

THE EMPORIA STATE
Research Studies

ATE PUBLICATION OF THE KANSAS STATE TEACHERS COLLEGE, EMPORIA



**Foreign Language Teaching
in Kansas High Schools
1953 - 1954**

By John C. Scafe

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VOLUME 3 MARCH, 1955 NUMBER 3

THE EMPORIA STATE RESEARCH STUDIES is published in September, December, March and June of each year by the Graduate Division of the Kansas State Teachers College, Emporia, Kansas. Entered as second-class matter September 16, 1952, at the post office at Emporia, Kansas, under the act of August 24, 1912.

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This publication is a continuation of "Studies in Education"
published by the Graduate Division from 1930 to 1945.

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Status of Foreign Language Teaching in the High Schools of Kansas for the School Year 1953 - 1954

by John C. Scafe*

During the school year 1953-54 there were 8,987 students enrolled in the five foreign languages offered in the high schools of Kansas.¹ The classical languages, Latin and Greek, prevailed over the modern languages with an enrollment of 4,888 as compared with the total enrollment in Spanish, French, and German of 4,099. However, each group was itself dominated by one of its languages; the classical by Latin and the modern by Spanish.

Latin was the most popular foreign language in the state, from the standpoint of enrollment. In the school year 1953-54, there were 4,866 students enrolled in this subject. Spanish was second with a total enrollment of 3,370. The other languages, French, German, and Greek, lagged far behind. French had 484 enrolled; German, 245; and Greek, twenty-two.

Of the 657 Kansas high schools,² foreign languages were offered in 196 or twenty-eight per cent. Among the 335 Class A high schools, 152 or forty-five per cent offered foreign languages. Only sixteen per cent or twenty of the 125 Class B high schools had foreign-language offerings, and twenty-one, twelve per cent, of the 174 Class C schools carried foreign languages in their curriculum. Three of the twenty-three Class M schools offered foreign-language courses.³

All of the seventeen high schools in first-class cities offered foreign-language courses. These are the schools of the larger cities which can afford to give a greater variety of courses in their curriculum. With the larger population served they also have a greater numerical demand for foreign languages. With the exception of the first-class city schools the private and parochial schools led in the percentage of schools offering

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1. This figure is complete with the exception of the enrollment in one Latin II class which the principal failed to report. This one class is not included in any of the figures which would be affected by it.

2. Adel F. Throckmorton. *Kansas Educational Directory, 1953-54*, (Topeka: State Department of Public Instruction), pp. 46-66.

3. Class M is the classification of those schools which do not meet the requirements for Class A, B, or C schools. They must satisfactorily meet those requirements or cease existence at the end of two years. For classification of Kansas high schools see Adel F. Throckmorton, *Kansas Secondary School Handbook* (Topeka: State Department of Public Instruction, 1952), pp. 32-33.

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foreign languages. This is probably because of the close tie-in of the Catholic Church with the Latin language. Of the thirty-eight private and parochial schools, thirty-three offered some foreign language during the school year 1953-54. This is eighty-seven per cent of all the private schools. Following the private schools were the second-class city schools with seventy-five per cent or fifty-one of the sixty-eight schools offering foreign-language courses. Forty-six per cent or twelve of the twenty-six community high schools had foreign-language courses. Sixteen per cent of both the rural high schools and the consolidated high schools had foreign-language courses. Forty-nine of the 298 rural high schools and thirty-three of the 205 consolidated high schools included foreign languages in their curriculum. One of the four state-supported high schools⁴ carried foreign-language courses; but the one federal high school in the state, Haskell Institute, had none.

Kansas had 265 teachers of foreign languages during the school year 1953-54. Of this number 157 were Latin teachers; 120, Spanish teachers; seventeen, French; ten, German; and one, Greek. Some teachers taught combinations of languages; the most frequent being Spanish and Latin, followed by a combination of Latin, Spanish, and French.

Only one hour of foreign language was taught by 122 of the 265 foreign-language teachers. Thirty-seven taught four or more hours of foreign language daily and twenty-three taught five hours or more of foreign language a day. The mean number of foreign-language classes taught daily was two.

Fifty-two foreign-language teachers taught no other subject in high school. However, they may have taught other subjects in some other school such as junior high school or junior college. Study hall is not included as a subject taught. Ten of this group taught only one class of foreign language a day. Six hours of foreign language daily were taught by three. The mean for this group is four classes.

However, if four classes daily were taken as a minimum number to indicate that those who teach four hours or more are considered full-time teachers, and those who teach less are not considered as full-time teachers; then there would be only twenty-eight teachers among the group who teach no subjects other than foreign languages. The mean number of classes taught daily by this group would be five.

The future teacher majoring in foreign languages needs to know what teaching combinations with foreign languages are most frequent so that when there is a teaching vacancy he may be better prepared to fill that vacancy. With foreign languages English is the most frequent com-

4. The four state-supported high schools are Roosevelt High School, the Laboratory high school at the Kansas State Teachers College of Emporia; the School of the Blind in Kansas City, Kansas; the School for the Deaf in Olathe; and the Kansas State Teachers College High School in Pittsburg.

bination, followed by library, social science, mathematics, science,⁵ speech and dramatics, and religion and ethics (Table I). Eighteen Latin teachers taught no other subject. Similarly there were twelve who taught no other subject than Spanish (Table II, p. 13). Future teachers planning to teach foreign languages would find English the best combination with the language they expect to teach. A second best combination would be Spanish with a teaching minor of Latin or vice versa, especially if the teacher is also prepared to teach English. Next best would be a combination with library.

Of 264 foreign-language teachers⁶ in the state of Kansas during the school year 1953-54 fifty-three were in the first year of teaching in their

TABLE I
Teaching Combinations of Kansas High School
Foreign-Language Teachers, 1953-54

	Latin	Spanish	French	German	Greek
Latin	155	30	7	1	0
Spanish	30	120	5	10	0
French	7	5	16	0	0
German	1	2	0	10	1
Greek	0	0	0	1	1
English	61	57	6	2	0
Library	28	15	2	2	0
Social Science	16	14	2	1	0
Mathematics	17	11	0	1	0
Science	15	6	0	0	0
Speech-Dramatics	7	13	0	0	0
Religion-Ethics	8	4	0	0	0
Commerce	6	4	0	0	0
Home Economics	7	3	0	0	0
Journalism	6	3	1	0	0
Health-Physical Education	2	6	0	1	0
Music	3	2	0	2	0
Art	2	3	1	0	0
Office	4	1	0	0	0
Guidance	3	1	0	0	0
Psychology	3	1	0	0	0
Driver Education	1	1	0	0	0
Industrial Arts	1	0	0	0	0
Agriculture	0	1	0	0	0

Read table thus: First column—Of 155 Latin teachers, thirty also taught Spanish, seven also taught French, one also taught German, none taught Greek, sixty-one also taught English, twenty-eight also served in the library, sixteen taught social sciences, etc. The totals of the horizontal and vertical columns are greater than the actual number teaching those subjects because some teachers had more than one combination.

5. Biological and physical science are included under this heading. If they were separated biological science would come after religion and ethics, and physical science, including general science, would be far down the table.

6. One teacher was not included because of failure of the principal to include information in Organization Report.

TABLE II
Kansas High School Teachers Who Taught Foreign Languages
and No Other Subjects

	Latin	Spanish	French	German	Greek
Latin	18	12	2	0	0
Spanish	12	12	1	0	0
French	2	1	1	0	0
German	0	0	0	2	1
Greek	0	0	0	1	0

Read table thus: Top row—Eighteen teachers taught nothing but Latin, twelve taught Latin and Spanish only, two taught Latin and French only, none taught German and Latin only, and none taught Greek and Latin only. There were three instructors who taught the three languages: Latin, Spanish, and French.

present school. One teacher was in her fortieth year with her school. The mean number of years taught in the current schools, including the year 1953-54, was five.

Ten of the foreign-language teachers were in their first year of teaching in any school while one teacher was in her forty-sixth year of teaching. The mean number of years taught in all schools, counting the year 1953-54, was eighteen.

Some classes of foreign languages were taught by teachers who had no college hours in foreign languages, even the one they were teaching. However, these people had from three to five high school credits in foreign languages. One teacher had earned seven credits in the foreign-language field in high school.

The best prepared teacher in the language taught had 104 college hours in that subject. This was eighty-two hours above the mean preparation of twenty-two hours by all teachers in the language taught.

