

STATUS OF FOREIGN LANGUAGES IN  
ARIZONA HIGH SCHOOLS IN 1932.

by

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Submitted in partial fulfillment of the  
requirements for the degree of

Master of Arts

in the College of Education, of the

University of Arizona

1934

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## CHAPTER I

### INTRODUCTION.

One of the subject fields of the present day high school curricula which has often been questioned as to its place is that of foreign languages. In a progressive state attempts are constantly being made to improve the curricula, as the improvement of all classroom instruction is a principle or ideal for which all who are interested in school work are continually striving. The question of improvement or suggestion for this, however, cannot be undertaken without some background or criteria upon which to base this improvement. For this reason, before any betterment can be proposed, it is necessary to ascertain the exact conditions, as nearly as we can, of the present methods of instruction, as well as the extent to which certain subjects are being taught in the schools at the present time.

### PROBLEM.

With this in mind, the writer has undertaken to find out the present status of instruction in foreign languages in the high schools within the State of Arizona. The problem, then, is

1. to investigate the items below with respect to the

teachers of foreign languages: training and preparation, tenure, experience, remuneration, age and sex, and teaching loads, including (a) number of periods per week, (b) size of classes, and (c) other subjects taught,

2. to compare the percentage enrolled in the languages with the enrollments of the schools,

3. to determine the aims and objectives for the courses held by teachers, and

4. to investigate the library facilities for the teaching of foreign languages. An attempt has also been made to compare conditions as found to exist in the schools of Arizona with those in some of the neighboring states.

#### PROCEDURE.

In order to ascertain these conditions, a questionnaire was sent out to all the schools in the state that offered any foreign language instruction. It was requested that the teachers of foreign languages fill out the questionnaires and return them. Blanks were sent to sixty-six public and ten private high schools. Out of this number returns were received from forty-nine of the former group<sup>1</sup>

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1. List of public secondary schools that replied to questionnaire:
    1. Ajo High School
    2. Ash Fork High
    3. Benson Union High
    4. Bisbee Senior High
    5. Bisbee Horace Mann Jr. High

and four of the latter<sup>1</sup> which gives a fairly representative

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6. Bowie High
  7. Casa Grande (Pinal Co. Union High)
  8. Chandler High
  9. Clarkdale Jr. Sr. High
  10. Clemenceau Jr. High (Cottonwood Dist.)
  11. Clifton High
  12. Douglas High
  13. Duncan Union High
  14. Flagstaff High
  15. Florence Union High
  16. Fort Thomas Union High
  17. Gilbert High
  18. Globe High
  19. Hayden High
  20. Holbrook High
  21. Jerome Jr.- Sr. High
  22. Litchfield Park High
  23. McNary (Apache Co. Union High)
  24. Mesa Union High
  25. Parker (N. Yuma Co. Union High)
  26. Patagonia Union High
  27. Payson (District 10)
  28. Pearce Union High
  29. Phoenix Union High
  30. Pima (District 6)
  31. Prescott Jr.-Sr. High
  32. Ray High
  33. Round Valley Un. High (Eagar)
  34. Saint David (Marcus) High
  35. St. Johns Co. Union High
  36. Safford High
  37. Scottsdale Jr. High
  38. Seligman (District 40)
  39. Thatcher-Gila College
  40. ---- Valley High (Thatcher)
  41. Tolleson Union High
  42. Tucson High
  43. ---- Mansfield Jr. High (Tucson)
  44. Roskrige Jr. High (Tucson)
  45. Safford Jr. High (Tucson)
  46. Wickenburg High
  47. Willcox Union High
  48. Williams High
  49. Yuma Union High.
1. Private schools answering:  
 Brophy College  
 Fresno Ranch School, Tucson

sampling. After the present conditions of the instruction in the field of foreign languages have been set forth in the various chapters, the conclusion of this study will indicate certain recommendations which have been drawn up in the hope of aiding the improvement of language instruction.

Our problem, then, consists of (1) determining the status of the teacher of foreign languages from various points of view, (2) a comparison of the enrollment in this field with the total enrollments in the various high schools, (3) the status of the languages in the schools as to the aims and library facilities.

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Mesa Ranch School, Mesa  
Hacienda del Sol, Tucson

CHAPTER II  
THE FOREIGN LANGUAGE TEACHER.

In a study of the status of any subject in a course of instruction, one of the first questions that arises is the status of the teachers of that subject.

The first point in answering this question in the present study is the investigation of the preparation of the teachers. In order to obtain this information, the teachers were asked to state their academic standing with the degrees they had received and the dates these degrees were received. From this data it is possible to form some idea of the preparation of the teachers for their work. Although we have not a complete list for the whole state we have a sufficiently adequate sample to give us a reasonably satisfactory concept of the preparation of the foreign language teachers in Arizona. A summary of the degrees and the universities or colleges from which these teachers received their degrees is given in Table I. A study of this table shows that two teachers held no degree, but had taken the normal course at a teachers' college in the state, and two others have received their bachelor's degree in Music. Fifty-two held the Bachelor of Arts degree, five of whom have this degree in Education. Two have the Bachelor of Science degree, and ten others the

TABLE I

LIST OF UNIVERSITIES (COLLEGES) WHERE ARIZONA FOREIGN  
LANGUAGE TEACHERS HAD THEIR PREPARATION

University	1st degree	2d degree	Number of Teachers
Albion College	A.B.		1
Baker University	Ph.B.	M.A. U. So. Calif.	1
Baylor University	A.B.		1
Brigham Young U	A.B.	M.A. Stanford	1
Coll. of Emporia, Kas.	A.B.		1
Colo. Teachers Coll.	A.B.		1
" " "	--	M.A.	1
Columbia University		M.A.	1
Cornell University	A.B.		1
Drake University	A.B.		1
Fragstaff T. Coll	A.B.		2
" " "	A.B.Ed.		1
" " "	None		1
Hillsdale, Mich.	B.A.		1
Indiana University	A.B.		1
Kas. State College	B.M.		1
Michigan	A.B.		1
Mo. Tchr. College	B.S.	M.A. Univ. Iowa	1
Ohio Wesleyan Univ.	A.B.		1
" " "	B.S.	A.B.Ed. Univ. Ariz.	1
Otterbein Coll., O.	B. Mus.	" " " " "	1
Pomona College	B.A.		1
Southern Meth. Univ.	B.A.		1
Tempe Teachers Coll.	A.B.		1
" " "	None		1
University of Arizona	A.B.		17
" " "	A.B.Ed.		3
" " "	A.B.Ed.	M.A. Univ. Ariz.	1
University of Calif.	A.B.		1
Univ. of Chicago	Sc.B.		1
" " "	Ph.B.		1
University of Neg.	A.B.		1
Univ. of S. Calif.	A.B.	A.M. Colorado	1
University of S. Dakota	A.B.		1
Univ. of Washington	A.B.	A.M.	1
Washburn Coll. Topeka	A.B.		1
W. Tex. State Tch. Coll.	A.B.		2
Whittier Coll. Calif.	A.B.	M.A. Univ. Ariz.	1
Total			58 (1)

1. Eleven teachers did not give this information.

Master of Arts. Expressing these figures in the form of percentages, we find .034 hold no degree, .034 hold the Bachelor of Music, .896 the Bachelor of Arts, of which .096 is B.A. in Ed., .034 the Bachelor of Science, and .17 the Master of Arts. This represents an improvement over the situation that has existed for several years, for, according to Tupper's survey, <sup>1</sup> in the year 1922-23, eighty-one per cent of the high school teachers then had A.B. degrees or their equivalent, while 7 per cent held the M.A. degree or an equivalent degree. Again Davis<sup>2</sup> gives the following figures for Arizona in his report on the schools of the North Central Association for the year 1924-25:

Academic Training of Academic Teachers

	Total	Arizona	Percentage
1. With Ph.D. degree			
Men	112	0	
Women	72	0	
Total	184	0	.000
2. With M.A. or M.S. degree			
Men	1,152	17	
Women	1,459	18	
Total	2,611	35	.137
3. With A.B. or B.S. degree			
Men	5,332	62	
Women	11,537	150	
Total	16,869	212	.831
4. Without any degree			
Men	371	4	
Women	822	4	
Total	1,193	8	.031

The survey by Tupper includes all high school teachers in

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1. Tupper, C. R., A Survey of the Arizona Public School System, 1925, p. 48.
  2. Davis, C. O., Our Secondary Schools, A Comparative Study, 1925, p. 32.

Arizona, while Davis considers only high school teachers in the schools of the North Central Association. Davis' figures show that in 1924-5, Arizona high schools in the North Central Association had both more teachers with Bachelors and Master of Arts than in any previous study. He also says that 80.9 per cent of all the teachers of academic subjects in the North Central Association had the bachelor's degree.

In addition to the academic standing of the teachers, we have also investigated their basic preparation for teaching the foreign languages. This was done by ascertaining the undergraduate major and minor field of each of these teachers. This information gives an idea as to whether or not they are teaching the subjects for which they are best prepared. The conditions of this situation were not very satisfactory a number of years ago, as was shown by previous studies by Walker<sup>1</sup> and by Allen.<sup>2</sup> Walker, in 1916, found that in Arizona four teachers were teaching Latin, who were not prepared for it, and two teaching Spanish who were not prepared. There were also seven prepared for Latin and not teaching it, and eleven for German who were not teaching that subject. This was the situation in twenty-

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1. Walker, J.F., Survey of High Schools and Teachers in Arizona, Thesis 1916.
  2. Allen, Miriam, The Status of Biology in the High Schools of Arizona, U. of A. thesis. 1925.

four schools, with a total of three hundred and five teachers "prepared and teaching", seventy-four "prepared and not teaching", and sixty "not prepared and teaching." He does not specify his standard for "prepared", but these figures were made from answers to a question -- "What particular subject did you fit yourself to teach?" -- which was a part of his questionnaire to teachers, and we may assume that no teacher would call herself prepared who had not had some college work in the subject. Allen found, in a study, "The Status of Biology in the High Schools of Arizona,"<sup>1</sup> that 50% of those having attended universities did not major in the subjects they were teaching. This does not speak well for the school staffs, but as shown in Table II these conditions are now somewhat better.

The following tables give a summary of the present conditions in foreign languages, and show the numbers of those who are teaching the subjects of their major and minor fields.

TABLE II.

