A STUDY OF THE DEVELOPMENT OF SECONDARY SCHOOL MODERN LANGUAGE PROGRAMS IN THE UNITED STATES

by

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INTRODUCTION

The inclusion of foreign languages in the curriculum of America's secondary schools has become a matter of considerable concern in recent years. This concern has resulted in efforts to provide and develop challenging foreign language programs.

Foreign languages have always been included in the United States public school curriculum. However, the status accorded to foreign languages by both teachers and pupils has been varied. In the early period of education in the United States foreign languages held a position of first rank importance in the schools. In contrast, during the period from World War I to the early part of World War II foreign languages were among the lowest ranked subjects in the school curriculum.[1]

During World War II a plea was made by educators, governmental and military personnel for the improvement of foreign language teaching. With the Russian space triumph of Sputnik I the subject of foreign languages in America's public schools was forcibly brought to the attention of the general public.

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[1]Gilbert C. Kettelkamp, "Modern Foreign Language Teaching: From Where to Where," National Association of Secondary-School Principals Bulletin, 45:97-104, September, 1961.

Within recent years a considerable amount of discussion has been devoted to the teaching of foreign languages in the public junior and senior high schools of America. It was with this view in mind that attention in this study was centered upon the teaching of foreign languages in grades seven through twelve in America's public schools.

Statement of the Problem

The purpose of this study was (1) to trace the development of foreign language programs; (2) to determine the method of teaching used, and (3) to review selected secondary school foreign language programs.

Importance of the Study

Much has been written on the importance of foreign languages in the curriculum of America's secondary schools. The most frequent criticisms are expressed of foreign language programs (1) the scarcity of foreign language offerings, and (2) the poor methods used in teaching the courses offered.

James Conant has called for the inclusion of foreign language courses in all American secondary schools.[2] He

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[2]Gilbert C. Kettelkamp, "Modern Foreign Language Teaching; From Where to Where," National Association of Secondary-School Principals Bulletin, 45:101, September, 1961.

stressed the importance of lengthening the time allotted to the study and of the necessity of offering high level courses when he stated, "The school board should be ready to offer a third and fourth year of a foreign language no matter how few students enroll."[3]

G. W. Stone cited a survey taken in New York State concerning the favorite subjects of student leaders in high school and revealed that "foreign language ranked at the bottom of all academic subjects, preferred by only 5 per cent of the boys and 13 per cent of the girls."[4]

Not all educators were prone to criticize. Hayward Keniston called for the reorientation of the course material in the field of foreign languages when he stated:

> Languages study in the past has been oriented almost exclusively toward literature. It must reorient itself toward the total culture of the people, which would of course include literature...The first step is to abolish the language requirement and put language teachers on their mettle to make language so exciting in understanding the culture of a people that we may not be able to withstand the demand.[5]

Marjorie C. Johnston pointed out the need for action

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[3]Gilbert C. Kettelkamp, "Modern Foreign Language Teaching: From Where to Where," National Association of Secondary-School Principals Bulletin, 45:101, September, 1961.

[4]G. W. Stone, "Foreign Language Teaching in the United States Today," Hispania, 40:344, September, 1957.

[5]Hocking Elton, "This Era of Transition--Its Problems and its Challenges," Hispania, 47:101, March, 1964.

in two specific areas.

> The future of foreign languages in the high school is an old question, but present conditions render it highly imperative that a dynamic, fresh, and meaningful answer be found NOW. Here are two things that must be done: (1) A re-evaluation of our foreign language classes. Are they meeting the needs of most of our children? (2) A public relations job on the significance of foreign language study.[6]

The necessity for the inclusion of foreign languages in the curriculum was well stated by Carl Franzén:

> Let us present the reasons for including the study of one or more foreign languages in the American secondary school...Isolationism is an inheritance from the time when two oceans protected us from our potential enemies. Too many people cannot bring themselves to the realization that ALL barriers...have been broken down. No longer can we live unto ourselves, apart from the rest of the world...Each part of the world needs to know what is going on in the rest of the world. We speak of iron and bamboo curtains. What about curtains of ignorance and prejudice? How can we comprehend what another man is proposing if we cannot interpret the language in which he clothes his thoughts?[7]

Another reason foreign languages were included in the curriculum was that many students, when studying a foreign language, had a vocational objective in mind. For some of these students the vocational objective was the teaching profession. For others the objective was the business field. A knowledge of foreign language was found to be

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[6] Marjorie C. Johnston, "Let's Think about I and Act Soon," Hispania, 35:15, February, 1952.

[7] Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:7, January, 1958.

desirable in many business jobs. Clerks, stenographers, and translators, airline stewardesses, social workers, journalists and librarians needed a knowledge of a foreign language.

In addition to the practical reasons for the inclusion of foreign languages in the curriculum, Ned Davison stated that they represent only one part of the total possible contributions of foreign languages to education.

> We have all been made acutely aware of the practical importance of learning a foreign language. Discussions have concentrated upon the immediate advantages in terms of vocational flexibility, national necessity, and tourist convenience. These values are certainly important to every student and citizen...The significance of our language study does not end here. Once we have experienced first hand, so to speak, the foreign culture, even if our contact has been restricted to a study of the language only, we have freed ourselves to some extent from the intellectual blinders of our native culture and have found a new perspective from which to re-examine our own heritage...In so doing, the real significance of our tradition becomes clarified by the new objectivity that we have achieved, and the nature of our society acquires new brilliance and meaning. This pursuit of self-knowledge, of coming to understand ourselves and others better, needs no further justification.[8]

Or, as Willis K. Jones so aptly stated, "Language is necessary only for understanding human beings."[9]

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[8]Ned Davison, "What Foreign Language Method is Best for Secondary School?," Hispania, 45:274-5, May, 1962.

[9]Willis K. Jones, "Making 'Natives' of Our Language Students," Hispania, 38:299, September, 1955.

Definition of Terms

Grammar Method: The method of teaching a foreign language which stresses grammar, reading, and literal translation. It is also referred to in this study as the old method.

Audio-lingual Method: The method of teaching a foreign language which stresses conversation, listening comprehension, and a knowledge of the specific culture of the country whose language is being taught. It is also referred to in this study as the aural-oral method, the new method, and the direct method.

Ancient Foreign Languages: Latin and Ancient Greek.

Modern Foreign Languages: The most commonly taught are French, Spanish, and German. In addition Italian, Russian, Hebrew, Japanese, Portuguese, Polish, Swedish, Norwegian, Arabic, Chinese, Czech, and Hawaiian are considered as modern foreign languages.

Foreign Languages: When used in this study the term refers to any languages being taught other than English, thus including both ancient and modern foreign languages.

Secondary School: Throughout this study the term secondary school will mean grades seven through twelve.

Procedures Employed in the Study

The procedure employed in making this study consisted of an intensive investigation of the pertinent literature contained in the Kansas State University library. A review of this literature revealed that a large number of articles treating foreign language programs in the public schools have been written. With few exceptions, the available articles selected for analysis were recent publications dating between the years 1955 to 1965.

The pertinent literature was organized according to the specific school programs reviewed, with emphasis being given to the development and methods of these programs.

DEVELOPMENT OF AND METHODS USED IN SELECTED SECONDARY SCHOOL FOREIGN LANGUAGE PROGRAMS

A sound foreign language program designed to meet the needs of secondary school students cannot remain static. Through the years school personnel have made numerous curricular changes.

When the Massachusetts Bay colonists established their first secondary school they called it the Latin Grammar School.[10] It was established for the prospective clergyman who had need of Latin in his profession. But, as not every boy who went to the grammar school expected to become a clergyman, some justification had to be made for him to study the classical languages. Thus, what was called the theory of formal or mental discipline was developed to meet this need.[11] The advocates of this theory believed that the study of Latin and Greek, taught so as to make these subjects difficult and unpleasant, automatically endowed the student with a vastly improved memory and an increased power to reason in all other fields.

Another factor accounted for the continued prominence of the classical languages in the secondary school. Harvard

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[10] R. K. Bent and H. H. Kronenberg, Principles of Secondary Education (New York: McGraw Hill, 1961).

[11] E. A. Meras, A Language Teacher's Guide (New York: Harper and Row, Incorporated, 1962), I.

