

A STUDY OF THE STATUS OF MODERN AND ANCIENT  
LANGUAGES IN THE HIGH SCHOOLS OF KANSAS

by

MARION RAY HOTTELL

B. S., Kansas State Teacher's College,  
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## INTRODUCTION

The extreme variations in the preparation of language teachers with whom the writer has worked during the last twelve years, raised the question of the status of modern and ancient languages in the high schools of Kansas. While studies upon the status of English in the high schools of this state are available, such information upon modern and ancient languages appears to be lacking.

To study the problem, it is proposed to ascertain, especially, the following items:

(1) The occurrence of each language as determined by the class enrollment.

(2) The language preparation of the teachers in semester hours of college work.

(3) The relationships between college degrees and salaries.

(4) To submit recommendations for improving the status of modern and ancient language instruction in the high schools of Kansas.

The study is based upon the following classes of high schools: Class A, class B, and class C schools. Class A



high schools are those schools which meet virtually all of the requirements of the State Board of Education. Class B high schools do not fulfill as many requirements as are demanded of class A schools, while the class C schools are either unwilling, or unable to meet the standards of the class B schools.

It is to secure data upon the various items concerned with the status of modern and ancient languages in the different classes of high schools, that this study is being made.

#### METHODS EMPLOYED

The principal source of data was the high school records in the office of the State Superintendent of Public Instruction at Topeka, Kansas. All accredited high schools of Kansas are required, each year, to file a report with the state high school supervisor. The report includes the names of all the teachers, their salary, subjects taught, tenure in the present system, as well as in others in which they have taught, and the number of college semester hours in their teaching field.

Owing to the large number of incomplete reports filed in the state superintendent's office, the writer found it necessary to use the questionnaire method to supplement

those data, and to secure additional information for the study. Other items of the investigation were obtained from library references and from the writer's experience as a teacher in the field, as well as a school executive.

EXTENT TO WHICH EACH OF THE MODERN AND ANCIENT LANGUAGES IS STRESSED IN THE CLASS A, CLASS B, AND CLASS C HIGH SCHOOLS

An examination of available records shows that there are 663 four-year public high schools in Kansas. Of that number, 355 include Latin in their curricula, 105 have Spanish, 70 include French, and 50 have German. Eighty three, or 12.52 per cent, of the four-year public high schools, do not offer either modern or ancient language.

Referring to Table I, based upon available data which were complete, there are 487 four-year public high schools that offer either modern or ancient language. Of that number, 321, or 65.9 per cent, offer Latin; 85, or 17.45 per cent, include Spanish; 41, or 9 per cent, offer German, and 40, or 8 per cent, include French in their curricula.

Considering the stress placed upon the various languages within the different classes of high schools, results of the study will be shown first, in class A high schools.

Table I. Extent to which modern and ancient languages are stressed as based on class enrollment

Enrollment	Modern and ancient languages															
	Latin				French				Spanish				German			
	Classification of schools															
	A	B	C	Total	A	B	C	Total	A	B	C	Total	A	B	C	Total
70 - Over	23	0	0	23	5	0	0	5	8	0	0	8	1	0	0	1
65 - 69	1	0	0	1	2	0	0	2	0	0	0	0	3	0	0	3
60 - 64	7	0	0	7	2	0	0	2	1	0	0	1	0	0	0	0
55 - 59	6	1	0	7	0	0	0	0	5	0	0	5	0	0	0	0
50 - 54	9	0	0	9	2	0	0	2	0	0	0	0	0	0	0	0
45 - 49	5	0	0	5	1	0	0	1	0	0	0	0	2	0	0	2
40 - 44	11	1	0	12	1	0	0	1	3	0	0	3	0	0	0	0
35 - 39	13	2	1	16	1	0	0	1	2	0	0	2	0	0	0	0
30 - 34	14	2	0	16	0	0	0	0	5	0	0	5	0	1	0	1
25 - 29	15	2	2	19	2	0	0	2	2	0	0	2	2	2	0	4
20 - 24	22	7	5	34	3	0	0	3	5	0	0	5	2	1	0	3
15 - 18	15	12	7	34	5	0	1	6	10	5	0	15	1	2	0	3
10 - 14	18	29	11	58	3	4	0	7	7	6	1	14	3	3	1	7
5 - 9	13	31	12	56	1	2	2	5	8	10	3	21	8	3	3	14
1 = 4	2	13	6	21	0	3	0	3	1	2	1	4	2	1	0	3
Total	177	100	44	321	28	9	3	40	57	23	5	85	24	13	4	41
Mean	35	13	13	25	39	8	10	29	31	11	7	24	19	16	8	15
S.D.	21	8	8	19	24	--	--	24	22	--	--	21	23	9	--	19

### Class A High Schools

According to the more complete available data, there are 286 class A high schools. Of that number 177, or 62. per cent, offer Latin; 57, or 20 per cent, offer Spanish; 28, or 9.8 per cent, French, while 24, or 8 per cent, have German in the curricula.

Referring again to Table I, concerning the class A schools, the class enrollments in Latin, greatly exceed the class enrollments in the other languages. Arranging the languages in the order of class enrollments, from the largest to the smallest, they are as follows: Latin, Spanish, French, and German.

