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INSTRUCTION IN FOREIGN LANGUAGES



BULLETIN, 1932, No. 47

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UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY

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COMMISSIONER

INSTRUCTION IN FOREIGN LANGUAGES

BY
HELEN M. EDDY

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NOTE

Helen M. Eddy, the author of this monograph, is associate professor of romance languages at the State University of Iowa, head of the department of foreign languages at the University High School, Iowa City, Iowa, and specialist in foreign languages of the NATIONAL SURVEY OF SECONDARY EDUCATION. William John Cooper, United States Commissioner of Education, is director of the Survey; Leonard V. Koos, professor of secondary education at the University of Chicago, is associate director; and Carl A. Jessen, specialist in secondary education, Office of Education, is coordinator.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., February, 1933.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education, it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928, they received a very courteous hearing. It was impossible, so the Chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

LETTER OF TRANSMITTAL

The handling of this survey was intrusted to Dr. Leonard V. Koos, of the University of Chicago. With great skill he has, working on a full-time basis during his free quarters from the University of Chicago and part time during other quarters, brought it to a conclusion.

This manuscript was prepared by Helen M. Eddy, associate professor of romance languages in the University of Iowa. She obtained 207 courses in foreign language all dating since the appearance of the Classical Report in 1924. These show the effects of the Classical Report on the study of Latin, and to a lesser extent of the Modern Foreign Language Study on the other foreign languages. Doctor Eddy also visited 263 classes, of which 82 were in Latin in general language and 181 in modern foreign language.

Usually the work in the language field was in some confusion due to the efforts of teachers to put into effect the recommendations of these two great surveys. In some instances the chief concern was to get classes ready for college-entrance examinations or for the New York Regents examinations. Latin courses were, however, usually being made to conform to the Classical Report. Less emphasis was given to grammar in the first year and less stress placed upon reading of classical authors in the later years. In most schools a year and a half were given to the preparatory work and one-half year to the work in Caesar. In the modern foreign languages much more attention is now given to reading the language. Exercises needed for writing it and practice in speaking the foreign tongue are both subordinated to the reading aim. Courses in general language offered to junior high school pupils were found in 16 States. Twenty-three States had no such courses and 10 States did not reply to the questionnaire. Much more experimentation and scientific measurement is necessary before any definite conclusions can be reached with regard to the general language course.

I recommend that this manuscript be published as a monograph of the National Survey of Secondary Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

INSTRUCTION IN FOREIGN LANGUAGES

CHAPTER I : MODERN FOREIGN LANGUAGES

1. SOURCES AND METHODS OF THE INVESTIGATION

This report is based on the examination of 207 courses of study in foreign languages from all sections of the country and types of schools; the visitation of 263 classes, of which 82 were in Latin or general language and 181 in modern language; and inquiries by means of letters and personal conferences with teachers, supervisors, directors of curriculum, members of research departments, principals, and superintendents. Schools doing noteworthy work in foreign languages were identified by means of letters of inquiry to teachers and administrators in strategic positions in various sections of the country; by personal consultation with one member of the special investigating committee of both the Classical Investigation and the Modern Foreign Language Study and with the specialist who visited classes for the Study; and by examination of printed and mimeographed courses of study. The 72 schools visited are located in 12 States; 4 of them are in the Middle Atlantic section, 5 in the North Central area, and 2 in the West. Advance requests to school systems expressed a desire to see promising experimental work, constructive innovation, and the best teaching in each of the foreign languages. An effort has been made to discover the best present practice with respect to content and teaching procedures and to indicate the newer trends that promise to be of significance for the future of foreign-language courses in the secondary schools.

2. THE MODERN FOREIGN LANGUAGE STUDY

The modern foreign language situation in the country is at present in a transitional stage. The comprehensive investigation in this field, carried on for three years in the United States and Canada and known as the Modern Foreign Language Study (hereafter to be referred to as the Study),

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has only recently been completed (1927); its results appeared in published form during the years 1927 to 1931. The reports of the Study are embodied in 18 printed monographs, listed and summarized in the final volume prepared by the chairman of the American committee, Prof. Robert H. Fife, of Columbia University, New York City.¹ The specific contributions of the Study are succinctly stated by Professor Fife in the following paragraph:²

A careful analysis has been made of objectives and means have been suggested by which the attainment of the direct aims of instruction, particularly the ability to read the foreign language with ease and understanding, may be reached within a measurable period; tests and scales have been devised and standardized, and although no claim of finality in form or content is made for these, they have shown that they can stand the fire of a national and international administration; fruitful experiments have been made with prognosis testing; word and idiom lists have been set up on an objective basis that gives this material a hitherto unapproached usefulness for curriculum purposes; various devices have been worked out for further aid in the selection of curriculum content, such as that for measuring the cultural material in foreign-language texts, and definite information has been secured on problems of sectioning, etc. In addition, problems such as the physiological processes involved in learning to read a foreign text have received new light and questions of class organization have yielded data to an empirical attack. Finally, an annotated bibliography of a selective character and historical sketches of modern language teaching in both the United States and Canada have been prepared from the sources.

The volume specifically devoted to curriculum problems³ discusses objectives, content, organization of courses and classes, and methods. This report utilizes not only all the significant findings of the Study bearing upon the problem of teaching the modern foreign languages, but virtually all other pertinent material available.

The profession is now engaged in studying, discussing, and evaluating the highly significant contributions of this extensive cooperative enterprise. It is too early for the work of

¹ A Summary of Reports on the Modern Foreign Languages with an Index to the Reports.

"Publications of the American and Canadian Committees on Modern Languages," New York, The Macmillan Co., 1931. (Hereafter referred to as P. A. C. C.)

² Fife, *op. cit.*, p. 206.

³ Coleman, Algernon. *The Teaching of Modern Foreign Languages*. P. A. C. C., Vol. XII. New York. The Macmillan Co., 1930.

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the investigators to be reflected in many printed courses of study or for the experimental testing of the proposed new-type course to have found its way into any considerable number of modern-language classrooms. It is not surprising, therefore, to find that the general trend in content and teaching procedures revealed by an examination of courses of study and by class visitation is not in accord with the newer proposals of this national investigating body. There are, however, a number of schools in various sections of the country that had been working along the lines suggested by this committee before the appearance of their reports, and others that have reorganized their courses of study within the past few years in accordance with the recommendations of the Study.

3. RECENTLY REVISED COURSE OUTLINES

Objectives.—There is general agreement within the profession on two cultural objectives, namely, (1) knowledge of the foreign country and its people, and (2) increased knowledge of English words, English grammar, and relationships between the foreign language and English. In regard to the other objectives with which classroom activities are concerned, there are at present two major trends:

- A. The traditional fourfold aim: The progressive development of the ability to read, to write, to speak the language, and to understand it when spoken. The point of view underlying the selection of the fourfold aim is that (a) mastery of a language consists in the acquisition of these four skills and (b) these skills are so interrelated that they must be developed concurrently. In most course outlines a statement is added to the effect that reading should be considered the primary aim, since it is not possible to provide enough practice in the classroom to develop the ability to speak or to write the language. However, a foundation is to be laid for later acquisition of abilities in speaking and writing, and it is believed further that exercises in writing, in speaking, and in understanding the spoken language are necessary for the acquisition of permanent reading ability.⁴ Others consider that the high-school course is too short to enable pupils to acquire even a satisfactory reading ability and so frankly limit the aim to that of laying a foundation in all the four skills.⁵

⁴ See courses of study in Connecticut (State) 1930; Kansas (State) 1930; Kansas City, 1930, and St. Louis, Mo., 1930; South Bend, Ind., 1930; Texas (State) 1927.

⁵ See courses of study in New York (State) 1931; Rochester, N. Y., 1929.

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B. The new statement of objectives formulated by the Study. The immediate objectives of the first two years, in addition to the two cultural objectives, are the "progressive development (a) of ability to read books, newspapers, and magazines in the modern language within the scope of the students' interests and intellectual powers; (b) of such knowledge of the grammar of the language as is demonstrated to be necessary for reading with comprehension; (c) of the ability to pronounce correctly, to understand, and to use the language orally within the limits of class materials."⁶

The ultimate objectives, which are intended to constitute the "surrender value" of the 2-year course if study should cease at this point, include the ability to read the language and to use it orally within limits clearly defined. . . . The objectives of the third and fourth years are an expansion and deepening of power in the directions indicated for the preceding years. Reading is to be developed until ability in the foreign language approximates that in the mother tongue. The teacher should seek to develop in his students a functional knowledge of forms and syntax and to take speaking and writing into consideration as ends that are worth while in themselves.⁷

The selection of the list of objectives proposed by the Study is based on (a) the testimony of selected teachers as to the attainment of their pupils; (b) an analysis of scores on standardized tests given throughout the country; and (c) recent enrollment figures which point out that about 83 per cent of students of a modern language in the secondary schools pursue it for only two years at most, and that only about 57 per cent of those who begin continue even through a second year. It embodies a 2-phase attack on the four basic language skills. Priority of emphasis is placed on the two passive phases of language learning for the purpose of giving a higher terminal value to the short course as well as to provide an adequate foundation for complete mastery of the language in a longer course. The committee presents the list of aims as a result of their interpretation of all available data bearing on the problem, but with full consciousness of the need for further experimental testing of the validity of the proposed aims.⁸

⁶ Coleman, *op. cit.*, p. 107.

⁷ Fish, *op. cit.*, p. 23.

⁸ For a fuller discussion of objectives see Coleman, *op. cit.*, Ch. I; Cole, Robert D., *Modern Foreign Languages and their Teaching*. New York, D. Appleton & Co., 1921. Ch. II, including the extensive references to books and current periodical literature.

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The recently issued (1931) Syllabus of Minima in Modern Foreign Languages for the high schools of New York City is the first printed course outline to embody to any considerable extent the type of course recommended by the Study. It contains the following statements regarding the aim of the course:

The chief aim shall be to develop to the point of enjoyment the ability to read the foreign language. This aim . . . has been formulated in recognition of actual conditions in New York City. It is a simplified aim, one that is more concrete than aims previously posited for foreign-language teaching, and one that is believed to be more attainable. It is based in part upon findings of the Modern Foreign Language Study . . . and in part upon the experiments and observations of the teaching and supervising staff of the New York City high schools.

This aim stresses ability to grasp readily thought expressed in the foreign language in writing or in speech. It includes the attainment of a reasonably fluent and accurate pronunciation and of an introductory knowledge of the foreign country and its people. It subordinates grammar, synthetic and analytic, to the attainment of skill in understanding the language through the eye and the ear. Grammatical phenomena have importance only as contributing to comprehension. Continuous and abundant reading of well-graded texts, together with continuous training of the ear, and to a lesser degree of the tongue, are the means to be employed. Reading for thought, hearing for thought, speaking to express thought, is the desideratum.

The aim is to lead the pupil into a world of new experiences and from the very beginning to develop in him a sense of pleasurable achievement.

This aim does not advocate in the slightest degree a return to the translation method, nor does it minimize the importance of training the ear and tongue. But it does give chief importance to comprehension. It relegates to a minor place, as being less attainable and less useful, the written expression of thought, especially during the first two years of study in the high school. It limits considerably and intentionally the translation of English into the foreign tongue.

Content.—The normal course is based on the fourfold aim; an outline of the content of the typical course, under present conditions, is set forth in detail in the Coleman Report.⁹ During the first two years "a beginner's book devoted chiefly to grammatical exposition and practice" is completed; from

⁹ Coleman, op. cit., pp. 121-127. The enumeration is based on an examination of a large number of State bulletins and more than 30 course outlines for cities and individual schools.

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300 to 400 pages of reading material are read, then studied intensively in class; a vocabulary of some thousand words, consisting largely of words relating to daily life, is chosen for "active" command orally and in writing. In the third and fourth years the grammar taught in the first two years is thoroughly reviewed by means of a "review grammar" replete with exercises in the translation of English into the foreign tongue, and some of the less common grammatical phenomena are added; some 800 to 1,000 additional pages of reading material are covered by the intensive method, and the active vocabulary is increased by 800 to 1,000 words.

It has become clear that stress on reproductive exercises is regarded at present as more important than practice in reading and that grammar is the real basis for evaluating students' achievement, a deduction which is borne out by the close correlation between achievement on the Alpha grammar tests and teachers' grades. It seems to be the general opinion of the profession that the ability to read depends very largely on the mastery of the essentials of grammar and that intensive reading rather than extensive reading is the best road to the development of reading ability.¹⁰

Many teachers have felt, however—and the number has increased as a result of the Study—that there is an inconsistency between insistence on reading as the primary aim and the limited amount of reading offered in the typical course. Provisions are being made, therefore, to assure the learner a more adequate amount of direct reading experience. This is being done in two ways:

- A. By the addition of a greater amount of class reading to the course based on the fourfold aim¹¹ and by inducing pupils to do a larger amount of individual reading outside of class.¹²
- B. By organizing a new-type course. It is proposed in this new-type course to replace the present emphasis on reproductive exercises and grammatical analysis by a direct attack on reading as the first objective of the course. Not until the pupil has attained fair facility in reading¹³ is the emphasis shifted to efforts aimed

¹⁰ File, op. cit., p. 42.

¹¹ See course outlines issued by Rockford, Ill., 1920; South Bend, Ind., 1920; East St. Louis, Ill. (No date); Oakland, Calif., 1920; Evanston, Ill., 1921.

¹² This practice is followed, for example, in Hughes High School, Cincinnati; Oak Park and River Forest Township High School, Oak Park, Ill.; Central High School, Madison, Wis.

¹³ By "reading" is meant the ability to "absorb thought directly through the foreign medium without the interposition of English."

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at developing writing and speech. In this course the grammatical content is reduced to the essentials required for reading;¹⁴ the vocabulary is selected in accordance with standard word and idiom frequency lists¹⁵ and the reading material is graded in difficulty on the basis of these vocabulary lists. The size of the vocabulary is enlarged and the amount of material, both for class and individual reading, is greatly increased. Material for teaching pronunciation and oral reading does not differ from that of the present course.