There was one teacher who had earned a total of 201 college hours in the field of foreign languages including the one taught by that teacher. This exceeded by almost sixty hours the next best prepared teacher in the field. The mean preparation by all teachers in the field of foreign languages was thirty-two hours, ten more than the mean preparation in the language taught.

Each of the 265 foreign-language teachers held a Bachelor's degree; not quite half, 107, held the Master's degree; and three had earned the degree of Doctor of Philosophy. Two of the latter taught in high schools having some connection with a college. The other was a Catholic sister teaching and acting as administrator in a consolidated high school.

Those colleges and universities which ten or more foreign-language teachers had attended were, in order of number of times mentioned, the

University of Kansas, Lawrence; Kansas State Teachers College of Emporia; Fort Hays State College; Creighton University, Omaha; Kansas State Teachers College of Pittsburg; Kansas Wesleyan, Salina; Washburn University, Topeka; Baker University, Baldwin; Marymount College, Salina; Wichita University; Ottawa University; Kansas State College at Manhattan; St. Mary's College, Xavier; and the University of Colorado, Boulder.

Foreign colleges and universities listed as having been attended were the Escuela Interamericana de Saltillo, Mexico, from which one teacher had earned the Master's degree; the University of San Carlos, Guatemala; Taxco, Mexico; the National University of Mexico, where one teacher had earned the Master of Arts' degree; and Mexico City College from which one teacher had received the degree of Master of Arts.

Following is the state requirement for the teaching of foreign languages in the Class A high schools of the state:⁷

Fifteen semester hours in the specific language taught, or a statement by the college that the teacher's knowledge of the subject is the equivalent of fifteen semester hours, regardless of how the language skill was acquired.

For Class B schools the requirements are lowered to twelve semester hours in the specific language taught, and in Class C schools only eight semester hours are required. In Class B and C schools a deduction of two hours may be made in the requirement for each high school unit in the specific language taught. In 1956, the modern-language requirement for Class A high schools will be raised to twenty-four hours in the specific language taught, or twenty-four hours in another language and fifteen hours in the language taught.⁸

Top pay for teachers of foreign languages in Kansas high schools in the year 1953-54 was \$5,700. The teacher earning this salary was in the sixteenth year at his present position in one of the largest high schools of the state. In addition to teaching five hours of Spanish a day he was also sponsor of the school annual and of a club for advanced Spanish students. He had earned three credits in the field of foreign languages in high school and a total of seventy-three hours in college and was the holder of the Master of Arts' degree. In Spanish, he had fifty-eight college hours.

The low salary among foreign-language teachers, \$1,750, went to a woman, holder of the Bachelor of Arts' degree. She had taught for eleven years, the last ten in her current institution. She taught only three classes daily, one of beginning Latin, one of second-year Spanish, and one of combined journalism and dramatics. She had earned a total of forty-eight college hours in foreign languages, including ten hours in Spanish and twenty hours in Latin. In addition, she had received three credits for foreign languages in high school.

7. Adel F. Throckmorton, *Certificate Handbook, State of Kansas* (Topeka: State Board of Education, January 1, 1953), pp. 32-33.

8. *Loc. cit.*

As was to be expected, men received a higher mean salary than women; \$3,700 as compared to \$3,400 annually. The low salary for men was \$3,000; for women \$1,750. The highest salary was \$5,700 for the men and \$5,445 for the women.

The mean salary received by high school foreign-language teachers was \$3,500 though there were more teachers paid in the area from \$3,600 to \$3,695 than in any other pay area.⁹

Languages Taught

Latin, as the most popular foreign language, had 4,866 pupils enrolled. There were 169 classes of Latin I with an enrollment of 3,270 pupils or an average of a little over nineteen pupils per class. In Latin II there were 1,465 pupils in ninety-four classes,¹⁰ an average of almost sixteen pupils per class. The twelve classes of Latin III averaged nine pupils per class with a total enrollment of 113. Two Catholic institutions, Saint Patrick's High School at Parsons and Saint Mary's Inter-Parochial High School at Wichita, offered Latin IV courses with eighteen pupils enrolled. Latin was the only foreign language which had any fourth-year offering. There was a total of 277 Latin classes averaging a little over seventeen pupils per class.

Latin, using total enrollment as a basis for judgment, was by far the most popular foreign language. There were more students in the school year 1953-54 enrolled in Latin than in all the other foreign languages combined. The total enrollment for Spanish, French, German, and Greek was 4,121 which total the Latin enrollment exceeded by 745.

Private and parochial schools had almost one-third of all the students enrolled in Latin. Yet they constituted only a little over one-fifth of all the schools offering Latin. There were 4,866 students in the state taking Latin courses. Of these, 1,555 were students in private and parochial schools. Yet in the state only thirty of the 135 schools offering Latin were private schools.

Of the 157 Latin teachers 124 taught no other foreign language; twenty-six also taught Spanish; four taught both Spanish and French, in addition to the Latin; two also taught French; and one Latin teacher also taught German. Eighteen taught no other subject than Latin.

There were some teachers of Latin who had no college hours of foreign language, including Latin. The teachers in this group all had from three to five high school credits in the field of foreign language. There was no breakdown of specific foreign languages from the high school background of teachers.

9. Because teachers in private and parochial schools and Catholic nuns usually receive other forms of remuneration than pay, they are not included in this part of the study. Some teachers in this group received no salary at all.

10. One Latin II class is not included in these figures because of failure of principal to include information in Organization Report.

One Latin teacher had seventy-three college hours of Latin. The mean hours of Latin for Latin teachers was nineteen college hours, five less than the mean for French and Spanish teachers. The mean preparation in the field of foreign languages for Latin teachers was forty college hours. The top preparation in the field of foreign languages by a Latin teacher was 143 and one-half college hours.

The 3,370 Spanish students were from 217 Spanish classes, an average of almost sixteen students per class. The Spanish I classes averaged almost seventeen pupils with 2,396 students in 143 classes. In the sixty-seven classes of Spanish II there was an average of thirteen pupils or an enrollment of 880. The seven classes of Spanish III had a total of ninety-four pupils. The 3,370 pupil enrollment made Spanish the second most popular language in the state.

There were eighty-six Spanish teachers who taught no other foreign languages. Latin was combined with Spanish in twenty-six cases. Four teachers taught a combination of Latin and French with Spanish. Two Spanish teachers also taught French, and two taught German. There was a total of 120 Spanish teachers, although only twelve taught nothing but Spanish.

The mean preparation for Spanish teachers in the subject was twenty-four college hours. In the field of foreign languages the mean preparation was thirty-nine college hours. It is interesting to note that the Spanish teacher with least preparation in the subject of Spanish, three college hours, was also the teacher who had the highest number of college hours in the field of foreign languages or 201 hours. Among the Spanish teachers ten hours was the least preparation in the field of foreign languages. One teacher with 104 college hours of Spanish was the best prepared in the subject.

There were 484 pupils enrolled in twenty-seven French classes, an average of eighteen per class. French I was taught in nineteen classes with a total enrollment of 374, an average of almost twenty per class. In French II there were seventy-eight pupils in six classes. Shawnee Mission, the only school offering French III, had a total of thirty-two students enrolled in that course.

Like French, German had a small enrollment. There were only nine classes of German I with 171 students; fifty-six were enrolled in five German II classes. St. John's Academy at Winfield offered the only German III class. In that class there were eighteen students.

This same school offered the only course in Greek. It had twenty-two pupils enrolled in a first-year course in that subject. The instructor also taught German.

Among the 265 foreign-language teachers there were sixteen teachers of French. Of these sixteen eight taught no other language; four taught

a combination of French, Spanish, and Latin; two also taught Spanish; and two also taught Latin.

Ten teachers handled the German classes in Kansas during the school year 1953-54. Six of these taught no other foreign language. Two also taught Spanish, one taught Latin, and one taught Greek.

French teachers were the best prepared in the number of college hours. Their mean number of college hours in the field of foreign languages was seventy-six and the mean number of hours in the subject was twenty-four; the latter matched only by the Spanish teachers, the former by no other group. The poorest prepared French teacher had thirteen hours of college French. The smallest number of college hours in the field of foreign languages by a French teacher was fifteen. One teacher had sixty-three hours in the subject of French. One French teacher had 116 hours in the field of foreign languages and another had 115 and two-thirds hours.