From the data compiled in reference to class A schools, it is evident that Latin is the most popular language and stressed much more than the other languages.

### Class B High Schools

There are 145 class B high schools that offer either modern or ancient language. Of that number, 100, or 69. per cent, offer Latin; 23, or 15.86 per cent, have Spanish; 13, or 9 per cent, offer German, and 9, or 6 per cent, have French in their curricula. Then, in the order of class

enrollments, from the largest to the smallest, the languages are arranged as follows: Latin, Spanish, German and French.

Latin is the most popular language in the class B high schools.

#### Class C Schools

Referring again to Table I, there are 56 class C schools that offer either modern or ancient language. Of that number, 44, or 78.57 per cent, offer Latin; 5, or 8.93 per cent, offer Spanish; 3, or 5.36 per cent, offer French, while 4, or 7.3 per cent, have German in the curricula.

Arranging the languages in the order of class enrollments, from the largest to the smallest, they are: Latin, Spanish, German, and French.

Latin is the most popular language in the class C high schools.

#### Summary

Latin is stressed more than Spanish, German, or French in class A, class B, and class C high schools.

Spanish is stressed second to Latin, while German is third and French fourth, in class B and class C schools.

In class A schools, French is third and German fourth place.

REASONS ADVANCED BY MODERN AND ANCIENT  
LANGUAGE TEACHERS, SUPPORTING THE MODERN  
OR ANCIENT LANGUAGE WITHIN THE CURRICULUM

Two hundred thirty four reasons were received from questionnaires sent to the various language teachers in support of those languages within the curricula of the different classes of high schools.

Referring to Table II, under class A schools, and observing Latin, the reader will see that 81 various reasons were offered in support of Latin within the curricula of class A schools, but the greatest number of reasons advanced or 51, were community traditions. By referring to Table III, it will be seen that this number, or 51, is 62.96 per cent of the total reasons supporting Latin within the curricula of the schools reporting.

Referring again to Table II, and reading from left to right under item (1), or community traditions, it will be seen that the total for such reasons in all languages is 64. Of that number, 51 reasons, or 79.69 per cent, are under Latin.

In class B schools, there were 36 reasons given supporting Latin within the curricula of the different classes of schools. In Table II, it will be seen that community traditions comprise 25, or 69.44 per cent of the total

reasons advanced. Reading the table from left to right under item (1), it will be seen that there were 31 traditional reasons given in support of all languages, however, 25, or 80.64 per cent of the total number of reasons, supported Latin.

Referring again to Tables II and III, under class C schools, it will be observed that 18 various reasons were given for Latin within the curricula of the different classes of schools. Of that number, 14, or 77.77 per cent of such reasons, occur under community traditions. Reading the table from left to right, the reader will observe that a total of 16 reasons was given for all languages, under item (1). Of that number, 14, or 87.5 per cent, supported Latin in the curricula of the various schools from the traditional viewpoint. Thus, it appears that Latin is offered in the different classes of schools merely because of community traditions.

The writer's aim is to emphasize the major reasons as were given in support of the various languages within the curricula of the different classes of high schools.

Following the tables as suggested for reading the reasons supporting Latin, the reader may evaluate other reasons, supporting the various languages. However, in the order of their significance, together with the per cent of



which they are a part of the total reasons offered in all languages, or 234, they are as follows:

	Per cent
(1) Community traditions - - - - -	47.33
(2) Essential for college- - - - -	23.33
(3) Fundamentals for English- - - - -	14.92
(4) Better understanding of other languages- -	7.43
(5) Student desires- - - - -	3.80
(6) Aesthetic value- - - - -	1.70
(7) Fill-in for the curriculum- - - - -	.86
(8) Teacher's hobby- - - - -	.43



Table II. Summary of the reasons for modern and ancient languages in the curriculum as compiled from questionnaires from school executives and teachers of the languages

Reasons	Teachers of modern and ancient languages														
	Class A schools					Class B schools					Class C schools				
	Lat.	Fr.	Sp.	Ger.	Total	Lat.	Fr.	Sp.	Ger.	Total	Lat.	Fr.	Sp.	Ger.	Total
(1) Community traditions	51	2	3	8	64	25	1	2	3	31	14	0	0	2	16
(2) Foundation for English	13	2	6	1	22	6	1	2	0	9	2	1	1	0	4
(3) Essential for college	8	12	15	3	38	3	3	5	2	13	2	1	1	1	5
(4) Better understanding of other languages	5	3	4	1	13	0	1	2	0	3	0	1	0	0	1
(5) Aesthetic value	1	0	1	0	2	0	0	1	0	1	0	0	1	0	1
(6) Student desires	2	0	2	1	5	2	0	1	0	3	0	0	0	1	1
(7) Teacher's hobby	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
(8) Fill-in for the curriculum	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Total	81	19	31	14	145	36	6	14	5	61	18	3	3	4	28

Table III.