Content that yields adequate results in writing and speech has not yet been assembled. According to the findings of the Study, the accomplishment in writing accruing from the present course is very meager in proportion to the time devoted to it.¹⁶ The new-type course has not been in use long enough in secondary schools to reach the stage at which proper materials can be developed for the acquisition of speech and writing skills.

In courses of all types attention is being paid to the assembling of adequate materials for the teaching of the two cultural objectives, (a) knowledge of the foreign countries and peoples; and (b) the relationship between the foreign languages and English. Since the researches of the Study reveal that the amount of cultural material in foreign-language reading texts in use in our schools is insufficient,¹⁷ additional material, chiefly in English, is being provided. This appears in the form of "Source Books," as in Houston, Tex.; in informational syllabi accompanying the printed courses of study, as in New York City; and in the form of extensive outlines and references embodied in the courses of study.¹⁸

Previously to the work of the Study, scientific guidance for the selection of subject matter for the modern-language course was negligible.¹⁹ The Study has made an invaluable contribution in the preparation of word and idiom frequency

¹⁴ The selection must be made largely on a subjective basis at present, because of the lack of objective data.

¹⁵ P. A. C. C., Vols. III, IX, X, XI, XV, XVI.

¹⁶ Coleman, *op. cit.*, p. 102.

¹⁷ Coleman, *op. cit.*, pp. 118-121.

¹⁸ See especially course outlines in French, 1925, Denver, Colo.; German, French, Spanish, 1929, Rochester, N. Y.; French, 1930, Montclair, N. J.; French, 1931, University High School, Ann Arbor, Mich.

¹⁹ An exception is Henmon, V. A. C., *A French Word Book*. University of Wisconsin, 1924.

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lists for French, German, and Spanish.²⁰ The more recent outlines of courses show use of these lists, and it is to be expected that as time goes on they will be used more extensively for guidance in the selection and proper gradation of reading texts, in the choice of the minimum reading vocabulary to be mastered at successive stages, and in the selection of the most useful irregular verbs and to some extent of other grammatical forms. It is to be regretted that the work of determining the range and frequency of grammatical phenomena which was inaugurated by the Study has not yet been completed. The Study has, however, furnished the information, gathered from several research studies,²¹ that the cultural material in the reading texts is insufficient. Hence it has emphasized the necessity of providing supplementary material.

The research studies and experimental evidence in support of the reorganization of the course with emphasis on reading the first and primary objective are enumerated and fully discussed in the first two chapters of the Coleman Report.²²

In the printed or mimeographed courses of study examined little evidence was found of explicit correlation with the subject matter in other fields. However, there is evidence of considerable incidental and occasional correlation with the departments of social studies, English, and Latin in the material used for the development of the two cultural objectives; with the art and manual-training departments in the construction of *realia*; and with the music and speech departments in the performance of extracurriculum activities. There is opportunity for further correlation with the English, the social studies, and possibly other departments in the selection of books for "outside" reading, and with the speech department in the use of a phonetic laboratory.

An example of the correlation of French cultural study with the department of social studies is found in the recent (1930) outline of the French course in the University High School at Ann Arbor, Mich. In the social studies depart-

²⁰ See references cited in Note 15; also *Fih*, op. cit., pp. 135-138.

²¹ See *P. A. C. C.*, Vol. XVII, Chs. VII, VIII, and IX.

²² See also *Fih*, op. cit., pp. 22-23.

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ment geography and map-making are studied in the seventh grade, exploration in the eighth, history and civics in the ninth; correspondingly, in the French department French geography is studied in the seventh grade, early French explorers in North America in the eighth grade, and the history and government of France in the ninth grade.

Unlike some of the other subjects of the curriculum, the foreign languages do not lend themselves readily to the unit type of organization. With the appearance of the word and idiom frequency lists, however, a basis has been provided for the coordination of teaching materials into homogeneous units. Such teaching units may well comprise a limited number of basic words, idioms, and grammatical topics, reading material keyed to the selected reading and grammatical vocabulary, word study based on the chosen vocabulary, and background and *realia* suggested by the reading matter.

Materials for reteaching, relearning, and practice are rarely included in the printed or mimeographed courses of study.²² Such materials may be found in textbooks, and in workbooks correlating with a particular text either by forming an integral part of the teaching units or by supplementing the text. Particularly useful in view of the revised list of objectives for the first two years are exercises which afford specific practice in the development of a reading vocabulary and of power in comprehension.

Provision is made for the adaptation of content to individual differences in the ability and interest of pupils in various ways:

- A. Organizing special courses. An example of this is to be found in San Francisco, where, after eight weeks of the regular course, pupils are divided into two groups, (a) those who are capable and satisfied who continue in the regular course; (b) those of limited ability or interests who enter a special 2-year course in which more reading and less grammatical work are done.
- B. Various forms of the "contract plan," which involves the apportionment of material into varied amounts and kinds. An example is to be found in East St. Louis, where, after the first term, the material of the course is divided into units and three grades of

²² An exception are the modern language courses of Rochester, N. Y., 1929, which contain supplementary graded dictations, series, and drill material.

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accomplishment are established leading to the marks (a) 90-100; (b) 80-89; (c) 75-79. Other variations of the contract plan are in use—for example, in the University of Wisconsin High School and in the University of Oregon High School.

- C. Special promotion for superior students.
- D. Directed study. During one half of the class period (or sometimes during the whole period) pupils work individually or in groups, while the teacher gives help as needed.
- E. Individual supplementary reading and out-of-class projects. This is the plan most widely employed.

Methods and materials.—Excellent suggestions as to methods, teacher and pupil activities, and materials, and, in a few cases, illustrative type lessons are included in many of the newer courses of study.²⁴ In some school systems a teacher's manual provides detailed directions for carrying out a specific method and serves the same purpose as a course of study. These are in use in Cleveland, which follows the "Cleveland plan" of teaching modern languages, and in Los Angeles, where the new-type course proposed by the Study has recently been introduced.

Most of the present courses of study are based on the fourfold aim, mentioned earlier, and offer little variation in the suggestions for classroom activities in accordance with a "modified direct" or "eclectic" method.

The influence of the junior high school movement in directing attention to the special needs of the early adolescent is seen in the variety and appropriateness of activities suggested for pupils of this age; such are projects, contests, songs, series, dramatizations, plays, etc.²⁵

The following departures from usual procedures were noted in the examination of course outlines: (a) A group of lessons in grammar, some 35, are covered first passively, then actively, as in the course of study in French in Fordson, Mich. (1928); (b) detailed study of grammar is postponed until the third and fourth years for those who intend to continue French.

If we can get a pupil to read French and besides enable him to order a cab in Paris (if he should be the one in a hundred who will have the

²⁴ See especially courses of study issued by Denver, 1925, 1928; New York City, 1931; New York State, 1931; Rochester, N. Y., 1930; Springfield, Mass., 1928.

²⁵ See especially the course outlines in Rochester, N. Y., 1930; Springfield, Mass., 1928; Oakland, Calif.

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opportunity), so much the better; but we do not intend to reverse the order of importance. . . . Nor do we want to spend so much time getting a "good foundation" that little time is left to use the foundation. . . . The sooner we get to reading and the more time we have for it, the better. . . .

In developing this ability to read French the choice of reading material has more often hindered than helped. It seems that the so-called grading of reading material in foreign languages usually means this: We start the pupil with something so difficult that only by laborious "digging" and by much consultation of the lexicon can he cover a few pages [and] just as soon as he begins to be able to read material of that grade, he is put at something else beyond his then reading ability and the grind continues, so that only the hardy survivors—the very brilliant—who stick to the end of the course ever find themselves really reading; but worse than that, no one (except perhaps the few) ever acquires the confidence in his ability to read French without which he will never read French outside of school. . . . And so we use easy reading and much of it. . . . By dint of doing much reading, the recurrent words and the common idioms become so familiar by sheer repetition that, when the pupil tries to read new and more difficult material, the reading habits formed, the complete familiarity with much of the context, and especially his confidence in his ability to read carry him over the unfamiliar. And this is how we all read.

If we proceed in this manner, we avoid the necessity of rereading in class what the pupil has already read out of class, a procedure which wastes time and kills interest. If the pupil has really been reading the story and understands it, a brief oral discussion can assure the teacher of this and advanced reading can be immediately resumed. . . .

Now, somewhere in the third or fourth year we get hold of the people who expect seriously to continue the study of French. . . . For these people we provide the means of completing the grammar work of which they had a brief outline in the first year.²⁶

The fullest treatment of the technique adapted to the new-type course recommended in the Coleman Report is contained in the Syllabus of Minima in Modern Foreign Languages for the high schools of New York City to which reference has been made in the foregoing discussion of objectives. The following excerpts²⁷ from this syllabus will illustrate the new point of view:

This aim [to develop to the point of enjoyment the ability to read the foreign language] demands inevitably the development of a new technique in language teaching. It demands first of all an open mind

²⁶ Department of Foreign-Language Syllabus, Richmond, Ind., 1926.

²⁷ See pp. 7-14, *passim*.

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on the part of the teacher, a willingness to experiment with findings that have resulted from expert study, a readiness to refashion one's viewpoint and methods of procedure. It requires the experimental attitude on the part of the teacher. . . .

In the past the classroom teacher has emphasized oral reading but has neglected silent reading. The new aim demands that more stress be placed upon silent reading.

It is urged that exercises based on reading material should aim—

To develop increased ready recognition of an extensive vocabulary and interpretation of thought. . . . Emphasis upon language structure—that is, upon grammar and analysis—is not productive of fluent reading habits. In fact, analysis and paraphrasing of the printed pages are diametrically opposed to the reading process. . . . A reader should be used as a reader and not as a basis for grammatical dissection. . . .

Speed in reading may be increased by providing time-control exercises. . . .

Continuous and abundant reading of well-graded texts is the means by which the aim is to be reached. . . . One chief stumblingblock in the past has been the use of reading matter which became too rapidly difficult. The pupil should master matter on a given level of difficulty before being led to a stage higher.

Appropriate technique is suggested for intensive, extensive, and supplementary reading.

To stimulate, motivate, and supplement classroom work, extracurriculum activities form an important adjunct to the regular modern-language course of all types. While it is difficult to evaluate the contribution of such activity in objective terms, teachers in departments in which there are, for example, active clubs express the opinion that these clubs have a real influence on the class work. Some clubs, as, for example, in Oak Park, Ill., and in Hughes High School, Cincinnati, sponsor elaborate projects, such as pageants or plays, which enlist the cooperation of many other departments of the school. A special room for the use of each foreign-language club is provided by the high school in South Pasadena, Calif., where a foreign atmosphere is created by furnishings and *realia*. Arrangements for pupil correspondence with native French, German, or Spanish boys and girls may be made through the National Bureau

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of Educational Correspondence by application to the director, Dr. A. I. Roehm, George Peabody College for Teachers, Nashville, Tenn. Foreign-language newspapers or a foreign-language column in the school paper provide additional means for pupil expression in the foreign language. Excellent foreign-language sheets are put out by pupils in the high schools of Los Angeles and New York City. In the high school in Oak Park, Ill., a lecture in French, to which all the French pupils of the school are invited, is given once a month by a native French teacher. In Dallas, Tex., an annual inter-high-school declamation contest in Spanish poetry is held. This city has also a Pan American League, whose membership is composed of townspeople interested in Spanish-American relations and of advanced high-school students of Spanish.

Suggestions as to the use of study materials by pupils are included in courses of study in the section devoted to pupil activities or, more commonly, are implied in the discussion of teacher procedures. Occasionally there is a section addressed to pupils on methods of study, as, for example, in the New York City syllabus, 1931. A special pamphlet devoted to a detailed analysis of the problems of directing study in foreign languages is supplied to all teachers of foreign language in the junior high schools in the Los Angeles school system. The handbook for the teacher of modern language in the senior high school in New York City contains pertinent suggestions. Explicit directions for use by pupils of the materials of certain texts are found in the accompanying teacher's manuals. Various means are used for putting directions for study into the hands of pupils. One large and exceedingly well-organized modern-language department (Spanish, De Witt Clinton High School, New York City) distributes a printed bulletin at the opening of each year containing such helpful pupil information as the following: The importance of Spanish; maps of Spain and Spanish America; reasons for studying Spanish; how to study Spanish; other suggestions for study; when you have finished an examination; causes of failure in Spanish; prizes for efficiency in Spanish; Spanish version of some popular

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songs; the Spanish club; books in English for supplementary material; informational syllabus by terms; lists of verbs, vocabulary, and idioms by terms; lists of words similar in Spanish and English. A "How-to-Study" column in the "Piper" in Morris High School, New York City, gave department heads an opportunity to set forth the best methods. Some teachers provide pupils with copies of a useful booklet entitled, "How to Study Modern Languages in High School."²⁸

A supply of visual materials is an important part of the equipment of the up-to-date modern-language department. These materials include maps, charts, posters, casts, coins, pictures, models, stereographs, films, slides, and motion pictures. Good lists are found in several of the newer courses of study, for example, those of Denver (1925, 1928), New York City (1931), and New York State (1931).

References to subject-matter materials for the use of teacher and pupil, and to treatises on method and theory for the use of teachers are included in most of the recent course bulletins. Among the most complete lists are those given in the course outlines of Denver, Kansas City, Mo., 1929, 1930, Rochester, N. Y., 1929, and New York City.