College and its successors built their entrance requirements directly upon the study of these same subjects.[12] Latin and Greek were thus given a status which they held for almost three centuries. Prime evidence of the hold that these subjects had upon eighteenth century educational theory was Franklin's desire to set up an academy that emphasized English and excluded the ancient languages. He was unsuccessful in his efforts because those to whom he appealed for financial support refused to give him such aid unless he included the ancient languages in his school.[13] Later academies did introduce an innovation in the foreign language area by permitting German, French, and Spanish to be introduced.[14]

In the continental schools of the sixteenth and seventeenth centuries, Ciceronian Latin had been taught as a spoken language because it served as the universal means of communication in the Western World. This same practice was followed in the grammar schools of this country during their first century of existence. The ascendancy of French as

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[12]R. K. Bent and H. H. Kronenberg, Principles of Secondary Education (New York: McGraw Hill, 1961), I.

[13]Carl G. F. Franzen, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:7, January, 1958.

[14]E. A. Meras, A Language Teacher's Guide (New York: Harper and Row, Incorporated, 1962), I.

the language of diplomacy and the increasing difficulty which the grammar school masters encountered in teaching Latin as a spoken language were partially responsible for the departure from the direct or oral method. Thus the grammar-translation method was developed. Carl Franzen offered the following description of the grammar-translation method:

> A grammatical rule would be stated, followed by examples. Then came a noun, adjective, or verb paradigm to be memorized. Third was a list of words with English meanings, words whose selection was usually based on the grammatical principle. Fourth were discrete and isolated sentences fashioned around the grammar and the vocabulary. And last was the composition, the same kind of sentence, in English, to be turned back into the foreign language.[15]

When the academies introduced modern foreign languages into their courses of study, these languages had to compete with the already established Latin and Greek. So the same grammar-translation method of instruction was employed.[16] Thus, for at least a century and a half, the textbooks for the teaching of ancient and modern foreign languages were duplicates of each other in so far as methodology was concerned.

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[15]Carl G. F. Franzen, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:3, January, 1958.

[16]E. A. Méras, A Language Teacher's Guide (New York: Harper and Row, Incorporated, 1962), II.

Franzén described the advanced courses as follows:

> First-year courses of the type described were followed by reading material of continuous discourse plus the ever-present composition book. The vocabulary was found in the back of the book. So many lines were assigned daily. In class, translation of the reading material was forever being interrupted by questions over grammatical constructions in the passage that was read.[17]

For college admission the study of Latin was required for four years, Greek for two or three, and a modern foreign language for two or three years. Many colleges demanded a continuation of all three for the A. B. degree.[18] After this prolonged study of foreign languages a fairly high degree of proficiency was expected. Yet most of the students who had pursued these languages through high school and college had achieved only a reading and composition facility. As a result, these students could not speak or even understand the conversational aspects of the modern foreign language.[19]

The Committee of Ten was the first group organized on a national basis to study the organization and the curricular

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[17]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:4, January, 1958.

[18]A. K. Rent and H. H. Kronenberg, Principles of Secondary Education (New York: McGraw Hill, 1961).

[19]E. A. Méras, A Language Teacher's Guide (New York: Harper and Row, Incorporated, 1962), I.

problems of the secondary school.[20] This committee attempted to bring some order out of the chaos that was prevalent by proposing four curricula which would tend to standardize the work of the secondary school and make it more acceptable for college entrance.

The classical curriculum included Latin, Greek, and a modern foreign language; the Latin-scientific curriculum had Latin and one modern foreign language; the modern curriculum had two modern foreign languages; and the English curriculum had Latin and one modern foreign language. In the case of all four curricula, the minimum requirement was two foreign languages.[21] Furthermore, the Committee advocated beginning the study of a foreign language in the seventh grade. This recommendation was repeated by the Classical Investigation three decades later.

The report of the Committee of Ten was furthered by the Committee on College Entrance Requirements in the importance assigned to the place of foreign languages.[22]

As both committees were dominated by their college members, the curricular offerings of the secondary school

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[20]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:5, January, 1958.

[21]Ibid., p. 5.

[22]Ibid.

were aimed towards college entrance requirements. The secondary school of this period was little more than a college preparatory institution.[23] Thus, the foreign language recommendations were in accord with the objectives of the secondary school as understood by the members of these committees.

In addition to specific recommendations by committees, movements of a political, social, or economic nature repeatedly affected foreign language teaching in the present century. They influenced not only program offerings and class enrollments, but also the degree of emphasis which teachers were to place upon the speaking, the understanding, the reading, and the writing objectives in foreign language learning.[24]

In the decade prior to World War I, French and German were included in the program of studies of a considerable number of public high schools.[25] Franzén stated, "German and French not only dominated the modern foreign language program but appeared to be in a position where their stability

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[23]R. K. Bent and H. H. Kronenberg, Principles of Secondary Education (New York: McGraw Hill, 1961), I.

[24]Hocking Elton, "This Era of Transition--Its Problems and Its Challenges," Hispania, 47:102, March, 1964.

[25]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:6, January, 1958.

was assured."[26]

The impact of World War I upon the modern foreign language program was less marked in the case of French than of German.[27] French, the language spoken by a people associated with the Allied cause, did not suffer particularly. In contrast, German was the language of an enemy people and, for this reason, almost disappeared from school curriculums. Franzén noted this reaction when he remarked, "To it (German) was attached a stigma that not only drove it out of schools, but also almost caused it to disappear from German speaking communities as well."[28]

After the first World War modern foreign languages began to make inroads upon the field of Latin. In order to strengthen the cause of this subject, the American Classical League, in 1924, issued the general report of a four-year investigation.[29] This investigation dealt with a statistical study of the status of the classics in secondary schools, an analysis of the data thus revealed, and the implications of these data with respect to improved content and teaching

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[26]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:6, January, 1958.

[27]Ibid.

[28]Ibid.

[29]Ibid.

methods.

At the time that this report was published, enrollments in secondary school Latin exceeded those in all other foreign languages combined.[30] Consequently, the adherents of Latin were in a favorable position to offer suggestions to improve both content and method.

The effects of the study were felt in the textbooks that were published and the courses that were revised subsequent to the publication of the report. However, the emphasis still remained on the grammar-translation method of instruction.

Influenced by the Classical Investigation, the Committee on Modern Foreign Language Study conducted, during the years 1924-27, an exhaustive inquiry into modern foreign language programs throughout the country.[31] The aims of this study were, "to find out how modern languages are taught, under what conditions, with what materials, towards what ends, with what success," and to ascertain "what practical changes in the prevailing situation may be profitably made."[32]

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[30]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:6, January, 1958.

[31]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:8, January, 1958, citing Algernon Coleman, The Teaching of Modern Foreign Languages in the United States (New York: The Macmillan Company, 1929), p. ix.

[32]Ibid.

Neither of these studies were pleased with what the data revealed. The blame had to be placed somewhere, so the teacher was declared to have inadequate preparation. The criticisms were, "Inability to read the language fluently, sticking too close to a literal translation of a passage, inaccuracies in pronunciation, inaccuracies in accenting the proper syllable of a word, and failure to interpret the thought of a passage.[33]

Nevertheless, by the time the depression days of the early 1930s arrived, foreign languages were still in existence in school programs. They were, however, rapidly losing their position of importance.

In the '30s the schools turned toward the social welfare and citizenship approach in education.[34] As economic pressures of those years increased, schools began dropping subjects from the school curriculum that did not tie in directly with the social welfare and vocational objectives that were being emphasized throughout the country. The foreign language program was often the first to be dropped.

Moreover, foreign languages could not continue to

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[33]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:1?, January, 1958.

[34]R. K. Bent and H. H. Kronenberg, Principles of Secondary Education (New York: McGraw Hill, 1961), I.

rely forever on college admission requirements for their support. A four step procedure was followed to bring about this change. First was the substitution of a modern foreign language for the Greek requirement. Second was the reduction of the number of secondary units in foreign languages from four units to three, and then to two units. The third was to eliminate one of the two languages, only one being required. And the last step was to allow a modern foreign language to be substituted for Latin.[35]

World War II created more developments in the area of foreign language teaching. Young men found themselves stationed in countries where other languages were spoken. There was a need for knowing not only French, German, and Spanish, but other languages as well.

As a part of the Army Specialized Training Program, intensive courses in some forty-three foreign languages were organized for select groups of enlisted men.[36] In reference to the effectiveness of this program, Theodore Huebener noted:

> The effectiveness of this project was attributable to a number of basic factors such as: very small classes, singleness of aim, high motivation, long periods of

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[35]Carl G. F. Franzen, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:13, January, 1958.

[36]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:783, December, 1964.