Summary of Table II. given in percentages

Teachers of modern and ancient languages													
Class A schools				:	Class B schools				:	Class C schools			
	Latin	French	Spanish	German	Latin	French	Spanish	German	Latin	French	Spanish	German	
(1)	62.96	10.53	9.67	57.44	69.44	16.67	14.29	60.00	77.78	00.00	00.00	50.00	
(2)	16.05	10.53	19.35	7.14	16.67	16.67	14.29	00.00	11.11	33.33	33.33	00.00	
(3)	9.88	63.15	48.39	21.43	8.33	49.99	35.71	40.00	11.11	33.33	33.33	25.00	
(4)	6.18	15.79	12.90	7.14	0.00	16.67	14.29	00.00	00.00	33.33	00.00	00.00	
(5)	1.23	00.00	3.23	0.00	0.00	00.00	7.14	00.00	00.00	00.00	33.33	00.00	
(6)	2.47	00.00	6.46	7.14	5.56	00.00	7.14	00.00	00.00	00.00	00.00	25.00	
(7)	1.23	00.00	0.00	0.00	0.00	00.00	0.00	00.00	00.00	00.00	00.00	00.00	
(8)	0.00	00.00	0.00	0.00	0.00	00.00	7.14	00.00	00.00	00.00	00.00	00.00	

PREPARATION OF MODERN AND ANCIENT  
LANGUAGE TEACHERS IN CLASS A,  
CLASS B, AND CLASS C HIGH SCHOOLS

Class A High Schools

Referring to Table IV, there are 232 class A teachers in all languages mentioned. The largest number of teachers will be found in Latin; next, Spanish; French, and then German.

The average college semester hours of teacher preparation for French, is 28.3; German, 19.5; Spanish, 19.1; Latin, 17.5. From the findings, it appears that teachers of French, in class A schools, are much better prepared from the standpoint of college semester hours, than are teachers in other languages.

Ranking the various languages in the order of college semester hours of teacher preparation, from the highest to the lowest, they are: French, German, Spanish, and Latin.

Class B High Schools

There are 205 teachers of the various languages in class B schools studied. The largest number of teachers will be found in Latin. Ranking the languages in the order

as to the number, from highest to lowest, of teachers teaching them, they are: Latin, Spanish, German, and French.

Ranking the languages in the order of college semester hours of teacher preparation, from highest to lowest, they are: Latin, French, German, and Spanish.

In class B schools, the average college semester hours of teacher preparation for Latin will be seen, from Table IV, to be 17.2; French, 16.9; German, 15., and Spanish, 14.3.

From the findings, it will be observed that teachers of Latin, in class B schools, are better prepared in college semester hours, than are teachers in other languages.

#### Class C High Schools

From available data studied, there are many more teachers of Latin, in class C schools, than there are teachers in other languages.

The average number of college semester hours of teacher preparation for Latin, will be seen from Table IV, to be 15.4; Spanish, 12.5; German, 5., and French, 2.5.

Ranking the various languages in the order, from highest to lowest, in college semester hours of teacher preparation, they are: Latin, Spanish, German, and French.

### Summary

(1) Teachers of French in class A schools are better prepared from the standpoint of college semester hours, than are teachers in other languages. Teachers of Latin are least prepared.

(2) Teachers of Latin in both class B and class C schools, are better prepared in college semester hours than are teachers in other languages. Teachers of Spanish are least prepared in class B schools, while teachers of French are least prepared than are teachers in other languages in class C schools.

Table IV.

Teacher preparation in each of the modern and ancient languages in terms of semester hours

Semester hours	Latin				French				Spanish				German				
	Classification of schools																
	A	B	C	Total	A	B	C	Total	A	B	C	Total	A	B	C	Total	
95 - Over	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
90 - 94	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
85 - 89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
80 - 84	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
75 - 79	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
70 - 74	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0
65 - 69	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
60 - 64	1	0	0	1	1	0	0	1	2	4	0	0	4	0	0	0	0
55 - 59	3	0	0	3	5	0	0	5	10	3	0	0	3	1	0	0	1
50 - 54	4	0	1	5	1	0	0	1	2	0	1	0	1	1	0	0	1
45 - 49	4	0	0	4	4	0	0	4	8	0	0	0	0	0	0	0	0
40 - 44	9	2	0	11	3	0	0	3	6	0	0	0	0	1	0	0	1
35 - 39	8	3	0	11	3	0	0	3	6	4	0	0	4	2	0	0	2
30 - 34	23	3	1	27	1	1	0	2	4	3	1	0	4	1	0	0	1
25 - 29	14	5	7	26	3	0	0	3	6	4	1	0	5	1	1	0	2
20 - 24	23	5	2	30	11	1	0	12	24	4	1	0	5	4	0	0	4
15 - 19	43	24	14	81	2	4	0	6	12	11	1	1	13	2	1	0	3
10 - 14	24	15	3	42	2	1	0	3	6	16	6	1	23	5	3	0	8
5 - 9	15	15	6	36	0	1	1	2	4	11	4	1	16	3	1	2	6
1 - 4	14	30	14	58	2	1	2	5	10	5	2	0	14	6	2	0	8
Total	189	103	48	340	38	9	3	50	78	5	6	0	11	0	2	2	4
Median	:17.5:	17.2:	15.4:	17.1:	:28.3:	16.9:	2.5:	20.8	:19.1:	14.3:	12.5:	17.6	:19.5:	15.:	5.:	16.6	