Measuring the learning product.—Judging from the space devoted to samples of tests in the more recent courses of study, for example, those of Kansas City, Mo., and Rochester, N. Y., and the cooperative efforts of modern foreign-language and research departments to devise uniform objective standardized tests, as in Cleveland, Detroit, and Los Angeles, teachers of modern foreign language are awake to the importance of providing reliable measures of the results of their teaching. A few of the newer bulletins examined, for example, those of Montclair and St. Louis, contain a detailed statement of expected outcomes of learning for each division of subject matter. Newer practices in test construction are: (a) Use of the objective type of test; (b) testing all phases of instruction, including the two cultural as well as the linguistic phases, as illustrated by the Detroit French Tests and the Spanish tests of DeWitt Clinton High School, New York

²⁸ By Peter Hagboldt, University of Chicago Press, 1928.

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City; (c) the relative importance of the objectives reflected in comprehensive tests, that is, the shift of emphasis from the grammatical to the comprehension portion when reading is the primary aim, as in Pasadena, Detroit, and in the DeWitt Clinton High School (New York City); (d) tests based on units of subject matter, rather than on portions of a textbook, as in Rochester, N. Y.; (e) tests of the degree of mastery of a skill, rather than of the knowledge of certain subject matter covered, e. g., sight-reading tests; (f) the use of standard word and idiom frequency lists; (g) analysis of tests to discover weak spots in learning and teaching; (h) development of a battery of uniform tests based on minimum requirements for promotion, as in Baltimore, Cleveland, Pasadena, and Richmond, Ind.; (i) cooperation with university research department in the construction of standardized tests, as in Cleveland Heights, Ohio; (j) use of systematic testing by a "Director of teaching" or other administrative officer outside the foreign-language department, with the object of improving results, as in Long Beach and Huntington Park, Calif.; and (k) analysis of results of standardized tests by departments of research, as in Long Beach and Huntington Park, Calif., to ascertain minimum requirements for promotion, the relative emphasis placed upon the various objectives in the classroom, possible need for revision of course content and teaching method, and outcomes of instruction on a comparative basis.

The only uniform standards available are the norms established by the existing modern-language standardized achievement tests.²⁰ A battery for French, German, and Spanish to test silent reading, vocabulary, grammar, and composition was constructed under the auspices of the Study. As these tests were standardized on the basis of the courses in existence before the work of the Study was completed; it is evident that they will not be adequate measures of accomplishment resulting from the new-type course based on changed objectives and content. Local uniform standards have been established in some of the large city systems, for instance, in Cleve-

²⁰ See P. A. C. C., New York, The Macmillan Co. For extensive bibliography including lists, see Cole, *op. cit.*, Ch. XII. See also catalogue of tests published by World Book Co., Yonkers-on-Hudson, N. Y.

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land, by extensive testing of large groups using identical course content, teaching materials, and method.

Provision for revision.—Courses of study usually contain a statement to the effect that they are to be regarded as tentative, subject to periodical revision as a result of classroom use of the materials and suggested modes of procedure. Teachers are urged to make note of desirable changes for the guidance of the syllabus committee. In the case of the introduction of a radical change in objectives, course content, and methods, the supervisor or committee chairman may request semester or term reports in writing from each teacher in the system, as was done, for example, in Los Angeles.

Mechanical make-up.—The desirable mechanical features noted in course outlines examined are the following: (a) Complete outline of contents, so arranged as to indicate clearly the main and subordinate topics, and provided with page references; (b) general outline preceding detailed outline; (c) exact definition of designations, abbreviations, and terms used, for instance, French IA (which in some outlines means "first year, first semester;" in others, "first year, second semester"); advanced course (which may mean "third year," "fourth year," or "third and fourth years"); junior high school (which may include grades 7, 8, and 9; or 7 and 8; or 8 and 9); "direct" method and "eclectic" method;²⁰ (d) use of parallel columns to indicate objectives, content, teaching procedures, pupil activities, and desirable outcomes; (e) tentative form mimeographed during preliminary try-out period (for ease and economy of revision); (f) designating the semester or term limits by lessons or pages of texts, when uniform textbooks are in use (instead of transcribing verbatim the content outlines contained in the texts, a procedure which is wasteful of space, money, and the reader's time).

4. CURRENT AND EARLIER COURSE OUTLINES

Analyses made by the Study.—The extensive analyses of State and city course outlines made by the Study²¹ reveal the content of the typical course in modern foreign languages

²⁰ In two different cities the same plan of teaching and the same textbooks are in use, but the method is called "Direct" in one case and "Eclectic" in the other.

²¹ Coleman, *op. cit.*, pp. 121-127.

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at present, a summary of which has been given. No fundamental changes in objectives, content, or method appear in the more recent revisions of courses of study examined with the exception of those which incorporate the recommendations made in the report of the Study.

The new-type course.—Although considerable experimentation with the new-type course is in progress in various sections of the country,²³ few outlines of the experimental courses have appeared in printed, mimeographed, or typed form. The most complete outline available is "Syllabus of Minima in Modern Foreign Languages" for New York City, 1931, from which quotations have been made.

A definitive, though shorter, statement was issued in mimeographed form to the teachers of French in the junior and senior high schools of Los Angeles by the supervisor of modern languages before the opening of the school year 1930-31, at which time the new-type course went into effect in the French departments throughout the city. For several years previous to 1930, experiments with a "reading method" had been in progress in several French departments in the system. The new course had been discussed in departmental and general meetings, and teachers were thus made acquainted with the underlying principles and working procedures of such a course. One of the strongest reasons given by the supervisor for the appropriateness of the new-type course to the city of Los Angeles is the fact that for 90 per cent of the pupils enrolled in the modern-language departments of the city this study is not more than a 2-year course. Accordingly he feels that it is his responsibility to make the 2-year course a terminal one and to organize it so that these thousands of young people will carry away some acquisition of permanent value.

4. PRINTED COURSES AND THEIR USE IN THE CLASSROOM

Extent to which course outlines are to be followed literally.—
In some of the large city systems where the course has become

²³ As far as could be ascertained, new-type courses are being tried in at least 50 secondary schools distributed among some 20 States. Included are: Los Angeles; New York City; Newark, N. J.; Altoona and New Kensington, Pa.; Dover, N. H.; Nashville, Tenn.; Bozeman, Mont.; Proviso Township High School, Maywood, Ill.; Milwaukee and Janesville, Wis.; Cedar Rapids, Des Moines, and University High School at Iowa City, Iowa.

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fixed after a trial period of several years as, for example, in Cleveland, the printed course of study is closely followed. In other systems in which the recent revisions are based on the fourfold aim, a minimum amount of material is prescribed and the general procedure set forth, but much freedom is left the individual teacher as to details of method and additions to the content of the course. In experiments with the new-type course teachers are urged to follow the outlines of course content and suggested procedures in an enthusiastic spirit of adventure, to make a conscientious effort to develop the new technique demanded by the change in objectives, and to keep a record of any desired changes or modifications.

Experimentation contrary to intent of course.—The writer visited experimental classes in the new-type course in several systems in which the typical course was still in operation in the rest of the modern-language department. The experiment was initiated in most cases by the chairman of the department or by the supervisor of foreign languages, sometimes at the request of the teacher in charge of the experimental class. The approval of the administration was secured in advance. In one case, however, the experiment was initiated by persons outside the system and permission obtained through the assistant superintendent from the chairman of the high-school committee on foreign languages. Interviews were then had with teachers who had expressed dissatisfaction with current methods and results and a willingness to try a different technique. Still another experimental class, which was not visited by the writer, was formed at the request of the city superintendent on the advice of a professor of secondary education who was conducting a survey of the system.

Evidence that the aims are kept in mind.—In the courses based on the fourfold aim, understanding the spoken language is the objective that seems to be kept in mind most consistently by the best teachers. The teachers speak the foreign language the greater part of the time and pupils understand them. Sufficient attention is also paid to correct pronunciation by pupils. Of the content of the course, the grammatical material received the chief emphasis in the

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classroom in most of the schools visited. Evidence of this emphasis is the frequent omission by teachers of even the small amount of reading material contained in the basic text book in grammar in order to use the additional time in grammar drill.²³

Writing is practiced to the extent of doing synthetic grammar exercises or translating English into the foreign language. Little free composition was observed. Many of the best teachers have become convinced that translating English into the foreign language is a very artificial method of teaching writing and that it does not bring results. A supervisor of one of the best-organized modern-language departments in the country has postponed until the fourth year of the course any attempts at résumés in the foreign language because her experience had shown her that pupils were not properly equipped before that time to try this type of work. Unsatisfactory also is the organization of content and classroom procedure for the teaching of reading and speech. We read in the course outlines: "The ultimate objective in the reading lesson is to get the thought from the printed page." But after pupils understand the meaning of the reading assignment, several days are spent on the same reading material, consisting of a few pages, in an effort to assimilate the vocabulary and grammar for active use. There seems to be no thought of differentiation between materials to teach reading and speaking.

The lessons in speech are not organized in such a way that the pupils themselves use the major portion of the time in effective practice. The teacher does most of the talking, the pupils answering in a word or a short sentence in the words of the book or of the teacher's question or after prompting by the teacher. Careful observation showed that it was almost invariably the practice both in elementary and advanced classes for the teacher to supply the most difficult part of the answer, namely, the verb form.

²³ In one large city system the supervisor was conducting the writer to classes in which the teaching of reading might be observed. The lessons proved to be the regulation oral-practice-drill type rather than reading lessons. Finally one teacher informed her superior that she had omitted all reading in order to cover the grammar. Thereupon the supervisor took the class and gave them their first "reading lesson."

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"How best to teach reading still belongs to the unsolved problems in the modern classroom," is the recently expressed judgment of Professor Bagster-Collins.²⁴ The same may be said of the teaching of writing and speech. It is a question first of proper teaching materials and secondly of their most effective use. What words and expressions, what grammatical content shall make up the speech and writing vocabulary, and which shall be reading vocabulary only? In what order and in what amounts shall each be prescribed?

Teachers who are experimenting with the new-type course recommended by the Study are endeavoring to keep the reading aim uppermost in their minds and to subordinate practice for active command to training for reading facility and ready understanding of the spoken word. Reading lessons were observed in which during the entire period attention was centered on the comprehension of thought. Pupils were tested on the meaning of the reading assignment by a short objective test followed by brief but lively discussion and then they read on silently in advance. They were reading with ease and pleasure and intelligent comprehension. In other classes, recognition-type grammar was the order of the day. The teacher took a position in the rear of the room and unobtrusively but effectively directed pupil performance on the exercises planned to develop rapid recognition of grammatical forms most commonly met in reading. Both teacher and pupils had an excellent pronunciation of the foreign tongue. These two types of classes represent the best practice observed in departments following the new-type course, which places the chief emphasis on acquisition of reading ability. There was evidence in other classes of confusion of aims in the minds of the teachers. In the reading lessons, comprehension checks became exercises in piecing together imperfectly assimilated grammatical forms, and drills in recognition were interpolated with rote recitation of paradigms and other recall types of performance.

Although many courses of study contain excellent outlines of materials with which to teach the two cultural objectives,

²⁴ *Studies in Modern Language Teaching*, P. A. O. C., Vol. XVII. New York, The Macmillan Co., 1930. p. 92.

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which are universally accepted as valid aims, the general feeling is that not enough place has been found for such material in the work of the classroom. In the typical course, time is needed for grammar drill; in the new-type course, efforts are concentrated on the development of the most effective procedure for giving reading ability to the pupil in two years' time. Much of the knowledge about the foreign country and its people is acquired by activities outside the classroom, particularly in the foreign-language club. In many schools this phase of the work is well covered in the social-studies department. In others, a basic knowledge of both objectives is given to the pupils in the general-language course. In the John Adams High School, New York City, the principal, a modern-language specialist, is experimenting with a course that provides a large place for these objectives in the daily work of the classroom. Two days of each week during the first year are devoted to such work. The foreign-language departments under the direction of the principal are working out detailed outlines and collecting and organizing ample equipment in the way of reference material and visual aids of all types in order to assure accomplishment in these phases worthy of their importance and proportionate to the attainment along purely linguistic lines.

Content and method.—In schools that have a rigid supervisory system or a strong departmental organization, frequent meetings of the staff, and constant study of new problems, the course of study is followed as outlined. But in general, teachers are free lances even in large city systems, the only requirement being that they prepare pupils to pass the examinations. Since the prevailing type of examination, whether local, State, or college board, tests active knowledge of vocabulary, grammatical forms and syntax, and ability to translate both from and into the foreign language, the emphasis of the classroom is placed on these exercises to the neglect of reading and the cultural objectives.

Factors hindering use of course-outlines.—The present needs of the modern-language course are succinctly expressed by Professor Coleman:²⁵

²⁵ Coleman, *op. cit.*, pp. 120-121.

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... a good deal remains to be done in order to complete the analysis of the basic material of the modern-language course as it stands to-day, and still more in order to provide the basic materials of the course of the future. As regards the present state of affairs, the immediate tasks to be done belong largely to the "Hand-und-Fingerarbeit" class: Counting, tallying, tabulating, comparing, compiling. For the course of the future, materials so derived must be subjected to experimentation in various combinations and must be rejected, enlarged, renewed, supplemented as the results demand.

Workers have begun to examine basic textbooks in grammar³⁶ and to grade existing reading textbooks on the basis of the new word-counts.³⁷ Other recent studies will make possible a more intelligent use of these word lists,³⁸ will guide in the selection of a working reading vocabulary³⁹ and the basic grammatical content,⁴⁰ and will assist in the organization of material for use in teaching the cultural objectives.⁴¹ The Study's emphasis on the reading aim has also given impetus to the preparation of a greater amount of carefully graded material for early reading.

Failure to obtain results in imparting knowledge of the foreign country and people is due more often in the better schools to lack of a definite organization of course content and to deficiencies in the arrangement of materials than to an inadequate supply of supplementary reference and illustrative matter. Efforts to attain the other cultural objective,

³⁶ See *Modern Language Journal*, 14 : 431-441, March, 1930; 15 : 599-606, May, 1931; Coe, Clair C., *A Comparative Study of the Verbs in Two Series of French Textbooks*. Thesis, University of Iowa, 1932; Loubert, Flora M., *The Vocabulary of Two Recently Organized Teaching Units for First Year French*. Thesis, University of Iowa, 1932.