The mean college preparation for German teachers was lower than for any of the other foreign languages. The mean preparation in the subject was fourteen, ten less than that for French and Spanish teachers, and five less than that for Latin teachers. In the field, German teachers had a mean preparation of twenty-two hours. One teacher had only three hours of preparation in German. The top preparation in German was thirty-six hours. In the field, one German teacher had only six college hours of foreign languages. One German teacher had 201 college hours in the field of foreign languages, twenty-six of these in German. The one Greek teacher had seventeen college hours in the subject, sixty-one in the field.

In the state of Kansas in the school year 1953-54 there were 8,987 students in 537 foreign-language classes taught by 265 teachers. The average number of pupils per foreign-language class was almost seventeen. The average number of foreign-language pupils per foreign-language teacher was almost thirty-four. Mean preparation of foreign-language teachers was twenty-two hours in the subject taught and thirty-two hours in the field of languages. For this college preparation and a mean of eighteen years teaching experience the foreign-language instructor in Kansas high schools received a mean pay of \$3,500 annually.

Status of Foreign Languages in Kansas As Shown by Questionnaires

The information in this chapter was taken from the replies to questionnaires received from twenty-four high school principals and from eighty-seven language teachers. The questionnaire to the principals did not cover all the material that was included in the questionnaire to the teachers; but the one sent to the teachers did cover all that in the one

to the principals, with the exception of a question about the continuation of the study of languages into the second year.

One question asked, "How do you justify the teaching of foreign languages?" Both high school principals and foreign-language teachers thought that first of all foreign languages were justifiable as college-preparatory courses. The principals felt that next in importance was public demand, followed by tradition, the help they give in other subjects, and the fact that there were foreign-language speakers in the community.

Foreign-language teachers, on the other hand, believed that after their college preparatory function, languages were justifiable on the high-school level because of the help they give other subjects. This rated almost as high, as far as the teachers were concerned, as the college-preparatory function. Next in the opinion of both the principals and the teachers came, in this order: public demand, tradition, foreign-language speakers in the community, cultural value, and the better understanding of the world and peoples. Also mentioned were student demand, the challenge to the bright student, the student's pleasure of speaking with native speakers of another tongue, and helps in the understanding of cultures. One principal even stated that there was no justification needed for the teaching of foreign languages in high schools.

In reply to the question of justification one principal said that the learning of a second language "is becoming more and more the mark of a good world citizen." Another principal stated that the study of foreign languages encouraged the cultured and anti-isolationist mind.

A number of teachers mentioned the increased importance of the United States' role in foreign affairs, especially in relation to Latin America. One teacher challenged, "Does culture have to be justified?" and went on to point out that "language training increases man's greatest power—his language sense." Several other teachers mentioned the cultural value of foreign languages; still others mentioned their great value in international understanding.

So many teachers and principals mentioned the help that foreign languages give to other subjects that it is interesting to break this down. Both the principals and the teachers mentioned English more than any other subject that benefited. Next most frequently mentioned were the social sciences, especially history; followed by science, music, and art. Also mentioned were mathematics, spelling, medicine, law, culture, general knowledge, and the mastery of a new field.

At the request of a teacher who felt that foreign languages were not being given a fair treatment by his school counselor, a question was added to the teacher's questionnaire as to the stand taken by the counselor. There were fifty-eight replies to this question. The other twenty-nine either did not reply or did not have a counselor in their school. Of the

fifty-eight replies ten believed that their counselor discouraged the study of foreign languages in high school. Thirty-seven stated that the counselor encouraged the study of languages, and eleven thought that their counselor was indifferent. There were indications that the study of languages did not receive the support that foreign-language teachers would like.

Foreign-language teachers gave a number of reasons as to why their school counselor discouraged the study of foreign language in high school. According to one teacher, the counselor thought the study of languages to be too far-fetched for today's living. Another teacher said the counselor believed that most students would never use it. A Latin teacher was of the opinion that the counselor was opposed to that subject. The counselor was said to think that Latin was for the better students, therefore it did not answer a real need. One counselor was accused of believing that athletics are more important because "boys can not learn a foreign language." Another teacher said the counselor did not believe there was any need for a foreign language unless it were required by the college the pupil was planning to attend. A counselor with a mathematics and science background was said to be not interested in foreign languages because he had never studied them. The belief by the superintendent of schools that foreign languages were a necessary evil was, according to one teacher, reflected in the counselor's attitude toward them. Another teacher said the counselor simply was not a language man; and that, furthermore, he did not know its value.

Some teachers said the school counselors encouraged the study of foreign languages because they helped prepare the student for college; others said the study was encouraged by counselors because of the way they help in other subjects; and still others said the counselors realized the value of languages in the curriculum. One counselor was said to encourage language study when it might help the student in his chosen field. A teacher said the counselor believed that foreign-language study broadened the outlook of the student. Another counselor, according to one teacher, thought that language study helped to understand more than fifty per cent of all the frequently used English words. One teacher stated that the counselor knew the need of foreign languages for social, economic, and cultural reasons. Tradition was the basis for the encouragement of foreign-language study by one counselor, according to a foreign-language teacher. Another counselor was said simply to be a language enthusiast. According to teachers, other counselors encouraged the study of foreign languages for these reasons: they increased world understanding; their study made the proper use of time; they had been beneficial in the past; there were Mexicans in the community; they had transfer values; they aided English, vocabulary work, and in general knowledge. One teacher

stated that the school counselor encouraged the study of foreign languages in high school because of a belief that it would save college time and money.

Eight of the principals anticipated changes in their foreign-language program, nine foresaw no changes. Five of the eight expected an increase in the foreign languages offered, two expected a decrease, and one planned to change the foreign language offered. One principal planned to add German, another to add French and still another planned to add both Latin and French. Two schools anticipated the dropping of French because of low enrollment. In one school where Latin, Spanish, and French were offered it was planned to alternate the beginning courses in such a manner that no more than two foreign languages would have beginning courses in the same year.

Among the foreign-language teachers twenty foresaw changes in the foreign-language courses offered in their schools, fifty-three anticipated no changes, and one gave no opinion. Ten failed to answer the question. Eleven believed there would be an increase; three, a change; and two, a decrease in the foreign languages offered in their school.

Six teachers believed that French would be added to their school curriculum and one foresaw an increase in French to a second-year course. Two other teachers anticipated the addition of second-year courses in the Latin offerings at their schools. Two teachers planned the addition of Spanish II. One of the teachers, who thought that French might be added, also believed that a German course would be added. The greatest increase anticipated by a single foreign-language teacher in one school was the addition of third-year Spanish and the addition of German or French or both. In one school a teacher foresaw the dropping of Latin and the addition of a Spanish II course. Decreasing school enrollment was causing one school to drop foreign languages. One teacher who taught six classes daily, including Spanish I and Latin I and II classes, besides handling the school library and records, said that there was a demand for Spanish II but that the teaching load was too heavy and that there was no relief in sight.

In their own schools three principals mentioned that they would like to have more speaking of foreign languages and less emphasis on grammar. One principal felt that there should be more students in the school encouraged to take foreign languages.

The principals were also asked what changes they would like to see in the foreign-language program as a whole. Most of the answers to this question were the same as those changes the principals desired in their own schools. In addition one suggested that radio and television might be used to encourage the use of foreign languages. Another expressed a belief that the study of foreign languages should begin in the elementary schools.

The teachers were asked what changes they would like to see in the foreign-language programs in their community and in the state. Locally the teachers indicated a desire for more backing from their administration. They believed that lack of administrative interest was retarding the expansion of the foreign-language program, and that administrative indifference cut down enrollment. This criticism was made by twenty-one of the eighty-seven teachers who replied to the questionnaire.

Other changes desired, listed in order of number of times mentioned, were: add foreign languages to the elementary schools, increase oral work, and use more audio-visual aids. Each of the following was mentioned once: the exchange of programs with the colleges, more culture, daily laboratory period for each class, more trained teachers, and the introduction of adult-education classes.

As to changes in the foreign-language program on the state level the teachers again expressed a belief that there was not enough administrative backing. Some State Department of Education officials were accused of discouraging the teaching of Latin. Two teachers felt that foreign languages should be required courses in all the schools of the state. One of these, however, qualified this by adding "provided the student has a C average in English."

