficulty in conversing in Spanish did very well in reading. The fifth grade did no writing in Spanish because it was felt that they needed more work on conversation.

The sixth grade was an unusually intelligent class. They had learned the numbers and the colors very well when they were in the fifth grade but at first they were not able to talk well in Spanish. This class was taught all fifteen dialogues and responded very well. The pupils in this class were able to talk with considerable fluency. In this class the teacher always asked the gifted pupils the first questions at the beginning of a new lesson. As the gifted pupils and the teacher conversed the other pupils had an opportunity to listen and in a short time would enter into the conversation. The teacher should always begin a new lesson with the better pupils in order to avoid waste of time. The teacher should converse with the pupils from the gifted to the less gifted on down. After the poorer pupils have heard the dialogue a few times they will enter in the conversation with more assurance and confidence in themselves. The sixth-grade pupils also

learned to read and the majority even learned how to write simple sentences with the vocabulary they had already learned.

The writer of this thesis wishes to make the following comments and recommendations about teaching Spanish in the Butcher Children's school:

I. All dialogues and vocabulary taught to the class should be centered around real life situations such as the home, the community, and the school.

II. The four objectives should always be taught according to the order of importance: (1) listening (2) conversation (3) reading (4) writing. Importance must always be placed on conversation, and the ability to read and write may follow later as the need arises. Literacy training can be introduced only after the pupil has mastered some patterns of the spoken language.

III. The writer feels that the pupils were not taught enough about the culture patterns of Spanish-speaking people. The teacher could have presented more real life pictures of another culture. The pictures shown should illustrate Spanish-speaking peoples' attitudes, values, and customs. The pupils should have been allowed to participate in dramatization or skits to that they would have been able to understand the lives of Spanish-speaking people a little better.

IV. Whenever the opportunity arises the Spanish teacher should teach Spanish in correlation with other subjects. Subjects which could be taught in correlation with daily curriculum are arithmetic and geography. One must be careful not to give the pupils something that has not been learned in English. A teacher of Spanish should be aware of the curriculum being taught in each grade.

V. Another factor which should be stressed concerns the daily review of lessons already taught to the pupils. One should review every day and yet allow time for introducing new material. A daily review is one of the best ways to secure fluent conversation. The dialogue presented should have a limited vocabulary. After the pupils have learned the basic sentences, then more vocabulary can be added. Even so the new words presented should be held to a minimum.

VI. It is recommended that the first, second, and third grades should have more time for Spanish. The three lower grades received a quantity of materials, but because of the time element retained very little. Instead of having Spanish once a week for fifteen minutes they would retain more Spanish if they had Spanish three times a week for fifteen minutes.

VIII. A major problem which exists and should eventually be worked out concerns the continuing program for the sixth grade as they proceed to junior high school. Spanish should be available to those who wish it in the seventh grade. After the pupils have taken Spanish in the seventh and eighth grades, they should be able to enroll in second-year Spanish provided they are acceptable to the high-school Spanish teacher as being capable to undertake such a task.

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An outstanding book giving some very vital information concerning the teaching of foreign languages in the elementary school.

Brady, Agnes Marie, Mi libro de español. Lawrence Kansas: University of Kansas, 1956. 164 pp.

This book has good pronunciation drills and simple Spanish sentences.

Spanish in the Grade School. Lawrence Kansas: University of Kansas, 1951. 122 pp.

The book contains some good information written in Spanish about South-American countries.

Brown, Mortimer, A Manual of Materials, Aids, and Techniques for the Teaching of Spanish to English-Speaking Children in the First Grade. Austin, Texas: El Paso Public School, 1952. 119 pp.

A good course of study based on a practical vocabulary for first-grade Spanish.

Eaton, Frank F., The Training of Foreign Language Teachers for Elementary Schools. Salem, Oregon: Dr. B.L. Simmons, Supervisor of Curriculum, Oregon State Department of Education, 1958. 50 cents.

This is a well organized course of study containing some excellent dialogues for the grades.