³⁷ Cole, Robert D., *Selecting French Readers*, *Modern Language Forum*, 17 : 42-44, April, 1932; Feghtly, Edna L., *A Graded Reading List for High-School German*. Thesis, University of Iowa, 1930; Miller, J. F., *A Study of the Vocabulary of Ten French Reading Texts*. Thesis, University of Iowa, 1931. (Incorporates the results of two other similar theses); Stover, Isabelle B., *The Vocabularies of Six French Textbooks*. Thesis, University of Chicago, 1931.

³⁸ Limper, Louis H., *Pupil Comprehension of Certain French-English Cognates*. Doctor's dissertation, University of Iowa, 1931.

³⁹ Emery, Margaret A., *The Composition and Amount of Minimum Vocabulary for Reading Ungraded French Texts*. Thesis, University of Chicago, 1931; Haygood, J. D., *A Minimum French Reading Vocabulary*. Thesis, University of Chicago, 1932.

⁴⁰ A series of unpublished theses in the Romance Language Department, University of Chicago and University of Iowa concerning the syntax of French and Spanish; see also the forthcoming *Analytical Bibliography of Modern Language Teaching* by Algernon Coleman, University of Chicago Press.

⁴¹ Buck, Dallas C., *A Derivative Study of the First 2,500 Words in the Vander Beks French Word Book*. Thesis, University of Iowa, 1931; Meek, C. E., *The Cultural Material in a Selected List of English Stories with French Background*. Thesis, University of Iowa, 1932.

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knowledge of the derivations and meanings of English words and of the relationships between the foreign language and English, suffer from an almost entire absence of properly organized material. An exception are the Denver Courses of Study in French (1925) and Spanish (1925) which contain excellent outlines of material for "the development of language sense." The attention given to this objective in the classroom at present is for the most part incidental.

6. APPRAISAL OF COURSES IN THE CLASSROOM

As has been previously stated, the changes that have been introduced recently into courses based on the traditional fourfold aim of the typical course do not affect materially the content or classroom procedures. The reading added has been for the most part supplementary. Teachers report that additional reading has enriched the course.

In Denver the present printed courses of study can not be carried out exactly as outlined because of a change in the length of the class period from 55 to 43 minutes, and also because of a recent change in the basic textbook in grammar. In the junior high school one day a week is definitely set apart for cultural work but owing to lack of time the outlines and material suggested in the course of study for development of language sense have not been used. Exactly the same work is done in the ninth grade in both the junior high school and the senior high school, but pupils beginning in the second semester of the eighth grade have a semester's additional preparation for the work of the ninth grade. Teacher opinion is divided as to the advantage of the earlier beginning. Teachers are eager to add more reading to the course but because of college-entrance requirements hesitate to make room for it by curtailing synthetic grammar.

The courses in Rochester, N. Y., do not attempt to equip pupils with more than a "foundation knowledge" of the four linguistic aims of foreign-language study. An effort has been made recently to increase the speaking ability of the superior pupils. A high-ability group chosen from the best pupils in the Latin section at the end of their first year of Latin were allowed to begin French in the ninth grade

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instead of the eleventh. The object, according to the teacher of the experimental group, was to produce facility of expression at the end of the third year. "I can not say that excellence has been acquired. They understand spoken French quite well, but their answers and conversation are not yet perfect," is the report of the experiment given by the teacher in charge. In Detroit, foreign language has been taken out of the junior high school. The following reason was given by the supervisor: "We found that pupils who began the foreign language in the ninth grade did very much better than those who began in the seventh or eighth grades." As a substitute, a course in general language is given in the eighth grade. The chief object of introducing this course was to reduce failures in first-year Latin. The results of the general-language course, according to the supervisor, are: (a) Fewer failures in Latin; (b) a saving of 10 weeks in the first-year Latin course; and (c) the use of the course as a prognosis of language ability.⁴²

Reports are available from teachers in only a few schools in which the new-type course has been introduced. The head of the modern-language department in a large suburban high school after two years of experience with such a course in French says: "In my 20 years' experience in teaching modern languages I have never felt that the pupils were getting as much in proportion to the time spent as with this course. The pupils who apply themselves can acquire a genuine reading ability in less than two years and those who only half work get a great deal more than they did before." This teacher conducted an interesting experiment in a special second-year class composed of pupils who had failed, or nearly failed, their first year's work in French. They were given the first year's unit of the new-type course. This consisted of some 300 pages of class reading with correlated word study, recognition-type grammar, and cultural material. An additional second-year cultural reader of some 100 pages was completed. A few did a little outside reading. At the end of the year all but one passed the course. Several pupils are continuing in third-year French and doing credit-

⁴² The supervisor is assembling experimental evidence on the acceptability of this statement.

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able work. The teacher ascribed the success of the class to their increased interest in the content material of the course. The pupils' joy in the progressive development of power to read proved a great stimulus to them.

After a trial of two years with the course, the teachers and principal of a high school in a city of 50,000 state that the course is no longer an experiment but a fixture in the modern-language department. Pupils in the third semester of French were covering with ease a daily assignment of seven or eight pages of texts such as *Le Voyage de M. Perrichon* and *L'Abbé Constantin*. In Los Angeles, teachers find that they can give pupils much greater facility in reading with no lowering of standards in pronunciation, oral reading, and in understanding from hearing. They expect to obtain better results another year with an added supply of graded reading material and greater familiarity with the new procedure which the first year's experience has given them. A report submitted by Dr. F. D. Cheydleur, professor of romance languages, University of Wisconsin, on median scores made by 192 pupils in nine schools (in several States) on the American Council Alpha French tests in vocabulary, silent reading, and grammar (selective type) in June, 1931, at the end of the first year's study of French in accordance with the new-type course, show a 12 per cent gain in vocabulary over the national norms and an 18 per cent gain in silent reading, as against a 14.5 per cent loss in synthetic grammar. The gain in the two passive aspects of language learning offsets the loss in the active phase, two to one.

Better results with the new-type course may be expected when teachers are supplied with an abundance of graded reading matter, with testing instruments keyed to the new objectives and content materials, and when they have gained additional experience in applying a technique that involves a number of new elements and, above all, a shift in their point of view.

1. INFLUENCES AFFECTING COURSE CONTENT AND METHODS

Textbooks.—The local course of study generally reflects the textbooks in use. A change in the basic textbooks adopted, either locally or by the State, is usually the occasion of a

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revision in the course of study, for the organization of the linguistic portion of the course follows that of the basic textbooks. In case an option in texts is allowed, the course of study may present only the minima of grammatical material to be covered in successive years, leaving the order of presentation more flexible to allow for differences in the various texts. In such outlines minimum vocabulary and idiom lists may also be included for the sake of uniformity. In some State course outlines, allotments of materials to be covered are given in terms of two or more basic textbooks. There is usually a larger choice in the reading material, though even these texts may be definitely prescribed for use in certain terms.

State courses of study.—The State course of study is not binding on local communities except where textbooks are adopted on a state-wide basis. Even under these conditions certain city systems are autonomous and may depart from State regulations.

In other States, a State course of study will have considerable prestige and even a direct influence, if uniform examinations conforming to the course outlines are issued by the State department. The recent (1931) syllabus in modern foreign languages issued by the State Department of Education of New York contains the following statements:⁴³

It is a syllabus of *minimums* for the average school and the average teacher. It is submitted to all the schools of the State for suggestions and criticism. . . . This more detailed material must not be interpreted as limiting in any way sane experimental work in progressive local schools or with special groups. Moreover, the approach to the junior high school problems will be developed effectively only as experimental and exploratory courses in these and other fields are constructively worked out. . . . Any school or school system may add to the syllabus requirements, either as curriculum requirements or extracurriculum assignments; but it is the belief of the committee that the minimums here outlined constitute the irreducible requirements of courses in French, German, Italian, and Spanish in all schools where modern foreign languages are taught. It is the hope of the committee that, beginning with the examinations in June, 1931, a greater number of new-type questions may be given, to sample the whole field of the syllabus requirements. . . .

⁴³ Op. cit., pp. 3-6, *Passim*; p. 33.

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This French word list will guide the examinations in the elementary and the intermediate courses. No word will be found, unexplained, in the examinations in these two courses unless it is given in this list.

The State board and the College Entrance Examination Board.—The last two statements quoted reveal the relation between this State syllabus and the State regents' examinations. The fact that the examinations are based on the syllabus gives authority to these outlines. Again we find in connection with the recommendation of the use of dictation and of aural comprehension tests the statement: "Besides, they are an established part of the regents' examinations and of the entrance examinations to many colleges and form, therefore, a necessary part of the course."⁴

The influence of the requirements of the College Entrance Examination Board on the course of study in modern languages is effective throughout the country. Even when the percentage of pupils who are preparing to take these examinations is almost negligible, the tradition of adapting the course to fit the needs of these favored few still maintains. The modern-language department of one large city, which has a record of only one failure in seven years in the examinations set by the College Entrance Examination Board, devotes 50 per cent of its uniform examinations to testing knowledge of synthetic grammar, about 30 per cent to comprehension, and about 20 per cent to vocabulary.

At the same time specific mention of the College Entrance Examination Board was found in only a few course outlines, from which examples are quoted:

The College Entrance Examination Board requires translation, therefore we must teach it.

This unit is broad enough not only to give a practical working knowledge of the subject matter but also to enable the pupils to acquire enough of the technicalities of the language to pass the preliminary entrance examinations of the college board.

In the second semester [of the third year] a special class is formed of such students as intend taking the examinations of the College Entrance Examination Board. This class meets as often as seems necessary and at a time convenient to all. No credits given, no outside work required.

⁴ Op. cit., p. 14.

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Such extra drill classes were found in several schools visited. Special sections are formed when practicable in which the examinations set by the College Entrance Examination Board are used as class textbooks.

A revision has been recently adopted (April, 1932) by the College Entrance Examination Board in the definition of the requirements in modern foreign languages on which the examinations will be based in June, 1934, and thereafter. In view of the importance and widespread influence of the requirements of the College Entrance Examination Board, a brief review of the steps leading to this action and a statement of the revised definition of requirements is given here.⁴⁵

On October 30, 1929, a committee was appointed by the board to investigate the necessity or desirability of a revision of the definitions of the four modern foreign languages in which the board now sets examinations. This committee, in its report presented April 2, 1930, made the following recommendations:

- (a) That a revision of the requirements in the modern languages is needed in order to bring them into line with the present position of the modern languages in the school curriculum and the present attitude toward the objectives and methods of modern-language instruction.
- (b) That such a revision should include also a study of the content and form of the examinations now set by the board in these languages with a view to a closer adjustment to contemporary educational practice.

In setting forth the reason for these recommendations, the committee reviewed the history of the requirements of the board, the changes in educational conditions and in modern-language teaching that have taken place since the adoption of the present requirements, and the defects in these requirements. The committee pointed out that "the present requirements in the modern languages rest on a report drawn up by a Committee of Twelve of the Modern Language Association of America in 1897-98," and that "the outlines covering aims, content of courses, and methods of instruction have . . . remained essentially the same as they were drawn up 30 years ago and are based on the theories and practices

⁴⁵ For a full account, see published reports of the preliminary committee (1930) and of the commission (1932), College Entrance Examination Board, 431 West One hundred and seventeenth Street, New York City.

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prevailing in this country at the close of the Spanish-American War."

In accordance with the recommendation of this committee, a commission was appointed by the committee of review of the board in October, 1930, to revise the definition of requirements in the modern languages. This commission in presenting its report in May, 1931, stated that it had "been guided by the findings of the preliminary committee, by the courses of study officially recommended in various cities and States throughout the country, and by the important recent Publications of the American and Canadian Committees on Modern Languages." It "considered that its chief function was to reflect . . . the best 'contemporary educational practice.'"

The revised definition of requirements proposed by the commission and subsequently adopted by the board sets forth as follows the immediate objectives of the first two years:

(a) Development of the ability to read with understanding simple prose with a basic recognition vocabulary of approximately 2,000 to 3,000 words in their normal uses and in idiomatic combinations; (b) development of the ability to pronounce intelligibly; (c) development of the ability to understand and use the language orally within the limits of the pupil's classroom experience; (d) development of the ability to write the language within the limits of the pupil's active vocabulary.

Immediate objectives for the third and fourth years call for further development of the same abilities together with specific attention to oral and written reproduction of texts read and to free expression in the language orally and in writing. An important ultimate objective recommended for the entire course is ability to understand foreign civilizations.

The suggestion of the preliminary committee in favor of a single examination was accepted by the commission only in part. The commission proposed that "certain parts of the examination be set as previously for candidates at three levels, and that other parts which seem to lend themselves readily to such treatment be planned, according to the single-examination system, for all candidates." Questions may be set on "vocabulary, idioms, functional grammar, a series of

* Reference is made to the word and idiom frequency lists in French, German, and Spanish prepared by the Study.

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graded passages for testing comprehension, free composition, translation from the foreign language into English, translation from English into the foreign language."

The close correspondence between the immediate objectives set forth by the board and those proposed by the Modern Foreign Language Study (quoted in sec. 3 of this chapter) is at once apparent. The emphasis is clearly on the acquisition of reading ability, with active command of the languages placed in the background, particularly during the first two years. This forward-looking step taken by the board in shaping the requirements to conform to present-day theory and practice should result in significant improvement in modern-language instruction in the secondary schools throughout the country.

8. SUMMARY AND A FORWARD LOOK

Summary.—The study of the teaching of modern foreign languages in secondary schools shows an abounding interest in the organization of the course, in the enrichment of content, in the preparation of teaching materials and testing instruments, and in the motivation of pupil activity by varied means within and outside the classroom.

There is, however, a corresponding tendency to load the pupils (often immature and mediocre in ability) with programs impossible of accomplishment. In some respects these requirements have perhaps been imposed from above through the direct or indirect influence of the colleges.