> intensive study, the employment of native speakers (called informants), and the use of mechanical devices.[37]

The rapid progress of the men in acquiring a practical mastery of the spoken language greatly affected the foreign language program in the secondary schools. Enrollments began a steady climb. Franzén noted this impact when he stated, "By the early 1950s modern foreign language teachers sensed that their subject field was assuming a position of importance in the public school learning program, a position which it had not held for many years.[38]

The data with regard to pupil enrollment in foreign languages in the American secondary schools for the years 1946-47 are presented in Table I. Latin was most popular from the time of the Latin Grammar School until World War II, when Spanish surpassed it in the proportion of enrollees.

Twenty-two per cent of all pupils enrolled in grades nine to twelve in 1949 were taking foreign languages. Thirty-nine per cent of them were in first-year classes. The distribution of these classes is shown in Table II.

It must be noted that these figures could not be taken at their face value. A half century ago, one student

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[37]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:783, December, 1964.

[38]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:11, January, 1958.

would be enrolled in two, if not three, different foreign language courses at the same time. For example, in his junior year he might be enrolled in third-year Latin, second-year Greek, and first-year French or German. In 1949, the chances were that he was studying only one foreign language at a time.

Nevertheless, the data revealed by these figures was important. At the turn of the century half the students in the public secondary schools were enrolled in Latin. Enrollments in Spanish were not even noted until 1910. In a half century the position of ancient and modern foreign languages was reversed.

Since 1934, which marked the peak enrollment figures for Latin and French, the enrollments in these two languages have steadily decreased, with a corresponding increase in Spanish.

Table III presents the percentages of students studying a foreign language from 1890 to 1964. As the enrollments in the public secondary schools increased from the 10 per cent of those of secondary school age to almost 80 per cent, the enrollments in foreign language classes decreased from approximately 80 per cent to around 20 per cent.[39]

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[39]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:12-15, January, 1958.

TABLE I

LANGUAGE ENROLLMENTS IN RELATION TO THE PERCENTAGE OF TOTAL ENROLLEES IN THE SCHOOL YEAR 1946-47. THE FIGURES ARE FOR THE ENTIRE UNITED STATES AT THAT TIME

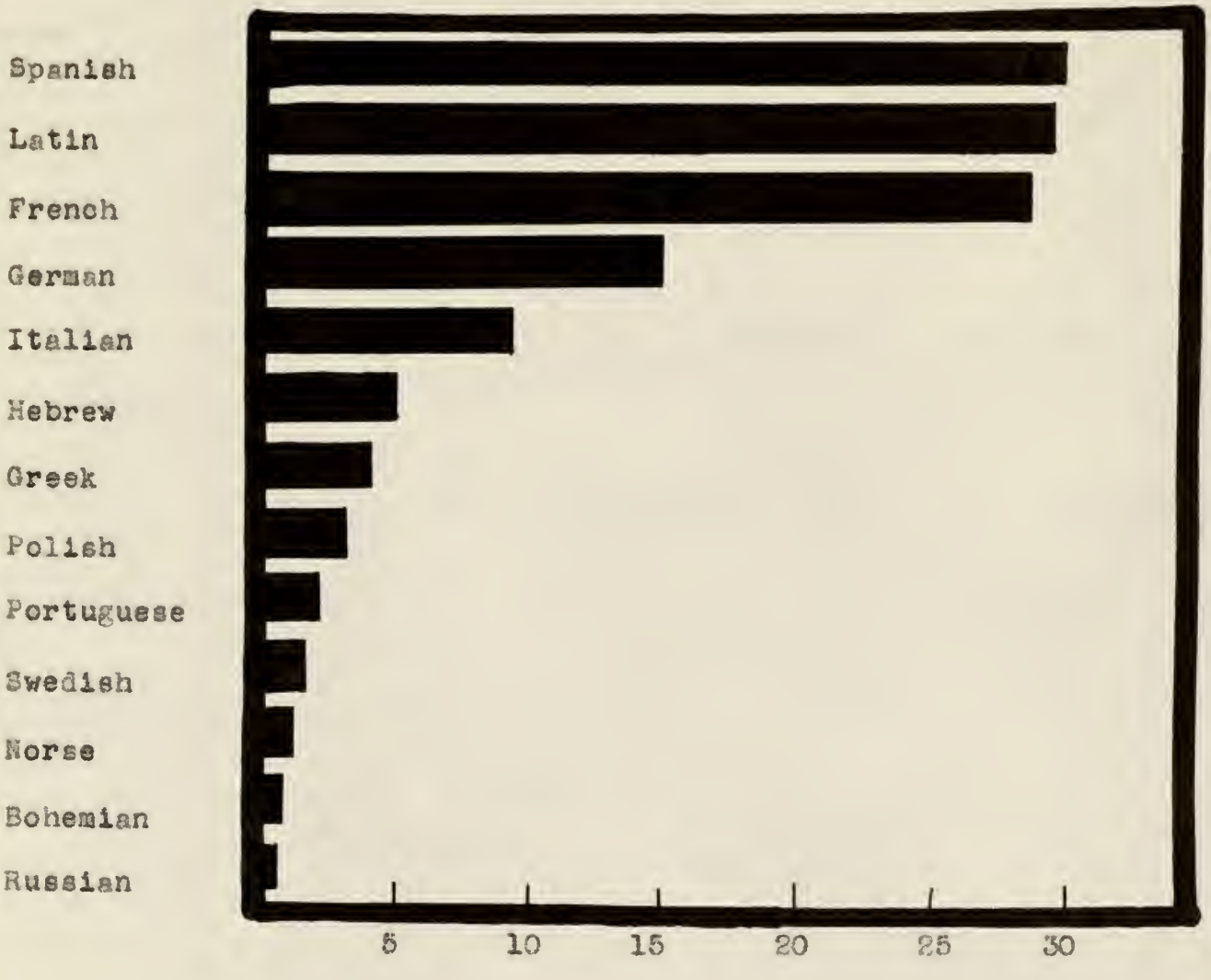


TABLE II

DISTRIBUTION BY LANGUAGE OF FIRST YEARS PUPILS ENROLLED IN A FOREIGN LANGUAGE IN 1949. THE FIGURES ARE FOR THE ENTIRE UNITED STATES