Table V. Summary of teachers with less than 15 semester hours in the field

Language	:Teachers with less : Per cent of teachers with				: less than fifteen hours		
	: A :	B :	C :	:Total:	A :	B :	C
Latin	: 53 :	60 :	23 :	136 :	28.00 :	52.20 :	47.80
French	: 4 :	3 :	3 :	10 :	10.52 :	33.30 :	100.00
Spanish	: 26 :	12 :	3 :	41 :	33.33 :	51.30 :	60.00
German	: 9 :	5 :	4 :	18 :	33.33 :	50.00 :	100.00
Total	: 92 :	80 :	33 :	205 :	17.29 :	55.17 :	55.00

Referring to the above table, it will be seen that teachers of Latin and French do not compare closely in the percentage of teacher preparation under fifteen college semester hours in any of the classes of high schools studied.

In class A schools, teachers of Spanish and German, have virtually the same percentage of preparation in college semester hours preparation up to fifteen. The same may be said concerning those language teachers in class B schools, but not in reference to class C schools, because in class C schools the variation is great.

From the above table, teachers of French are better prepared than teachers of other languages in class A schools.

In both class B and class C schools, the data show that the greater majority of teachers of those languages, have less than fifteen college semester hours of preparation. Too, the lower the classification of the school or schools, the less will be the preparation of the teachers.

Referring to Table V, it may be observed, that teachers of French are best prepared than are teachers of other languages, when referring to college semester hours preparation, including fifteen semester hours.

In class C schools, teachers of Latin are best prepared of all teachers of the languages, when considering the preparation pertaining to fifteen semester hours or less.

Table VI. Summary of teachers without semester hours credit in the field

Language	Class school				Per cent		
	A	B	C	Total	A	B	C
Latin	5	27	13	45	.026	26.21	27.00
French	2	2	2	6	.0526	22.22	66.66
Spanish	0	5	0	5	0.0000	21.70	00.00
German	0	1	0	1	0.0000	10.00	00.00
Total	7	35	15	57	0.0210	14.28	25.00



Referring to the preceding table, it may be seen that teachers of class A schools are much better prepared than are teachers of class B or class C schools.

Comparing class B schools with class C schools, as to teacher preparation in college semester hours in the various languages, it may be clearly seen that there are more teachers of Latin and French without preparation in class C schools, than are found in class B schools.

The reason for there not being any percentages given in both Spanish and German for class C schools, was due to the lack of such teachers within class C schools.

There are teachers of all languages in class B schools, teaching such languages without any college semester hours of preparation. The same is true in reference to Latin and French in class C schools.

The writer has, at the present time, a teacher of Latin within his system, who does not have any college semester hours of preparation in the field. The results of his teaching have been fairly satisfactory, but such results, under those conditions, are not common. The teacher, under discussion, had a good high school foundation in the language, and too, he has had several years of experience in teaching that language.

INADEQUACY OF PREPARATION AMONG TEACHERS  
IN CLASS B AND CLASS C HIGH SCHOOLS

From the foregoing study, it is evident that teachers in class B and class C high schools lack preparation in the field in which they instruct. The study indicates that teachers in class A schools are well trained for their task.

A reason advanced at this point in the study by the writer, is taken from the Improvement of Instruction (7) and reads as follows: "Would anyone maintain that people with less than average ability should teach school? Yet, surveys have shown that students who enter teacher colleges are below the average of those students who enter liberal arts colleges. The answer to the question of how does Kansas select her teachers, is that she does not use any particular means of selection. Anyone with or without natural ability, with or without formal training, may become a schoolteacher in Kansas. Inadequacy of intellect, faulty traits of character, barren social selves are no bar. Anyone may expect to teach school in Kansas.

"Practically all of the high-school teachers in Kansas have completed four years of college, but this does not in itself guarantee adequate preparation, for nothing prevents

the teacher, except in class A schools, from teaching a subject in which she has not had an hour's preparation. Physical education majors may teach history, language majors may teach social sciences, and majors in music may be placed in charge of English classes."

From the paragraph just quoted, it seems evident that some such regulation should be placed upon class B and class C schools similar to what has been required of class A schools. Not until such requirements are mandatory will there be adequate preparation among teachers in those schools mentioned above.

Denbigh (3) has pointed out that the present need, is better care in the preparation of teachers, who should be American-born as a rule.

According to Ogden (8) languages in the high school should be more efficiently taught, which calls for better trained teachers.

THE RELATIONSHIP BETWEEN DEGREES HELD  
AND THE SALARY OF TEACHERS OF MODERN  
AND ANCIENT LANGUAGES IN CLASS A,  
CLASS B, AND CLASS C HIGH SCHOOLS

Class A High Schools

Teachers of Latin. According to Table VII, teachers with the A.B. degree have a higher salary range than those

Table VII.