The greatest need is the clarification of aims in the light of the conditions in the secondary schools, varied as they may be, and the determining of principles of procedure, the organization of content, and the preparation of teaching materials to attain these aims. Progress in the teaching of modern foreign languages is essentially the process of clarification and simplification.

Though the profession at large has ostensibly accepted reading as the primary aim of the modern-language course there exists at present a difference of opinion as to the best means to be used to attain reading ability. One group would consider reading as one of the four purely linguistic aims

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which are to be developed concurrently and progressively throughout the course. Intensive study of a small number of reading texts and of the essentials of grammar, combined with much oral and written practice in the use of the language, are the means to be employed to develop reading power. The other group favors the new-type course proposed by the Study, which embodies a change in the order of attack upon the four linguistic aspects of learning. Reading and understanding the spoken language are to be the immediate aims of the first two years, while emphasis on speaking and writing as ends in themselves is to be postponed until the third and fourth years. Reading is to be taught as far as possible *by reading* and not by means of oral and written reproductive exercises or as a by-product of these procedures. Reading is to be both intensive and extensive and is to be greatly increased in amount. Such a shift of emphasis arises from a desire to make the 2-year course an entity and one of higher surrender value to the overwhelming majority of pupils of modern foreign language for whom it is a terminal course.

A forward look.—A constructive step of great significance was taken by the Modern Foreign Language Study in adopting the policy of applying scientific methods to the solution of the problems in their field. The Study has taken the initiative and has outlined the procedure to be followed in organizing a rational modern-language program. The objectives proposed for any course must take into account the realities of the situation, such as the time at the disposal of the majority of the pupils, their age, ability, knowledge, and interests; the linguistic and personal equipment of the teacher; and all pertinent administrative conditions. The content of the course is to be chosen and organized with conscious reference to the aims and in accordance with the principle of specific practice. The criterion for selection of subject matter and classroom procedures is objective evidence that these are the materials and activities best adapted to the realization of the proposed aims within the allotted time and under the conditions that prevail in the classroom. Objective standards of achievement are to be set up based on actual classroom performance.

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In the light of the data assembled by the Study, tentative suggestions as to the organization of a new-type course based on the foregoing principles were made by the Study and are easily accessible to all teachers. They point the way to those who wish to follow the recommendations of the Study, but they are often misinterpreted and misapplied in such a way as to defeat their purpose. Several tendencies in this direction have been observed that may nullify the constructive work of the Study.

One recently revised course of study, for example, quotes the objectives listed in the Coleman Report and then outlines teacher and pupil procedures of the "direct-method" type. Another course outline states in the foreword, "The Modern Foreign Language Study has been carefully examined and much of the material contained in it has been used," and then passes on to set forth the fourfold aim and a college-preparatory course. Or, the whole purpose of the new program may be defeated by overemphasis on activities that do not have direct bearing on the reading aim. The fate of the 2-year reading course recommended by the Committee of Twelve⁴ may serve as a warning, a course in which two contradictory standards of accomplishment were proposed, namely, (a) reading and (b) translating English into the foreign language.

Closely connected with this tendency is the apparent misconception that the recommendations of the Study are complied with when a few hundred pages of reading are added to a course already overloaded with intensive study of grammar. It is likely that the acquisition of such facility in reading as the Study had in mind is a question of thousands rather than of hundreds of pages and that this consideration is the basis for the recommendation that practice in reading receive the major emphasis of the 2-year course.

Teachers will also need to be on their guard against forming premature or inaccurate conclusions regarding the new-type course based on experiments which lack proper teaching materials or which utilize procedures inconsistent with the

⁴ Report of the Committee of Twelve of the Modern Language Association of America. New York, D. C. Heath & Co., 1901, pp. 46-75.

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reading aim. Final evaluation of the new-type course awaits an accumulation of adequate teaching tools and of carefully controlled experimentation with their use.

Whatever attitude individual teachers or schools may take toward the work of the Modern Foreign Language Study, it seems clear that it has opened the way by which progress must be made in the teaching of modern foreign languages, namely, extensive, scientifically directed investigation of the actual work of the schools as a basis for the development of course content and classroom procedures. Whether that development shall follow the older established form (herein called the typical course) with its fourfold aim, or whether there shall be a marked shift in aim and therefore in procedures (as advocated by the Study) rests ultimately on classroom teachers through the testing and evaluating of the work of their pupils in accordance with the aims they have in mind. In this work certainly all progressive teachers will wish to have a part.

CHAPTER II : LATIN ¹

1. THE CLASSICAL INVESTIGATION

Findings—Inasmuch as the Classical Investigation has had a marked influence on the teaching of Latin since the publication of its General Report ² in 1924, it seems advisable to preface this report with a brief résumé of its outstanding contributions. Its chief findings and recommendations may be summarized as follows:³

(1) *Length of the course*.—Only 5 per cent of pupils beginning the study of Latin in the secondary schools continue it in college. Sixty-nine per cent of these beginners pursue the study for one or two years only.⁴ The work of each year should therefore be so organized as to be valuable in itself.

(2) *Content of the course*.—The chief evil of the traditional course is the congestion resulting from the requirement of excessive amounts of grammar in the first year and of reading in the later years. As a result, there is neither mastery of Latin itself nor a satisfactory realization of the educational values of Latin. The recommendation, therefore, is postponement of some and omission of other elements of the grammatical content of the first year and a reduction in the amount and a greater variety in the kind of reading material in the last three years.

(3) *Methods*.—Comprehension of Latin is to be taught in the Latin word order. Much more attention is to be given to understanding the thought content of the Latin read and less to translation. Translation when used should follow comprehension of the thought of a passage. New vocabulary, forms, and syntax should be met first in appropriate

¹ For sources and methods of the investigation, see sec. 1 of Ch. I.

² The Classical Investigation (Part I): General Report, Princeton University Press, 1924.

³ Summarized from the report and from Mason D. Gray's, *The Teaching of Latin*. New York. D. Appleton & Co., 1929.

⁴ Later enrollment figures (spring, 1926) reported by C. A. Wheeler, *Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States* (P. A. C. C. Vol. IV, New York, The Macmillan Co., 1928) are as follows: 86.6 per cent of all Latin pupils in public secondary schools are in the first two years, 9.2 per cent in the third year, and 4.2 per cent in the fourth year.

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context. Drill should be functional rather than formal. Syntactical questions should precede rather than follow the comprehension of the Latin to be read. Form drill should be directed toward the prompt recognition of the various possibilities of a given form.

(4) *Educational values.*—Since automatic transfer can not be counted on to any considerable extent, the educational values of Latin should be consciously aimed at through the appropriate organization of content and method.

1. RECENTLY REVISED COURSE OUTLINES

Objectives.—The newer courses of study accept the statement of aims, both ultimate and immediate, recommended by the Classical Investigation.⁵ Of 80 State and city courses of study in Latin examined for the present project, 69 are based on the objectives set forth in the Classical Report, 7 present the traditional course, and 4 offer a choice between the two. All these course outlines were issued after 1924. This list of objectives takes into consideration the broad educational values of the study of Latin as well as the specific aims of the course of study. The criteria for selection of the objectives include results of "scientific studies, including tests and measurements, and analysis of expert opinion."⁶

The immediate objective, as set forth in the Classical Report, is the progressive development of the power to read and understand Latin. This involves an increasing mastery of vocabulary, forms, and syntax. The ultimate objectives, according to this report, include: (a) Increased understanding of those elements in English which are related to Latin; (b) increased ability to read, speak, and write English; (c) increased ability to learn other foreign languages; (d) development of correct mental habits; (e) development of an historical and cultural background; (f) development of right

⁵ See Part I: General Report, pp. 79-82.

⁶ The objective studies upon which the final selection of objectives was based are listed and fully discussed in Chapter III of the General Report. In view of the criticism directed against the Classical Report, it may be pertinent here to quote the evaluation recently made by Dr. W. J. Grinstead in the *Review of Educational Research* II (1932) p. 57: "In the judgment of the present writer this [adverse] criticism is entirely unfounded as to the chapters on objectives, content, and methods, which show a very thorough and fearless attempt to assemble and interpret impartially all the pertinent facts obtainable and which recognize the unavoidable limitations of the sources."

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attitudes toward social situations; (g) development of literary appreciation; (h) an elementary knowledge of the simpler general principles of language structure; and (i) improvement of the literary quality of pupils' written English. Of the ultimate objectives, items (g) and (i) do not apply to the first two years.

The foregoing list of objectives recommended by the Classical Report is the result of an analysis of the educational values inherent in the subject of Latin. An analysis from the point of view of the general objectives of secondary education with the object of finding materials of instruction in Latin that will contribute to these objectives was undertaken by a committee of the North Central Association of Colleges and Secondary Schools.⁷ This committee considers that Latin, if taught in relation to English, will contribute to the social objective and in some measure to the leisure time and vocational objectives. Specific materials of instruction for attaining each of the immediate objectives contributory to the social objective are outlined for the first two years of the Latin course.

Content.—The recent revisions in course content are in accordance with the recommendations of the Classical Investigation. These are based on the evidence secured by tests, research studies, and expression of expert opinion.⁸ The changes have been incorporated in the requirements of the College Entrance Examination Board⁹ and the newer textbooks provide materials conforming to the reorganized course. The innovations are, in general, the postponement of the reading of the first classical author to the fourth semester, a reduction in the amount of classical Latin and a somewhat greater variety in the choice of authors read; a more careful selection and better distribution of forms and syntax essential to the understanding of the Latin read; and more adequate provision as well as better organization of materials for teaching the ultimate objectives. The following selec-

⁷ The Report of subcommittee on Latin: North Central Association Quarterly, I (1927), pp. 55-70.

⁸ For lists and full discussion of criteria for the selection of content, See General Report, Chapter IV.

⁹ College Entrance Examination Board, Document No. 130, December 1, 1928, pp. 20-32.

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tion and distribution of content materials, taken from the course of study in Latin in Rochester, N. Y. (1930), is representative of the best outlines for the 4-year high-school course.

A. Material relating to the immediate objectives includes:

- (a) Latin Reading: An amount equivalent to 15 pages of Teubner text¹⁰ as a minimum for the first semester, 20 pages each for the second and third semesters, 30 for the fourth semester, 60 for the third year, and 100 for the fourth year. Carefully graded made or adapted Latin is used in the first three semesters; selections from Cæsar's *Gallic War* in the fourth semester; for the third year, a choice is offered from certain orations of Cicero (the *Catilines*, the *Manilian Law*, *Archias*, *Marcellus*, *Verres*, *Roscius*) and the letters of Cicero; in the fourth year, selections are read from Vergil's *Æneid* and *Eclogues*, and Ovid's *Metamorphoses* (one semester at least to Vergil).
- (b) Vocabulary: Lists of words are set for mastery in each of the first four semesters;¹¹ they include all the words contained in the lists set for the Regents' examinations of New York and those of the College Entrance Examination Board; the third-year words set for mastery are selected from Cicero's four *Catiline* orations, the *Manilian Law*, and *Archias*; the words set for mastery in the fourth year are chosen from the first six books of Vergil's *Æneid*.
- (c) Forms and syntax: The selection corresponds very closely to that of Classical Report;¹² the material in the course outline for the first four semesters is taken from the textbooks in use; the third-year and fourth-year lists include additional forms and syntactical phenomena occurring in the selections from Cicero and Vergil most commonly read.¹³

B. Lists of material relating to ultimate objectives¹⁴ appear under the following headings: (a) Latin words, phrases, and abbreviations in English; (b) English derivatives; (c) increased ability to spell

¹⁰ Teubner text has 37 lines to a page.

¹¹ The criteria for selection of the vocabulary for the 4-year course are those recommended in the General Report of the Classical Investigation, Chapter IV.

¹² Slight variations in the number and selection of forms and principles of syntax to be taught in different semesters of the course, particularly the first three, are found in the course outlines. This is inevitable because of the variety of textbooks in use.

¹³ Since writing Latin is not listed as an objective in this course outline, no definite materials are prescribed for teaching it. It is mentioned in the chapter on method as one of the means for mastering forms and syntax. In most courses of study from one-fifth to one-sixth of the class time of the first three years is allotted to this activity. Following the suggestion of the Classical Report, it is omitted from many course outlines in the fourth year.

¹⁴ This outline contains the following note: "The disciplinary objectives are wholly products of method, and are included in the chapter on Method."

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English words of Latin derivation; (d) increased knowledge of the principles of English grammar and consequently increased ability to speak and write grammatically correct English; (e) technical and semitechnical terms of Latin origin in other school subjects; (f) relation of Latin to Romance languages; (g) historical background; (h) general language. The material for the first four semesters is selected for the most part from the text; that of the third and fourth years is correlated with the vocabulary and reading matter of those years. A discussion of several pages concerning good English in translation is applicable to the whole course.

It is obvious that the foregoing selection of content takes into account both the broad and the detailed aims of the course. It also considers pupils' needs and experiences somewhat more than did the traditional course in respect to the type of reading matter to be chosen. It will be recalled that pupils of Latin, in response to specific questioning as to their preferences, expressed a far greater liking for Vergil than for Cæsar or Cicero.¹⁵

The practice of devoting no more than one semester to the reading of Cæsar is at present the prevailing one. Influences favoring a wider choice of authors in the third year are the withdrawal of specific prescriptions by the College Entrance Examination Board and the appearance of third-year textbooks containing reading selections from various authors.