Hansen, Carl F., A Guide for the Teaching of Spanish in the Elementary Schools. Washington, D.C.: Public Schools of the District of Columbia, 1952. 87 pp.

An excellent course of study presenting some useful games and good teaching materials.

Haselden, Wm. D., Your Spanish Interpreter. Oakland, California: 1955. 2 pp.

A handy aid on stiff paper showing a practical vocabulary and pictures to match for the child learning elementary Spanish.

Kirk, Charles F., Successful Devices in Teaching Spanish. Portland, Maine: Weston Walch, 1958. 183 pp.

This book has good devices in teaching Spanish in the secondary school and could be used for grade school. It also has some useful references.

Lusk, Georgia L., Curriculum Guide for the Elementary Schools of New Mexico. Santa Fe, New Mexico: New Mexico State Board of Education, Bulletin no. 25, vol. I, 1958. 164 pp.

An interesting and modern curriculum guide showing the important phases of language teaching.

_____, Spanish Aids and Suggestions for High School Teachers. Santa Fe, New Mexico: New Mexico State Board of Education, Bulletin no. 29., 1957. 172 pp.

Some good aids and suggestions could also be helpful in directing the Spanish teacher in the elementary school.

Mac Rae, Margit W., Teaching Spanish in the Grades. Boston: Houghton Mifflin Company, 1957. 408 pp.

This teacher's manual uses the story approach and dialogues in teaching Spanish in the grades.

Medina, Edward, Suggestions for the Teaching of Spanish in the Elementary Schools. Carlsbad, New Mexico: Carlsbad City Schools, 1954. 34 pp.

A good course of study showing techniques and aids for the teaching of Spanish in the elementary schools for grades one to three inclusive.

Mosher, Roy E., Modern Language Handbook. Albany, New York: Bureau of Secondary Curriculum Development, New York State Education Department, 1957. 120 pp.

This book contains some excellent ideas concerning methods and materials in teaching Spanish in high school and the elementary school.

Ramboz, Ina W., Spanish Program Materials. Dallas, Texas: Banks Upshaw and Company, 1959.

This book could be very helpful for the teacher who wishes to have information on clubs, classes, parties, and school assemblies. \$2.40.

Ross, Patricia Fent, Made in Mexico. New York: Alfred A Knopf, 1952. 329 pp.

This is a good book showing the origin of arts and crafts of Mexico. It also explains how some of the arts and crafts are made.

Sora, Marie and others, A Guide for the Teaching of Spanish in Secondary Schools. Bayonne, New Jersey: New Jersey Printing Company, State of New Jersey Department of Education, 1954. 144 pp.

This helpful guide can show the teacher the primary aims in the teaching of Spanish.

Teale, Lloyd D., Boyd G. Carter, and Margaret Arriaga Robinett, Spanish for Children, A Manual for Teachers and Parents. Lincoln, Nebraska: Johnson Publishing Company, 1955. 64 pp.

This book gives basic vocabulary plus some Spanish sentences and songs that children could learn in the elementary school.

Vogan, Grace Davison, Easy Steps for Beginners. Dallas: Banks Upshaw and Company, 1948. 98 pp.

This workbook shows some of the important phrases and sentences that children learning Spanish should know.

B. Pamphlets

The Compass, "Foreign Language in the Elementary School." New Jersey: New Jersey State Department of Education, vol. II, no. 1, February, 1960. 6 pp.

This pamphlet helps Spanish teachers keep up-to-date on new ideas and data concerning the teaching of Spanish in elementary schools.

Looking Ahead in Foreign Languages in the Elementary School Curriculum. Sacramento, California: California State Department of Education. Division of Instruction, Bureau of Elementary Education, 1960. 25 pp.

This publication shows the purpose of teaching foreign languages in the elementary school and other important factors dealing with the child's learning.

Modern Foreign Languages in the High School. Washington, D.C.: Department of Health, Education and Welfare, Bulletin 1958, no. 16, 1958. 166 pp.

This booklet shows what the high schools aim to accomplish in foreign languages.

C. Periodicals

Excelsior, El periódico de la vida nacional. Apartado 120 bis, Mexico, D.F. Daily and Sunday editions available.