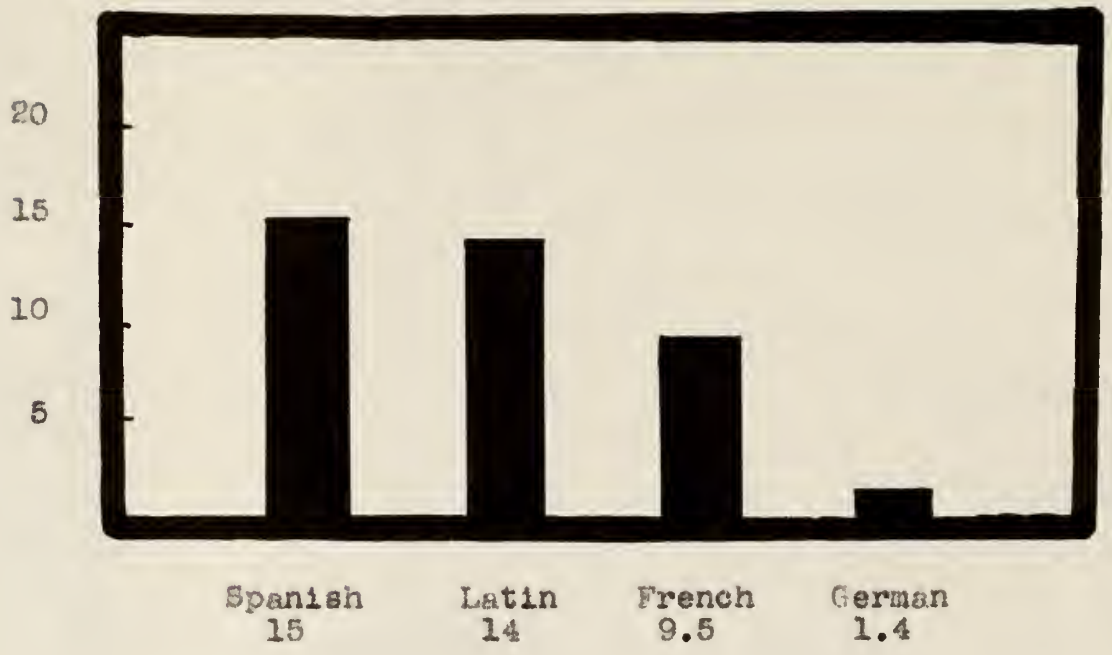
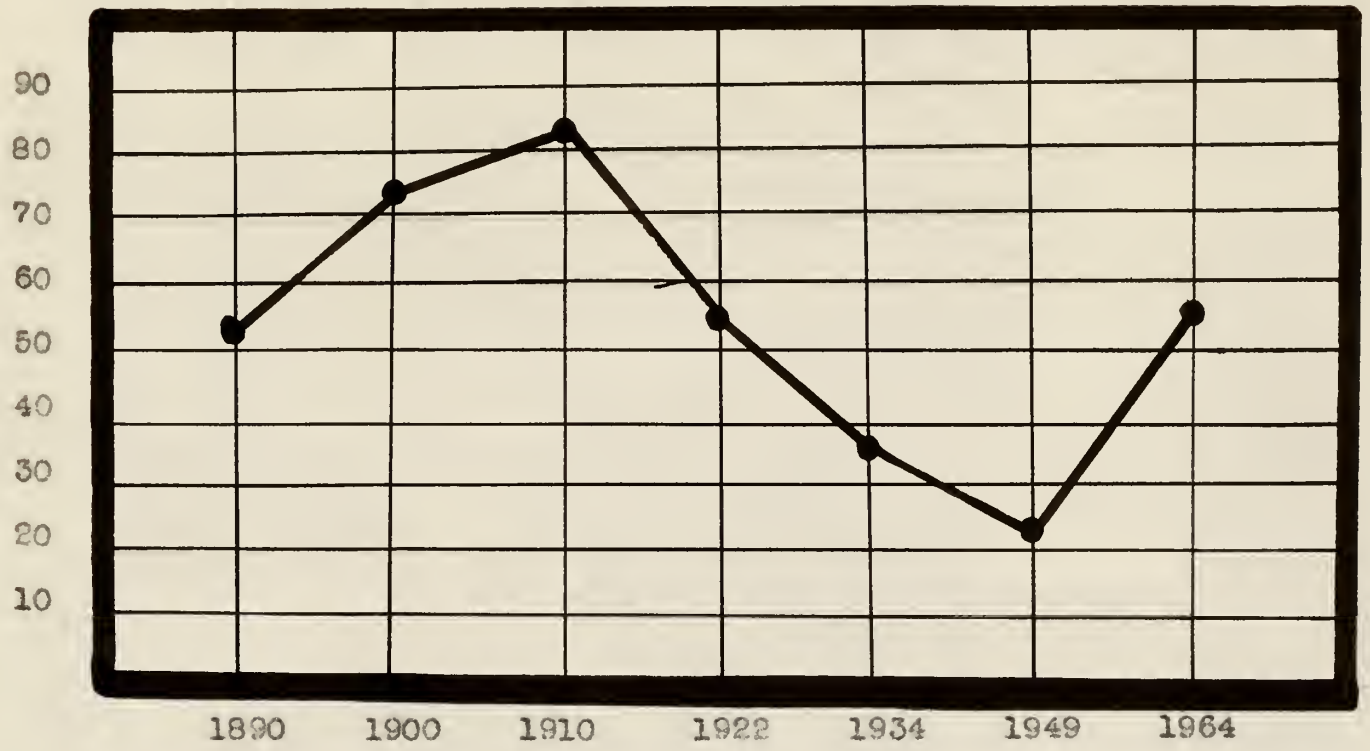


TABLE III

PERCENTAGE OF PUPILS ENROLLED IN FOREIGN LANGUAGE FROM 1890 TO 1960. THE FIGURES ARE FOR THE ENTIRE UNITED STATES



Even though the grammar translation method was adopted by the modern foreign languages in their competition with the classics, there were teachers who saw the need for a conversational knowledge of a language. An attempt to combine both methods, the grammar-translation and the oral, was found in Keetel's ORAL METHOD WITH GERMAN, copyrighted in 1871.[40] Franzén described the material contained in this book.

> A typical lesson began with a problem of syntax followed by the vocabulary. The oral exercise consisted entirely of questions in German, based on the vocabulary, the answers to which were always the affirmative statement of the question. Successive questions did not necessarily have any relation to or connection with each other.[41]

In 1889, Rafael Cortina came out with his CORTINA METHOD--SPANISH IN TWENTY LESSONS.[42] In the preface he discussed the impracticality of the old methods.

> It is a well-known fact that, by the old methods of study, only a few students obtain any degree of fluency in speaking a language that is foreign to them. It is true that many of them can, after a number of years spent in study, conjugate, decline, analyze, and perhaps translate a sentence into English, but they are seldom able to put an English sentence into an idiomatic foreign one. Such learning, although laboriously acquired, is of little practical value, and the tourist or commercial traveler finds himself in an awkward dilemma when forced to ask

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[40]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:17, January, 1958.

[41]Ibid.

[42]Ibid., pp. 17-18.

> for even the everyday necessaries of life in a foreign tongue.[43]

He claimed that his Cortinaphone, which used either disc or cylinder records, was the original phonograph method of instruction in modern foreign language.

> The Cortina Method, together with the phonograph, marks a great advance in language teaching, because the ear and eye, as well as the organ of articulation, are thoroughly trained in the sound and pronunciation.[44]

However, credit must also be given to World War II for what some have called a revolution in the teaching of foreign languages.[45]

As noted previously, the armed services found themselves faced with the problem of preparing their personnel to go into allied and occupied territories and work closely with the local inhabitants. It was necessary that these groups possess a knowledge of colloquial usage. In order to do the job, language area centers were established at many universities, with each school specializing more or less in a particular language area. It was necessary for the Army

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[43]Carl G. F. Franzen, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:17-18, January, 1958.

[44]Ibid.

[45]George Borglum, "Revolution in the Teaching of Modern Foreign Languages," School and Society, 79:16, May 1, 1954, cited by Carl G. F. Franzen, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:18, January, 1958.

Specialized Training Program to train, as rapidly as possible, a select body of young men. In order to so do, they used the most expeditious methods that could be devised by those cooperating in the program. Full time was devoted to a study of the history and culture of the particular country and to the development of a speaking ability. Astounding results were achieved in a remarkably short time, from four to nine months, in language usage facility.[46]

The language was taught as a living thing. It was taught as people would naturally use it. The results of such a procedure had their repercussions on the stereotyped methods used in secondary schools and colleges. Everywhere people, educators and laymen alike, began to criticize the old methods and to ask what was being done to meet the challenge of the shrinking world. This was the air age, not the stage-coach era. The mental discipline miracle had no part in this picture.

One could not obviously, completely void grammar nor do away with a minimum of grammatical terminology. But the emphasis was changed from grammar as an end in itself and an intellectual discipline, to a function of expression. The objective of foreign language teaching became the

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[46]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:13, January, 1958.

communication of thoughts.

The movement towards the oral method was supported by popular interest, by the tests of the College Entrance Board, by the studies of linguistic scholars, and by the appearance of a variety of highly refined electrophonic devices.[47]

Comprehension and speaking were set up as the aims of foreign language teaching. The theoretical basis, as presented by Franzén, was as follows:

> Language is essentially sound, human utterance, not printed symbols. In everyday life, it is the natural and common form of communication. Hence, the dialogue should be the basis of a learning situation--a dialogue made up of everyday speech spoken at normal speed. The learner listens and comprehends; he imitates and is prompted to repeat certain structures for practice. In the beginning, the learning process is entirely audio-lingual. The study of the printed page comes later. Grammar is learned largely through the repetition of pattern drills.[48]

This new method was widely adopted throughout the country. It received federal support through the National Defense Education Act, which allotted almost a billion dollars for a four-year program to promote the teaching of

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[47]Theodore Husbener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:784, December, 1964.

[48]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:18, January, 1958.

science, mathematics, and foreign languages.[49] This Act was last extended in October, 1964. The extension allotted over 600 million dollars to the program and made the Act effective until June, 1968.[50]

In this modern approach to the direct method of teaching a foreign language, phonograph records, tape recorders, and films took the place of the informant in the Army Specialized Training Program. Franzén described their usage in this way:

> The slide, filmstrip, opaque and motion-picture projector provide the visual representation of things not to be found in the classroom and through which not only can the direct method be implemented as never before but the other world can be brought dramatically into the classroom. It is significant that students trained in courses emphasizing oral skill rate extremely high in their ability to read. It is, therefore, not a matter of trading even with the reading methodists, but trading them two for one, reading skill plus oral skill.[51]

All of the changes described pointed to the fact that the modern foreign language teacher was being looked upon as a key individual in public education. No longer was he

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[49]Grace S. Wright, Summary of Offerings and Enrollments in High School Subjects: 1960-61, Preliminary Report, OE-24010 (Washington: Government Printing Office, 1964) pp. 1-14.