Variations from the norm found in course outlines are the following:

(a) A term of Ovid is offered in the second year in Richmond, Ind., for the benefit of pupils who drop Latin at the end of that year. (b) A variation from the usual order of the reading offering of the third and fourth years appears in the course of study in Houston, Tex. In the third year three of Cicero's *Catilines*, selections from Cicero's *Letters*, and the first book of the *Æneid* are read; in the fourth year, the second, fourth, and sixth books of the *Æneid*, selections from books three and five of the *Æneid*, Cicero's *Manilian Law* and book four of Cæsar's *Gallic War* are read. (c) A recommendation to begin the third year with Latin simpler than Cicero, to read at least one of Cicero's orations, and Ovid's *Metamorphoses* appears in the Iowa State Course of Study (1931). (d) In Lansing, Mich., because Latin is begun in the eighth grade, the regular senior high school work is covered by the middle of the

¹⁵ Classical Report, pp. 73-74.

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twelfth grade. The last semester of the twelfth grade is then devoted to special study for the examinations of the College Entrance Examination Board, consisting of a review of Latin grammar, writing Latin, sight translation, etc. (e) The widest choice of Latin reading matter specifically outlined appears in the Latin syllabus of Newark, N. J., (not dated), and includes the following: For second year, second semester—Caesar's *Gallic War and Civil War*; Nepos. For third year, first semester—Cicero's *Catilines, Verres, and Letters*; Pliny's *Letters*; Sallust's *Catiline and Jugurthine War*. For third year, second semester—Cicero's *Archias, Milo, Manilian Law, de Senectute, de Amicitia, and Letters*, Ovid's *Metamorphoses*. For fourth year (the number of lines is suggested as a minimum)—Ovid's *Metamorphoses* 800 lines (including the reading done in the third year); other poems 140 lines; Catullus 1920 lines; Tibullus and Propertius, Horace's *Odes and Epodes* 200 lines; Martial and minor poets 150 lines; Vergil's *Aeneid* Books I, II, IV, VI, the fourth *Georgic* (lines 464–529); other poets (any except Vergil and Ovid) 50 lines. This list is followed by a lengthy discussion and specific suggestions as to the selections, order of reading, and method.

The reorganized course outlined by the Classical Investigation embodies a consideration of the laws of learning in preference to the strictly logical demands of the subject. The course appeals to the interest of the learner by an early introduction of Latin stories, and by emphasis on the comprehension of thought, the cultural background, and the values of Latin for English; furthermore it affords the beginner a sense of progress by the more gradual introduction of the difficulties of form and syntax.

Opportunity is afforded in the Latin course of study for specific correlation with related subject fields, particularly with English, the social studies, and the modern foreign languages in the materials used for attaining the ultimate objectives. The study of technical terms of Latin origin extends contacts also to most of the other high-school studies. Projects, construction of *realia*, and the various extra-curriculum activities, such as plays and pageants, may enlist the cooperation of many departments, namely, art, music, speech, home economics, physical education, and manual arts.

An organized effort to relate the Latin department with other departments of an entire city system is exemplified in "The Classical Center" of Los Angeles. It was established in 1926 and is for the use of all departments desiring aid along

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classical lines. It has been used chiefly by the departments of classical languages, ancient history, and English; also by students of architecture, art, dressmaking and costume design, education, geography, modern foreign languages, music, and physical education. Questions requiring classical research are answered. Talks illustrated with slides and classical objects are given at the center and in the schools, when requested. The center contains a library of 2,000 volumes, and a great variety of useful and valuable exhibit materials.

The organization of content in Latin course outlines is by units of time, semester or year, rather than by units of subject matter. The material outlined under each objective is, however, sometimes designated by the term "unit." The relative importance of the various objectives is indicated in the course of study in Rochester, N. Y. (from which the foregoing outline of content was quoted), by a table in the appendix which gives their time distribution in the daily program of the classroom. The most important objectives, for example, comprehension of Latin and vocabulary, appear daily; others appear weekly, some every other week, and still others once or twice monthly; all recur systematically.

The standard 4-year high-school course is planned for beginners in the ninth grade. It is the custom in schools having small third-year and fourth-year Latin classes to alternate these years of the course, an arrangement which necessitates some readjustment in offerings for the respective years. A workable plan of procedure is suggested in the Iowa State Course of Study (1931).

As far as available, objective studies, many of which were initiated by the special investigating committee of the Classical Investigation, were utilized to determine the selection and organization of subject matter in the course recommended by the Classical Report.¹⁶

In recognition of the variation in pupils' abilities and needs, differentiations in organization and course content are provided. In some school systems, for example, Baltimore, Rochester (N. Y.), and New York City, sectioning according

¹⁶ See General Report, Chapter IV, for full discussion of this evidence.

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to ability is practiced in all departments. In others, grouping takes place within the Latin department in accordance with the varying ability of pupils or the length of time they pursue the subject. A practice followed in Proviso Township High School, at Maywood, Ill., is to place all second-year Latin classes in groups, at least two per period. Then, on the basis of the pupils' records in first-year Latin, their intelligence quotients, and the opinions of their teachers as to their industry, interest, and ambition, a superior class is formed of the very best, and the rest become a class of varying, but not too widely separated degrees of ability. The superior group advances rapidly, while the mixed group contains a large enough quota of intelligent minds to give the duller an inspiring example and to provide competition. Both groups complete a minimum standard amount of work. The superior group do additional class and individual reading and writing. Although a difference in the quality of the work is inevitable, pupils from the mixed section may and do carry the work of the third and fourth years. Pupils in the mixed group who can not carry the minimum standard allotment are placed in a special section and taught "Latin for English only."

Many schools differentiate between a shorter course of two years, and a longer one of from two and a half to four years. In the shorter course Latin is begun in the ninth grade. Usually Cæsar is read in the fourth semester, though in some courses only adapted Latin or part classical Latin is read in the fourth semester. In the Shortridge High School in Indianapolis, Latin is begun in the ninth grade and pupils who will take only two years and are not preparing for college-entrance examinations continue in a course whose objective is "Latin for English." In the longer courses, pupils may begin Latin in the eighth grade, taking two years (eighth and ninth grades) or one and a half (second-semester eighth and all the ninth) to prepare for reading the first classical author. Prof. Calla Guyles, of the University of Wisconsin High School, says that pupils who have taken two years to prepare for reading the first classical author are much better equipped and can really read Cæsar by themselves.

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Other plans provide for individual differences without separation into groups. Such are the various forms of the "contract" plan, the "contract" involving "the large unit of work within which provision is made for individual differences";¹⁷ or the laboratory plan, in accordance with which pupils work individually during either the whole or a part of the class period.

Methods and materials.—A practice exemplified in some of the more recent outlines is to treat the problem of method by listing the specific teaching procedures and pupil activities regarded as appropriate for the attainment of each of the immediate and ultimate objectives set up for the course. One course outline, in use in Rochester, N. Y., devotes a section of 62 mimeographed pages to a detailed exposition and discussion of classroom procedure arranged by objectives. Others, for example, those of Denver and Iowa State, treat this topic systematically and progressively throughout the outline according to the objectives and units of subject matter. The trend is toward more explicit awareness of the need for concrete exemplification of the principles underlying methods in terms of specific classroom activities. The functional approach to the learning of vocabulary, forms, and syntax is emphasized, and stress is laid on the necessity of producing not merely knowledge and skill but also desirable abilities, attitudes, and language habits. The adaptation of suggested activities to pupils' interests is particularly noticeable in junior high school course outlines, for example, those of Baltimore (7A Latin, 1929) and Kansas City, Mo. (1929). Extra class activities similar to those described for modern languages (see Ch. I) are sponsored by Latin departments and afford a valuable means of vivifying both the Latin language and the Roman civilization to the pupils. The recent celebrations in honor of the bimillennial of Vergil were general throughout the country and enlisted in some cases the cooperation of an entire school system or community, as, for example, those sponsored by Hughes High School, Cincinnati, Ohio, and in Oak Park, Ill. Annual state-wide

¹⁷ See *Classical Journal*, 26 : 264-276, February, 1931, for a stimulating discussion of the contract plan by Calla Guyles.

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high-school Latin contests are held in several States, among them, Indiana, Iowa, Kansas, Kentucky, Missouri, Texas, and Virginia.

Other aids to the teachers of Latin included in courses of study are the following: Lists of supplementary reading in Latin; lists of collateral reading in English bearing upon Roman life, history, mythology, religion, political and social institutions, etc., classified according to years of the course; word-study helps, including lists of English prefixes and suffixes, selected lists of English derivatives, relation of Latin to Romance languages, illustrative and type lessons; lists of standardized tests and sample objective tests; lists of visual aids, such as photographs, pictures, maps, charts, etc., and other material equipment; bibliography of reference material for pupils and teachers. Useful material may be found in the following course outlines: Denver, 1928; Iowa State, 1931; New York State, 1931; Rochester (N. Y.), 1930; St. Louis, 1926; *Bulletin on First-Year Latin*, Ohio Latin Service Committee, 1930.

It seems highly appropriate to mention here an agency organized on a large scale for the purpose of assisting the classroom teacher of Latin, namely, the Service Bureau for Classical Teachers. This bureau was established in 1923 by the American Classical League at Teachers College, Columbia University. In August, 1930, it was removed to New York University. Its aim is "to provide a clearing-house for the exchange of ideas on the teaching of Latin and Greek in the secondary schools." It conducts a correspondence department, collects and arranges in a form suitable for inspection and study at the bureau such information and material as may prove valuable to classical teachers, sends out material as a loan or for sale at a nominal price, and publishes eight times a year a bulletin called *Latin Notes*. The material for distribution includes at present several hundred items in mimeographed form, some 50 printed *Latin Notes Supplements*, and some 25 printed bulletins ranging in size from 10 to 210 pages.¹⁸

¹⁸ The information here given is taken from a booklet, *Bulletin XXV*, February, 1931, in which Prof. Frances E. Sabin, director of the bureau, sets forth in detail the work of the bureau.

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Measuring the learning product.—Trends in the construction and use of tests for measuring achievement in Latin are similar to those found in modern-language departments. (See Ch. I.) Worthy of special mention for constructive work in testing are the following Latin departments: Junior high schools, Baltimore; Cleveland Heights (Ohio) High School; Los Angeles; Rochester, N. Y.; Washington, D. C. Lists of standardized tests may be found in the Course of Study in Latin for High Schools, State of Iowa, 1931, and in the *Classical Journal*, Volume XXIV, pages 85-92.

3. CURRENT AND EARLIER COURSE OUTLINES

Analyses made by the Classical Report.—Chapter IV in the Classical Report contains an exhaustive analysis of the content of representative courses of study in existence at that time. The report states that the reading requirement of "the first four books of *Cæsar*, the four *Catilines*, the *Manilian Law* and *Archias*, and the first six books of the *Æneid* has become a firmly fixed tradition in the minds of school administrators, of parents, and even of pupils." The first year was devoted to a beginning book which covered all the forms and principles of syntax needed for the 4-year course. The changed course of study recommended by the report and described in earlier pages is now the prevailing one in use throughout the country.

Appraisal of courses in the classroom.—The great majority of the teachers of Latin interviewed favored the changes recommended by the report, which have resulted in relieving the congestion in the first three semesters of the course. Many teachers would go a step further and postpone the reading of a classical author to the third year. In the opinion of several teachers, the greater variety of reading material offered in the newer third-year books makes the vocabulary problem more difficult for that year. During visits to the schools, some teachers in a few Latin departments were found to express the belief that the old way was better, adding, however, that only the best pupils should take Latin. The old-type second-year course was "hard at first," they admitted, "but pupils got their stride and were able to read *Cæsar* well by the end of the year."

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4. PRINTED COURSES AND THEIR USE IN THE CLASSROOM

Aims.—It is not difficult for teachers to keep in mind the need for mastery of vocabulary, forms, and syntax and to provide for practice in translation and in the writing of Latin. The ultimate objectives are more likely to be neglected. An effective antidote for this tendency is some such definite scheme of organization of materials as the assignment "codes" which have been inaugurated in the Latin departments in the junior high schools of Denver. Material similar to that which is suggested in the course of study is outlined and arranged in definite assignments on mimeographed sheets. The assignments include work covering all the ultimate objectives and incorporate material supplementary to the text.

Content.—Teachers are much concerned about covering the prescribed amount of vocabulary, forms, and syntax contained in the course of study, even to the neglect of the reading. When rushed for time at the end of a semester, they sometimes omit the reading passages in order to finish the required amount of grammar. One of the most complete outlines of material for teaching the ultimate objectives is found in the Denver courses of study. Teachers of the senior high school report, however, that a great deal of this collateral work must be omitted because of a recent shortening of the class period by 12 minutes. Even before this change was made, the Latin committee had reached the conclusion that the course was somewhat over-full.

Method.—The method described in the newer course outlines for teaching reading of Latin is the so-called "reading" or "Latin word-order" method recommended by the Classical Report. The following quotations from course outlines are representative:

" . . . comprehension of ideas expressed as they occur in the Latin order must precede any attempt to translate the sentence as a whole." (*Denver, 1928, p. 18*); ". . . from the time the first Latin sentence is read, the pupil is required to attempt to comprehend the sentence in the order in which the phrases appear. This comprehension should often be tested by content questions and by asking for the English translation of certain phrases. A clear distinction is made between the reading of Latin for comprehension and the translation into English of the complete sentence or paragraph." (*Newark, N. J., p. 2; no*

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date, but published subsequent to the *Classical Report*); "From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for the translating that the student has to do." (*New York State, 1931, p. 7*); "Read the story through in Latin, trying to get the thought, translate in the Latin order, omitting the words not known, guess the meaning of the word you do not know by (a) its similarity to a Latin word already known, (b) its similarity to an English word, (c) the context of the passage, [then] look up the words you do not know, [and] put the whole story into good idiomatic English." (*Oakland, Calif., 1930, p. 6*); "At the very beginning of his study the pupil reads the Latin sentence or paragraph at first as a whole, and while doing this as far as possible catches its meaning. He is led to acquire the habit of suspending judgment until the end of the sentence or of smaller thought-units is reached." (*Pennsylvania State, 1929, p. 12.*)

The most extreme form of the direct-reading technique is exemplified in the Latin department of the University of Chicago High School.¹⁹ The entire attention of the learner is absorbed in comprehending the thought directly without focal consciousness of words, forms, or syntax. Class procedure consists in oral and silent reading of the Latin with résumés of the content in English. Free composition is encouraged as a vehicle for self-expression, but no specific instruction in the use of forms and the application of principles of syntax is given until the fourth semester. The plan requires an abundance of carefully graded reading material, which is being prepared by the teachers who are working out the experimental course.