Five teachers felt that the entire state should begin foreign languages in the elementary schools, and four teachers felt that the state needed better qualified teachers.¹¹ Others desired changes mentioned were: university and college foreign-language entrance requirements, more oral work, more culture, and more visual-aid materials.

Under the heading of changes they would like to see, two teachers mentioned that students should be given the chance and encouraged to continue into the second year any foreign language which had begun.

The *Kansas Secondary School Handbook* gives these instructions:¹²

Students of a foreign language should be urged to complete at least two units of the elected language before discontinuing the study or changing to another language. A minor in foreign languages is two units of the same language. One unit in each of two languages is not a minor, but may receive elective credit.

The questionnaire to the principals asked whether they thought pupils with one year of foreign language should be required or encouraged to pursue the language a second year. Only one felt that it should be required and then qualified it with the following conditions: (1) it should be made clear that the program is a two-year program; and that (2) the student succeeds in the first-year course.

Twenty-one principals believed that the second-year course should be encouraged. Three of these added the reservation that the student meet some standard of success in the first year of the language.

11. *Cf. ante*, p. 16.

12. *Kansas Secondary School Handbook*, *op. cit.*, p. 14.

Elementary-School Foreign Languages

Both principals and teachers were asked their opinion on the offering of foreign languages in the elementary schools. Ten of the the principals favored it, nine opposed, and three gave no opinion. One suggested that the program might be beneficial if followed through, another believed that it depended upon the individual community. One principal said that his community already carried such a program, and another said that his community planned to try it out. The program had been tried but was not at the time offered in one community where the principal favored it.

Eleven foreign-language teachers opposed the offering of foreign languages in the elementary schools. They believed that there were not enough capable teachers and that elementary pupils need to get a good background of English first. Some did not believe there would be enough time to crowd foreign languages into the elementary curriculum. Others believed that the pupils would never use the language; that there would be difficulty in receiving credits for the study and that more could be accomplished in less time when the pupils are older.

Sixty teachers favored the elementary school foreign-language program; two said they were already participating, two planned to participate, and one was indifferent. Over half of the group favored the program because they believed that elementary school children learn languages and pronunciation more easily. One stated that language learning was more easily developed in the young.¹³ Some teachers believed that the younger students were more enthusiastic, responsive, and less reticent about speaking out. Others thought that youngsters are more serious about the study of foreign languages. It was felt that elementary pupils can be taught more through conversational method than through formal or functional grammar.

A small group of teachers believed an acquaintance with foreign languages in the elementary school would improve high-school and college foreign languages and increase interest in foreign languages and cultures in general. Another small group thought the pupils' English would improve as a result of their elementary school foreign-language experience. Two teachers favored the program because they knew it was successful in other communities. One teacher stated that more Americans should be bilingual. Another teacher believed the program would be beneficial if the three R's could be taught at the same time. Still another stated that foreign languages would be valuable if the study were continued for

13. H. Houston Merritt, M.D., Director of Neurological Service, The Presbyterian Hospital in the City of New York, wrote on March 24, 1953: ". . . It is the accepted opinion of neurologists that the learning of new languages is easiest in the early state of development of the child. Languages are learned more readily at this time and if used to any extent are retained longer" (*Foreign-Language Newsletter*, No. 1, New York: The Modern Language Association of America, March, 1954, p. 7).

several years. Because other countries have foreign languages in the elementary program one teacher thought the United States should.

Thirty-eight teachers believed that Spanish was the language which should be offered in an elementary program. Eight favored either Spanish or French; four believed either Spanish, French or German would be suitable; and one was in favor of either German or Latin. One teacher believed that Latin was the language to offer, but did not state why. Other teachers thought that any language might be offered depending upon the community background.

Most of the teachers favoring Spanish for the elementary school program did so because of the proximity to Spanish-speaking America and because of the large number of native speakers of Spanish in Kansas. Others believed Spanish to be the easiest of the foreign languages.

One teacher favored French because it is the "international language." Those selecting both Spanish and French did so because of greater demand for these two languages and because spoken languages are easier for children. The teacher favoring German and Latin did so because of a belief that the other languages are easier after learning either of these two.

More teachers who favored the introduction of foreign languages in the elementary school thought that this study should begin in the fourth grade than at any other grade level. Three believed it should begin in kindergarten and four thought it should commence in the seventh grade. None favored offering it in the eighth year.

The chief reason given for beginning elementary school languages at the fourth-grade level was that by this time the children had a basis for English and for reading. Other reasons were that the pupil of that level is more enthusiastic and that the University of Chicago experimental school and the Harvard School for Boys begin there. The most frequently mentioned reason for not beginning the study in the lower grades was that the pupils were not yet used to attending school.

The only reason given for beginning foreign language at the kindergarten level was the belief that this was the point at which languages are most easily learned. One teacher offered the opinion that pre-school was not too early to begin because the earlier a child starts the more proficient he becomes.

The teachers were asked what foreign travel and studies they had made. Thirty-six had been to Mexico, one as far as Yucatan. Thirty-three of these were Spanish teachers. There was one who even had a tour of service with the Mexican navy. Three said they had been to South America, two had been to Guatemala, and one to Nicaragua. Six had been to Europe; and, in addition, three named Spain as a foreign country visited, one named France, and one named Italy. Six teachers had traveled

in Canada and one in the United States territory of Puerto Rico. Another had taught in this territory for one year.

In addition to studies in foreign countries¹⁴ listed previously, two teachers listed studies in Paris and Madrid in reply to the questionnaire.

Sixty-seven of the eighty-seven teachers replying to the questionnaire were members of the Kansas State Teachers Association and sixty-one were members of the National Education Association. The Kansas Modern Language Association led among the language teachers' professional organizations with twenty-four reporting membership. Next was the American Association of Teachers of Spanish and Portuguese with twenty members. The American Classical League, to which Latin teachers belong, claimed only seven members among those answering the questionnaire. There were two members of the American Association of Teachers of French replying to the questionnaire. One Spanish teacher reported membership in the *Tertulias*, an organization in the Kansas City area which meets periodically to hear book reports and for social gatherings in which Spanish is spoken.

Books and Periodicals Used

In past years a state adoption committee selected the texts which were to be used in the Latin and Spanish classes of the state. For a number of years the only text in Latin was the series by Ullman and Henry and in Spanish the Jarrett and McManus text, *El Camino Real*.¹⁵ For the school year 1953-54 there were several texts listed in the state adoption list for both languages. From these, the teacher could make a selection according to personal preference.¹⁶ In foreign languages other than Latin and Spanish there was no such state adoption because of the few offerings of those languages.

The following books were mentioned as texts by the Latin teachers replying to the questionnaire:

First Year

- D'Ooge, Benjamin Leonard, **Latin for Beginners**. Boston: Ginn and Company, 1911. 348 pp.
- Henle, Robert J., **First Year Latin**. Chicago: Loyola University Press, 1938. 429 pp.
- Scott, Harry Fletcher, Annabel Horn and John Flagg Gummere, **Using Latin, Book I**. Chicago: Scott, Foresman and Company, 1948. 448 pp.
- Smith, Minnie Louise, **First Year Latin**, revised by Harold G. Thompson. Boston: Allyn and Bacon, 1950. 408 pp.
- Ullman, B. L., and Norman E. Henry, **Latin for Americans, Book I**. New York: The Macmillan Company, 1950. 430 pp.

14. *Cf. ante*, pp. 15-16.

15. *Price List of Books Adopted and Approved for Use in Kansas Schools* (Topeka: State Board of Education), years 1941-53.

16. Sometimes, however, the teacher could not make the selection as this was done by the county superintendent's office of some other administrative unit such as a city or district committee of language teachers.

Second Year

- Henle, Robert J., **Second Year Latin**. Chicago: Loyola University Press, 1938. 478 pp.
- Scott, Harry Fletcher, F. W. Sanford, and J. F. Gummere, **Using Latin, Book II**. Chicago: Scott Foresman and Company, 1950. 447 pp.
- Scudder, Jared W., **Second Year Latin**. Boston: Allyn and Bacon, 1934. 641 pp.
- Ullman, B. L., and Norman E. Henry, **Latin for Americans, Book II**. New York: The MacMillan Company, 1953. 462 pp.

Third Year

- Henle, Robert J., **Third Year Latin**. Chicago: Loyola University Press, 1939. 430 pp.
- Ullman, B. L., Norman E. Henry, and Dorrance S. White, **Third Latin Book**. New York: The MacMillan Company, 1948. 527 pp.