<u>TEACHERS OF SPANISH WITH A MAJOR OR MINOR IN SPANISH</u>				
<u>Schools size</u>	<u>Total no. Span- ish Teachers Answering</u>	<u>Teachers with Span- ish Major</u>	<u>Teachers with Span- ish Minor</u>	<u>Neither Major nor Minor</u>
50 or less	9	3	0	6
51-100	9	4	1	4
101-200	17	6	7	4
201-500	8	4	4	0
501-700	7	7	0	0
Over 1000	7	4	2	1 <sup>o</sup>
Totals	57	28	14	15

<sup>o</sup>Major in Latin, minor in German.

1. Allen, M., op.cit., p. 4.

This table shows that just one half of these teachers were teaching their major subject -Spanish-, one fourth were teaching their minor subject, and one fourth were teaching Spanish who had neither a major nor minor in the subject. The situation as regards Latin is given below:

TABLE III

<u>TEACHERS OF LATIN WITH A MAJOR OR MINOR IN THE SUBJECT</u>				
School size	Total no. Latin teachers Answering	Teachers with Latin Major	Teachers with Latin Minor	Neither major nor minor
50 or less	1	1	0	0
51-100	0	0	0	0
101-200	6	1	2	3
201-500	3	2	1	0
501-700	4	0	2	2
Over 1000	3	3	0	0
Totals	17	7	5	5

This table shows that only seven teachers were teaching Latin who had majored in this subject and five with a minor, showing that not quite half the Latin teachers had majored in this subject, and less than a third had Latin as a minor.

TABLE IV

<u>TEACHERS OF FRENCH WITH A MAJOR OR MINOR IN THE SUBJECT</u>				
School size	Total no. French teachers Answering	Teachers with French Major	Teachers with French Minor	Neither French Major nor Minor
50 or less	0	0	0	0
51-100	0	1	0	1(1)
101-200	0	1(2)	1	1(1)
201-500	1	0	1(3)	1
501-700	0	0	2	0
Over 1000	2	1	3	1
Totals	3	3	7	4

(1) Minor in Modern language, (2) Major in foreign languages.  
 (3) Minor in German and French, teaching French.

Bisbee Senior High, Phoenix Union High, Tucson High,

Phoenix Junior College are the only schools listed in the Arizona Educational Directory as having teachers of French in the high schools. The one teaching in the 201 group is in a junior high school.

In brief, these teachers of foreign languages have had a fairly satisfactory preparation for this teaching. The data in the above tables show that 50 per cent of the teachers of Spanish had majored in this subject, and 25 per cent had a minor in Spanish. For Latin, 41 per cent had majored in this language, while 29.4 per cent had a minor in it as far as our data show, but the returns in this matter were incomplete. As regards the teachers of French, of those teaching this subject only 33 1/3 per cent had a major in French, but a total of three reported such a major and seven gave this as a minor. These percentages are based only upon the returns from the questionnaires, and the situation might be slightly changed if it had been possible to get data from all the language teachers of the state.

#### TENURE

The next point to be considered is the tenure of the teacher of foreign languages. From the results received from the questionnaires, it would seem that 58 or .267 of these teachers have taught on an average four years or less in any one system, except in the group of schools having between five and seven hundred enrollment, where the average

is five years in one system. Also it may be of interest that, if we omit the schools of over 1000 pupils, not more than twelve teachers have taught languages more than five years. These facts would indicate that the average turnover of teachers is approximately 20%.

The turnover for the year of this study as shown by the results from the questionnaires is given in Table V.

TABLE V

TENURE OF ARIZONA LANGUAGE TEACHERS		
School size	No. Teachers Answering	Average number of Systems in which Teachers have served
50 or less	9	1
51 to 100	9	1.5
101 to 200	20	4-5 (10 in 1 syst. incl. few 1st yr.)
201 to 500	10	1.66
501 to 700	9	2.5 (5 in 1 system)
Over 1000	8	1.60

It will be seen from this table that the greatest amount of turnover occurred in the group of schools with an enrollment of 101 to 200, but that at the same time one-half of the teachers reporting in this group had taught in only one system. From these figures it is apparent that there is not much changing of positions among the foreign language teachers, as they had not taught languages more than six years as indicated in Table VI.

Among the few available studies of tenure there seems to be a certain amount of discrepancy in the results. One of these is by Elsbree,<sup>1</sup> who made an investigation of the

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1. Elsbree, W. S., Teacher Turnover in the Cities and Villages of New York, p. 18.

tenure in New York State for the year 1925-26 and found that:

"Of the 15,841 total personnel..., 1,741 persons were reported as leaving during 1925-26, making an average turnover of 10.99 per cent. This means that 11 out of every 100 teachers in the 125 communities studied left their positions and were replaced by others." He says further that: "The rate of turnover in the cities ranges from 1.37 per cent... to 33.59 per cent. ... In the villages, the rate.. ranges from 3.03 per cent ... to 42.58."

In this study New York City was omitted owing to its size, and Buffalo also was left out as data was "not available." There is likewise a distinction made between "gross turnover" and "avoidable turnover" which latter is defined as "persons leaving for the following causes: Resigned to accept a better position, dismissed... to enter another line of work, etc." The details of these causes were made possible through the coöperation of the University of the State of New York<sup>1</sup> which sent out questionnaires to find out the reasons for faculty changes from superintendents in selected communities.

Elsbree also made a comparison of New York with a study in Iowa which:

"shows that the rate of turnover in Iowa is 1 1/2 to 2 1/2 times as great (according to size of community) as that found... in New York State."

He does not attempt to account for this difference, but then takes up the question for the different school divisions

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1. This is the State Department of Education in Albany, N.Y.

and says:

"It will be seen that the average rate of turnover of high school teachers (15.40%) is significantly higher than in the elementary school (9.37%) and that special teachers have the highest turnover of all."<sup>1</sup>

Of a total of 3,305 1/2 high school positions, he found a total turnover of 509 or 15.40 per cent, as indicated above. This is comparatively high, but was made six years ago. This same study next takes up the matter of the turnover in the various subjects which will be given later.

Another study made by Eickensberry<sup>2</sup> for the Office of Education showed that in 1925:

"The median school...has two (new teachers) with experience and 1 without. The percentage of inexperienced new teachers decreases from 33.3 in the first-class schools to 0 in seventh class." (These classes varied from 100 or less to 2001 or more.)

As this study was concerned chiefly with the status of principals, it does not give many details relating to teachers, and the figures were for the United States as a whole.

A study of the conditions in Arizona for a similar period is the one made by Tupper,<sup>3</sup> which appeared in 1925, "to secure data as a basis for formulating legislation."

On tenure he says:

"The average Arizona teacher has had six years of teaching experience, and has held three positions in that time."

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1. Elsbree, W.S., op.cit., p. 17.
  2. Bulletin 24, 1925, Office of Education, Washington, D.C.
  3. Tupper, C. R., op.cit., p. 38.

He indicates that 16% of the elementary and 11% of the secondary school teachers change positions every year, about 39% secondary change every two years, 6% every three years and 44% remain more than three years. This survey implies that the secondary teachers tended toward a greater permanency in positions than did the elementary teachers. Of course these figures were for nearly ten years ago, and the total number of high school teachers has increased from 669 in 1928 now to 715<sup>1</sup> in the year 1931-32.

Another comparative study<sup>2</sup> for the same year is the one made by the National Education Association, which appeared in 1924. This gives a table of teacher turnover for every state. The figures for Arizona are these:

"Percent Replaced Each year	Number Replaced Each year	Number of Teachers In public schools Of State
Arizona 16	400	2587 ..."

These are for all the public schools, and no distinction is made between the elementary and secondary schools. This report further states:

"The median tenure in the public schools of the United States is four years, while the median rural tenure is but two years. The turnover totals 110,560 annually, - or 16 per cent of the entire teaching profession for the United States as a whole."

This shows that at that time Arizona had the same average as the country as a whole.

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1. Report of High School Visitor, 1932.
  2. Problem of Teacher Tenure, N.E.A. Research Bulletin, Nov. 1924, Vol. 2.

Still another survey<sup>1</sup> is the one made for the North Central Association by Davis, that appeared also in 1925, and gives the conditions of the Association's schools as of that year. On the matter of tenure, he says, speaking of all the Association's schools, in part, as follows:

"Twenty-seven and two-tenths percent of all academic teachers and 24.6 percent of all vocational teachers were new to their schools in the year these data were gathered. Very similar sets of percentages are obtained when the new academic men and women and the new vocational men and women are compared with the total numbers of men and women in the respective fields. This means that there is a turn-over of approximately one-fourth of the teachers in our schools each year, or, on the average, of a complete change of teachers every five years.

Taken by states the percentages respectively of academic and vocational turnovers are as follows (fractions omitted):

	Percent New Ac. Teachers	Percent New Voc. Teachers
Arizona	33	36 . . . ."

Only the figures for Arizona are given here, but those for the other states in the Association are given in the report.

Davis goes on to say:

"Here it is seen that in Arkansas, Arizona, New Mexico, . . . there is a very large turn-over of both academic and vocational teachers, . . . Thus the newer and more sparsely settled states, as a rule, have a more changeable teaching force than have the older and more populous states."<sup>2</sup>

A more recent view of the situation is given in the Biennial Survey<sup>3</sup> for the years 1928-30 by the United States Office of Education. In Bulletin 20, 1931, chapter XIV

1. Davis, op.cit., p. 30.

2. Ibid.

3. Bulletin 20, 1931, Office of Education, Washington, D.C., Chapter XIV, p. 4.

of this survey, there is a very complete account of the conditions with regard to the teachers. On page 4 of this Bulletin, Frazier says:

"The number of teachers required annually to fill new positions... may be approximately indicated. In 1919-20, the total number of teachers of all types was 812,524, and in 1930 about a million. There has been during the decade (1920-30) an increase, therefore, of approximately 187,476 teachers in new positions, an average of about 18,747 per year...

"In the high schools there were 97,654 teachers in 1920 and 182,637 in 1928, an increase of about 87 per cent in eight years. Thus by far the heaviest demands for teachers for new positions have come from the secondary schools, most of which require college graduation as a basic qualification."

Still more recent figures are to be found in the issues of *School Life* for January and February 1932.<sup>1</sup> In the former is an article on "The Supply and Demand for Senior High School Teachers" in which it states that in Arizona for the year 1930-31, there were 71 new Senior High School teachers out of 328 teachers involved; a ratio of mobility of 1-4.62, or "one teacher for every 4.62 senior high school teachers." Expressed in percentage, this would be 17.8 per cent. This is from the partial results of the National Survey of the Education of Teachers. This also speaks well for the Arizona high schools, and it would seem that the tenure is now increasing in this State, as indicated by a report<sup>2</sup> by the North Central Association Quarterly in June 1932. This says:

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1. *School Life*, XVII: 92, January 1932.