[50]"NDEA for Humanities," The Scholastic Teacher, 85:1, October 21, 1964; and "School Laws, 1964," The Scholastic Teacher, 85-S-T, October 7, 1964.

[51]Carl G. F. Franzén, "Foreign Language in the Curriculum," Bulletin of the School of Education Indiana University, 34:19, January, 1958.

being required to justify his position on the teaching staff, nor to prove his usefulness to the public. Instead, he was being recognized as the individual who could train young people to compete successfully in the "linguistic markets of the world."[52]

SELECTED SECONDARY SCHOOL FOREIGN LANGUAGE PROGRAMS

In 1948-49 the United States Office of Education surveyed the offerings and enrollments in the United State's public secondary day schools. The Modern Language Association conducted a similar survey.[53] The range in opportunities to study a foreign language was wide, and is presented in Table IV. The great majority of schools offering a foreign language did not go beyond the elementary level. Only in California, Kansas, Massachusetts, New York, Washington, and Wyoming did more than a quarter of the students go on into the third-year course. In the following states 90 per cent of the pupils stopped at the end of the second year: Arizona, Colorado, Delaware, Minnesota, Montana, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Vermont,

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[52]Gilbert C. Kettelkamp, "Modern Foreign Language Teaching: From Where to Where," National Association of Secondary-School Principals Bulletin, 45:104, September, 1961.

[53]Donald D. Walsh, "The MLA Foreign Language Program," Hispania, 38:319-23, September, 1955.

Virginia, and West Virginia. And in Idaho, Mississippi, North Dakota, and South Dakota, not one high school offered a third-year course in any foreign language.

In 1955 foreign language enrollments were 21.5 per cent and modern foreign language 13.7 per cent of the total public high-school enrollments respectively.[54]

A second survey by the U. S. Office of Education was made in 1960-61. The preliminary report,[55] revealed that proportionate increases in enrollments in the fields of mathematics, sciences, and foreign language were constant with the emphasis given those subjects in recent years. These increases were especially influenced as a result of Public Law No. 864, the National Defense Education Act of 1958,[56] and its extension in 1963.[57] In the foreign language field there were several additions since 1948-49---- Arabic, Chinese, Czech, Hawaiian, and Japanese.

In 1960-61, the total enrollment in foreign languages

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[54]Donald D. Walsh, "The MLA Foreign Language Program," Hispania, 38:319-23, September, 1955.

[55]Grace S. Wright, Summary of Offerings and Enrollments in High School Subjects: 1960-61, Preliminary Report, OE-24010 (Washington: Government Printing Office, 1964) pp. 1-14.

[56]Ibid., p. 3.

[57]"School Laws, 1964," The Scholastic Teacher, 85:6-T, October 7, 1964.

was 2,422,483 students distributed as follows by specific languages.

Spanish. .	950,275	Polish.	271
French . .	775,927	Swedish	201
Latin. . .	674,521	Norwegian	174
German . .	156,426	Greek	113
Italian. .	17,191	Arabic.	53
Russian. .	9,712	Chinese	41
Hebrew . .	3,657	Czech	36
Japanese .	613	Hawaiian.	15
Portuguese	499	General Foreign Languages .	16,229[58]

A review of the literature on foreign language programs throughout the United States, revealed that school systems used a variety of approaches in implementing programs. A number of specific programs are presented and discussed in some detail. It should be noted that the nationwide trends of the past in the field of foreign languages were reflected in developments of specific programs by the various schools.

TABLE IV

PERCENTAGE OF SCHOOLS OFFERING AT LEAST ONE FOREIGN LANGUAGE, ARRANGED BY STATES

Less than 25 per cent	75 per cent	100 per cent
Arkansas	Arizona	Connecticut
Iowa	California	Maine
Nebraska	Delaware	New Jersey

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[58]Grace S. Wright, Summary of Offerings and Enrollments in High School Subjects: 1960-61, Preliminary Report, OE-24010 (Washington: Government Printing Office, 1964), pp. 1-14.

TABLE IV (continued)

North Dakota	Maryland	Rhode Island
Oklahoma	Massachusetts	
South Dakota	Nevada	
	New Hampshire	
	New York	
	North Carolina	
	Vermont	
	Virginia	

New York City Schools

In 1964, nine foreign languages were offered in the schools of New York City;[59] French, German, Hebrew, Italian, Latin, Russian, Spanish, Norwegian (one school), and Chinese (one school).

Fifty years ago there were only French, German, Latin and Spanish. The four were rather evenly divided as to enrollment, with German in the lead. Even in March, 1917, German enrolled 23,898, whereas Latin had 17,409, French 14,714, and Spanish 13,362. Italian, a newcomer, enrolled 103.[60]

It was significant that the total (69,486) in language exceeded the high school enrollment of 62,237. The high school was essentially an academic, college preparatory institution and every student took at least one foreign language. The city colleges required three years of a first

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[59]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:781, December, 1964.

[60]Ibid., pp. 781-85.

language and two years of a second language for admission. This requirement was maintained until October, 1919. At this time the language enrollments began to fall below the total high school population. By 1943, language enrollment was slightly over half, 102,901 out of 191,480.

Latin continued to grow, reaching a high point of 28,555 in March, 1929. Schools like Boys High School, Morris, Erasmus, Wadleigh, and Eastern District were "citadels of the Classics."[61] Greek enrolled between 150-200 students until 1956. Then it began to decline each year, until, in 1958, it dropped out.

The emotional reaction accompanying the entry of the United States into World War I was reflected in the language choices of New York City. German enrollments dropped sharply. Of the original 23,000 students enrolled in this language in 1917, only sixty, in De Witt Clinton High School were left.[62]

French was quickly outstripped by Spanish. Between 1917 and 1919 Spanish enrollments almost doubled; by 1922 they reached 33,000. French in that year enrolled 23,500.

As soon as the war was over, the German enrollment increased rapidly. By October, 1921, it was at 1,586; in

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[61]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:783, December, 1964.

[62]Ibid.

1923 it was beyond 9,000. It reached its peak in March, 1924, with 22,500. In the same year, French reached its high spot of 72,779, while Spanish was only at 37,510.

Italian, despite the large Italo-American population of the city, continued to grow slowly. In 1918 there were only sixty-three students enrolled at De Will Clinton.[63] It was not until 1939 that the enrollment reached 10,000.

The reading aim was accepted in New York, as elsewhere throughout the country, at this time. It was established as the major objective in the "Syllabus of Minima in Modern Foreign Languages" (1931) prepared by a committee whose chairman was the Director of Foreign Languages.[64]

During World War II, the Army Specialized Training Program, with its courses in dozens of strange tongues had drawn attention to less well-known languages. Portuguese was introduced in the New York System in 1944 in a vocational high school. The various factors involved were not favorable, and after two years, it was dropped. Norwegian was begun in 1949 in Bay Ridge High School for entirely different reasons.[65] A number of prominent Scandinavians resident in

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[63]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:783, December, 1964.

[64]Ibid.

[65]Ibid.

the area petitioned the Board to have one of their languages represented in the curriculum. Norwegian was introduced, and given full status with the other languages. A teacher was licensed by the Board of Examiners, and examinations approved by the Regents were set up.

In 1932 Hebrew was added to the curriculum. For many years there had been a strong Zionist movement, aiming toward the organization of a homeland for the Jewish people. With the establishment of Israel in 1948, that aim was achieved. The language and culture of the new state quite naturally assumed considerable importance in the city with largest Jewish population in the world. A teaching license was set up, and Regents examinations were prepared. Within a few years, Hebrew, with an enrollment of over 5,000, was well established in thirty high schools and in as many junior high schools.

By 1948 the method for teaching a foreign language was changing, and this was duly noted in New York. In 1948, a committee was organized under the chairmanship of Superintendent Jacob Greenberg. It took full cognizance of the changed conditions. In its report, "The Place and Function of Modern Languages in the Public Schools", the committee recommended that the "immediate objective" should be the practical one of communication.[66]

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[66]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:784, December, 1964.

Progressive teachers were eager to put this objective into practice and did so, although this new objective was not officially recognized for another eight years.[67]

In 1956, Curriculum Bulletin No. 7, "Modern Languages and Latin, Grades 8-12" edited by Renee J. Fulton, appeared.[68] This bulletin outlined the . . . materials and procedures to be used in the teaching of French, German, Hebrew, Italian, Latin, and Spanish.