Fourth Year

- Burton, Harry Edwin, and Richard Mott Gummere, **Latin—Fourth Year**. New York: Silver, Burdett and Company, 1931. 439 pp.
- Henle, Robert J., **Fourth Year Latin**. Chicago: Loyola University Press, 1941. 584 pp.

Latins for Americans was the most frequently mentioned text used by the Latin teachers who replied to the questionnaire. This is perhaps because the Ullman and Henry texts were for a number of years the only ones adopted in Latin by the state. Twenty-eight teachers answering the questionnaire mentioned using Book I and eighteen used Book II. Next most frequently used was the *Using Latin* text which was mentioned twelve times by first-year Latin teachers and seven times by teachers of the second year. None of the other texts were mentioned more than once.

There were four criticisms of *Latin for Americans*. One teacher thought it should offer the present-perfect tense before introducing the imperfect. A second criticism was that the translation exercises were not closely enough related to modern life. One teacher said that *Latin for Americans* was best suited to her own ideas of teaching; another said that it was adequate for the class. The other two criticisms were on method of presentation of the vocabularies. One thought the vocabularies should precede the translation exercises; the other said the vocabularies appear too closely together, that they should be more widely spaced throughout the book.

Using Latin was praised by the teachers using it. One liked its appeal and format, another said it placed proper emphasis on the various phases of learning Latin, and yet another stated that its vocabulary did not turn out to be just memorized lists. The one user of the Henle text liked it because it gives all the declensions before going into verb forms.

Following are the Spanish texts named in reply to the questionnaire:

First Year

- Arjona, Doris King, **Fronteras, Book I**. Chicago: Scott, Foresman and Company, 1947. 480 pp.
- Jarrett, Edith Moore, and Baryl J. M. McManus, **El Camino Real, Book I**. Boston: Houghton Mifflin Company, 1953. 622 pp.

- Salas, Manuel, and Catherine L. Salas, **Fundamentos de español**. Philadelphia: Winston Company, 1950. 432 pp.
- Turk, Laurel Herbert, and Edith Marion Allen, **El español al día, Book I**. Boston: D. C. Heath and Company, 1949. 311 pp.
- Walsh, Donald Devenish, **Brief Introduction to Spanish**. New York: W. W. Norton and Company, 1950. 191 pp.

Second Year

- Arjona, Doris King, **Fronteras, Book II**. Chicago: Scott, Foresman and Company, 1951. 544 pp.
- Harrison, Salomay Lauderdale, **México simpático**. Boston: D. C. Heath and Company, 1929. 264 pp.
- Jarrett, Edith Moore, and Beryl J. M. McManus, **El Camino Real, Book II**. Boston: Houghton Mifflin Company, 1947. 581 pp.
- Nassi, Robert, **Reviewing Spanish**. New York: Amsco School Publications, 1942. 3 vols.
- Turk, Laurel Herbert, and Edith Marion Allen, **El español al día, Book II**. Boston: D. C. Heath and Company, 1950. 379 pp.
- Walsh, Donald Devenish, **Brief Introduction to Spanish**. New York: W. W. Norton and Company, 1950. 191 pp.

Third Year

- Barton, Francis B., and James A. Cuneo, **Spanish Review Grammar and Composition**. New York: F. S. Crofts and Company, 1944. 232 pp.
- Cano, Juan, **La vida de un pícaro**. New York: The Macmillan Company, 1928. 153 pp.
- Martinez Sierra, Gregorio, **Sueño de una noche de agosto**. May Gardner and Arthur L. Owen, editors; New York: Henry Holt and Company, 1927. 171 pp.
- Millay Vidaurre, José, **Aventuras on Centro-América**. Thomas Ballantine Irving, editor; Boston: Houghton Mifflin Company, 1951. 188 pp.
- Pérez Galdós, Benito, **Marianela**. Boston: D. C. Heath and Company, 1903. 265 pp.
- Walsh, Donald Devenish, **Repaso**. New York: W. W. Norton and Company, 1947. 185 pp.

The foreign-language text mentioned more than any other was the Jarrett and McManus text, *El Camino Real*. Like the Ullman and Henry Latin texts, it was also for a number of years the only state adopted text in its own language. Perhaps because of its more frequent use, *El Camino Real* also received the greatest number of criticisms of any of the foreign-language textbooks. One teacher wanted less sudden exposure to tenses; a desire to be contrasted with that of another teacher who wanted an earlier introduction of the preterite, the imperfect indicative, and of the subjunctive mode. Another Spanish teacher said the stories were good but that the book as a whole was too difficult. More conversational opportunities and guides were desired by two teachers and one of these said that the reading passages in *El Camino Real* were too long. One teacher wanted the book to offer a better system of locating grammatical rules. In Book II, a teacher wanted less review and more emphasis on the general lesson. However, the publishers perhaps feel that they have met many of these criticisms in their most recent revised edition of the text, Book I, in 1953 and in their proposed revision of Book II in 1954.

Of those teachers who especially liked *El Camino Real*, one said that it was very satisfactory, interesting, and easy; another liked its organization; and another said that the students liked it. There was one teacher who said that *El Camino Real* best suited her ideas as to the teaching of Spanish. A large group of teachers simply said they liked the book and one stated that it was one of the best in publication.

That *Fronteras* was new and interesting was the belief of one Spanish teacher. Another thought that its method of presenting menus, tickets, and newspaper items helped to stimulate interest at the high school level. The Salas and Salas text, *Fundamentos de espanol*, uses the direct method of teaching a foreign language in which no English is spoken in the classroom. The one teacher who used it said that it best suited the method desired and used. A user of *El espanol al dia* said that it placed proper emphasis on the various phases of learning Spanish. The teacher who used *Repaso* and *Aventuras on Centro-América* stated that they were excellent for the purpose, though what the purpose was this teacher did not say.

French teachers named the following books as texts:

First Year

- Bond, Otto S., editor, **Chicago French Series**. Boston: D. C. Heath and Company, n.d.
 Méras, Edmond A., and Mario A. Pei, **First Year French**. New York: The Dryden Press, 1950. 509 pp.
 O'Brien, Kathryn L., and Marie S. Lafrance, **First Year French**. Boston: Ginn and Company, 1941. 479 pp.
 Turgeon, Frederick King, **Cours pratique de français**. New York: D. Appleton-Century, 1947. 412 pp.

Second Year

- Maupassant, Guy de, **Six Contes choisis**. Boston: D. C. Heath and Company, 1936. 79 pp.
 O'Brien, Kathryn L., and Marie S. Lafrance, **Second Year French**. Boston: Ginn and Company, 1940. 522 pp.
 St. Exupéry, Antoine de, **Le petit Prince**. John R. Miller, editor; Boston: Houghton Mifflin Company, 1946. 108 pp.

Third Year

- Daley, Sr. Benita, **Reviewing French**. New York: Amsco School Publications, 1947. 581 pp.
 Denoeu, François, **Contes et Récits**. New York: Henry Holt and Company, 1947. 261 pp.
 Rostand, Edmond, **Cyrano de Bergerac**. Leslie Ross Méras, editor; New York: Harper and Brothers, 1936. 282 pp.

None of the individual French texts received any criticism; only one, *Cours pratique de français*, was praised and that simply by the statement the teacher liked it. However, one teacher expressed the need for a good French text to compare, in teaching method, with some of the modern Spanish texts.

Following is a list of German texts named:

Betz, Frederick, and William Raleigh Frederick, **A First German Book**. New York: American Book Company, 1926. 448 pp.

Otis, Charles Pomeroy, **Elementary German Grammar**. Eighth edition; New York: Henry Holt and Company, 1904. 419 pp.

Zeydel, Edwin H., **A First Course in Written and Spoken German**. New York: A. A. Knopf, 1927. 160 pp.

None of the German books received criticism or praise.

Texts in general received a large amount of criticism; the most frequent being that language textbooks need to place more emphasis on conversational material. A suggestion was made that if texts would include more sketches illustrating the vocabulary there would be more opportunity to talk in the language. Another suggested that there be conversational vocabularies included in the language textbooks. One wanted shorter reading texts; another, an easier vocabulary; but there was one who thought that foreign-language textbooks were being simplified too much. Language books needed to be more closely correlated to practical English with more emphasis on vocabulary study, according to one teacher. Another criticism of the vocabularies was that foreign-language texts in general did not include enough idioms. The cultural information in language texts was criticized as not being accurate. One teacher expressed a desire for a better balance of speaking and listening exercises with heading and writing exercises, while another wanted more of the latter. There was one teacher who believed that historical material in language texts could be written more interestingly. A Spanish teacher thought that textbooks for that language should include more business Spanish. A better integration of grammatical emphasis, one teacher indicated, could be made with interesting material. Generally, foreign-language teachers had a desire for more interesting and more conversational material.