2. *North Central Quarterly*, VII: 69-70. June 1932.

"There were... a total of 6,945 new teachers. This is nearly 14 per cent of the total number. Last year, this percentage was 18 and prior to that it was..22, thus indicating an increasingly greater degree of permanency in the high school teaching staff."

This article continues by saying, as we have already implied, that the greater the size of the school, the greater is the tendency to a more permanent tenure.

Another view of the tenure situation is again found in the above mentioned Bulletin<sup>1</sup> of the Office of Education.

On page 3, this says:

"The present conditions of over supply are attributed to numerous causes." After mentioning some figures on salaries, it adds: "The industrial and business depression beginning in 1929 has had only an indirect effect upon the status of teacher employment. Teaching is a relatively stable occupation."

This latter statement may be true in some parts of the country, but it is doubtful if it holds true within Arizona. In Arizona, financial conditions, due to the depression, have made it necessary to cut the school expenses and in some places to reduce the teaching staffs. In Tucson, for example, sixteen teachers were dropped for the year 1932-33.<sup>2</sup> Further details will be available when the National Survey of Teachers is completed.

For the conditions of the year of this study it will be seen from Table V that the greatest average turn-over in the State was in the group of schools with an enrollment of 101-200. However, it is difficult to give accurate

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1. Bulletin 20, 1931, Chap. XIV, Office of Education, Washington, D.C.
  2. Tucson Daily Citizen, June 23, 1932. p.2.

figures in this matter, due to the fact that there were incomplete returns from the larger schools where there might have been a greater amount of turn-over than our figures indicate.

In connection with this table, it may be interesting to compare what facts were found by Elsbree<sup>1</sup> in his study of the tenure in New York State, mentioned above. He says:

"It is of considerable importance to superintendents and principals to know whether the subject taught has any influence upon turnover in high school. While theoretically it ought to be just as easy to hold a good French or Spanish teacher as it is to hold a commercial teacher, few facts have been collected to show the relative stability of teachers in the various subject matter fields."

He worked out a table for the main fields of subject matter, and of 257 teachers of modern languages, 33 left their positions, or 12.81 per cent turnover. Again for Latin, of 196 teachers 28 left or 14.29 per cent. These two fields came fifth, and sixth out of his grouping of eight fields, but he says:

"A certain amount of caution should be observed in the acceptance of these results since the reliability of the average upon which they are based is not sufficiently high to make them more than an approximation."

Again it must be remembered that these figures were for the year 1925-26, and that the conditions may not be the same today. There is no tenure legislation in Arizona, but if this legislation should be effected, it would be a boon to

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1. Elsbree, W.S., op.cit., pp. 20-21.

the teachers, who must now hope and pray that their yearly contracts will be renewed every spring. Desirable tenure legislation would without doubt do much to reduce the rate of turnover.

Another comparative study<sup>1</sup> is one that was made in California from 1921 to 1923 by a committee of the California High School Teachers Association. In their report the question of tenure was discussed by a high school principal, who says this:

"Certainly the high school teacher tenure condition which prevails in California is one of the big educational problems yet unsolved.

In the school year of 1921-22 there were in California 158 small high schools enrolling less than 200 students each. These schools engaged a total of 1134 teachers including the principals. Of these teachers 853, or about 75 per cent, had been in their respective positions for less than two years while 48 per cent of them had held their jobs for less than one year. Anything akin to even a semi-permanent tenure was entirely out of the question so far as these small high schools were concerned."

The medium sized schools and large ones are next considered, and then he says:

"In the high schools of all sizes then there is a serious teacher tenure problem.<sup>2</sup> The smaller the school the more serious the question."

Further on he says of the Tenure Law:

"Under the California Tenure Law enacted in 1921, teachers who have taught in a particular school over two years are afforded permanent tenure... This law operates to make school officials chary about engaging

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1. Report of the Committee of Fifteen, Cal. H. S. Teachers Assn. 1924, p. 178.  
2. Ibid., p. 179.

a teacher beyond the two year limit. ... With 55 per cent of all the high school teachers of the state of less than two years' tenure it is evident that the present law is vicious for more than a majority of the present high school teachers. ... It is a tenure-destroying law."<sup>1</sup>

This is quoted at length to show what might happen in Arizona, if a tenure law was passed that was not better planned. This particular law has been somewhat modified since then, and ~~good~~ conditions in California are probably better as far as the tenure is concerned, as that law was then considered as one of four reasons for the large degree of turnover.

On the other hand, a tenure law does not always help to reduce the amount of turnover. Elsbree says this under Tenure:

"The tenure law in New York State is applicable only to teachers in cities. ...

It is obvious that one has no right to conclude that since the rate of turnover in the 57 cities is lower than that in the 68 villages tenure tends to decrease turnover. ...

It will be seen... that the average rate of avoidable turnover is 1.5 per cent higher than that in the villages. ...

These facts do not substantiate the claim that stability is increased by tenure legislation."<sup>2</sup>

It must rest with the different states to arrange their laws in this matter, but if the proper kind of a tenure law is enacted, it should help to reduce the amount of the turnover.

The next point to be discussed is the experience of the

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1. Report of Committee of Fifteen Calif. H. S. Teachers Assn., p. 181.
  2. Elsbree, W. S., op.cit., pp. 65-6.

teachers. Here Arizona ranks somewhat better than in the tenure situation. Mr. Tupper<sup>1</sup> says in his Survey this:

"Arizona shows a higher percentage of teachers possessing two or more years' experience than any other state in the Union, having 84 percent of the elementary staff and 91 percent of the secondary group. Secondary teachers show a distribution which closely parallels the situation for the elementary teachers. Nine per cent are teaching their first year in Arizona, and 80 per cent have taught from two to ten years."

These were the facts in 1923-24, and the extent of the experience has in a majority of the cases been increased since then. Again, for comparison, Davis<sup>2</sup> says in his study:

"Only 6.8 per cent of the academic teachers were wholly without previous regular teaching experience previous to the year of this study, and only 6.5 percent of the vocational teachers were in this class. On the other hand 55.8 per cent of the academic teachers and 54.0 percent of the vocational teachers had already taught in excess of five years. ... Thus it is certain that the great majority of the North Central Association schools do not make a practice of selecting young candidates just out of college, but apparently expect the smaller systems to provide apprenticeship training for young recruits before they will employ them."

On the following page, Mr. Davis<sup>3</sup> gives a table of experiences of the teachers for the several states, with the per centages of the total. The figures for Arizona are the following:

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1. Tupper, C. R., op.cit., pp. 37-8.
  2. Davis, C. O., op.cit., p. 37.
  3. Ibid., p. 38.

Teaching Experience of Academic Teachers				
	Total	%	Arizona	%
1. <u>None</u>				
Men	537	37.18	7	35
Women	907	62.8	13	65
Total	1444		20	
2. <u>One year</u>				
Men	637	38	7	31.8
Women	1038	61.5	15	68
Total	1675		22	
3. <u>From 1 to 3 years.</u>				
Men	966	33.7	13	33.3
Women	1900	66.2	26	66.6
Total	2866		39	
4. <u>Four or five years.</u>				
Men	1032	31.5	19	37
Women	2246	68.5	32	62.7
Total	3278		51	
5. <u>Over five years.</u>				
Men	3627	31	36	28.8
Women	8046	68	89	71.2
Total	11673		125	
6. Counted twice	79.			

These figures show that Arizona does not employ many teachers who have not had more than at least one year of experience, which fact was also shown by the other <sup>1</sup> study quoted.

As will be noted from Table VI, those teachers of

TABLE VI

EXPERIENCE OF FOREIGN LANGUAGE TEACHERS OF ARIZONA				
School Enrollment	Ave. Amount of Experience	Ave. No. Years Teaching Languages	Ave. No. of Systems	Ave. No. Years Experience in Arizona
50 or less	4.5	2	1.5	1.5
51-100	9	6	4.5	7
101-200	11.7	5.5	8	5
201-500	11.2	5	5	3.5
501-700	15	15	3	15
Over 1000	9.7	15	3.5	8

foreign languages who are teaching during the current year,

1. Tupper, C.R., op.cit., pp. 37-8.

with a few exceptions, had not taught more than six years in this particular field. This seems to be true with the exception of the two larger groups of schools where the average is fifteen years. Whether or not the question of tenure and turnover are the reasons for this, it may be difficult to say. In any case, it is probable that an increased experience should make the teachers at least more effective. Of course, it must be considered that Arizona is the youngest state in the Union, and that in a number of places the high schools have been maintained a relatively short time.

This means that a number of teachers are beginning to teach in these schools each year. At the same time, this is a very progressive state, and, to quote Mr. Tupper<sup>1</sup>, "Arizona has increased more rapidly than any other State in population", and again, "one-third of the total population is found in the five to twenty age group." These facts, coupled with the question of the turn-over may, perhaps, account for the small amount of experience of some of these teachers.

Then, again, there is another factor that must be considered. This is the problem of many teachers having to teach more than one subject. That such is the case is, doubtless, well known by many, but this condition is not universal throughout the State. It is true in practically

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1. Tupper, C.R., op.cit., p. 42.

all the smaller schools, but not in the larger ones. A

TABLE VII

PROGRAM AND LOAD OF FOREIGN LANGUAGE TEACHERS			
School Enrollment	No. of Teachers	Hrs. per week in Language Teaching	Subjects combined with language Teaching
50 or less	1	5	Econ. & Math.
	1	10	Eng., Commerce
	1	5	Civics
51-100	1	10	Music--25 hrs.
	1	15	" --15 hrs.
	1	25	
	1	10	
101-200	4	25	
	2	29	
	5	5	
	1	10	
	1	15	
	1	20	
	1	30	
	1	35	
201-500	3	25	
	3	30	
	1	10 Latin	English- 15 hrs.
	1	15 Span.	
	1	20	
501-700	5	25	
	4	30	
Over 1000	6	25	
	1	20	
	2	15	
<b>Total</b>	<b>50</b>		

study of Table VII will show how this number decreases as the size of the school increases. This matter will be taken up in more detail in the discussion of teaching loads.

The next point is the matter of remuneration. In spite of what one might think, increased experience does not always mean an increased salary. This is, perhaps, true in a number of places, but not everywhere, nor does a heavy teaching load necessarily mean a large remuneration.

Tupper<sup>1</sup> says on salaries:

"Arizona ranks third among the states in average salary paid to teachers, her rankings as compared with salaries paid in cities of varying size being as follows: (omitting elementary)

Median High School salaries ...