## Salaries of Latin teachers according to degrees

Salaries	Latin teachers														
	Class A schools					Class B schools					Class C schools				
	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total
2204.50-2289.49	0	2	0	2	4	0	0	0	0	0	0	0	0	0	0
2119.50-2204.49	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
2034.50-2119.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1949.50-2034.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1864.50-1949.49	1	1	1	0	3	0	0	0	0	0	0	0	0	0	0
1779.50-1864.49	0	2	0	2	4	0	1	0	0	1	0	0	0	0	0
1694.50-1778.49	0	2	0	1	3	0	0	0	0	0	0	0	0	0	0
1609.50-1694.49	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0
1524.50-1609.49	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
1439.50-1524.49	1	4	0	2	7	0	0	0	0	0	0	0	0	0	0
1354.50-1439.49	1	3	0	3	7	0	1	0	1	2	0	0	0	0	0
1269.50-1354.49	2	6	1	2	11	1	3	0	0	4	0	0	0	0	0
1184.50-1269.49	3	15	1	5	24	1	3	0	2	6	0	1	0	0	1
1099.50-1184.49	4	21	1	5	31	1	2	0	1	4	2	1	0	0	3
1014.50-1099.49	5	13	2	3	23	2	2	1	1	6	0	2	0	0	2
929.50-1014.49	10	12	2	2	26	6	8	1	2	17	1	3	1	0	5
844.50-929.49	8	14	0	2	24	11	13	4	0	28	2	8	0	2	12
759.50-844.49	2	9	0	2	13	9	14	2	0	25	4	5	1	0	10
674.50-759.49	2	2	0	0	4	2	5	0	0	7	2	4	1	1	8
589.49-674.49	0	0	0	0	0	1	1	0	0	2	4	3	0	0	7
504.50-589.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	40	108	8	33	189	34	54	8	7	103	15	27	3	3	48
Mean	1061	1151	1206	1325	1164	902	989	898	1142	946	813	862	830	831	843
S.D.	239	227	287	240	308	133	232	25	243	199	160	124	105	96	149

Table VIII.

## Salaries of French teachers according to degrees

Salaries	French teachers														
	Class A schools					Class B schools					Class C schools				
	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total
2204.50-2289.49	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
2119.50-2204.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
2034.50-2119.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1949.50-2034.49	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
1864.50-1949.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1779.50-1864.49	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0
1694.50-1779.49	1	3	0	0	4	0	0	0	0	0	0	0	0	0	0
1609.50-1694.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1524.50-1609.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1439.50-1524.49	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0
1354.50-1439.49	0	2	0	1	3	0	0	0	0	0	0	0	0	0	0
1269.50-1354.49	0	3	0	1	4	0	0	0	0	0	0	0	0	0	0
1184.50-1269.49	1	2	0	1	4	0	0	0	0	0	0	0	0	0	0
1099.50-1184.49	2	3	0	0	5	0	0	0	0	0	0	0	0	0	0
1014.50-1099.49	0	2	0	1	3	0	0	0	0	0	0	1	0	0	1
929.50-1014.49	1	3	0	0	4	0	1	0	0	1	0	0	0	0	1
844.50-929.49	0	2	0	0	2	1	1	0	0	2	0	0	0	0	0
729.50-844.49	0	1	0	0	1	1	3	0	1	5	1	0	0	0	0
674.50-729.49	0	0	0	0	0	1	1	0	0	2	0	0	0	0	1
589.50-674.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
504.50-589.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	5	23	0	10	38	3	6	0	1	10	1	2	0	0	3
Mean	1244	1282	--	1584	1367	802	840	--	802	819	802	1057	--	--	1000
S.D.	260	354	--	345	366	35	--	--	--	85	--	--	--	--	145



with the B.S. degree. The range in salaries between teachers with the M. S. and the M. A. degrees are wide. The width of range is due primarily to the fact that the upper frequencies have been influenced by the salaries of high school principals. In several instances, the principal of the the school was the language instructor.

Teachers of French. In Table VIII, page 22, the salary range for teachers having the A. B. degree and those having the M. A. degree, was wide spread. The top salaries included the salaries of principals, who taught the language.

Teachers of Spanish. In Table IX, the spread in salaries between teachers holding the B. S. degree and those with the A. B. degree are remarkably wide; although there is little difference in the average salary. There are more teachers with the A. B. degree than there are teachers with the B. S. degree. Since not any data were included on the M. S. degree in the findings, it was not possible to compare the salaries of M. S. degree teachers with the M. A. degree teachers.

Teachers of German. Practically all the teachers of German in the class A schools, have either an A. B. or an M. A. degree. The spread in the salaries are almost the same. The average salary for teachers having the A. B degree

Table IX.