The questionnaire to the foreign-language teachers asked that a list be made of the five most useful books, other than texts, in each foreign language taught. Following are lists of those books mentioned. For those books named more than once the number of times is indicated in parentheses following the number of pages. Some of the texts listed previously were mentioned under this group but they will not be included in the lists below.

The following are books other than texts used in Latin classes:

Dictionaries

Lewis, Charlton Thomas, **An Elementary Latin Dictionary**. New York: The American Book Company, 1915. 1029 pp.

Mythologies

Bulfinch, Thomas C., **Bulfinch's Mythology**. New York: Modern Library, n.d., 778 pp. (2)

Gayley, Charles Mills, **The Classic Myths in English Literature and Arts**. Boston: Ginn and Company, 1911. 597 pp.

Guerber, Helene Adeline, **Myths of Greece and Rome**. New York: American Book Company, 1921. 319 pp. (4)

Herzberg, Max John, **Classical Myths**. Boston: Allyn and Bacon, 1935. 517 pp. (2)

Sabin, Frances Ellis, **Classical Myths That Live Today**. New York: Silver, Burdett and Company, 1927. 248 pp. (5)

Art and Literature

Basore, John William, **Elegy, Epigram and Satire**. Boston: Allyn and Bacon, 1936. 75 pp.

Gardner, Helen, **Art Through the Ages**. New York: Harcourt, Brace, and Company, 1948. 851 pp.

History

Davis, William Stearns, **A Day in Old Rome**. Boston: Allyn and Bacon, 1925. 482 pp. (4)

Foster, Genevieve, **Augustus Caesar's World**. New York: C. Scribner's Sons, 1947. 330 pp. (3)

Jenkins, Thornton, and Anthony Pelzer Wagener, **Latin and the Romans**. Boston: Ginn and Company, 1941. 207 pp.

Johnston, Harold Whetstone, **The Private Life of the Romans**. Chicago: Scott, Foresman and Company, 1907. 344 pp. (7)

Quennel, Mrs. Marjorie, and C. H. B. Quennel, **Everyday Life in Roman Britain**. New York: G. F. Putnam's Sons, 1925. 225 pp.

Showerman, Grant, **Rome and the Romans**. New York: The Macmillan Company, 1931. 643 pp. (9)

Books with Latin Text

Reed, Maud Agnes, **Julia**. New York: The Macmillan Company, 1924. 98 pp.

Ritchie's **Fabulae Faciles**. J. C. Kirtland, editor, New York: Longmans, Green, 1906. 134 pp.

Translations from the Latin

Plutarchus, **The Lives of the Noble Grecians and Romans**. Translated by John Dryden and revised by Arthur Hugh Clough; New York: The Modern Library, 1932. 1309 pp.

Fiction

Churchill, Winston, **The Inside of the Cup**. New York: The Macmillan Company, 1913. 513 pp.

Davis, William Stearns, **A Friend of Caesar**. New York: The Macmillan Company, 1900. 501 pp.

Douglas, Lloyd Cassel, **The Robe**. Boston: Houghton Mifflin Company, 1942. 695 pp.

White, Edward Lucas, **The Unwilling Vestal**. New York: E. P. Dutton and Company, 1918. 317 pp. (2)

Whitehead, A. C., **The Standard Bearer**. New York: American Book Company, 1915. 305 pp.

Other Books

Sabin, Frances Ellis, **The Relation of Latin to Practical Life**. Chicago: F. E. Sabin, 1913. 126 pp.

The following are books other than texts used in Spanish classes:

Dictionaries

Velázquez de la Cadena, Mariano and Edward Gray, **A New Pronouncing Dictionary of the Spanish and English Languages**. Chicago: Wilcox and Follett Company, 1948. 766 pp.

Grammars

Barlow, Joseph W., **Basic Spanish**. New York: F. S. Crofts and Company, 1942. 208 pp.

Madrigal, Margarita, and Ezequias Madrigal, **An Invitation to Spanish**. New York: Simon and Schuster, 1943. 196 pp.

Richards, I. A., Ruth C. Metcalf, and Christine Gibson, **Spanish Through Pictures**. New York: Pocket Books, Incorporated, 1953. 270 pp.

Books on Latin America

Brown, Harriet M. Cune, and Helen Miller Bailey, **Our Latin American Neighbors**. Boston: Houghton Mifflin Company, 1944. 471 pp.

Herring, Hubert Clinton, **Good Neighbors: Argentina, Brazil, and Chile and Seventeen Other Countries**. New Haven: Yale University Press, 1941. 381 pp. (2)

Peck, Anne Morrigan, **Roundabout South America**. New York: Harper and Brothers, 1940. 359 pp.

Rippy, **Latin America**. Boston: Ginn and Company, 1944. 425 pp.

Tomlinson, **The Other Americans**. New York: C. Scribner's Sons, 1943. 456 pp.

Histories

Baker, Mrs. Nina (Brown), **Juárez, Hero of Mexico**. Vanguard Press, 1942. 316 pp.

Lansing, Marion Florence, **Liberators and Heroes of Mexico and Central America**. Boston: L. C. Page and Company, 1941. 299 pp. (2)

Webster, Hutton, **History of Latin America**. Third edition, revised and augmented by Holand Dennis Hussey; Boston: D. C. Heath and Company, 1941. 326 pp.

Books with Spanish Text

Castillo, Carlos, and Colley F. Sparkman, **Graded Spanish Readers**. Boston: D. C. Heath, n.d. (4)

Crow, John A., and G. D. Crow, **Panorama de las Américas**. New York: Henry Holt and Company, 1949. 232 pp.

Díaz del Castillo, Bernal, "Verdadera historia de los sucesos de la conquista de la Nueva España," found in **An Anthology of Spanish American Literature**. E. Herman Hespelt et al., editors; New York: F. S. Crofts and Company, 1947. pp. 15-22 of 824 pp.

Forrester, Katherine T., and Kathleen D. Loly, **Vamos a México**. Boston: D. C. Heath and Company, 1936. 102 pp.

Grismer, Raymond L., and Cesar I. Arroyo, **Buenos amigos, Buenos vecinos**. New York: American Book Company, 1943.

Grismer, Raymond L., and Richard H. Olmstead, **A México per automóvil**. New York: The Macmillan Company, 1938. 141 pp. (2)

Hills, E. C., and Jean Cano, **Cuentos y leyendas**. Boston: D. C. Heath and Company, 1922. 172 pp. (2)

Jarrett, Edith Moore, **Sal y sabor de México**. Boston: Houghton Mifflin Company, 1944. 194 pp. (2)

López, Margarita, **Aquí se habla español**. Boston: D. C. Heath and Company, 1942. 188 pp.

Mármol, José, **Amalia**. Ames Haven Corley, editor; New York: The Macmillan Company, 1918. 300 pp.

New Testament, Spanish edition.

Pérez Escrich, Enrique, **Fortuna**. E. C. Hills and Louise Reinhardt, editors; Boston: D. C. Heath and Company, 1922. 87 pp.

Song Books

Wilson, Harry R., editor and arranger, **¡Cantemos!** New York: Penny Press, 1940. 31 pp.

Other Books

Círculo Literario, 296 Broadway, New York 7, New York. Similar to the Book of the Month Club.

Guide to Resource Materials for the First Year of Spanish in the Elementary Grades. San Diego City Schools, 1953. 241 pp.

The teachers were requested to list useful books on the methods of teaching foreign languages. Only seven made any positive reply to this request. There were eighteen teachers who said that they were not aware of any such books.

Books on Methods of Teaching Languages

Game, Josia Bethea, **Teaching High School Latin**. Chicago: University of Chicago Press, 1916. 125 pp.

Jespersen, Otto, **How to Teach a Foreign Language**. London: George Allen and Company, 1912. 194 pp.