Cities of five to ten thousand --- 3d.

Cities of 2500 to five thousand -- 3d. .."

Then in his summary of the chapter on teachers, is this:

"Arizona high schools pay salaries above the median salary in cities of less than thirty thousand population, equal to the average salary for cities of thirty to one hundred thousand population, but fall at the lower end of the distribution for cities greater than one hundred thousand population."

That certainly sounds very favorable for the State, but it must be remembered that this was written about ten years ago. Another view that is also rather optimistic is the set of figures as given by Davis<sup>2</sup> in his study. On page 44, he groups all salaries thus:

<u>Teachers' Salaries -- Academic and Vocational</u>		
	<u>Total</u>	<u>Arizona</u> (omitting percentages)
1. Under \$1000		
Men	21	0
Women	90	0
Total	111	0
2. From \$1000 to \$1250		
Men	130	0
Women	953	5
Total	1083	5
3. From \$1251 to \$1500		
Men	868	4
Women	6023	19
Total	6891	23
4. From \$1501 to 1800		
Men	2669	26
Women	5468	126
Total	8137	152
5. From \$1801 to 2000		
Men	1745	25
Women	1872	60
Total	3617	85

6. From \$2001 to 2500		
Men	2483	24
Women	2548	59
Total	5449(1)	125(1)
7. Over \$2500		
Men	2483	24
Women	1877	6
Total	4360	30
8. Not reporting: Men 227, or 2%; Women 857, or 4.3%. Total 1084 or 3.5%."		

(1) All the totals in this group were wrong. These should be 5031 and 83 respectively.

"The total number of teachers whose salaries are considered in this table is 29,648. ... Basing the percentages on a table of 29,648 individuals, it seems that the mean average salary of North Central teachers is just under \$1800, 16,222 teachers receiving that salary or less, while 13,426 teachers receive in excess of \$1800. Or, figured somewhat more accurately, the mean salary of North Central teachers is approximately \$1636.00.

.....  
The table lends itself to numerous comparisons by states. .. However, it is interesting to note that Arizona, Minnesota, ... have no teachers receiving salaries of less than \$1000.00, while Kansas, Montana and New Mexico each has but one such teacher."

These figures are quoted at length for purposes of comparison both between Arizona and New Mexico, and also with the present figures.

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1. Tupper, C.R., op.cit., p. 38.
  2. Davis, C.O., op.cit., p. 44

In the Bulletin by Mr. Frazier, we find the following statement relative to salaries:

"During the decade (1920-30) an increase occurred in teachers' salaries in every state of the Union. The average salary of all teachers in the Country as a whole in 1920, was \$871., as compared with \$1364 in 1928...."<sup>1</sup>

This is nearly the same as the average for the teachers that is given for the North Central Association above. It depends to a large degree upon the particular community or school in which a teacher is as to what may be his salary, as different towns have varying salary scales. Phoenix, for example, has an increasing scale with a \$50 increase for every year up to \$3000 maximum, and is also dependent upon the experience and training. On the matter of the town or the community determining the salary, Elsbree says this:

"After a salary schedule...has been estimated as closely as possible, the important question arises: Can the community support the proposed schedule?... the community's ability to support schools or anything else is so very flexible that nobody can say exactly how great it is. ... Comparisons with other communities afford obvious measures of the relative ability of a community to spend a certain amount of money for teachers' salaries."<sup>2</sup>

He then goes on to show how care must be taken in this matter of comparisons, and mentions factors that must be considered in doing this, "as population,.. industrial development and natural resources." These and others are

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1. Bulletin 20, 1931, Office of Education, Vol. I, Chapter XIV, p. 503.
  2. Elsbree, W.C., Teachers Salaries, Teachers College, New York, 1931, p. 165.

important to decide the actual schedule as well as the budget. Often good teachers are lost or poor ones are kept simply because improper care was taken in the organization of the salary schedule, and this would have a bad effect not only upon the school children, but also upon the whole community. Professor Elsbree then gives two types of salary schedules:

"those based upon position held and those based upon professional preparation." He calls the former "the traditional type, is now in operation in by far the greater number of communities in the United States, though the latter type, which is of comparatively <sup>1</sup> recent origin, has increased markedly since 1918."

He then gives seven steps in formulating a salary schedule:

- "Step I- Determine policies basic to the schedule
- Step II- Classify the school personnel
- Step III- Determine the minimum salary
- Step IV- Establish the maximum salary
- Step V- Determine the number and size of the annual increments
- Step VI- Provide for special positions
- Step VII- Provide for the transition from the old to the new schedule."<sup>2</sup>

Each one of these is taken up in detail and discussed, with tables to illustrate his arguments. It is thus seen that a schedule is not only an important consideration, but a much more complicated matter than may seem evident on the surface.

In Arizona, as will be seen from Table VIII, this matter of the differences in communities is very evident, and the salaries are largely dependent upon the ability of the counties to support their schools, which really means the communities' abilities. The data in this table were

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1. Op.cit., p. 51  
2. Ibid, p. 85f.

secured from reports made to the State Department of Education.

TABLE VIII

<u>SALARIES OF ARIZONA FOREIGN LANGUAGE TEACHERS.</u>				
County	Number of Teachers	Salaries		
		Highest	Lowest	Average
Apache	5			\$1375.20
Woman		\$1575		
Woman			\$1260	
Cochise	16			1611.81
Woman		2196		
Man			1199.97	
Coconino	3			1620
Woman		1800		
Woman			1485	
Gila	9			1510.65
Woman		1800		
Woman			1260	
Graham	5			1259.37
Man		1449		
Woman			1399.92	
Greenlee	6			1520.28
Man		1687.50		
Woman			1440	
Maricopa	19			1756.78
Woman		1987.47		
Woman		(Head Lang. Dept.) 2737.50		
Woman			1143 (Jr. H.S.)	
Woman			1274.94 (H.S.)	
Mohave	2			1282.50
Woman		1860		
Woman			1170	
Navajo	4			1650.51
Man (Principal)			1999.80	
Woman		1777.50		
Pima	12			1423.53
Woman		1800		
Woman		1935		
Woman			1440 (Jr. H.S.)	
Pinal	4			1737.18
Man?		1894.68	1543.95	
Santa Cruz	2			1529.37
Woman		1633.68		
Man			1424.97	
Yavapai	15			1565.01
Man		2400		
Man			1599.96	
Yuma	5			1933.20
Woman		2220		
			1665	

It is evident that the mining and the larger urban communities pay more to their teachers than do those where other occupations are dominant. Of course during the present year, and 1932-33, this condition may not hold true due to the fact that the price of copper was so low. On the whole, however, this condition of giving more pay holds as a general rule in those communities. Other factors must also be considered by the county as well as the school authorities in determining salaries. Professor Elsbree<sup>1</sup> mentions a number of these, and the two most important in this State are the contributions from the state and from the county. These are somewhat variable in Arizona, due to the differences among some of the counties, and, after all, the question of salary rests to a large extent upon the community itself. If any community (or county) feels the need of greater (higher) salaries for its teachers, a "salary campaign" can be conducted. The last chapter of Professor Elsbree's book goes into considerable detail on how to organize such a campaign, shows how it has been carried out in several places, and also gives a number of charts that have been used successfully for campaigns, such as comparisons of the salaries of teachers with those of other professions, cartoons, etc.

In the present study the salaries as given by the

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1. Elsbree, W.S., op.cit., Teachers Salaries, p. 166f.

different counties are stated in terms of annual compensation. It is seen thus that the average annual salaries in nearly all of the counties of Arizona are well over \$1200 and that some even are above \$2000. This well bears out the statement by Mr. Tupper<sup>1</sup> on the salaries in Arizona. Of course, not all states nor counties can afford to pay as much as do these here, but by paying well Arizona has been able to acquire and hold some excellent teachers. Now that the junior high schools are being established, it is beginning to be possible for many cities or towns to use these lower schools both as a training field for foreign language teachers and also to give the students an earlier start in these studies or to use methods of prognosis for ~~the~~ determining which ones are best fitted to take up the study of languages. This will also help the teachers to grow in their profession, and thus to get into better paying positions. The salaries given above are only those for the language teachers, and are not as high as some of those in some other fields, but are comparatively higher than in many other places. In general, these language teachers' salaries are above \$1200 per year, and depending upon the size of the school, they increase with experience.

The matter of age and sex is rather difficult to consider in detail, but it is evident, however, that there are many more women language teachers than men. The proportion

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1. See page 25.

is more than 2 to 1, fifty-one women and eighteen men answering. The ages can only be estimated approximately from the years of experience of the different teachers, assuming that they begin to teach at the age of 22 years.

Mr. Tupper<sup>1</sup>, in his Survey, says:

"Arizona teachers are relatively mature. Sixty per cent of the secondary teachers are over 25 years of age." Further on is: "The median high school teacher is twenty-nine years of age, has had six years experience, and is a college graduate."

No other data are available in this matter, excepting the fact that a few of the teachers who answered the questionnaires were about fifty years of age, having had nearly thirty years of experience. These were, perhaps, the exception rather than the rule, and the above quotation gives the facts as nearly as any statement can.

As a final summary to this status of the teachers, the following quotation<sup>2</sup> gives probably the most up to date facts about the teachers in Arizona:

"The amount of training possessed by teachers in Arizona is considerably above the standards that have been widely accepted as satisfactory minimum standards of teacher training.

"Arizona is not suffering from an oversupply of adequately trained teachers, that is to say, teachers adequately trained under the present law, which requires as a minimum the completion of ... a four-year college course for high school teachers...

"The typical high school teacher of Arizona is a woman who is a graduate of some Middle Western or Western college, and who is entering her sixth year of teaching, but has taught only three and one-half years in her present position. Her median annual salary is \$1,943.33."

1. Tupper, C.R., op.cit., p. 38.

2. Jackson, D.D., Teacher Training in Arizona, Nations Schools 13:19. Jan. 1934.

For additional details on the matter of salaries, teachers' training, teaching load, experience, and practically all the points that we have attempted to cover in this study, the reader is referred to the Eleventh Biennial Report<sup>1</sup> of the State Superintendent of Public Instruction. This covers the years July 1, 1930 to June 30, 1932 inclusive. The report, however, gives a very complete summary of the schools both elementary and secondary, including certain private schools.

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1. Eleventh Biennial Report of the State Supt. of Public Instruction. July 1, 1930 - June 1932, incl.