Very good paper for pupils to find easy things to read about Mexico. The advertisements are very helpful.

La Luz. Semi-Monthly classroom newspaper for pupils of Spanish in the United States. Dallas: Banks Upshaw and Company. \$2.00 a year.

It contains current events from Hispanic countries and reading matter to fit the beginner and the advanced student.

D. Mimeographed Materials

Anderson, Kenneth E. Foreign Languages Study in the Schools. A Statement. Lawrence, Kansas: University of Kansas, School of Education, April 1959. 5 pp.

A statement discussing the teacher's methods and objectives of teaching.

Burns, David E., Expected Goals and Outcomes for the Three Levels of Foreign Language Teaching: Elementary Grades, Junior High, High School. Topeka: Kansas State Department of Public Instruction, Division of Instructional Services, August, 1959. 7 pp.

This report discusses in large part the objectives of a Foreign Language Program in the elementary school, grades three through six.

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Some vital information presented by leading authorities. Discusses teaching materials and aids and other helpful subjects.

Johnston, Marjorie C. and Ilo Remer, References on Foreign Languages in the Elementary School. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare. 1959.

Furnishes up-to-date lists of materials for the elementary teacher.

Reports of Conference on the Role of Foreign Languages In American Schools. Washington, D.C.: Federal Security Agency, Office of Education, 1953. 11 pp.

A report discussing curriculum problems and the aims and objectives of teaching Spanish.

E. Readers

Babcock, Edna and Catherine Cooper, Children of the Americas Spanish Series. 609 Mission, San Francisco, California: Harr Wagner Publishers Company.

The series consists of Rosita y Panchito, Chiquito y Cola Rizada, Los Viajeritos venturosos, Paco en el Perú, Miguel en Mexico, Carlos en el Caribe. Each book has a teacher's guide and record.

Georgiyady, Nicholas and Louis G. Romano, Tulita la patita, Chicago: Follett Publishing Company, 1960. 29 pp.

This colorful storybook is about a duck who wanders around town and meets many people with different vocations. The fourth grade and up will enjoy reading this book.

Hale, Lois, and Reuby S. Rhodes, Juan y María. Austin, Texas: The Steck Company, 1953. 64 pp.

Very good Spanish readers for the grades, three through six, inclusive. The following books of the same series were also used: Juan y María en casa, 88 pp; Juan y María en la escuela, 86 pp.

King, Patricia, Elena la ballena, Chicago: Follett Publishing Company, 1960. 27 pp.

An illustrated storybook about the adventures of a whale. Grades five and up would understand and enjoy reading this story.

Piza, José, Caperucita roja, Barcelona: Editorial Infantil, 1959. 8 pp.

This book has some very nice pictures in color. The vocabulary can be understood by a superior sixth-grade class.

F. Films and Filmstrips

Cortez and the Conquest of Mexico, and Pizarro and the Conquest of Peru. Boyds, Maryland: Language Training Center, Language Aids.

These are two beautiful filmstrips in color which make learning Spanish more interesting for the pupils.

Spanish Explorers. Jamaica, New York: Eye-gate House.

The explorers are Columbus, Magellan, Pizarro, Cortez, several explorers in our Southwest, and explorers in our Southeast. Pictures are very colorful and have suggested activities with each filmstrip. Good for fifth and sixth grades.

La Familia Sánchez. 1150 Wilmette Avenue, Wilmette, Illinois: Britannica Films.

A good film suitable for beginning pupils in Spanish.

El cumpleaños de Pepita. Chicago: International Film Bureau, Inc.

A color film about a typical small Mexican town and a birthday celebration.

Ritmo Folklórico. New York: Creole Petroleum Corporation.

This film shows the characteristic dances of different sections of Venezuela, with traditional music. Good for grades one through six.

Adventuras de Chico. New York: Brandon Films, Inc.

A good film for children. It is about a boy and his animals. It contains good Spanish dialogue.

G. Pictures and Posters

Flags and Coats of Arms of the American Republics. Washington, D.C.: Pan American Union.