In the modified form of this method, specific study of vocabulary, forms, and syntax accompanies the progressive development of direct-reading ability. During the reading, however, attention is centered on comprehension of the thought. Pupils are trained to read the Latin both orally and silently with direct comprehension. Comprehension is

¹⁹ For a description of the method see Morrison, H. C. *The practice of Teaching in the Secondary Schools*. The University of Chicago Press, rev. ed., 1930, Chapter XXIV; Latin Notes Supplement XVIII, Service Bureau for Classical Teachers, New York University.

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checked by free summaries in English or by answers in English (or to a limited extent in Latin) to questions in Latin or English. Translation, when used, is the last step. This technique was observed in an experimental class taught by Prof. W. L. Carr in the Horace Mann Girls' High School, New York City; in Washington High School, Cedar Rapids, Iowa; in North High School, Des Moines, Iowa; in Rochester, N. Y.; and in St. Louis. In Cleveland, Ohio, an oral method is used, resembling somewhat the direct method, in which pupils are taught to understand Latin first through the ear. In most of the classes observed, however, translation was used as a means of getting the thought rather than solely as a check on comprehension. In these classes "sight reading" meant "sight translation."

A teacher in Denver described the procedure in her department as follows: "We use the Latin word-order method at first, but not so much later when the Latin gets more difficult. Much emphasis is placed on exact translation and syntax. But we use the newer methods of solving the meaning of new words—use of English derivatives, related Latin words, context, etc. On the whole we stress exact translation rather than comprehension of the thought." This was found to be the prevailing practice in most of the Latin departments visited. The textbook in use is not always a reliable indication of the classroom procedure employed. In one department, for example, in which the course of study suggests that the new Latin word should be met first in reading, and in which the Latin textbook used begins each lesson with connected reading, the order of the textbook was reversed and the reading passage was not taken up until the third day, after the new vocabulary and syntax had been studied.

5. INFLUENCES AFFECTING COURSE CONTENT AND METHOD

Apart from the Classical Investigation, the most potent influences on courses of study and teaching practices are the College Entrance Examination Board and the New York Regents' examinations. We find such statements as the following in course of study outlines: "The teaching of Latin in the high schools of —— has for its direct aim the

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satisfying of minimum college entrance requirements for two, three, or four years of the language. Subject to this limitation, it accepts in general the objectives set forth in the General Report of the Classical Investigation, Part I, namely: . . ."; "The course of study has been revised because of a change in the College Entrance Examination Board word list." In the last semester of the fourth year and often in the third year extra sessions are held for pupils preparing to take these examinations. Special sections are formed in some schools and the examinations of the College Entrance Examination Board are used as a class text. In one mid-western suburban high school, the number of seniors in the foreign-language department preparing to take these examinations has decreased in recent years to one-fifth of the total but the "prestige of the school" demands that the college-preparatory course be continued.

The College Entrance Examination Board have removed all prescriptions as to the amount and kind of reading in the high-school Latin course but they recommend that at least one semester in each of the last three years be devoted to the authors that have been traditionally read in those years. The 1930 examination of the College Entrance Examination Board for the first two years included sight translation of Latin, questions on reproductive knowledge of forms and syntax, and the translation of English into Latin. Correspondingly, the classroom emphasis during the first two years is on exact translation, and the active knowledge of forms and syntax needed for writing Latin. The 1931 regents' examination for the first two years (new type) included two passages of translation of Latin (one of which is apparently sight), the same type of questions in forms and syntax, and questions on derivatives, background, and writing of Latin. This examination encourages derivative and background work but puts the stress upon translation and reproductive knowledge of forms and syntax.

It is evident that the prestige of the examinations of the College Entrance Examination Board is such as to set the standard for examinations the country over, and the typical course is, in practice, a college-preparatory course.

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6. SUMMARY AND OUTLOOK

We have seen that the newer courses of study in Latin embody the recommendations of the Classical Report as to objectives, content, and teaching procedures. In practice, the chief recommendation of the report as to content is adhered to, namely, a reduction in the amount of grammar in the first year and of reading in the later years. The reading of the first classical author has been postponed until the fourth semester and some variety, though as yet not very extensive, has been introduced into the reading offering of the last two years. Also, materials for teaching the ultimate objectives have been more definitely organized and are finding a larger place in the classroom.

The suggestions appearing in course outlines as to teacher and pupil activities which are to lead to the attainment of the primary immediate aim of the course, namely, reading and understanding Latin, are not followed, however, to any appreciable extent. The following statement made by the head of the department of classical languages in an important eastern city regarding the Latin course in her department is a rather succinct summary of the prevailing course at present:

The Latin course has been revised within the last five years. The preparatory period has been prolonged, with much emphasis on early reading. The first classical author, Cæsar, is postponed until the fourth semester, and in the fifth and sixth semesters the readings from Cicero include selections from his letters and philosophical works as well as from his orations. In general, however, the method of study is the grammar-translation method, though functional rather than formal grammar is emphasized.

The majority of teachers of Latin who have introduced the revised 2-year course are enthusiastically in favor of the change. A small minority prefer that the pupils of Latin be more highly selected and the traditional course be reinstated. Several factors continue to keep the emphasis of the classroom chiefly on a grammar translation rather than a "reading" method. The examinations of the College Entrance Examination Board require translation, a synthetic knowledge of forms and syntactical constructions, and writing English into Latin; many teachers believe that a synthetic knowledge of language structure is essential for the

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acquisition of the ability to read Latin; and the technique of the direct-reading method has not reached such a stage of development as to give teachers implicit confidence in its results. In the task of crystallizing the technique a leading rôle will doubtless be taken by workers in experimental laboratories, such as those of Prof. W. L. Carr at Teachers College, Columbia University, and the department of Latin of the University of Chicago High School. The problem involves a detailed analysis of the specific abilities necessary for the attainment of the power to read Latin, the planning of pupil activities, and the preparation of teaching materials that will lead directly to the desired goal.²⁰

The following personal report of a working course in Latin by Richard W. Walker, head of the Latin department in the high school of Bronxville, N. Y., may serve as a concrete illustration of the application of the principles expressed in recently revised course outlines in the innovating schools:

My intense appreciation of Latin and its practical possibilities is the first quality I try to instill in my pupils. The traditional apathy, usually the resultant of the father's often casual, dogmatic, and perhaps prosaic experience with Latin in his own school days, is customarily inherited by his son or daughter. I leave no stones unturned or straws unclutched to counteract that attitude. I consider it the most poignant threat in the first year's approach.

The method involves the use of every device conceivable; decoration of my classroom with Caproni casts, about 15 in number, small and large, set on a jet-black background on stands and brackets to intensify the purity of line and configuration (friezes are enameled in black on the indented portions); numerous original maps collected in Europe, dating back as far as 1594, 1620, and 1760; small oils and watercolors from Naples and Rome of unusual views pertinent to classical associations; prints in color which I have antiqued to soften and refine their lovely coloring and afford them a more subtle appeal; metal reproductions of Pompeian objects such as candelabra, wine jars, and statuettes; small vases of Pompeian red set on black and white on wall brackets with green ivy trailing from them to give life and growth to the room. I have worked for seven years to fulfill this first ideal, that of atmosphere, discarding the typical photographs, as I found what I wanted in color. The effect is most unusual and well worth all the time, thought, and money given to it. The bulletin board is covered with clippings of

²⁰ For a careful analysis of the immediate objectives necessary to the attainment of the ability to read Latin and suggested classroom activities for their realization see Carr, W. L., *Reading Latin as Latin*, *Classical Journal*, 25: 127-140, November, 1929.

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every type—poems, cartoons, and photographs from the Sunday rotogravure sections. These are constantly renewed.

We use tables in preference to individual desks in order to create a more informal atmosphere, aided by a large collection of collateral reading books in plain sight. The result is sometimes too informal with younger classes, but the natural enthusiasm is preferred to old-fashioned silent discipline. The result of this informality in an individual system is frequently astounding.

Latin is offered in two places for beginners, middle eighth and beginning ninth. Those in the earlier group are given a year and a half, in which is included much more background reading and discussion. It is interesting to note how many of them catch the ninth-grade pupils a year later. The earlier group invariably exhibits a more receptive mind and more natural enthusiasm.

I place a great deal of emphasis on teaching them to read Latin in Latin, believing firmly that they can not be expected to learn words they can not pronounce. Usually I give them two weeks of oral Latin before they see the text. The second emphasis is upon teaching the student to grasp the thought development in the Latin order. This is not merely a statement of principle, but an incessant and dogmatic procedure. The student is never at any stage even permitted to skip hither and yon in any sentence, regardless of what year he may be in. The first-year text is unusually well supplied with mature and sensible stories, all of which are taken advantage of. I would rather teach vocabulary by constant reading than by assigning lists of words. Drill on lists is done in the following manner: Each pupil makes a list of 25 Latin words. After each is placed 4 English words, each of which must be the meaning of 1 of his Latin words. One word is, of course, the correct equivalent of the key-word. In the making of this objective-type test he must use each word at least five times, and in the process he learns without effort his original 25 Latin words. Then the procedure is reversed and he starts with 25 English words and places after them the 4 Latin words. I find that the student can also devise syntax tests of the objective type as good as any I can buy, so I usually use student-made tests except for year finals; then I employ national tests for comparative reasons.

In the final analysis the emphasis is upon teaching the pupil to read at sight. Home assignments are given only in exceptional cases, usually at parental request. He is not required to write out all stories translated by himself, but is tested on story content by questions designed to discover whether he knows the gist of the story. In the first year the exercises are written at his own rate, with help when required and requested. If he can teach himself to understand the explanation in the book, he is given that opportunity.

Formally the work is divided into six 6-week goals and he is tested when he completes each, regardless of when that may be. He never is

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given a numerical rating, merely a "P" for satisfactory work or an "R" for college recommendation.

Class work, I should say, takes up about half of his time, and consists of reading, dictation, competitive drills against a stopwatch, himself, and others. The attack is constantly varied; no two class periods are necessarily of the same nature unless given to individual study and check-up; and of the last item he receives a great deal.

In the second, third, and fourth years the emphasis is on the improvement of the pupil's ability to read at sight. I seldom give home translations. There is no cribbing.

The pupil must enjoy his work to be successful, and success the student measures in terms of his ability to do his job easily and well. If he can not do it easily, he dislikes it. But the job must not be sugar-coated.

In my humble opinion, emphasis should come off the continual drill from English to Latin and the time should be spent in reading more Latin and more authors.

Salient features of a forward-looking program in Latin in the secondary schools as exemplified by outstanding teaching practice would seem to be: (a) A high resolve on the part of the teacher to awaken in the pupils a realization and appreciation of the profound debt of the modern world to ancient Rome; (b) an absorbing interest in the pupil as an individual and a consequent willingness to break away from mass routine and formalized modes of procedure; (c) unfaltering devotion to the primary aims of the course as expressed in terms of the development of desirable capacities; (d) utilization of classroom activities directed toward the attainment of the aims proposed; and (e) evaluation of success in terms of the degree to which the abilities involved in the objectives have been acquired.

CHAPTER III : FOREIGN LANGUAGE IN THE JUNIOR HIGH SCHOOL¹

1. STATUS OF MODERN LANGUAGE AND LATIN

Place.—The foreign-language situation in the junior high school is still in a chaotic state. Courses are offered in modern languages, in Latin, and, in a considerable number of schools, in general language; they may be found to begin in every term except the second semester of the ninth grade. One and a half or two years of junior high school foreign language is ordinarily regarded as equivalent to a year of senior high school work. An occasional practice also is to offer one semester of foreign language in the junior school as a preparation for the senior high school course.

Enrollment data collected by the Modern Foreign Language Study² for the country as a whole show that the number of junior high school pupils studying the modern languages in the spring of 1925 formed 16 per cent of the total junior high school enrollment and the number studying Latin formed 15 per cent of the total. These figures include grades 7, 8, and 9.

Period of beginning.—From the same source³ we learn that—

A larger proportion of students of French begin the study of this language in the seventh and eighth grades than of students of Latin or Spanish (as may be seen from the following table). The disparity, which is not great, is due entirely to New England and the Middle Atlantic States, where the number of French students in the junior high school is relatively large. Also in the Southwestern States and in California, where the number of French students is not large, its study is begun at an earlier age than the study of Spanish. Latin registers a relatively large number of its first-year enrollments in the junior high school grades in the Southern States, where it is strong, and in Cali-

¹ Since the work in foreign languages in the junior high school was included in the discussions in Chapters I and II, this chapter is to be regarded as a supplement to the foregoing, treating also the course in general language in the junior high school.

² Wheeler, C. A., *Enrollment in the Modern Foreign Languages in Secondary Schools and Colleges in the United States*. P. A. C. C., Vol. IV. New York, The Macmillan Co., 1928, pp. 21, ff.

³ Wheeler, *op. cit.*, pp. 349-351.