CHAPTER III  
THE TEACHING LOADS IN LANGUAGES

The matter of teaching loads means the actual number of hours per week that the individual teacher teaches or gives any form of instruction. In this study, the teaching loads were considered from three points of view: the number of periods per week, the size of classes, and other subjects taught.

The first one of these is the fundamental part of the teaching load, but is by no means the whole thing. The number of periods per week indicates merely the actual hours that the teacher conducts classes, but doesn't tell the size of the classes nor whether the teacher gives instruction in one or in several subjects. Both of these latter phases must also be considered in order to get a complete idea of the teaching load. Then, again, there is another phase that must be considered, and that is the extra-classroom activities. Koos<sup>1</sup> in his book, *The American Secondary School*, says:

"The working load of high school teachers may be thought of as divided into two constituents, teaching and other, or non-instructional, activities."

By this latter is, of course, meant the extra-classroom or extra-curricular activities for at least one of which nearly every teacher serves as the sponsor in every school.

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1. Koos, L.V., *The American Secondary School*, Ginn & Co., New York, p. 637.

The actual number of teaching hours is, in most places, limited by some regulation. Davis<sup>1</sup> says, in his study of the North Central Schools, this:

"The Association recommends that no teacher teach more than five class periods per day, and positively forbids in excess of six periods."

Thus all those schools that belong to the Association should have teachers who are teaching only five or six periods a day, or twenty-five or thirty periods per week. Again in Bulletin 26, 1927 of the Office of Education, are set forth the North Central Standards for Junior High Schools. In this it says:

"The total number of forty-minute periods of classroom instruction given by any teacher of academic subjects shall not exceed thirty per week."<sup>2</sup>

This also sets the maximum periods per week, the same as that given by Davis. In other places the teaching load may be limited in other ways or by other conditions, which may be local or otherwise. Then in certain cases the amount of work prescribed for a course of study may determine to an extent the number of hours per week that it is necessary to teach a given subject. This is especially true in the college-preparatory course.

As was shown in Table VII the average number of teaching hours for a teacher of foreign languages was twenty-five per

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1. Davis, op.cit., p. 38.

2. Bulletin 26, 1927, Office of Education, Washington, D.C. Trends in the Development of Secondary Education pp. 32-33.

week, although this cannot be given exactly, due to the fact several that teachers indicated only the hours for teaching languages, and did not give their total hours, when they had other subjects combined with the language teaching. This number varied to a certain extent with the size of the school, going as high as thirty-five hours for one teacher, and as low as ten for a few others. This ten periods per week was evidently just the hours for the foreign language teaching, and not the total hours work for those teachers. This would indicate that they had two language classes for five hours or periods a week. Then, again, in the smaller schools other subjects often required more teaching time than did the foreign languages, and consequently, these other subjects increased the number of the teaching hours.

The second phase of this topic is that of the size of the classes in the foreign languages. On this matter, Davis says in his report on the North Central Association Schools:

"The Association now makes no absolute prescription respecting the size of classes. It has held, however, for years, that classes numbering over thirty pupils were dangerously near the maximum limit. Table XXXIV shows the facts in this respect ... Here it is seen that 26.5 percent of all academic classes enroll under 20 pupils; 32.0 percent enroll from 20 to 25 pupils; 30.9 percent enroll from 26 to 30 pupils; 10.6 percent enroll in excess of 30 pupils. The difference in the loads of men and women are not here very noticeable."<sup>1</sup>

I have quoted this at length for purposes of comparison. In the table mentioned here, Arizona schools had a total of forty-

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1. Davis, C.O., Our Secondary Schools, p. 39.

nine classes with over 30 pupils, and there were only three states with a smaller number in this group. Of those forty-nine, sixteen were taught by men and thirty-three by women. These facts were for 1925. In the survey made by Tupper<sup>1</sup> in 1923, we find:

"Questionnaire returns indicated a median class size of 35 pupils per teacher for the State as a whole."

Evidently the median sizes of classes have somewhat decreased since then. The details of the present conditions are given in Table IX which shows the distribution and size.

TABLE IX

## DISTRIBUTION AND SIZE OF FOREIGN LANGUAGE CLASSES IN

## ARIZONA HIGH SCHOOLS

Total Enrollment of School	Subject	Average Class Enrollment					
		5 or less	6-10	11-20	21-30	31-40	40 and above
50 or less	Spanish	2	4	7	1		
	French	0	0	0			
	Latin	0	0	0			
51-100	Spanish		1	6	5	2	
	French		1	0	0	0	
	Latin		0	0	0	0	
101-200	Spanish	2(1)	2	15	7	10	6
	French	0	0	0	0	0	0
	Latin	3	4	1	0	1	0
201-500	Spanish		1(3)	3	4		7
	French		0	0	1		0
	Latin		0	4	1		0
501-700	Spanish	0		2	1	2	9
	French	0		0	0	0	0
	Latin	2(2)		3	2	0	0
over 1000	Spanish		1	2	3		2
	French		1	0	1		0
	Latin		0	1	0		1

(1) One of these classes in Spanish III, the other in Spanish IV.

(2) One of these classes is Latin II, other Latin III.

(3) Spanish IV.

1. Tupper, C.R., op.cit., p. 36.

of the foreign language classes according to the enrollment of the schools. In this study the classes were grouped according to their sizes, the smallest being of five pupils or less, the next was from six to ten, the others increased by tens. The greater part of these classes fell into the groups of 11 to 20 and 21 to 30. The last group of forty and over went as high as approximately fifty in a few cases, but it is impossible to give the exact sizes of the larger classes, as our data are arranged for the subjects by years, rather than the actual class sizes. For example, in one junior high school, there were 120 pupils reported as being in first year Spanish, but these were not in one class by any means, but divided probably into five classes or perhaps six, as there was but one teacher of Spanish in that school. It should also be noted that a few of those in the smallest group were the third and fourth year classes in the particular subject indicated.

The standard for the class size, as set forth by the North Central Association has already been mentioned above in Davis' report. In the June 1932 issue of the North Central Quarterly these standards are reviewed. Standard 8 on the teaching load now reads as follows:

"An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard." In interpreting this regulation it says: "Principals, vice-principals, studyhall teachers, vocational advisers, librarians, ... may be counted as teachers for such portion of their time as they devote to the management of the high school." 1

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1. North Central Association Quarterly, June 1932, Vol. VII, No. 1, p. 65.

This puts a definite limit for those schools belonging to the North Central Association. In the survey by Tupper<sup>1</sup> he found that:

"The Arizona high schools show sixty percent of their number meeting the high standards of the North Central Association."

The latest figures<sup>2</sup> available on this point give a total of 38 of the high schools in Arizona belonging to this Association, which increases that "sixty per cent" to 66.6% plus, although that was based upon a smaller number of schools. Tupper listed only forty-one high schools, and there being now about sixty high schools in the State.

The third point of this topic is the matter of what other subjects are taught with the foreign languages. As shown in Table X, in many of the smaller schools the teachers have to teach several subjects. It is impossible for them to handle just the languages and have a full program. It is readily seen that these combinations are confined on the whole to those smaller high schools and junior high schools. Some teachers, however, teach two languages, in which cases there is little other work combined. Since the enrollment in language classes is comparatively small as compared with that in some other fields, most teachers are given one or more other subjects to teach, as it is impossible, excepting in the largest schools, to have a teacher for just the foreign languages. There is no real uniformity in the matter

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1. Tupper, C.R., op.cit., p. 51.

2. North Central Association Quarterly, June 1932, Vol. VII, No. 1, p. 61 and 93.

TABLE X

SUBJECTS TAUGHT IN COMBINATIONS WITH FOREIGN LANGUAGES  
IN ARIZONA

School size	Teachers	Language taught	Other subjects taught
50 or less	1	Spanish	English,-Commercial
	1	"	Math,Biol,Art,Music,P.E.
	1	"	Commercial
	1	"	Economics, Mathematics
	1	" & Latin	English,- Civics
	1	"	Commercial, Economics
	1	"	English
	1	"	----- Gen.Sci.,Chem.,Geometry
51 to 100	2	"	Music
	3	"	English
	1	"	Arithmetic,History(JHS)
	1	"	Econ,Hist,Const.,Eng.
	1	"	----- English, Phys.Education
101 to 200	2	Latin	English
	2	Spanish	Latin
	1	" & Latin	Geometry, Phys.Ed.
	1	"	Library
	1	"	Shorthand
	1	"	Music
	1	"	Phys.Ed., El. Science
	1	"	Geometry, Literature
	1	"	English
	1	"	Eng., W.Hist., Pub.Speak.
	2	"	-----
	1	"	English literature
	1	"&Latin	English (1 class)
	1	"	English, Phys.Ed.
	1	"	Commercial
1	"	Chemistry	
1	"	Algebra	
201 to 500	4	"	-----
	1	"	Physical Education
	1	"	History,Geography J.H.S.
	1	"	History
	1	Latin	English, CitizenshipJ.H.S.
	1	"	English
	1	French,Spanish	History-J.H.S.
1	Latin	English, Mathematics	
501 to 700	4	Spanish	-----
	1	Latin	History, Jr.H.S.
	1	Spanish	English
	1	Latin	History, Occupations
	1	Spanish&Latin	-----
Over 1000	5	Spanish	-----
	1	French&Spanish	-----
	1	Latin	-----
	1	Spanish&Latin	-----
	1	French&"(IV)	-----

of these combinations. The most common subject combined being English, or English and some other additional subject. Other subjects that are combined are: Mathematics, commercial subjects, physical education, sciences, and history. As most of the teachers teach at least twenty-five hours a week, two or more classes in a language would not fill a teacher's program. It is therefore practically imperative that he teach at least some one or more other subjects. For this reason alone, a combination is necessary, but there are often other reasons; in particular, the matter of the economy of teachers. This has been especially true in the past three years, when salaries have been lowered or teaching staffs reduced. In this case, it is natural to expect an increased load, but this is not the main cause. The size of the school is the chief reason for a teacher having a variety of teaching duties. That is to say, if a teacher is in a small school, he may be required to teach many subjects, as is seen by some of the combinations. This does not, however, mean that he will necessarily have an extremely heavy teaching load, as there is a limit to the number of hours that any teacher can and is supposed to handle. This limit is controlled by many factors; e.g., the regulations of the North Central Association, if the particular school is a member of this, by the length of the school day, by the needs of the pupils, et cetera. It may be seen from Table X that English is combined nineteen times with a foreign language, a second language eleven times, history eight, social studies

seven times, mathematics six, commercial and physical education both five times, sciences four times, and other subjects less than four. There are, therefore, only ten of the teachers reporting who handle foreign languages alone. A similar study was made by Kirby for the schools of Iowa in 1925 for 1,478 teachers. He found that, on the whole, there were a comparatively small number of foreign language teachers, as such, and says:

"There is very little evidence here to show that we have foreign language teachers. The combinations are more frequent with other fields of instruction than with the subjects classified as foreign languages."<sup>1</sup>

Of seventy-seven teachers with a "predominance of Latin", only five taught "Latin only." Of the combinations that he found those who had one subject combined with Latin taught "social studies" first, and mathematics came second. In the "second dominance", English came first, social studies second, and mathematics was third. These seventy-seven teachers were divided as follows:

Five taught "Latin only, twenty-one Latin and Study Hall, twelve Latin and one subject, sixteen Latin, one subject and study hall, twenty-three Latin and two subjects."<sup>2</sup>

Similarly, there were only fifteen showed "French predominating", of these "none taught French alone, nine taught French and English," and the others had French and one other subject, of which three taught French and Spanish. Again

1. Kirby, Thos.J. "Combinations in H.S. Teachers Programs", U of Iowa Extension Bulletin No. 136, Nov. 15, 1925.
2. Op.cit., p. 28.

there were but nine only with Spanish predominating with "none teaching Spanish alone".