Salaries of Spanish teachers according to degrees

Salaries	Spanish teachers														
	Class A schools					Class B schools					Class C schools				
	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total
2204.50-2289.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2119.50-2204.49	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
2034.50-2119.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1949.50-2034.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1864.50-1949.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1779.50-1864.49	0	3	0	2	5	0	0	0	0	0	0	0	0	0	0
1694.50-1779.49	0	2	0	2	4	0	0	0	0	0	0	0	0	0	0
1609.50-1694.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1524.50-1609.49	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0
1439.50-1524.49	1	2	0	2	5	0	2	0	1	3	0	0	0	0	0
1354.50-1439.49	0	3	0	1	4	0	0	0	0	0	0	0	0	0	0
1269.50-1354.49	3	8	0	1	12	0	0	0	0	0	0	0	0	0	0
1184.50-1269.49	1	1	0	0	2	1	0	0	0	1	0	0	0	0	0
1099.50-1184.49	2	7	0	5	14	0	1	0	0	1	0	0	0	0	0
1014.50-1099.49	2	6	0	3	11	0	0	0	0	0	0	0	0	0	0
929.50-1014.49	4	3	0	1	8	1	0	0	0	1	0	0	0	0	0
844.50- 929.49	2	3	0	1	6	3	2	0	0	5	0	0	0	0	0
759.50- 844.49	1	0	0	0	1	1	6	0	0	7	1	2	0	0	3
674.50- 759.49	0	0	0	0	0	0	2	0	0	2	1	0	1	0	2
589.50- 674.49	0	1	0	1	2	2	0	0	0	2	0	0	0	0	0
504.50- 589.49	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Total	16	42	--	20	78	8	13	1	1	23	2	2	1	0	5
Mean	1094	1277	--	1316	1250	866	833	547	1482	880	760	802	717	--	832
S.D.	185	308	--	372	354	179	255	--	--	263	--	--	--	--	--

is higher than for teachers having the M. S. degree. This difference is the result of principals' salaries figuring in with the upper frequencies.

#### Summary

(1) The larger per cent of teachers of Latin in the class A schools have either the A. B. or the M. A. degree.

(2) The range in salaries indicate a wide spread.

(3) In the class A schools, there is a close comparison between kind of degree and the amount of salary.

(4) In the class B schools, the spread in salaries between teachers with the B. S. degree and those with the A. B. degree, is wide, but the difference in the amount of the average salary is small.

(5) Teachers with the M. A. degree, in class B schools, receive a much larger salary than those teachers holding the M. S. degree.

(6) In the class C schools, the type of degree does not have any marked difference as to the amount of salary. Teachers with the Master's degree may receive less than those teachers with the Bachelor's degree. The average salary for all kinds of degrees is very small.



Table X. Salaries of German teachers according to degrees

Salaries	German teachers														
	Class A schools					Class B schools					Class C schools				
	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total	B.S.	A.B.	M.S.	M.A.	Total
2204.50-2289.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2119.50-2204.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2034.50-2119.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1949.50-2034.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1864.50-1949.49	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
1779.50-1864.49	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
1694.50-1779.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1609.50-1694.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1524.50-1609.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1439.50-1524.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1354.50-1439.49	0	2	0	1	3	0	0	0	0	0	0	0	0	0	0
1269.50-1354.49	0	3	0	1	4	0	4	0	2	6	0	0	0	0	0
1184.50-1269.49	0	2	0	1	3	0	0	0	0	0	1	0	0	0	1
1099.50-1184.49	0	2	0	0	2	1	0	0	0	1	0	0	0	0	0
1014.50-1099.49	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1
929.50-1014.49	1	1	0	1	3	0	0	0	0	0	0	0	0	1	1
844.50-929.49	0	3	0	2	5	1	0	0	0	1	0	1	0	0	1
759.50-844.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
674.50-759.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
589.50-674.49	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
504.50-589.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	18	-	8	27	4	4	-	2	10	1	2	-	1	4
Mean	972	1317	-	1301	1296	930	-	-	1312	1159	1057	1057	-	972	1036
S. D.	-	306	-	172	325	195	-	-	-	224	-	170	-	-	126

## Class B High Schools

Teachers of Latin. The wide variation in salaries among teachers having the B.S. degree and those with the A.B. degree, as was the case in the class A schools, such variation is not the case in class B schools. The variation becomes less marked upon the approach of lower standards of teacher requirements. The average salary for teachers with the A.B. degree and those with the B. S. degree, is nearly the same, but there is a marked variation among teachers holding the M.S. and the M.A. degrees, in class B schools.

Teachers of French. In compiling the data for teachers of French, it was difficult to work out a fair average salary for teachers holding any kind of a degree, due to the small number of frequencies. The result as was worked out in Table VIII, indicates that teachers with the A.B. degree receive the higher salaries.

Teachers of Spanish. Taking into consideration the small number of frequencies again, there is not much spread in salaries in Spanish. Teachers with the B.S. degree receive a higher average salary than those with the A.B. degree. The salaries of two high school principals were computed in the A.B. degree frequencies.

The average salary of the teacher with the M.A. degree, was that of a high school principal, who was a language teacher.

Teachers of German. According to Table X, the majority of teachers of German having the M.A. degree, receive a salary between \$1269.50 and \$1354.49, which is much higher than the average salary of teachers having the B.S. degree.

The average salary for teachers with the M.A. degree is \$1312. The total average salary for German teachers is \$1159.00.