This manual was a great advance over the older syllabus. It not only planned for the activities in six languages but also provided additional supporting materials. These included vocabulary and idiom lists, a grammar supplement, and an informational syllabus. But the most significicant point of all was the four-fold aim advocated; hearing, speaking, reading, and writing.

The audio-lingual approach was tried out in 1958 in twenty pilot junior high schools. This number was increased in succeeding years, until the new approach was adopted as the official method of language teaching in senior as well as junior high schools.[69]

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[67]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:784, December, 1964.

[68]Ibid.

[69]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:33-7, January, 1962.

The study of foreign languages in the junior high school started either in grade seven or in grade nine. The junior high school foreign language program provided that a foreign language start in the ninth year for Special Progress pupils in the two year Special Progress program and for regular ninth year pupils who met academic requirements. The languages offered in the schools included French, German, Hebrew, Italian, Russian (taught on an experimental basis only), and Spanish. Children could select from the languages in the above list. Schools formed classes on the basis of pupil selection where the number of pupils selecting a language was sufficient to form a class.

In September of 1959, an experiment in the teaching of foreign languages in the junior high school was started for designated academically apt pupils in grade seven. All three year enriched Special Progress classes and certain other seventh year classes which met the requirements were programmed for foreign language in the seventh year. Languages offered were the same as those listed for the ninth year.

Those junior high school pupils continued their foreign language study for three years through grade nine. They were credited with two full units of foreign language study before they entered the senior high school if they passed the two-year Regents examination in the foreign language.

The State authorities also introduced the audio-lingual method, and a new syllabus in French was published.[70] The content of the Regents examination was changed drastically; translation, grammar, and composition were dropped and the major emphasis was given to audial and reading comprehension.[71]

The City Syllabus was reworked by a syllabus revision committee consisting of senior high chairmen and junior high coordinators. Under the direction of Dr. Emilio Guerra and the editorship of Dr. Maxim Newmark, syllabi were prepared for the different levels in seven languages.[72]

The program offered in grades seven, eight, and nine followed the general administrative plan in the first two levels of the New York State Course of Study which was equivalent to the ninth and tenth years of foreign language study in the senior high school. This program was in harmony with the plans being projected to establish a sequence to provide for the teaching of foreign languages in grades seven through twelve.[73]

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[70]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:784, December, 1964

[71]Ibid.

[72]Ibid.

[73]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:33-7, January, 1962.

The junior high schools followed a course of study which included methodology drawn from the State bulletin and content materials and structures from "Modern Languages and Latin: Grades 8-12."[74] The content outline for the experimental program was presented in "Foreign Language in the Junior High School Experiment 3-3-5: French 7th Year", "Hebrew 7th Year", Italian 7th Year", "Spanish 7th Year."[75]

The first pupils completing this experiment entered the senior high schools in September, 1962. Students who had completed a three-year program in languages in the junior high schools and passed the two-year Regent's examination were placed in the third year of a foreign language program in the senior high school.

Senior high schools offered instruction in French, German, Hebrew, Italian, Latin, Norwegian, and Spanish. Russian was offered in several selected schools as part of an officially approved experiment.

Students who wished to select one of the languages not offered in a high school in the zone in which they resided could attend a school outside the zone. As reported by Dr. Emilio Guerra, the following foreign language programs

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[74]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:35, January, 1962.

[75]Ibid.

were offered at the senior high school level.[76]

Six Year Sequence

This sequence was for students admitted to the tenth year of the senior high school from junior high schools where they had studied a foreign language in the seventh, eighth, and ninth years (receiving two units of credit) and who continued to study the same foreign language for three additional years in the senior high school. For the last of these years a new course was soon to be developed or an Advanced Placement Course was to be provided.

Four Year Sequence

This sequence was (1) for students who began the study of a foreign language in the ninth year of the junior high school and who continued to study the language for three additional years in the senior high school, or (2) for students admitted to the ninth year of the senior high school from an eight-year elementary school (public or parochial) who studied a foreign language for four years in the senior high school.

Three Year Sequence

This sequence was (1) for students who began the

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[76]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:56-7, January, 1962.

study of a foreign language in the ninth year of the junior high school and who continued to study the language for two additional years in the senior high school, or (2) for students who began the study of a foreign language in the tenth year of the senior high school and who continued to study the language for three years.

Two Year Sequence

This sequence was (1) for students who began the study of a foreign language in the ninth year of the junior high school and who continued to study the language for one additional year in senior high school, or (2) for students in the ninth, tenth, or eleventh year who elected to study a foreign language for two years in the senior high school.

Advanced Placement Program

This program was for selected twelfth year students who were capable of pursuing a foreign language course of college level. Students were encouraged to enroll in this course only if they were planning to seek advanced placement in college through the Advanced Placement Examination.

Although nine different foreign languages were officially taught in the New York City schools, the distribution was very uneven.[77] Spanish and French were predominate;

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[77]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:33, January, 1962.

they were the major languages. The enrollments in the other languages were very small in comparison. Spanish enrolled over 90,000 or about half the total language enrollment. French was second with 73,000, and Italian third with 9,000. German enrolled over 4,000; Hebrew and Latin had over 3,000; Russian enrolled not quite 900; Norwegian and Chinese were below fifty.

Theoretically the pupil could choose one of six languages; actually he was generally limited to a choice of two. Most junior high schools offered only French and Spanish. Of 130 schools, eleven offered one language, eighty seven offered two, thirty offered three, and only two offered four languages.[78]

With 185,000 students taught by a staff of over 1200 teachers and offerings in nine languages, New York maintained the largest language department in the country.[79] Over forty language laboratories were installed. The Bureau of Audio-Visual Instruction provided a large number of films and tapes. In-service courses were given to train teachers in the newer procedures.

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[78]Emilio L. Guerra, "The Present Status of Foreign Language Instruction in New York City Schools," High Points, 44:34, January, 1962.

[79]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:784, December, 1964.

However, as Huebener pointed out, there were certain fundamental weaknesses in the program.[80] The articulation between the different divisions was not smooth. As stated by Huebener, "The crux of the matter is that all aspects of the foreign language program should be handled from one central office, namely that of the director."[81]

As of January, 1965, New York had an excellent opportunity to make the necessary reforms and develop a department of foreign language which would serve as a model for the rest of the country.

Illinois Secondary Schools.

The foreign language program in Illinois was studied in 1957 by the Foreign Language Study Group.[82] In the Illinois survey, the Study Group followed three lines of investigation: a review of previous studies, visits to representative schools, and the collection of data through questionnaires.

The BIENNIAL SURVEY OF EDUCATION for the years 1948-50 revealed that at midcentury Illinois ranked nineteenth among the forty-eight states and the District of Columbia in terms of the percentage of secondary school students enrolled in

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[80]Theodore Huebener, "Fifty Years of Foreign Languages in New York City," Hispania, 47:785, December, 1964.

[81]Ibid.

[82]"Foreign Language Teaching in Illinois," Report of the Foreign Language Study Group (Carbondale: Southern Illinois University, 1957), p. 11.

foreign languages. For the most commonly taught languages, the individual rankings in Illinois were as follows: French 22 per cent, German 9.5 per cent, Latin 16.5 per cent, and Spanish 12 per cent. The percentage of the total secondary school population enrolled in these languages was 23.2 per cent for all languages combined.

During the school year 1949-50, 450 schools with a total enrollment of 136,121 pupils were offering instruction in one or more foreign languages. At that time 632 teachers in these schools were conducting one or more classes in foreign languages. In 289 of these schools, one foreign language only was offered--Latin in 196, Spanish in sixty-nine, French in twenty, and German in four.

The study supported the following generalizations regarding the status of foreign language teaching in the high schools of Illinois at midcentury:[83]

1. In 1950 more schools in Illinois, outside Cook County, offered instruction in Latin than in any other foreign language.
2. More than one-third of the foreign language teachers, exclusive of those teaching only foreign languages, were also teaching English.
3. Almost two-thirds of the teachers with foreign language classes were teaching fewer sections in language than in other subject areas.
4. More than one-third of the teachers giving

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[83]"Foreign Language Teaching in Illinois," Report of the Foreign Language Study Group (Carbondale: Southern Illinois University, 1957), p. 11.

> instruction in a foreign language had only one class in the language. In other words, approximately one-fifth of their teaching time was devoted to teaching a language and four-fifths to teaching other subjects. Approximately two-thirds of the teachers giving instruction in a foreign language were spending two-fifths of their time teaching a language and three-fifths teaching other subjects.