Kirby further says this:

"There is little evidence that Latin teachers are teachers or foreign languages, but it must be noted from these data and others to follow that the opportunities to teach any other language than Latin are limited."<sup>1</sup>

This matter of limitation of opportunities will be discussed in the next chapter. Kirby's study gives this statement, as a conclusion:

"Thirty-four per cent of teachers who teach Latin predominantly have no other subject in their programs. The most frequent combinations are English and mathematics. . . The combinations are less frequent among the foreign languages than between a foreign language and some subject in another field of instruction. Much of this may be due to the limited amount of French and Spanish taught."<sup>2</sup>

The teachers of Latin had a rank of seven out of fourteen departments of instruction or "6 per cent", the French teachers ranked "12th or 1 per cent", and the Spanish were last with the rank of 14 or "1 per cent." This study showed clearly that there was not much foreign language study in Iowa, and that Latin was the leading language of the three that were taught.

Another comparative study of teaching loads in most of the western states is given in an Office of Education leaflet.<sup>3</sup> This does not, however, include any city in Arizona, but does for New Mexico and other adjoining states.

1. Op.cit., p. 28.

2. Ibid., p.47.

3. Teaching Loads in City Schools, City School Leaflet No. 9, Bureau of Education, June 1923.

In Bulletin 36, 1927, of the Office of Education there is this statement on teachers' combinations:

"Concerning high-school positions such studies "(of teacher positions by grades) "usually consider which subject-matter combinations are most in demand and which are called for least. According to the study in Ohio" (mentioned in the Bulletin) "it was found that the five teaching combinations most frequently demanded of high-school teachers in that State are English-history, English-Latin, mathematics-history, history-English, and Latin-English. The first subject in each case is the one to which the teacher gives the most time. Such study combinations (majors and minors) as English-Sociology, English-German...., which were taken by many of the teachers when in college, were seldom called for as teaching combinations.

"The supply of professionally trained teachers for practically every type of teaching position in the several states reporting is, according to the State departments, adequate or more than adequate to meet the demand. Judging from comments such as, "noticeable oversupply of teachers licensed to teach",... the demand for well trained teachers is not so great as it should be."<sup>1</sup>

Arizona is not in the list of states here included, but the above quotation gives a basis for some comparison with other states.

Still another version of this situation is given by Frazier in Bulletin 17, 1929, on Teacher Training, in which he says:

"The existing supply of professionally trained teachers, conceived in terms of genuine social needs, is totally inadequate. When considered in relation to existing certification requirements, and in relation to the minimum requirements in training demanded for employment, there is an apparent quantitative oversupply of some types of teachers at the close of the decade in many sections of the country."<sup>2</sup>

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1. Preparation of Teachers, Bulletin 36, 1927, Office of Education, Washington, p. 8.
  2. Teacher Training, 1926-28, Bulletin 17, 1929, Office of Education, Washington, D.C., p. 15.

This likewise shows that there is an oversupply in general, but that teachers of certain subjects or in certain classes are evidently lacking, or else are not properly trained. There is little available information on this topic for the schools in Arizona.

On the matter of extra-curricular activities, we have little information on the teachers of languages, excepting for those who teach Physical Education and those who have language clubs. The former have already been mentioned (p.41), the latter will be discussed in the chapter on languages. It might be interesting, however, to compare what Davis has to say on this subject:

"Of course a teacher's load is not entirely comprehended by the number of classes managed or the number of pupils instructed daily. Much of the teacher's load is connected with non-teaching work - hall duty, session-room control,...faculty meetings..., and similar affairs. ...., this year's statistics were gathered showing the amount of extra-classroom time that was devoted to so-called extracurricular activities.... Here it is seen that 13.1 percent of the teachers thus spend on an average of one hour per week. ... Or taken as a unit, 34.6 percent of all teachers (not counting physical directors) spend some time weekly upon extra-curricular activities. That is, nearly two-thirds of the teachers either have no aptitude or desire for this type of work or else are not having their resources fully utilized..."<sup>1</sup>

Of course that report was made in 1925, and the conditions today are probably much better than at that date, as there are many more students enrolled in the high schools now with much more varied interests.

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1. Davis, C.O., Our Secondary Schools, p. 43.

In conclusion, then, it is seen that the average teaching load for the teachers of foreign languages in this State is twenty-five hours per week, although this went as high as thirty-five in a few instances. An interesting sidelight on the question of the teaching combinations is to be found in an article on English teachers in Texas that appeared in the High School Quarterly for July 1932.<sup>1</sup> Here there are many cases of English teachers who also teach foreign languages, especially Latin and Spanish. For example in a group of "two subject combinations" there were found seventy-four teachers who taught English and Spanish, and fifty-two who taught English and Latin. This seems to show that those teachers of foreign languages seldom teach languages alone, or if they do so, it is generally two languages together. Only in a large school where there are many students enrolled do we find instructors teaching one language only.

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1. Wiggins, D.M., and Landers, M.M. Preparation of English Teachers in Texas, H.S. Quarterly 20:174-79. July 1932.

CHAPTER IV  
THE STATUS OF THE FOREIGN LANGUAGES

Before we give the statistics of the present status of the foreign languages, it might be worthwhile to indicate something of their development as subjects in schools. The late Professor Inglis in his book on the Principles of Secondary Education devotes a chapter to the place of foreign languages in the program of studies.<sup>1</sup> In this chapter he gives first the historical development in America, under which he says that the study of ancient languages has been continuous through the academy and the public high school. He next takes up the modern foreign languages which found their way into the program of the modern secondary school via the academy. Latin has always been a subject in the high schools in the United States, but Greek, on the other hand, has nearly disappeared since about 1900 excepting as will be noted below. Of the modern languages, French and German are the first two that were taught in the high schools. The others came in much later.

Professor Inglis then gives a table to show how these languages developed for the first twenty-five years after the approximate date of the beginning of the public high schools, and says that between 1890 and 1900 the enrollment in the public secondary schools increased 140 per cent, while the

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1. Inglis, A. Principles of Secondary Education, Houghton Mifflin Co., Boston, N.Y., 1918, pp. 447-449.

number of pupils studying Latin increased 273 per cent, the number studying French increased 241 per cent. He next gives the increases from 1900 to 1910, which were considerably less, and from 1910 to 1915, which were still less, excepting that:

"... the number of pupils studying Spanish showed a noticeable increase."<sup>1</sup>

This is the first mention of Spanish in his discussion. He then gives the "present status" in which he says that few high schools in the United States (other than certain special schools) fail to offer instruction in foreign languages in their programs of study. "In many high schools some foreign language study is required of the majority of pupils at some stage in the secondary school course."<sup>2</sup> It must be considered that this was written at the time of the World War, and that the above might not be an accurate statement today. It is true that in the past fifteen years there has been some falling off in the enrollments in the languages, but this is also the case with several other subjects. The Biennial Survey for 1926-28, by the Office of Education, makes these statements, under the heading, 'Languages':

"Latin has always been a principal high-school subject. ..While the number of Latin pupils has been on the increase the percentage enrollment has been falling off." It says that until 1922 more than one-half of the foreign language pupils were in Latin classes, but by 1928 only 22 per cent of the public high school pupils were studying Latin, which "comprised 46 per cent of the foreign language enrollment..... It is not possible to state the

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1. Inglis, A., op.cit., pp. 448-9.

2. Ibid., p. 449.

full significance of this drop in the proportion of pupils studying Latin." <sup>1</sup>

This Survey then compares the difference in the school enrollments from 1905 to 1928 and the different curricula of these two periods, and further states that there are no data to show whether or not Latin is being elected as often as formerly in academic courses or in other courses, for "Latin is no longer specifically required for entrance in any State university except in Florida." <sup>2</sup> This same Survey then discusses the modern languages, in part, thus:

"German was the leading modern foreign language taught in public high schools previous to the World War." It says that in 1915 one-fourth of the pupils was in German classes, but that in 1928, less than 2 per cent was studying German. "About 700 public schools now teach German. In 1915, about 33 per cent of the foreign language enrollment were in German... and in 1928 about 4 per cent. French occupied the attention of... 15.5 per cent (of the pupils) in 1915, and 14 per cent in 1928. Spanish held an insignificant place in the public high school program as late as 1910, but enrolled 2.4 per cent of the total enrollment in 1915, 11.3 per cent in 1922, and 9.5 per cent in 1928, at which time 20 per cent of the total foreign language portion of the public high school enrollment were studying that language."<sup>3</sup>

The concluding paragraph mentions the study of foreign languages in the junior high schools, the figures for which are not included, but it says that in a study made by the bureau in 1925:

"8.1 per cent of the enrollments in Latin in public high schools were in grades below the first regular high-school year, and 6.5 per cent of the modern foreign language enrollments were in grades below the first regular high-school year. In the four high school years each of the leading foreign languages shows an

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1. Biennial Survey, 1926-28, Office of Education, Washington, D.C., pp. 963-5.

2. Ibid.

3. Ibid., p. 964.

increase in enrollment in 1928 over 1922, except Latin and Spanish."<sup>1</sup>

Thus we see that the so-called leading languages, with the exception of Greek, have held their own up through the year 1915. After that, German was practically abolished from the school studies, on account of the war feeling, and Spanish took its place to a large extent. The former is now regaining its popularity, as is shown at the end of this chapter.