Kaulfers, Walter Vincent, **Modern Languages for Modern Schools**. New York: McGraw-Hill, 1942. 525 pp. (3)

The latter text was the only book on methodology mentioned more than once. One teacher who did not know of any good books on the subject thought that the teacher's manual which accompanies *El Camino Real* did a fair job. Only one teacher mentioned using ideas found in *Hispania*, the official publication of the American Association of Teachers of Spanish and Portuguese, as the source of new ideas in the way of teaching skills.

The teachers said they used the foreign-language periodicals listed below in their classes. The figure in parenthesis following the title indicates the number of times the periodical was mentioned, if named more than once.

Latin

Auxilium Latinum, P.O. Box 501, Elizabeth, New Jersey. A classroom magazine. (4)

Res Gestae, Yale Book Co., 34 Butternut Street, Toronto, Canada. A classroom newspaper.

Spanish

Américas, Pan American Union, Washington 6, D.C. (13)

Boletín del Club de Viajes Pemex, Petróleos Pemex, Ave. Juárez 89, Apdo. 55 Bis., México, D. F., Also published in English covering different material. Free on request. (5)

El Diario de Nueva York, 379 Adams Street, Brooklyn 1, New York. A daily newspaper with Saturday and Sunday editions combined.

Excelsior, Mexico City. A daily newspaper.

Hoy, Mexico City. An illustrated weekly. (2)

Life, New York. The Spanish edition, published every other week. (5)

La Linterna, Folansco Publishing Company, Pittsburgh 6, Pennsylvania. For Spanish students. (2)

Revista Rotaria, International Rotarian. Subscriptions sometimes donated to Spanish classes by the local organizations. (10)

Selecciones del Reader's Digest. The Spanish edition, Pleasantville, New York. (5)

Sucesos, Madrid. An illustrated political daily.

Temas, 1775 Broadway, New York 19. A monthly magazine emphasizing the contemporary Spanish-speaking world.

French

Elle, A French women's magazine.

Match, newspaper from Paris emphasizing sports.

Réalités, Parisian magazine similar to **Life**.

There were no periodicals listed by teachers of German.

Methods of Supplementing Classroom Teaching

Films were the most frequently mentioned means of supplementing the study of foreign languages. Thirty-eight of the eighty-seven teachers who replied to the questionnaire said they used films. Records, with twenty-nine using them, were second. Almost as many, twenty-seven, used some form of correspondence with countries speaking other languages as means of stimulating interest in the language. Also mentioned were the use of guest speakers, fifteen times; the taking of trips, eight times; and film strips and reports, each named twice. Two teachers said they used recorders in the classroom; one of these was a tape recorder.

Teachers said they used the records or sets of records listed below in their classroom teaching of foreign languages. The figure in parenthesis after the title indicates the number of times mentioned if named more than once.

Latin

No specific records were named by Latin or German teachers. However, three said they had records in Latin of various songs.

Spanish

- Brush Up Your Spanish**, Rockefeller Center, New York City: Linguaphone Institute. Five records.
- Doyle, Henry Grattan, and Francisco Aguilera, **New World Spanish on Victor Records**. Camden, New Jersey: Radio Corporation of America, RCA Victor Division. Twenty records. (4)
- Jarrett, Edith Moore, and Beryl J. M. McManus, **El Camino Real**. Boston: Houghton Mifflin Company, to accompany the text, **Book I**. Ten records. (15)
- Navarro Tomas, T., **Manual of Spanish Pronunciation**. Rockefeller Center, New York: Linguaphone Institute. Five records.
- Pastor, Antonio, and F. de Onís, **Spanish Literary Course**. Rockefeller Center, New York: Linguaphone Institute. Ten records.
- Pastor, Antonio, et al., **Curso de conversación, español**. Rockefeller Center, New York City: Linguaphone Institute. Fifteen records.
- Treviño, S. N., **Getting Around in Spanish**. New York: Henry Holt and Company. One record.

Six teachers also used various recordings of Spanish songs. A record, *Una Relacion de la Navidad en Guatemala*, was unidentified.

French

- Denoëu, François, **Getting Around in French**. New York: Henry Holt and Company. One record.
- Moussu, Madame Léontine, **First Year French**. Camden: RCA Victor Company, to accompany O'Brien and Lafrance, **First Year French**. Seven records.

One teacher also used recordings of various French songs.

Judging from the above lists, records were used to improve pronunciation and intonation, to stimulate interest in literature, and through the songs to stimulate interest in the language.

Twenty-three teachers said there were foreign-language speakers in their communities. Some teachers made efforts to use these native speakers for putting on programs at the school or for joint sponsorship of parties and dances. Some of these native speakers were brought into the classroom for such purposes as conversations in the foreign language, giving talks, and to convince the student that the foreign language was a real and living language. In six communities (Kansas City area, Emporia, Garden City, Topeka, Dodge City, Manhattan) where nine of the teachers live who replied to the questionnaire, there were foreign-language movies. Some communities have theaters which have regular once a week motion pictures in a foreign language; others have foreign-language films only occasionally. Most of these teachers said that they encouraged their pupils to attend some of the movies. There were eight teachers of five communities (Kansas City area, Wichita, Garden City, Topeka, Emporia) who said there were foreign-language missions or churches in their vicinity. Some of these teachers took classes to the church services from time to time. One teacher in Kansas City, Kansas, said that there was a local Mexican restaurant which the Spanish classes patronized occasionally. Two teachers said they used native speakers at times to help translate letters from other countries.

In reply to the questionnaire eleven principals stated that social events were the outstanding worth-while activities of the school foreign-language classes and clubs. Next most highly rated were school programs and assemblies put on by these same groups. One principal mentioned fiestas sponsored by these groups as being useful; another mentioned the annual trips made by some classes to the University of Kansas Cervantes Day program. Other trips mentioned were to a local foreign colony and to Mexico. Two principals provided the information on the latter, saying they believed the trips worth while.

The foreign-language teachers were also asked what activities of their language classes were outstanding. Several schools where Latin was taught had Roman banquets; others put on school assemblies. A number of teachers mentioned various competitive examinations such as the Emporia Scholarship tests and the national *Auxilium Latinum* tests sponsored by the Association for the Promotion of Latin. Various projects undertaken were the study of the percentage of Latin words in the daily newspaper; studies of literary materials; the reporting and debating on the customs, the gods and the life of the Romans; and the study of Roman life. Teachers in three schools said their Latin classes had put on radio programs. Many of the schools learned songs in Latin and some made Latin posters, cards for special occasions, and flower and advertisement booklets showing Latin derivatives. Several teachers named social functions, such as picnics, Hallowe'en and Christmas parties where Latin is emphasized, as worth

while. At Shawnee Mission High School in Merriam, Kansas, there is a Scientific Terminology Club. The high school at Russell, Kansas, was host to the state meeting of the Junior Classical League during the school year 1953-54.

The most frequently mentioned worth while activity of Spanish classes and clubs took the form of social events built around a Spanish theme. These social events took various forms such as fiestas, receptions for Mexicans in the community, and enchilada suppers. Probably one of the most outstanding activities mentioned was trips to Mexico made by entire classes or clubs. Such trips were mentioned by three of the teachers who replied to the questionnaire. Another form of trip frequently mentioned was one to the annual Cervantes Day meeting held at the University of Kansas. Five teachers mentioned annual celebrations of Pan American Day. In addition one school also held observance of El Dia de la Raza and El Dia de les Reyes. Various types of programs were put on by Spanish classes and clubs varying from school plays and assemblies to radio programs. One school celebrates an annual modern-language week. Singing was a frequently mentioned activity; one school annually does Christmas caroling in Spanish. Other activities mentioned were attendance at Spanish movies, participation in competitive examinations, and the making of posters and research papers. A Pan American exhibit made by Spanish students in one school was mentioned by a teacher.

Activities listed by French teachers were limited. One school presents programs in French to various civic organizations. Another school has an annual Christmas party, and annual French picnic, and each year puts on an elaborate school assembly program.

German teachers named no outstanding activities of their classes and clubs.

There were in the state of Kansas apparently only thirty high school foreign-language clubs during the school year 1953-54.¹⁷ Fourteen of these were Latin clubs, nine were Spanish, three were French, and two were German. There were two language clubs combining two or more languages.