To secure information concerning changes in the status of the foreign languages between 1948 and 1954, the Study Group compared data for the school year 1948-49 with comparable data for 1953-54. The schools of Chicago were ommitted from the comparison on the assumption that few of the large city high schools would register significant changes during this five-year period. The data showed a definite decrease in foreign language offerings. Although thirty-two schools added foreign language work to the curriculum between 1948 and 1954, over twice as many (seventy-seven) dropped it entirely. The schools discontinuing foreign language instruction constituted 10 per cent of all Illinois high schools outside Chicago.

At the request of the Study Group, Mr. Robert M. Ring, Assistant Superintendent of Public Instruction, secured data on enrollments in 1948 and 1956 from thirty-five high school districts in various parts of Illinois outside of Chicago.[84] In these districts only 14.3 per cent of the secondary

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[84]"Foreign Language Teaching in Illinois," Report of the Foreign Language Study Group (Carbondale: Southern Illinois University, 1957), p. 13.

school population was enrolled in foreign languages during the school year 1948-49 as compared with 16.5 per cent in 1956-57. Even more significant, however, was the marked gain in foreign language enrollments compared with the increase in the total secondary school population. Between 1948 and 1956 the enrollment in foreign languages increased 41 per cent. In the same period, the secondary school population in these districts increased only 22 per cent.

Since a metropolitan center the size of Chicago was not typical of the state as a whole, data for the secondary schools of Chicago were summarized separately. Although the modern foreign languages occupied a relatively stronger position than did Latin in the secondary schools outside of Chicago, Latin was still the most widely offered foreign language. In comparison with the 109 schools which taught Latin, only 102 taught Spanish, seventy taught French, and thirty-four taught German. Also, thirty-four secondary schools gave instruction in minority languages--Polish (seventeen schools), Italian (seven schools), Greek (five schools), Hebrew (three schools), and Lituanian (two schools). Two-thirds of these were high schools enrolling over 500 students.

The foregoing data tended to support the following generalizations:

1. Illinois ranked above the national average in percentage of secondary school students enrolled in foreign language classes.
2. A sampling of thirty-five high school districts outside Chicago showed that since 1948, enrollments in foreign languages had increased nearly twice as fast as the school population--a gain of 41 per cent in foreign language enrollments as compared with a 22 per cent gain in total school enrollments.
3. Although Spanish enrolled a higher percentage of public secondary school students than any other foreign language, Latin was offered more widely and for more years than Spanish, French, or German.
4. Two years was as much foreign language instruction as was available in over three-fourths of the state's public secondary schools.
5. The number of foreign languages offered and the number of years of instruction available in a given language both increased significantly with the size of the secondary school. Few high schools with enrollments of less than 500 pupils had either a choice of languages or the opportunity to study the language for

more than two years.

6. During the academic year 1953-54, over one-fifth of the secondary schools of Illinois offered no foreign language at all.

7. In 1950, nearly two-thirds of the teachers giving instruction in a foreign language had fewer classes in languages than in other subjects. The percentage of these part-time teachers of foreign languages was largest in the smaller schools.

From the results of their study, the Foreign Language Study Group made the following recommendations and evaluations.[85]

The number of foreign languages offered and the number of years of instruction available in a given language both increased with the size of the secondary school. Therefore, the Study Group recommended the consolidation of small schools wherever practical, as this would contribute greatly to making more adequate foreign language curricula available to the youth of Illinois.

Concerning those schools which offered only two years of foreign language study, the Study Group stated that "four

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[85]"Foreign Language Teaching in Illinois," Report of the Foreign Language Study Group (Carbondale: Southern Illinois University, 1957), p. 13.

semesters in high school are wholly inadequate for developing an ability to communicate in a second language with any reasonable degree of facility.[86] Since these schools totaled over three-fourths of the state's public secondary schools, the evaluation led to the recommendation that more advanced offerings be made available. Those secondary schools of Illinois which offered no foreign language at all--over one-fifth of them--the Study Group felt that the school was limiting the educational opportunities of its students. "Its curriculum is an impoverished curriculum, not an enriched one."[87]

Seattle, Washington, Junior High Schools

In the junior high schools of Seattle, Washington, the study of Spanish started at the seventh grade level.[88] From the first day the entire atmosphere of the classroom was as Spanish as possible. The teachers spoke the language, using very little English. Salutations, names, and farewells were taught. Some time was spent in discussing the vocabulary contributed by the members of the class from such sources as

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[86]"Foreign Language Teaching in Illinois," Report of the Foreign Language Study Group (Carbondale: Southern Illinois University, 1957), p. 70.

[87]Ibid.

[88]Helen M. Kwapil, "Foreign Language in the Junior High School," Hispania, 37:49, March, 1954.

radio, television, movies, and maps.

During the days of exploration and acquaintance, the teacher continued to use Spanish whenever possible, in commands, exclamations, and even simple explanations. Also, the teacher indicated and named various classroom objects, and had prepared the students for the oral introduction of the units to come. These units varied, ranging from the various members of the family, the house with its rooms and furniture and the human body and clothing. The introduction of new material was always made in context through sentences describing the particular subject matter, with much repetition, followed by questions using the same vocabulary.

Working from the simple and essential vocabularies, other, more involved topics were introduced--animals, trees, flowers, foods, and shopping. The members of the class told, within the limits of their vocabularies, what they did during the day. This meant not only a school day, but also on weekends. Dialogues were encouraged. At first, between teacher and pupil, later they were between the pupils.

The teaching situation was similar in the eighth grade. During this year, more reading was undertaken. Also, some writing was begun, at first from dictation, and later, in dialogue.

In this second year, more queries arose regarding usage. Where seventh graders listened and imitated without much question, the eighth graders wanted to know the reasons

for the changes in a word or phrase. Arising from this, an understanding of certain grammatical terminology became a part of their knowledge. Helen Krapil described this learning process.

> Thus, as the student progresses in the language, adding to his fluency and increasing his communication skills, he is indirectly made aware of other aspects of learning: training in courtesy and kindness, an appreciation of additions to our American culture from other countries, understanding of the dynamic part he must play as an active member of the classroom group, and a knowledge of the grammar that lies behind his newly acquired use of a foreign language.[89]

The transition from eighth grade to ninth grade was made by starting with a thorough review of the eighth-grade material. The work of the third year had three aspects: discussion, reading, and writing. By the ninth grade the student was ready to be specific, to understand more thoroughly what he was learning and what was behind his new knowledge. The explanations of the teacher, after the forms had been used and practiced many times, were in detail with many examples, tied in with what had just been read or discussed.

In order to add Spanish to the junior-high school schedule in the Seattle program, a mathematics-maintenance program was set up for those students who met the requirements

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[89]Helen M. Kwapil, "Foreign Language in the Junior High School," Hispania, 37:50, March, 1954.

and wished to take Spanish.[90] By this plan, during one semester in both the seventh and eighth grades, mathematics was taught only one day a week in the science classes with science stressed the other four days. During the other semester a full period of math was taught daily. It was proved by the scores in the city-wide mathematics test given every year that the majority of students in those Spanish groups suffered very little or no mathematics loss during the two-year period. A Spanish group average, in fact, was usually higher than the city-wide average on the test.[91]

The administrative aspect of programming for foreign language in the lower grades (seven through nine) was difficult. Yet the Seattle schools prided themselves on offering to the children of the public what the public wanted and needed. It was the belief in Seattle that the children who began foreign language at an earlier age had a remarkable advantage. This was the chance to become truly proficient in all phases of the language by starting it at a time when they were mentally ready to do so. They felt that the foreign language classes in high school and college should

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[90]Helen M. Kwapil, "Foreign Language in the Junior High School," Hispania, 37:50, March, 1954.

[91]Ibid.

carry on from where the junior high schools terminated, making the language so vital and the knowledge of it so valuable that the more advanced classes offered at those levels would be in as much demand as the classes were at the junior high level.

Colorado Senior High Schools

Harry Mrachek surveyed Colorado foreign language programs with the following purposes in mind:

> ...to observe the methods used in teaching foreign language, to learn how students are selected, to compare the course objectives, and to isolate problems which confront the foreign language teachers.[92]

To identify the difficulties associated with foreign language programs, 103 teachers in Colorado schools were contacted through a questionnaire, twenty-three schools were visited and the foreign language teachers in these schools interviewed. The following is a summary of the material obtained.[93]

Concerning the methods used, the foreign language programs observed showed considerable variation in the teaching procedures used. Some teachers employed the old method--stressing grammar, reading and translation. Others

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[92]Harry J. Mrachek, "Foreign Languages in the Colorado High Schools," The Modern Language Journal, 45:130, March, 1961.