In 1922 and 1923, the Classical Investigation was undertaken for the purpose of determining the status of Latin and Greek in the secondary schools and colleges of the country. For comparison the investigators also collected figures for the modern languages as well. These are as follows:

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TABLE XI  
FOREIGN LANGUAGE OFFERINGS IN TEXAS, ARIZONA AND  
NEW MEXICO, AS SHOWN IN REPORT OF CLASSICAL IN-  
VESTIGATION 1922-23.

States	Total No. Schools Reporting		Schs. offering Latin		Schs. offering Greek	
	No.	%	No.	%	No.	%
Arizona	33		19	57.8	0	
N. Mexico	47		26	55.3	0	
Texas	259		219	84.5	4	1.5
	Schools offering French		Schs. offering German		Schs. offering Spanish	
	No.	%	No.	%	No.	%
	3	.9	0		33	100
	5	10.6	1	.2	42	85
	45	17.3	13	5.	168	64.8

From these figures, we see that Arizona had classes in Spanish in all of the schools that reported, Latin in a little more than half of the schools, and French in only three. In the previous year, Arizona reported only 18 public high schools

1. Biennial Survey, op. cit., p. 964.

2. Classical Investigation, Part I, p. 278, Table IX.

offering Latin, 2 giving French and 36 Spanish. In the year 1922 there were also 4 private schools offering Latin in Arizona, 1 with Greek, 2 with French, 1 with German, and 5 with Spanish. The Report further states that Spanish was being offered in thirty times as many public high schools as offered Greek.

Similar figures for the state of Texas are given in the Report of the Texas Educational Survey<sup>1</sup> for the same year (1922-23), in which the language enrollments are as follows:

	"County School District			Independent District		
	Whites	Negroes	Total	Whites	Negroes	Total
French	26	--	26	2,081	9	2,010
German	1,486		1,486	331		331
Latin	2,874	88	2,962	25,068	4,739	29,807
Spanish	1,830		1,830	31,331	196	31,527."

Among the comments upon the figures given in this Report is this:

"There is more stress laid on Latin and Spanish than on literature in the vernacular."

Figures on the subject enrollments in Arizona for this same year are not given by Tupper,<sup>2</sup> but the number of schools offering the different languages has been given previously.<sup>3</sup> Tupper does give, however, the number of credits that were earned by the graduating high-school seniors. Of a total of 13,607 credits in the various subject-matter fields, foreign languages came third with 1,883 credits or 13.8 per cent, which would indicate that probably every graduate had two units out of his fifteen in foreign language. Figures for the

1. Texas Education Survey Report, Educational Sur. Comm'n. Austin, 1924, Vol. III, pp. 90-92.  
 2. Tupper, C.R., op.cit., p. 49.  
 3. See page 48, above,

state as a whole are available for the year 1922 in the Office of Education Bulletin number 7, 1924<sup>1</sup> in this year, however, only 36 high schools reported statistics.

Other figures for California, for comparison, are given in various tables in the Report<sup>2</sup> of the High School Teachers Association mentioned above. For the years 1921-1923, it was seen that only Latin and Spanish were taught in the schools with an enrollment up to 200, and only two years of each. In schools of 201 to 500, there were three years of Spanish offered, and two each of Latin and French. In those of 501 to 1000, three years of all of these languages were taught, while in twenty-nine schools of over 1,000 enrollment, four years of these languages were offered. This is about the same as the conditions at present in Arizona.

The Survey of the schools of the North Central Association by Davis, mentioned above, gives the figures for the year 1924-25 in these schools. The language enrollments were as follows:

TABLE XII<sup>3</sup>  
FOREIGN LANGUAGES IN 1684 SCHOOLS OF THE NORTH CENTRAL ASSOCIATION

Study	N.C.A. Total		Arizona		New Mexico	
	Schools Reporting	%	Schools reporting course	%	Schools reporting course	%
	No.	%	No.	%	No.	%
Cicero	651	41.4	7	1.07	10	1.5
Virgil	531	33.8	3	.56	1	.18
Greek	17	1.1	0	00.00	0	.00
French	835	53.1	2	.23	0	.00
Spanish	556	35.4	27	4.85	30	5.4
German	111	7.1	0	0.00	0	.00

1. Bulletin 7, 1924, Office of Education, pp. 90-92.

2. Report H.S. Teachers Association of California, pp. 42 ff. 1923.

3. Based on data from Davis, C.O., op.cit., p. 45.

In commenting upon the various courses, Davis says of the languages, in part, this,<sup>1</sup> for all North Central Association schools: [PP 48-49]

"Twenty-four and one-tenth percent of all pupils are pursuing courses in Latin, although less than 5 percent of them carry the study beyond the second year. .. In each of the four years of Latin the girls outnumber the boys enrolled.

The situation with Greek is somewhat like that in Latin, only a fraction of one percent is pursuing the study. .. However, nearly three times as many boys as girls are pursuing the subject. ...

French appears decidedly to be a girls' subject, as almost twice as many girls as boys are pursuing it. Here, too, however, a two year course is the limit of work carried by all but a small percentage. .. the entire four years of French enroll but 9.4 percent of the pupils.

In its totals, Spanish enrolls almost exactly the same number of pupils as does French. Like French, too, all but a fraction of one percent of the school pursue the subject no longer than two years. .. However, there is not such a predominance of girls.

German, of course, suffered unpopularity on account of the World War. Ten years ago or less it enrolled more pupils.. than did French and Spanish combined. Today it is about one-eighth as strong as those... commanding the attention of 1.2 percent of the school."

In the appendix of Davis' report, he gives the enrollments by the different years for every subject. Those for the languages are here given for Arizona and New Mexico for comparison with those of the present year as found by this study, which will be given below.

TABLE XIII<sup>2</sup>  
LANGUAGE ENROLLMENTS IN NORTH CENTRAL ASSOCIATION

Subject	Total Pupils	% of All Pupils In Subj.	% of Lang. Enroll.	Arizona		N. Mexico	
				Total Pupils	% of yr. Pupils	Total Pupils	% of yr. Pupils
A. Latin.							
Beginning Latin.							
Boys	36,461	11.3	51.0	252	41.3	162	44.3%
Girls	42,906	12.0	46.6	358	58.6	203	55.6%
Total	79,367	11.7	48.5	610		365	

Caesar							
Boys	26,100	8.1	36.5	120	41.5	121	39.0
Girls	34,743	9.7	37.7	169	58.4	189	60.9
Total	60,852	8.9	37.2	289		310	
Cicero							
Boys	5,489	1.7	7.7	15	26.78	30	32.5
Girls	8,714	2.4	9.5	41	73.2	59	66.2
Total	14,203	2.1	8.7	56		89	
Virgil							
Boys	3,389	1.0	4.7	10	33.3	3	42.8
Girls	5,704	1.6	6.2	23	69.6	4	59.1
Total	9,093	1.3	5.6	33		7	
Total							
Boys	71,448	22.2		397	40.1	316	40.9
Girls	92,067	25.7		591	59.8	455	59.0
Total	163,515	24.1		988		771	
B. Greek							
Total							
Boys	1,014	0.3		0		0	
Girls	358	0.1		0		0	
Total	1,372	0.2		0		0	
C. French							
Beginning							
Boys	12,758	3.9	57.2	13	54.1		
Girls	22,362	6.3	54.2	11	45.8		
Total	35,120		55.3	24			
Second Year							
Boys	7,866	2.4	35.2	3	20		
Girls	15,047	4.2	36.5	12	80		
Total	22,913	3.4	36.1	15			
Third Year							
Boys	1,393	0.4	6.2	0			
Girls	3,123	0.9	7.6	0			
Total	4,516	0.7	7.1	0			
Fourth Year							
Boys	299	00.09	1.3	0			
Girls	684	0.2	1.7	0			
Total	983	0.1	1.5	0			
Total							
Boys	22,316	6.9		16	41.0		
Girls	41,216	11.6		23	58.0		
Total	63,532	9.4		39			
D. Spanish:							
Beginning							
Boys	18,506	5.7	60.8	912	53.3	817	50.3
Girls	18,513	8.2	57.6	797	46.4	807	49.6
Total	37,019	5.4	59.2	1709		1624	
Second Year							
Boys	10,085	3.1	33.1	632	50.9	540	46.5
Girls	11,296	3.2	35.1	609	49.8	577	51.6
Total	21,381	3.1	24.2	1241		1117	
Third Year							
Boys	1,443	0.4	4.7	93	45.5	74	35.6
Girls	1,700	0.5	5.3	111	53.9	134	64.4
Total	3,143	0.5	5.0	204		208	

Fourth Year							
Boys	399	0.1	1.3	102	47.6	5	35.7
Girls	624	0.2	1.9	112	52.3	9	64.2
Total	1,023	0.2	1.6	214		14	
Total							
Boys	30,433	9.4		1537	52	1436	48.4
Girls	32,133	9.0		1416	48.4	1527	51.5
Total	62,566	9.2		2953		2963	
E. German							
Total							
Boys	4,089	1.3		0		0	
Girls	3,819	1.0		0		0	
Total	7,908	1.2		0		0.	"1

° Correct Total 60, 843.

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1. Based on data from Davis, C.O., op.cit., p. 73 f.

It is seen from this table that neither Arizona nor New Mexico had any pupils studying German nor Greek. It is also evident that New Mexico had none studying French, whereas Arizona had thirty-nine. In Spanish, New Mexico, with a pupil total of 5,224, had ten more pupils than Arizona with a total of 7094, which is a surprisingly small difference; but in Latin, Arizona had over two hundred pupils more than New Mexico. In Greek it is to be noted that only eight states of the North Central Association gave the subject, and only thirteen offered German, so it is not very surprising that neither of these subjects were offered in these two states. In this same connection, it is interesting to note that in the year 1909-10, Tucson High School offered German, but not French.<sup>1</sup>

More inclusive figures on the enrollments are those given by Wheeler et al. in the reports of the Modern Language Study<sup>2</sup>, which reported the enrollments in all secondary schools for the United States by regions and then by each state separately, as well as in the private schools and colleges. This is the most complete survey that has been made in this field, if not in any subject, and gives the enrollments as in the spring term of 1925. A total of 42 schools in Arizona reported, including two junior high schools. There were but two schools offering French; all

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1. Report of Tucson Public Schools, 1909-10.
  2. Wheeler, C.A., Enrollment in the Foreign Languages in U.S., Vol. 4, American-Canadian Committees on Modern Languages, 1929, pp. 62 f.

offered Spanish and twenty-four gave Latin. No other languages were offered in the State for that year.