This sheet could be helpful in reviewing the colors and becoming acquainted with the flags of Spanish-speaking countries.

Mexico Tipico. Dallas: Banks Upshaw and Company.

Some good pictures which will help the pupils to learn more about life in Mexico.

Miller, Bruce, Sources of Free and Inexpensive Pictures for the Classroom. Ontario, California: Printed by the author. 48 pp.

Pictures are a great aid in starting a conversation. These are very good for any Spanish teacher to have.

National Types of Mexico. Dallas: Banks Upshaw and Company.

Color prints showing pottery vendors and other typical figures.

Spanish Art. Hastings-on-Hudson, New York: Gessler Publishing Company.

Some prints in color of Spanish art which can help the pupils appreciate the art of the Spanish people.

Travel Posters. Washington 6, D.C.: Pan American Union.

These are large colorful posters which could be good conversation pictures.

Wall Pictures for Conversation. 585 Water Street, New York: Thoresen's, Inc.

Some good conversation pictures for the Spanish classroom. \$2.50 for a set of 15 wall pictures.

H. Records

Blanca Nieves y los siete enanitos. 410 W. 42nd. Ave, New York: Goldsmith's Music Shop.

The characters heard in the story used a rapid dialogue. An accelerated sixth-grade class could understand it.

Cancionero infantil, sung by Herminio Alvarez. 39-86 47th Street, Long Island, New York: Lorraine Music Company.

These songs are on a 12-inch record for the first-grade through the sixth-grade level. With a text included, they cost \$3.95.

Canciones de Navidad. Boyds, Maryland: Language Training Center, Language Aids.

This record contains some of the well-known Christmas songs. Grades four on up could enjoy learning them.

Children's Language Course. 2858 W. Pico Blvd., Los Angeles: Children's Music Center.

The Spanish conversation is between two pupils. Grades three through nine. \$2.98.

Elementary Spanish Lessons, Beginner Level. 807 E. 7th Street, St. Paul, Minnesota: Recording Corporation.

These eight lessons could be useful in aiding the pupils in learning simple conversation. \$2.75.

Español práctico. Dallas: Banks Upshaw and Company.

These eight 78 rpm discs contain sentences relating to "El cuerpo, La casa", etc. \$16.00.

Nueva serie infantil. 131 E. 23 rd, Street, New York: Fernando J. Montilla.

These records have action games, Christmas carols, stories, and folk-songs.

Babcock, Edna and Catherine Cooper, Children of the Americas Spanish Series. 609 Mission, San Francisco, California: Harr Wagner Publishers Company.

These five records contain a basic dialogue read by a native speaker. The books were referred to in the section on "Readers".

I. Tapes

Adivinanzas, (52 Riddles) Boyds, Maryland: Language Training Center, Language Aids.

Contains an illustrated text with a tape recording included. The text has twenty pages and costs 5 cents. The tapes costs \$1.95.

Cancionero mexicano, vols. I and II. Boyds, Maryland: Language Training Center, Language Aids.

This tape contains some of the well-known Mexican folk songs. Grades four and beyond can understand and enjoy them. 98 cents.

Johnston, Edith, Regional Dances of Mexico. Dallas: Banks Upshaw and Company.

These dances are appropriate for the kindergarten and the high school. They are recorded on four discs for \$8.00. There are also instructions given about the dance steps.

J. Calendars

Calendario de Fiestas en México. Mexico D.F.: Dirección general de Turismo

This calendar contains some helpful information.

Calendars in Spanish. 600 Fifth Avenue, New York; Pan American World Airways.

An appropriate calendar available for classroom use.

Jones, Willis Knapp, Calendar of Spanish Anniversaries. Dallas: Banks Upshaw and Company.

A useful calendar giving the important events. 25 cents.

Julio Sánchez García, Calendario folklórico de fiestas en la República. Mexico, D.F.: Porrúa, Hermanos.

This calendar shows the many different festivals that the people of Mexico have each year.

K. Dictionaries

Bond, Otto F. and Carlos Castillo. The University of Chicago: Spanish-English, English-Spanish Dictionary. New York: Pocket Books, Inc.