[93]Ibid.

preferred the direct method--emphasizing conversation, dialogue, memorization, drills and the use of tapes and records. Not all teachers considered themselves fully trained for instruction with the conversational method. In a self-evaluation of their abilities to speak the language, 59 per cent of the teachers rated themselves good, 34 per cent fair, and 7 per cent poor. Less than one-half of one per cent of the foreign language teachers were born in a country whose language they were teaching. A comparison of the teacher's experiences revealed that those who had traveled abroad (38 per cent) had not only increased their knowledge of the foreign customs, but had also improved their conversational ability.

With reference to the selection of students, teacher satisfaction was expressed most often when students were counseled into foreign language classes. In those instances, the classes were composed of relatively homogeneous groups of individuals whose abilities to learn had already been proven in other courses and who were serious about learning a foreign language.

When asked which objectives they considered most important in teaching modern foreign languages to high school students, the teachers expressed varying opinions. A comparison of the reactions revealed the following

preferences: first, pronunciation; second, oral comprehension; third, fluency in speech; fourth, knowledge of vocabulary; fifth, reading comprehension; sixth, knowledge of grammar; seventh, ability to translate; and eighth, written composition.

Two problems were uppermost in the minds of the foreign language teachers. Maintaining student interest at a level to accomplish maximum learning during a given period of time was one of these. To observe how teachers maintained student interest, visits were made to thirty-three classes. Higher interest was observed in the classrooms where the teachers had attractively decorated the classroom walls, and used well-prepared and stimulating supplemental teaching material. Interest was also maintained through the organization of foreign language clubs, through the foreign language class participating in the school assembly programs, through the utilization of native speakers, and through club picnics. In addition, many teachers reported using oral reports, foreign food dinners, movies, special holiday parties, television viewing of foreign language lessons, and plays.

Periodic determination of subject matter retention was another area in which teachers were experiencing some difficulty. Some teachers preferred short daily quizzes,

others favored longer weekly tests. One group of teachers liked to use written tests, another group selected oral examinations. A compilation of the answers on the questionnaire reflected the following teacher preference: first, short answers; second, dictation; third, conversation; fourth, translation; fifth, multiple choice; sixth, matching; seventh, standardized tests; and eighth, true or false tests.

In regard to the survey of the Colorado senior high schools, it was not possible to determine, concretely, the most effective method of teaching. The teachers who varied their presentations, dramatized the subject matter, and employed many methods of testing, enjoyed the most successful teaching experiences. When students were allowed to register for a foreign language course without a prior determination of their ability to learn, results were often discouraging to teachers and students alike. The current approach to language teaching, as observed in this study, seemed to follow the pattern of gaining comprehension and fluency, developing reading ability, and lastly, having the students attain an adequate writing proficiency.[94]

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[94]Harry J. Mrachek, "Foreign Languages in the Colorado High Schools," The Modern Language Journal, 45:132, March, 1961.

Summary and Conclusions

Summary

The purpose of this study was (1) to trace the development of foreign language programs; (2) to determine the method of teaching used; and (3) to review selected secondary school foreign language programs.

Foreign languages have always been a part of the American secondary school curriculum. The emphasis placed upon this program has varied throughout the years. The first schools, the Latin Grammar schools, emphasized foreign languages. However, by World War I, and for many years thereafter, the foreign language programs in the schools were neglected, some even discarded. World War II brought a new emphasis to this program and the status of foreign languages has continued to rise. Today this program is one of the most valued in the secondary schools.

In the Latin Grammar schools an oral or direct method of teaching was used. This method was replaced by the grammar-translation method. Modern foreign languages had to compete in popularity with the ancient languages when they were first included in the curriculum; thus, the continued use of the grammar method of instruction. World War II brought about a change in the method of instruction in the area of foreign languages. The method returned to

the oral approach. Conversational ability and a knowledge of the culture of the specific country became important objectives of the program.

The New York schools have the largest foreign language department in the United States. The program there has increased in size from four language offerings to nine. The modern, oral method of teaching has been developed. In-service training programs are provided for the teachers.

The foreign language program in Illinois, excluding the Chicago area, has been slow in its development. Latin still is the most frequently offered foreign language. Foreign language teachers often spend more time teaching other subjects than the foreign language.

Seattle, Washington, introduced Spanish into their junior high schools in the early 1950s. An oral approach to this subject is used. The administrative difficulties of including an additional subject in the school curriculum were well handled.

Colorado is an example of an area in the process of change. Both the old methods and the new ones are being used. The results of the oral method seem to have proved more satisfactory, however, and many traditional teachers are changing to this method.

Conclusions

It was concluded from the study of foreign language programs in the United States secondary schools that foreign languages have always been a part of the secondary school curriculum.

From the study of periodicals it appeared that the foreign language programs underwent a three phase development: first, foreign languages were required; second, foreign languages were tolerated; and third, the foreign languages were seen to be necessary in the education of American youth. Latin was the most popular language until World War II, at which time it was surpassed in popularity by the modern foreign languages, that is Spanish, French and German.

From this study the following trends in the methods employed in teaching foreign languages were evident: the method originally was an oral one, later developed into a grammar-translation approach, and then returned to the oral method. The major implications derived from the study were that the foreign language teachers must have a more extensive and intensive preparation in the oral aspects of the language and in the culture of the specific country than in previous years. This is necessary to give the student the training he needs in order to use the language effectively.

From the examination of the selected programs it was further concluded that the oral appraoch is being developed throughout the country, although some areas are ahead of others in this development. The implications for future developments seem to be the improvement of oral techniques as applied to teaching a foreign language and the use of modern electronic devices as teaching aids.

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A STUDY OF THE DEVELOPMENT OF SECONDARY SCHOOL MODERN LANGUAGE PROGRAMS IN THE UNITED STATES

by

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The purposes of this study were (1) to trace the development of foreign language programs; (2) to determine the method of teaching used, and (3) to review selected secondary school foreign language programs.

The procedure employed in this study consisted of an intensive investigation of the pertinent literature contained in the Kansas State University library. A review of this literature revealed that a large number of articles treating foreign language programs in the public schools have been written. With few exceptions, the available articles selected for analysis were recent publications which dated between the years 1955 to 1965.

The pertinent literature was organized according to the specific school programs reviewed, with emphasis being given to the development and methods of these programs.

Foreign languages have always been a part of the American secondary school curriculum. The emphasis placed upon this program, has, however, varied throughout the years.

In the earliest schools the program of foreign languages was required. The method of teaching was an oral or direct method. The method changed to a grammar-translation approach. This latter approach was used by the modern foreign languages when they were first included in the program. From the early 1900s until World War II languages were merely tolerated in the schools. Their necessity was questioned and

the results obtained in the classroom were not especially practical. World War II brought about a change in the method of instruction in the area of foreign languages. Also, the War showed the necessity for teaching foreign languages, especially the modern foreign languages. The method of teaching returned to the oral approach. Conversational ability and a knowledge of the culture of the specific country became the important objectives of the program.

The New York schools had the largest foreign language department in the United States. The modern, oral method of teaching was used and in-service training programs were provided for the teachers.

The foreign language program in Illinois, excluding the Chicago area, was slow in its development. Latin was the most frequently offered foreign language. Foreign language teachers often spent more time teaching other subjects than the foreign language.

Seattle, Washington introduced Spanish into their junior high schools in the early 1950s. An oral approach to this subject was used.

Colorado was an area in the process of change. Both the old and new methods were used. The results of the oral method seemed to prove more satisfactory however, and many traditional teachers were changing to this method.

From the study of foreign language programs in the

United States secondary schools it was evident that foreign languages have always been a part of the secondary school curriculum.

Through the study of periodicals the following trends in the methods employed in teaching foreign languages were observed: the method originally was oral, became grammar oriented, and returned to the oral approach. The development of foreign language programs has gone through three phases: first, required; second, tolerated; third, viewed as a necessity. Latin was the most popular foreign language until World War II when Spanish surpassed it in popularity.

From the examination of selected programs it was evident that the oral approach was being developed throughout the country, although some areas were ahead of others in this development. The implications for future developments seemed to be the improvement of oral techniques of teaching and the use of electronic devices as teaching aids.

The major implications derived from this study were that the foreign language teachers must have a more extensive and intensive preparation in the oral aspects of the language and in the culture of the specific country than in previous years. This was necessary to give the student the training he needed in order to use the language effectively.