Teachers were asked to name their principal sources of realia. The most frequently mentioned was Banks-Upshaw and Company, 707 Browder Street, Dallas, Texas. This company has a supply of games, readers, and other types of materials for use in supplementing modern-language classes. For Latin teachers the American Classical Association Service Bureau at the Miami University in Oxford, Ohio, has all types of materials. The Gessler Publishing Company, Hastings-on-the-Hudson, New York, has supplies of song books, plays, and games for French and Spanish teachers. The Thrift Press, 445 East State, Ithaca, New York,

17. This information was taken from the High School Principal's Organization Reports.

has various cheap maps of Latin America and Spain. Spanish teachers may obtain a large variety of realia from the Pan American Union at Washington, D.C. The French Cultural Services, 972 Fifth Avenue, New York 21, has a supply of materials which may be obtained by French teachers. Other specific sources of realia were not named. Six teachers merely used their own personal collections of materials. Others were able to obtain materials through local friends or through friends in other countries. One teacher mentioned the use of film rental agencies; another bought recordings at various foreign-language record shops. A teacher at Leavenworth, Kansas, who taught children of officers enrolled in the Army Command and Staff School found those students to be a plentiful source of materials because they came from all over the world. One teacher used magazine and newspaper clippings and another saved posters made by pupils for classroom use.

The questionnaire asked the teachers how Service Bureaus might be of more value to them. Most frequently mentioned was the need of a source of supply of inexpensive foreign-language films for classroom use. Another need frequently mentioned was that of cheap rental or source of supply of records in the foreign languages. Several teachers wanted ideas for school, Parent-Teacher Association, and community programs. Others wanted supplies of skits and plays for classroom and school presentation. Two teachers said they would like to have standardized tests in foreign languages. Six wanted Service Bureaus to keep them supplied with new lists of maps, pictures, posters and other realia materials. One teacher said that a Service Bureau might supply lists of books used as reading material by boys and girls aged ten through fifteen in countries where other languages are spoken. Another wanted Spanish translations of popular songs. One other said that Service Bureaus should find some way to encourage more students to take foreign languages. A desire for Latin Workshops was expressed by a teacher of that language. There was, however, one teacher who believed that Service Bureaus were already doing an adequate job.

Evaluation of Student Progress

Teachers were asked to indicate how they evaluated the success of students in their foreign-language classes. Mastery of grammatical principles, mentioned thirty-two times, was the most frequently mentioned; followed closely by ability to translate and ability to interpret reading materials, each being mentioned thirty-one times. Success in oral ability was the least frequently mentioned with only twenty-one teachers indicating that they considered it of importance in student evaluation. In addition, thirty-eight other teachers indicated that they used all of the above items as a measure in evaluation of the student. Other means of evaluation listed were the demonstration of aural-oral ability; of vocab-

ulary use in English, mentioned three times; of appreciation of the peoples and cultures of other countries; and of general knowledge that gives a background to interpret what one sees, reads and hears.

A further breakdown on methods of student-progress evaluation is necessary to show the differences between Latin and modern-language teachers. In this breakdown those who teach both a modern language and Latin are not included. Latin teachers placed emphasis upon ability to translate, followed by mastery of grammatical principals, and ability to interpret reading material. Only a few Latin teachers gave weight to oral ability.

On the other hand, modern-language teachers most frequently named ability to interpret reading material as a measure for evaluation of language students. Next in order of times mentioned were oral ability and mastery of grammatical principals, followed by ability to translate. Modern-language teachers placed almost equal emphasis on each means of evaluation, as opposed to Latin teachers who rated oral ability of only minor importance.

Conclusions and Trends

In the state of Kansas during the school year, 1953-54, there were five foreign languages: Latin, Spanish, French, German, and Greek, taught in the high schools. These five languages were taught to a total of 8,987 pupils by 265 teachers.

Although high schools in some of the larger centers in other states offer various Scandinavian languages, Italian, and other languages, the high schools of Kansas showed no indication of any desire to teach languages other than those already established. The one Greek class is explained by the fact that it was offered in a theological school.

Almost one-third of the Kansas high schools had foreign-language offerings. The likelihood of a student's being able to take a foreign-language depended mainly upon the type of organization of the school attended. Those pupils who attended first and second class city schools and private and parochial schools were most likely to find foreign languages offered in their schools. For the city high schools this was probably because the larger enrollment brought more opportunities to enrich the curriculum.

No indication was found of any noticeable number of teachers who were native speakers of the language taught, unless perhaps the lesser preparation of German teachers is explained by the fact that there are a large number of people of German descent in Kansas who learned German in the home.

Foreign languages were more often found as a teaching minor than as a teaching major. Almost half of the foreign-language teachers taught

only one language class daily. Only a few teachers taught foreign languages full time.

Although the study did not investigate this matter, there was a shortage of language teachers in Kansas during the school year 1953-54. Dr. Minnie M. Miller, head of the Department of Foreign Languages at the Teachers College of Emporia said that there had not been enough teachers prepared by the Teachers College to satisfy the number of requests made to the College Placement Bureau since World War II. She also said that this situation existed especially in Latin and Spanish. The shortage will doubtless grow more acute with the expanding high school enrollments during the next few years. On the national scale there also existed a shortage of foreign-language teachers in the high schools. Though there were enough people prepared to teach languages in the colleges of the country this situation is likely to be reversed with increasing college enrollments.¹⁸

For those preparing to teach foreign languages in Kansas high schools the best combination is English, with library as a second choice, based on the combinations found to exist among the language teachers of the state in 1953-54. Spanish and Latin also make good combinations, especially if they too are combined with English. A similar situation exists on the national level. Mr. Spahn, one of the directors of the American College Bureau, says:¹⁹

High school teachers just beginning their careers should have at least one other subject to offer in addition to their language major, because in many instances their first positions will be in smaller schools, in which there are not enough classes to make a full time load. The subjects most commonly combined with modern languages are English, Latin, a second modern language, or library.

Generally the number of years teaching experience by high school foreign-language teachers in the state of Kansas was high; the mean number of years taught was eighteen.

As a whole, Kansas high school foreign-language teachers had a good college background. Almost half held a Master's degree. French teachers generally had a better college background in foreign languages. This may be because many of the teachers took all their French studies in college. Some Latin teachers had all their language training in high school. A suggestion was made that there might be a Latin workshop to help such Latin teachers.

Latin was the dominant foreign language taught in Kansas during the school year 1953-54, with more pupils enrolled than all the other languages combined. It apparently receives much of its popularity due to the emphasis given it by the Catholic Church. Spanish was the second most popular language.

18. Raymond J. Spahn, "Placement of Modern Language Teachers, 1953," *The Modern Language Journal*, XXXVIII, Number 3 (March, 1954), 135-37.

19. *Ibid.*, p. 136.

Modern-language classes on the average tended to be a little smaller than those of the classical languages. French is the only exception to this and that is perhaps because its offerings are most frequently found in the high schools with larger enrollment.

Foreign-language teachers, counselors, and principals advise many students to take foreign languages in preparation for college. In some schools foreign languages are offered because of public demand and tradition. Both teachers and principals indicated that the study of foreign languages is recommended because of the role they play in helping world understanding.

Counselors in general did not give foreign languages the support the foreign-language teachers would have liked, sometimes because of ignorance of foreign languages. Few were directly opposed, but a large number showed an indifference which the language teachers felt important enough to mention.

Teachers of foreign languages indicated that there was lack of support of the foreign-language program from their local administration and on the state level. However, there was no indication of such administrative indifference in either the replies from the principals or in the State Board of Education pamphlet, *Kansas Secondary School Handbook*. Actually, there was evidence that foreign-language study was encouraged at all administrative levels.

The chief change in methods of teaching foreign languages desired by principals was the increase in emphasis on conversational ability with a corresponding decrease in emphasis on grammar.

It is interesting to note that those changes in the foreign-language program most desired by teachers, *i.e.* introduction of elementary school foreign languages, increased oral work, and more use of audio-visual aids, were also the three being emphasized by the Foreign Language Program sponsored by the Modern Language Association and the Rockefeller Foundation.²⁰

Students are encouraged at all levels to continue the study of a foreign language, once begun, into the second year.

Many teachers and principals favored the introduction of foreign languages into the elementary schools because they believed that at that level pupils learn languages and pronunciation more easily. Those who opposed such a program did so on the grounds that teachers would not be well enough prepared or because they did not believe that at this level children have a firm enough background in English. Those who were in favor of elementary school foreign languages thought the language

20. Cf. *ante*, p. 31.

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