This dictionary is very concise and can be used by pupils in the upper elementary grades.

The Picture Dictionary. Darien, Connecticut: Educational Publishing Company.

The pictures could be useful as visual aids. The words are in English, but Spanish words could be substituted.

L. Games

Brady, Agnes M. Christmastide. Dallas: Banks Upshaw and Company, 1957.

This book contains some good games and other Christmas suggestions. \$2.00.

De Cesare, Ruth, Latin-American Game Songs. New York: Mills Music, Inc., 1959. 17 pp.

This book contains words and music in Spanish and English. These games and songs may be difficult for lower grades.

M. Skits

Duniway, Katherine, Comedias interpretadas. Dallas: Banks Upshaw and Company.

These short plays and skits can be very appropriate for grades five to nine, inclusive. \$1.60.

Escenas cortas and Cuadros cómicos. Hastings-on-Hudson, New York: Gessler Publishing Company.

Four short amusing skits appropriate for grades five to nine, inclusive.

Roach, Eloise, Siete piezas fáciles. Dallas: Banks Upshaw and Company.

These plays are for grades five to nine, inclusive. The plays are very simple and contain information about dancing the jarabe tapatio and making costumes. 60 cents.

N. Songs

Aires favorites. Hastings-on-Hudson, New York: Gessler Publishing Company.

Thirty popular songs including some Christmas carols. 50 cents.

Canciones de Navidad. Ithaca, New York: The Thrift Press.

Twenty-one songs with music and words in Spanish.

Canciones populares de Espana y de México. Ithaca, New York: The Thrift Press.

Many folk songs with words and music, in Spanish.

O. Maps

Cartocraft Desk Maps. 5235 Ravenswood Ave., Chicago: Denoyer-Geppert Company.

These blank outline maps are for all Spanish-speaking countries. They cost 55 cents a package and are for a small desk.

Maps of Spain, South America, Mexico, and Central America. Dallas: Banks Upshaw and Company.

These individual maps are in black and white. The size is 20"x26", and cost 40 cents each.

Outline maps of the Americas. Darien, Connecticut: Educational Publishing Company.

These could be helpful for correlating with social studies. Grades four to six, inclusive.

Pictorial Map of Mexico. Dallas: Banks Upshaw and Company.

An excellent colorful map showing the products of Mexico. The map is 27"x43" and is priced at \$2.00.

World Relief Map. Long Island, New York: Pan American World Airways System.

An excellent map showing the time zones and the air distances between cities. It could correlate nicely with geography. The sixth grade on up would understand it.

P. Miscellaneous

Fergusson, Erna, Mexican Cookbook. Albuquerque, New Mexico: University of New Mexico.

A cookbook showing how to make the important Mexican foods.

Frutas. Dallas: Banks Upshaw and Company.

This company has gourds painted to represent different fruits. The gourds are 30 cents each. They also have small gourds at 10 cents each.

Greenwood, E. G., Ventriloquism Self-taught. Whitestone, New York: Greenview Publishing Company, 1954. 15 pp.

This little booklet shows some essential information in learning ventriloquism.

Hickory Dickory Clock, #3201. Kane, Pennsylvania: Holgate Brothers Company.

A good clock which can be taken apart and put together again. \$2.00.

Jordan, Nina R., "Costume Dolls", World Book Encyclopedia. Chicago: Field Enterprises Educational Corporation, 1958.

This has a colorful section telling about dolls and costumes of other lands.

Pan American Flags. Dallas: Banks Upshaw and Company.

These flags are small but very colorful. Set of 21 silk flags on a display base, \$16.50.

Pei, Marjorie Lowry, Spanish Vocatulary Words, Set I, St. Louis: The Gelles-Widmer Company, 1959.

These flashcards are easy to handle and can be easily seen by the pupils. The flashcards are about vocabulary words, phrases, and sentences. Some cards contain pictures.

Set of two dolls representing the typical charro and china costumes. Dallas: Banks Upshaw and Company.

These dolls could be used as models for the children to copy and make their own costumes.