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National summary of percentages of total number of students of French, German, Spanish, and Latin who were enrolled in the first year of study, distributed as they occurred in the grades of the public secondary schools in the spring session of 1925

Subject	Grade					
	7	8	9	10	11	12
1	2	3	4	5	6	7
French.....	3.7	9.3	28.9	30.9	24.3	2.9
German.....	.4	1.6	40.2	33.2	19.4	5.2
Spanish.....	2.2	7	41.7	26.7	18.8	3.6
Latin.....	4.9	6.2	69.2	13.7	5	1

ifornia, where it is weak. Nowhere else does Latin enroll any considerable proportion of its beginning pupils in the seventh and eighth grades. Few students begin the study of German or Spanish in the junior high school years, except in the Southwest and California, where a lively Spanish interest tends to make the eighth grade more important as a point of beginning. As might be expected, a large percentage of students of foreign languages begin the subject in the ninth and tenth grades. The beginners in French are more evenly distributed than those in other languages, and although the largest number begins in the tenth grade, the difference between this and the ninth is not great, while the number beginning French in the eleventh grade forms nearly a quarter of all beginners in the language. For the other foreign languages the ninth grade is more largely the time of beginning and for Latin predominately so; . . . more than four-fifths of all students of Latin commence its study before the tenth grade.

A more recent study⁴ based on 60 junior high school programs of studies reveals a marked decrease in foreign language in grades 7 and 8, but an increase in grade 9; a tendency exists to postpone foreign language until the ninth grade.

Continuance and discontinuance.—From the data on enrollment in the junior high school distributed as it occurred in the first, second, and third years of study and in the several grades in the spring of 1925⁵ we learn that about 72 per cent of those who begin modern language and 57 per cent of Latin beginners in grade 7 continue in grade 8, and about 44 per cent of these modern-language pupils and 34 per cent

⁴ Lide, E. S. Trends in Junior High School Programs of Studies. *School Life*, 17:34-36, October, 1931.

⁵ Coleman, *op. cit.*, pp. 37-40.

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of the Latin pupils go on to grade 9. Of beginners in grade 8 only 34 per cent in modern language and 33 per cent in Latin continue to grade 9. Professor Coleman remarks that "there is sufficient evidence to warrant the belief that the degree of continuance in the case of pupils who begin foreign languages in grades 7 and 8 is so low that it should be one of the main endeavors of school authorities to discover the causes and to seek the remedies."

Course of study.—The trends in the newer courses of study in foreign language in the junior high school are (a) to take into consideration the general objectives of the junior high school curriculum and (b) to adapt content to pupils of this age rather than, as was the practice in the beginning of the junior high school movement, to attempt to transplant into these lower grades the rigid traditional high-school course. Many excellent syllabi are available in all the modern languages and Latin. See particularly the following for modern languages: Denver (1925); New York City (1925, 1931); Rochester, N. Y. (1929); San Francisco (1925); Springfield, Mass. (1928). For Latin: (a) Report of the Committee on Junior High School Latin for the Classical Association of the Middle West and South published in the *Classical Journal* XXIV (1929), 697-702; XXV (1929), 61-68, 161-169; XXVI (1930), 194-206; XXVI (1931), 364-376; *Latin Notes* VIII (1930), No. 2; (b) Service Bureau for Classical Teachers Bulletin XIII (1929). This bulletin contains a bibliography of courses of study.

The methods suggested for the junior high school are similar in principle to those in use in the senior high school but classroom procedure is modified and adapted to younger pupils. The increased emphasis on reading and the subordination of writing in the early years of the course recommended by the Modern Foreign Language Study have been incorporated in the revised course for junior high schools in New York City.⁶ Some of the best teaching observed by the writer in foreign-language classes was found in junior high schools. Worthy of special mention are Latin classes in Baltimore, Denver, Horace Mann Girls' High School of

⁶ *Modern Foreign Languages, High Schools of New York City*, (1931), pp. 109-146.

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Columbia University (an experimental class taught by Prof. W. L. Carr), and Wisconsin High School of the University of Wisconsin; modern language classes in Cleveland and Los Angeles; general language classes in Detroit.

2. GENERAL LANGUAGE

Definition of general language.—In a report on the course in general language prepared by Theresa Wehr of Indiana State Teachers College⁷ we find the following definition which Miss Wehr says she has derived from much reading on the subject:

General language is a course placed in the junior high school, covering a semester's (or a year's) work, offering instruction in the history of the development and evolution of language, especially of the development of the English language, an introduction to the results of comparative philology, and exploratory lessons in several different foreign languages.

Status of general language.—General language courses are taught in one or more schools in 16 States but no such course is offered in 23 States.⁸

Purpose and objectives.—The course was organized in foreign-language departments as a part of the junior high school movement toward providing general introductory courses and "has become a subject primarily for teaching the evolution of language and for the orientation of the pupil in the study of foreign language."⁹

The following treatment of objectives is summarized from Miss Wehr's report. The objectives may be grouped according to three types: (a) Orientation—guidance: To develop a "language-sense" and to provide sufficient foreign-language study to enable a pupil to choose (or avoid) a foreign language for further study; (b) academic: To impart a knowledge of the evolution and development of language in general and of the English language in particular, and to

⁷ Wehr, Theresa. A Course in General Language. *Classical Journal*, 26:194-206, December, 1930. Part of the report of the Committee on Junior High School Latin of the Classical Association of the Middle West and South.

⁸ Results of a questionnaire sent out by Miss Wehr in 1930 (see op. cit.) to all States and the District of Columbia. No reply was received from 10 States.

⁹ Wehr, op. cit., p. 195.

give a knowledge of the organizing principles common to all languages; (c) appreciative: To create a greater interest in and appreciation of the English language, a sympathy and feeling of good will toward foreign peoples and an interest in the study of language for itself.

Thus general language furnishes material for exploration and guidance of the junior high school pupil, tests the pupil's reach in the study of certain fields, supplies a great deal of general information valuable in itself, and cultivates the proper emotional attitude for the boy or girl of the junior high school age.

Course of study.—The following enumeration of courses in general language found in recent course outlines will give some idea of the variety of types in use at present:

(a) A try-out course in one language, for example, a 9-weeks' course in Latin, second semester of seventh grade, as in Baltimore.

(b) A precourse in the development of language in general in the eighth grade and a study of several languages in the ninth grade, as outlined for example, in the Connecticut State Syllabus, 1930.

(c) A try-out course of one semester, a few weeks being devoted to each of three languages, French, Spanish, and Latin, the teacher of each language being free to select the content of that part of the course, as, for example, in Pasadena.

(d) A 1-year course in the eighth grade, the first semester consisting of an introductory course in the evolution and development of language and a few weeks' study of each of three modern languages, the second semester devoted to Latin. Such a course is offered in Detroit.

(e) A 10-weeks' exploratory course in each of several languages in the seventh or eighth grade, as, for example, in Oakland, Calif.

(f) Development of language in general and Latin word-study offered two days a week in the first semester of the seventh grade in Springfield, Mass.

(g) A course devoted to cultural or background work in French, Spanish, and Latin (no specific linguistic work in any language), offered four times a week, in the first semester of the seventh grade in San Francisco.

(h) A course of 20 weeks in the elements of two languages, chosen from Latin, French, German, and Spanish, as in Dayton, Ohio.

Other courses (as well as some of those listed above) are based on material contained in a textbook in general language. Miss Wehr¹⁰ gives the following brief description of courses outlined in the six textbooks in general language now in use:

¹⁰ Wehr, Theresa, *op. cit.*, pp. 200-201.

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(a) The course prepared by Miss Lilly Lindquist¹¹ and used in Detroit. "This is a laboratory course with printed manuals in loose-leaf form, the purpose of which is to make a survey of language as a whole, starting with its earliest development, studying its nature, its functions, its growth, and its influence on the progress of the human race, and to follow this with a study of the origin and development of the English language and its relationship to other languages."

(b) The text of Leonard and Cox,¹² the first on the market, contains a history of the development of language from the early Anglo-Saxon down to the present time; extensive lessons in history, derivation, and building of words; such fundamental material in grammar as is common to all languages and essential to understanding and using English; readings suggested by historical lessons and related to the imaginative ideas and beliefs with which English and other literatures are permeated; a variety of composition suggestions to provide practice in connected speech and writing.

(c) The Exploratory Course in General Language by Bugbee¹³ and others contains "the story of the development of language in general and, in particular, an understanding of the historical place of English; the history and etymology of English words and the relation between them and the words of other languages." There are 10 lessons in each of the following languages: Latin, French, Spanish, and German.

(d) A book by E. C. Cline has grown out of experiments which have been carried on at Richmond, Ind., during the past 10 years or so. This book deals with "the importance and development of language; the story of our language ancestors; work in word study and lessons in French and Latin."

(e) Another book in manuscript, now being used in the schools of Long Beach, Calif., was developed by Mrs. Louise E. Cline. It is based mainly on a study of foreign language roots and is "intended to supplement and strengthen the work in English."

(f) A book by Ruby S. Fuhr and Theresa Wehr, also in manuscript form, developed in the Woodrow Wilson Junior High School in Terre Haute, Ind., contains work in the development and evolution of language; the history of the development of English; studies in etymology; and unit studies in four foreign languages. In this book special emphasis is placed on materials which show the common integrating principles of all languages; and before each language is taken up, some development of the character and civilization of the people is given for the purpose of producing a sympathetic appreciation of that nation.

¹¹ Lindquist, Lilly. *A Laboratory Course in General Language*, New York, Henry Holt & Co. (1929), Part I, p. 1.

¹² Leonard, Sterling Andrus, and Cox, Riah Fagan, *General Language; a Series of Lessons in Grammar, Word Study, and History of the English Language for Junior High Schools*. Chicago, Rand, McNally & Co., 1925.

¹³ Bugbee, Lucy Mallory, and others. *An Exploratory Course in General Language*. Chicago, E. S. Sanborn & Co., 1926.

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Evaluation of a course in general language.—A sufficient amount of objective evidence is not available to evaluate properly the course in general language. A study reported by Kaulfers¹⁴ based on a comparison of the final marks of 186 pupils in general language with their marks at the end of their first semester of a foreign-language, questions the exploratory-guidance value of the general-language course.

More recently the same investigator,¹⁵ in a survey of 51 investigations concerning prognosis which have been published in the last 30 years, states that "actual achievement in the subject itself, if measured by reliable and valid means, possibly gives a better index of prospective success than a measure of intelligence, aptitude, or collateral academic ability. This observation, if substantiated, should favor the so-called 'general-language' or 'exploratory' course for guidance purposes, provided the method and content thereof are conducive to real experience in foreign-language work rather than to mere play-level activity."

Teacher opinion regarding the value of the course varies. In one school system in California, of 9 teachers in 5 schools, 7 teachers favored the course while 2 thought it a waste of time. Those who opposed the course gave the following reasons: (a) Most of our children seem to have decided before entering the course which language, if any, they wish to study; (b) a child with an intelligence quotient below 100 should not be programmed for a foreign-language course because experience shows that such a pupil seldom succeeds; (c) the course is too much like a course in social studies—the children want the language itself.

The writer sensed a pupil reaction similar to the one just quoted when observing a general-language class in Detroit which was composed of pupils far below average in intelligence. The teacher, who was very skillful and sympathetic, was conducting an oral review of the term's work beginning with the origin and development of language and closing

¹⁴ Kaulfers, Walter, *The Prognostic Value of General Language*. School and Society, 28: 692-694, November 24, 1928.

¹⁵ Kaulfers, W. V., *Present Status of Prognosis in Foreign Language*, School Review, 30: 385-398, October, 1931.

with elementary linguistic work in certain foreign languages. The pupils seemed dull and listless during the first part of the hour, responding to the teacher's questions in a perfunctory manner; but the moment they began to deal with a real language situation, there was a noticeable change in their attitude; their eyes brightened and they became eager and anxious to respond.

In another situation, also in California, the principal of the junior high school favored the course for these reasons: (a) It reduces failures, for pupils whose work in the exploratory course is below average are advised not to begin the study of a foreign language; (b) it helps pupils decide which language to elect; (c) the course is valuable, no matter which foreign language is chosen later by the pupils. In this city a pupil who fails in the course in general language can not elect a foreign language until he enters junior college. In a large city in the Middle West foreign language was discontinued in the junior high school because, according to the supervisor, "we found that pupils who began a foreign language in the ninth grade did very much better than those who began in the seventh or eighth grade." No objective evidence was cited in support of this conclusion. A course in general language was introduced into the eighth grade in order to reduce failures in first-year Latin. It was reported to have accomplished this purpose and the course has since been widened in scope. It now saves 10 weeks of time in first-year Latin and is a good prognosis of language ability, in the opinion of the supervisor.¹³

A variety of factors may interfere with the prognostic value of a general-language course. Some of these factors are: Variation in the personal appeal of teachers; parental persuasion or influence of friends; the novelty of a first foreign language; the greater ease with which a second or third language is acquired; clever salesmanship practiced, consciously or unconsciously, by some foreign-language teachers.

¹³ Since the course in Latin in this city is highly formalized, the question arises whether the number of failures in first-year Latin might not have been reduced by a modification in the content and method of the Latin course itself.

FOREIGN LANGUAGES

3. SUMMARY AND OUTLOOK

Observation of selected classes in foreign language in the junior high school indicates that the best teachers of the subject, at least, have been eminently successful in shaping course content and in devising pupil activities suited to the early adolescent age. The problem of proper articulation of the junior high school work in foreign language with continuation courses in the senior high school remains, however, a perplexing one. Even in school systems in some of the larger cities pupils fresh from the junior high school are placed in mixed classes containing older pupils, some of whom may be working with their second foreign language. Nor is a decisive answer available to the question of the value of the earlier beginning. Indeed, according to Dr. V. A. C. Henmon,¹⁷ "the problem of determining the best age of beginning is so complicated by varying aims or objectives, growth in intellectual maturity, individual differences in needs and capacities, and the relative value of modern languages in comparison with other subjects which they would replace or by which they would be replaced, that a straightforward, unambiguous answer is extremely difficult to secure by any sort of experiment that can be devised." The general-language course offers a possible solution to the problem of articulation, while serving also to some degree as an exploratory course in foreign language and providing general information valuable in itself. The aims, content, and values of the general-language course, however, need to be more sharply defined on the basis of objective data derived from careful experimentation.

¹⁷ *Achievement Tests in Modern Foreign Languages*, New York, The Macmillan Co., 1930, p. 322.