#### Class C High Schools

Teachers of Latin. The variation in salaries for teachers of Latin in class C schools, is not wide, but more limited than otherwise. There are more teachers who have the A.B. degree than are those having the B.S. degree. Salaries for the teachers having the M.S. and those with the M.A. degrees are practically the same.

Little recognition is given teachers in the class C schools for the advanced preparation. Teachers having the Bachelor's degree may receive more salary than do those teachers having the Master's degree.

Teachers of French. Frequencies were too limited to make any comparisons in reference to teachers teaching the French language. According to Table VIII, page 22, teachers having the A.B. degree are better paid than are those teachers with the B.S. degree.

Data concerning the M.S. and the M.A. degrees, were not given.

Teachers of Spanish. As there were few frequencies with which to work, it was difficult to draw any very definite conclusion. In so far as it was possible to ascertain, the average salary for the A.B. degree was higher than for the B.S., or the M.S. degree in class C schools.

Teachers of German. Data concerning German furnished few frequencies. According to Table X, page 26, the same, or perhaps nearly the same salaries were given teachers, whether they had the B.S. or the A.B. degree. Little recognition was given advanced degrees.

#### Summary

- (1) In class C schools, little recognition was given teachers with advanced degrees.
- (2) The salary schedule was very low in class C

Table XI. Comparison of teachers' salaries in the modern and ancient languages

Salaries	Teachers of modern and ancient languages														
	Class A schools					Class B schools					Class C schools				
	Lat.	Fr.	Sp.	Ger.	Total	Lat.	Fr.	Sp.	Ger.	Total	Lat.	Fr.	Sp.	Ger.	Total
2204.50-2289.49	4	1	0	0	5	0	0	0	0	0	0	0	0	0	0
2119.50-2204.49	2	1	2	0	5	0	0	0	0	0	0	0	0	0	0
2034.50-2119.49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1949.50-2034.49	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
1864.50-1949.49	3	1	0	2	6	0	0	0	0	0	0	0	0	0	0
1779.50-1864.49	4	2	5	2	13	1	0	0	0	1	0	0	0	0	0
1694.50-1779.49	3	4	4	1	12	0	0	0	0	0	0	0	0	0	0
1609.50-1694.49	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0
1524.50-1609.49	2	0	2	1	5	0	0	0	0	0	0	0	0	0	0
1439.50-1524.49	7	2	5	1	15	0	0	3	0	3	0	0	0	0	0
1354.50-1439.49	7	3	4	3	17	2	0	0	0	2	0	0	0	0	0
1269.50-1354.49	11	4	12	4	31	4	0	0	6	10	0	0	0	0	0
1184.50-1269.49	24	4	2	3	33	6	0	1	0	7	1	0	0	1	2
1099.50-1184.49	31	5	14	2	52	4	0	1	1	6	3	1	0	0	4
1014.50-1099.49	23	3	11	0	37	6	0	0	1	7	2	1	0	1	4
929.50-1014.49	26	4	8	3	41	17	1	1	0	19	5	0	0	1	6
844.50-929.49	34	2	6	5	37	28	2	5	1	36	12	4	0	1	17
759.50-844.49	13	1	1	0	15	25	5	7	0	37	10	2	3	0	15
679.50-759.49	4	0	0	0	4	7	2	2	0	11	8	0	2	0	10
589.50-674.49	0	0	2	0	2	2	0	2	1	5	7	0	0	0	7
504.50-589.49	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Total	189	32	78	27	332	103	10	23	10	146	48	8	5	4	65
Mean	1155	1357	1263	1196	1217	946	857	917	1159	926	843	919	770	1030	869
S.D.	312	366	300	325	329	183	263	263	209	207	177	112	--	119	119

schools. There was not indicated on any record observed during the study, a class C school with a regular salary schedule for the teachers.

#### General Summary and Conclusion

(1) In the three classes of high schools studied, there was a larger percentage of teachers with the A.B. degree than there were teachers with the B.S. degree.

(2) Salaries of teachers in class C schools, having the A.B. degree, were higher than the salaries for those teachers with the B.S. degree, except in the case of teachers of German, whereby the salaries were the same.

(3) Salaries of teachers having the M.A. degree were higher than were the salaries for those teachers with the M.S. degree, except in class C schools and teachers of French in class B schools.

(4) There were more teachers who had the M.A. degree, than there were teachers holding the M.S. degree, except teachers of Spanish and Latin in class B schools and teachers in class C schools.

(5) The relationship between degrees and salaries was close in the class A schools and in certain class B schools, but not in any sense, in class C schools.



### Comparison of Salaries

Class A Schools. Referring to Table XI, page 30, it may be seen that teachers of French receive the highest average salary of all other teachers in other languages. Second highest in average salary, are teachers of Spanish. Third, teachers of German and lowest, are teachers of Latin.

Class B Schools. Ranking the average salary of language teachers from the standpoint of the language, from highest to lowest, the ranking is as follows: German, Latin, Spanish, and French.

Class C Schools. Ranking the average salary of language teachers from the standpoint of the language, from highest to lowest, the ranking is as follows: German, French, Latin, and Spanish.

#### Summary

(1) In the class A schools, teachers of French receive the highest average salary.

(2) The lowest average salary is paid to teachers of Latin.

(3) In class B schools, the highest average salary is paid to teachers of German.

(4) The lowest average salary is paid to teachers of French, in the class B schools.

(5) In the class C schools, the highest average salary is paid to teachers of German.

(6) The lowest average salary, in class C schools, is paid to teachers of Spanish.

(7) The average salary for all language teachers in class A schools, is \$1217.00; in class B schools, \$926.00; in class C schools, \$869.00.

## FINAL SUMMARY AND CONCLUSIONS

### Salaries

There does not appear to be any immediate panacea for the cure of the ills affecting the secondary school. From this study it is evident that more stringent requirements should be enacted if modern education continues along the trends of its true aims and purposes.

The summation of the existing weaknesses in, especially class B and class C schools, should challenge the minds of educators to sound thinking along lines which should tend to evoke such situations as this study has evinced.



Not until educators and those especially prone to more modern ways of sound thinking, place their shoulders to the wheel of legislative proposals, will there be any eminent change from the detour into which present educational requirements so haplessly ride.

Uniform salaries of teachers can be instituted through efforts of research on the part of aggressive, as well as progressive, men and women interested in the future of boys and girls of the present, as well as in the type of secondary educational institution of to-morrow. The summation of the findings of this research, as has been made in reference to the present existing inequalities of salaries, should furnish a basis upon which certain legislative proposals should spring.

In the Bureau of School Service (2) an article has been written explaining the study of salaries and the results, as based upon the Lexington Public School system of Lexington, Kentucky. Following the study and findings, a salary schedule was made for each type of school within the city, including elementary, junior high school, and senior high school. After having tried out the schedule system for a number of years, the following results were realized:

- (1) Teacher tenure was prolonged.

(2) Advanced degrees were recognized.

(3) Standards of the school were raised, resulting in a superior type of school work.

Such results as just enumerated, could be realized in other cities, had they such a schedule within their school system or systems.

The most unfair inequalities of teacher's salaries are found in the third class towns and villages. Heistend (5) found that the average salary of teachers in third class towns to be \$99.00 per month and the lowest salary average on any county to be \$62.50. According to Eaton (4) the typical salary of teachers in class C schools for the year 1936 and 1937, was \$90.00 per month.

A salary schedule in any class school tends to improve the educational conditions of such a school, by encouraging better trained and more efficient teachers, thereby reducing teacher turnover, in so far as the intellectual and more ambitious qualities bring about the turnover. Shippy (10) and Simon (11) both favor such schedules in order to reduce teacher turnover.

#### Preparation of Teachers

According to Judd (6) the future of our educational institutions, as well as the social fiber of our citizenry,

will depend upon the character and the type of training of the teachers to-day.

School administrators and boards of education, must weigh in more minute detail, the quality, training, and character of teachers, if character education, especially is to assume its place in the curriculum of the modern high school.

Educational practices of school administrators and boards of education, must consider more, the objectives of modern education in their teacher employment programs, if the trends of modern education are to retain the fundamental objectives as formulated by Bobbitt (1). From the teachers' own viewpoint, it behooves them to prepare to meet the requirements which will enable them to successfully impart the knowledge so necessary for present and future generations. Boards of education should be educated in what the fundamental objectives of education are, in order to assist the school administrator, since it seems necessary, in the employment of teachers. It is too frequently the case, in the smaller places especially, for boards of education to do all the hiring and all the firing of teachers. They become non-progressive in matters pertaining to education, but aggressive in matters appertaining to certain pressures brought on by selfish groups within the community. In many

instances, the efficient teachers have been replaced with less capable ones, who were more easily dominated by the small cliques within the community.

Educators, as well as legislators, must think in terms of common interests for all, rather than in terms of special interests for the few. The enactment of teacher requirements sufficient to rightly compel the teacher to give her best, in the most efficient manner possible to the community, and on the other hand, for the community to pay her for all she's worth for those services which she so effectively renders to the boys and girls of that community; then, and only then, will the need for better prepared teachers in the modern and the ancient languages, as well as in other fields of learning, for that matter, cease to be the problem it now is.

#### Community Traditions

Certain community traditions have been responsible for much un-aggressiveness, as well as, un-progressiveness in, especially the smaller schools. The place that Latin has assumed in the curriculum of the secondary school, has been supported mainly by traditional reasons. Modern languages, to some extent, are replacing the ancient languages. It has been a long established belief that Latin was the main

language upon which the English essentials were based. It is little wonder that school administrators, in many instances refuse to interfere with the sentiment of the local communities.

Local school boards, generally speaking, are not familiar with the aims and purposes of modern or ancient language in the secondary school. Segal (9) suggests that boards of education take more upon themselves to know what those aims and purposes are, of the secondary school.

Not until the ignorance and the traditional thinking have been overcome, will the aims and purposes of modern and ancient languages assume the proper recognition within the curriculum of the secondary school.

The great task of improving the standards of the secondary school, especially in class B and class C schools, is one which needs the fullest support and the whole-hearted cooperation of the communities on the one hand, and the teachers and school administrators on the other.

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