In New Mexico, only Spanish and Latin were offered, and the latter was given only in twenty-two regular high schools, but there were fifty-one schools, including one junior high school, offering Spanish, compared with twenty-eight in Arizona. These fifty-one were the total schools reported for New Mexico, nine more than in Arizona.

Comparative figures for the year 1928 are given in the United States Office of Education Bulletins 35, 1929 and 7, 1924 for the country as a whole, as well as for the individual states. These also show the trends in the various subjects by percentages from 1915 to 1928 which are as follows for the languages:

TABLE XIV. <sup>1</sup>

	LANGUAGE PERCENTAGES FOR ARIZONA AND U.S.			
	Arizona 1915	Arizona 1922	Arizona 1928	United States 1928
Schools reporting. Percent of Enrollment	14	36	46	14,725
Latin	20.87	10.3	10.9	22.0
French	1.63	1.4	1.2	14.0
German	3.52	0.0	0.0	1.9
Spanish	26.76	44.4	37.4	9.4."

The figures for the year of this study are as follows:

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1. Based on data from Bulletins 35, 1929 and 7, 1924, U.S. Office of Education, Washington, D.C.

TABLE XV.

Sizes	Schools Report- ing	Span. 1st yr.	Enrollments in			
			2d yr.	Latin 1st.yr.	2d.yr.	French 1st yr. 2d yr.
100 or less	18	274	207		14	(Gila)7
101 to 500	24	1245	613	117	62	30 jhs.
501 and above	7	796	526	125(1)	36 (2)	55(3) 52
		35-3d.	28-4th.	4-3d.		2-3d.

(1) No Latin reported from Tucson Senior High School.  
(2) No second year Latin reported from Phoenix High School.  
(3) No figures were reported for French in Bisbee Senior High.

N.B. The reports from both Phoenix Union High School and Tucson Senior High were very incomplete.

By studying this table, it is evident that most of the schools offer but two years of Spanish. A few also give Latin, but this is either found in the first year of a junior high school, or in the larger high schools in addition to Spanish. French is taught in one junior high school, and in the high schools of Bisbee, Tucson and Phoenix. French is also offered in the two junior colleges--Gila College and Phoenix Junior College. No other languages are offered in any Arizona public schools. In as much as two years of a foreign language is sufficient to admit a student to the University, this is the average length of time any one language is studied.

#### REQUIREMENTS FOR HIGH SCHOOL GRADUATION

The language requirements for graduation from high school varies somewhat in different states, and some comparison will be made between the requirements in Arizona and

those in some other states.

The eleventh Biennial Report of the State Superintendent of Public Instruction, for the years 1930-32, gives the requirements for graduation from Arizona high schools as follows:

"The minimum requirements for high school graduation decided upon by the State Board of Education, July 1, 1927, are still in effect. These requirements are 15 units, which must include:

3 years of English	
2 years of Social Science	1
1 year of Laboratory Science."	

It is to be noted that these requirements do not mention any foreign language. This same report, however, continues:

"The minimum high school graduation requirements, as above, are not sufficient to admit students to Freshman standing in the University of Arizona. The admission units required by the University are as follows:

Summary of Admission Units.

The 15 units offered for admission must include the following requirements common to all colleges of the University....:

English Composition and Literature.....	3 units.
Language (one subject) .....	2 units."

Thus we have a situation wherein there is no language requirement for graduation from the high school, but there is one for admission to the state university. Since a large percentage of the high school graduates throughout Arizona go to the university, it practically means that all students expecting to attend this institution must take two years in some foreign language in their high school course.

In a study made throughout the United States, in 1927-28, on the requirements for graduation from high school,

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1. Eleventh Biennial Report of the State Supt. Pub. Instruct'n for years 1930-32, pp. 38-41.

the following statement relative to languages is made:

"Latin is required as a constant more frequently than all the modern languages combined. ... The two year requirement is the most common, ... The foreign language requirement prevails noticeably among the smaller schools and institutions of the South... there are thus included a total of 70 different schools which place a foreign language requirement."<sup>1</sup>

This shows no foreign languages are required for graduation except in 15 per cent of the institutions. A table, accompanying this statement, shows that most of the language constants were in schools with enrollments from 50 to 199, and that foreign language had the smallest number of semester credits of all the constant subjects.

In our present study, no schools had any graduation requirement in foreign language, excepting for those students who are planning to enter college.

The State of New Mexico does not require work in languages for graduation. The same study mentioned above for the country as a whole also makes this additional statement:

"Two years of foreign language is a universal requirement in two states, and in one other it applies to all pupils except those who have elected a vocational course."<sup>2</sup>

It is, therefore, quite evident that Arizona is following common practice in not requiring work in the languages for graduation. Inasmuch as most of the schools within the state teach Spanish only, it is therefore apparent that this is the only foreign language work that the greater number of students in the Arizona high schools receive before coming to

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1. Bulletin 21, 1928, Office of Education, Washington D.C., pp. 17-19.

2. Ibid., p. 6.

college. Some others may take Latin in addition, or in the few schools where it is offered, French.

An interesting sidelight on the status of the foreign languages for the country as a whole is given in an article in the High School Quarterly for April, 1932. This is written by Mr. Thompson, the State Supervisor of New York State. In his summary he says:

"...it appears that since 1890 the percentage of enrollment in Latin to the total secondary school population has decreased by one half. .. French has taken the place of German since the World War and the enrollment in French now equals about three-fifths of the Latin enrollment. Spanish is next to French in popularity and has an enrollment slightly over two-thirds of that in French. Greek has almost disappeared." <sup>1</sup>

This serves as a very good summary, but there is another side to the question, at least as far as the conditions in the Eastern states are concerned. The New York Times in June, 1931, published three articles showing that German was coming back into the curricula. One of these was a summary of a report by Dr. Campbell, the Deputy Superintendent of Schools for New York City. This says, in part:

"The increase in enrollment in German classes during the last four years was 145%, while the gain in the study of French was only 31 per cent. .. The report also showed an increase of 106 per cent in enrollment for... Italian and a decrease of 2 per cent in the number of students taking Spanish."

"The report...showed also a decline of 8.6 per cent in the registration of classes in Latin.

The 145 per cent gain in the study of German since 1927 was regarded as especially significant because of the setback that language suffered..in the War."<sup>2</sup>

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1. Thompson, H.G., The Present Trend in Foreign Languages, High School Quarterly 20: 132-37, Apr. 1932.
  2. New York Times June 14, 1931, Section II, p.3.

This article concluded with this: "Figures for 1931 as compared with 1930, showed an increase of 36 per cent in the number for..Italian, 25 per cent..studying German, 7.5 per cent, studying French and 6 per cent in the study of Spanish. A six per cent decrease in Latin since last year..." This decrease in the percentages enrolled in Latin has already been mentioned above. Other figures for Latin in the state of Iowa for 1930-31 and 1931-32 are given in an article in the Classical Journal<sup>1</sup> by a professor in the University of Iowa. There, however, with the exception of the second year of Latin there was an increase of 2%. The figures for 1931-32 were: Elementary, 4477, increase of 164 pupils, Caesar or equivalent 3353 decrease 51, Cicero 469 increase of 44, Virgil 399 increase of 31. Total, 18,698, increase of 188 or 2%.

Still other figures for California are given in "California Schools"<sup>2</sup> a monthly bulletin, for April 1930. These are for the year 1929-30, so that the comparison will not be quite the same. The totals only are given, therefore. Of 153 Junior high schools, 111 offered Spanish, or 85.6 per cent, 86 Latin, 56 per cent, 67 French, 44 per cent, 7 German, 4.4 per cent, and 2 Italian. Of 290 regular high schools, 258 offered Spanish, 88 per cent, 210 Latin, 72.4 per cent, 107 French, 36.8 per cent, 41 German, 14 per cent, 8 Italian, 2.4 per cent, and 3 Greek. Of 77

1. Flickinger, R.C., The Work and Preparation of Latin Teachers in Iowa, Classical Journal 27:675-82, June 1932.

2. California Schools, Vol. I, No. 4, p. 93. April 1930. Foreign Languages in California Secondary Schools.

Senior high schools, 72 offered Spanish, 93 per cent, 58 Latin, 77 per cent, 47 French, 61 per cent, 20 German, 25.9 per cent, 1 Italian, and 1 Greek. It is here also evident that Spanish is the most popular language in that State.

"Spanish is almost a universal offering of the secondary schools, 469 of the total of 554 schools, or 85 per cent giving at least one year of this language, while 365 schools, or 66 per cent give..Latin; French.. less than one-half.,and German..17 per cent of the secondary schools."<sup>1</sup>

For a comparison of the schools in New York City with those in Arizona for the same year as the present study, and to see the importance of the report just quoted from the New York Times, I refer the reader to figures supplied by Professor Wilkins in the Modern Language Journal of December '1931.<sup>2</sup> He gives totals for French, German, Greek, Italian, Latin, and Spanish which are taught in that city, together with the enrollments in each of these languages by the separate senior high schools and by each semester of that language. It is not important to repeat these here, but it would be worth while for anyone interested in such comparisons to look at them.

It appears, therefore, that the enrollment in language classes in Arizona, with the exception of Spanish, is rather small when compared with those shown to exist in the several other states. Of course, Davis' figures show that Arizona

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1. California Schools, op.cit.

2. Modern Language Journal, XVI: 264-66, Dec. 1931. "Notes, News and Clippings."

schools are ahead of those in New Mexico, but there was a difference in enrollment between those two states of over 1800 pupils in favor of Arizona, when New Mexico had 73.6 per cent of the Arizona total, so that the comparison is not quite equal. Likewise, Arizona is very much behind the other states mentioned as regards any language other than Spanish, which fact is emphasized in the conclusion and recommendations of this study.

## CHAPTER V

## AIMS AND OBJECTIVES OF FOREIGN LANGUAGE STUDY

Many volumes have been devoted to the aims of foreign language study. In this study it is impossible to include any large number of these statements, but a few will be quoted. One writer in this field who has been writing articles or books since 1913 is Professor Handschin. In 1923, he published an article in *School and Society*, in which he set forth these aims:

- "Modern language study should be fostered;
1. As an aid to trade and international intercourse.
  2. To counteract our traditional and baleful insularity.
  3. To teach our people the cardinal virtues of foreigners for emulation, etc."<sup>1</sup>

The remaining ones are more or less a repetition of these three. In setting forth such aims, however, Professor Handschin intended to include all language teaching both for schools and colleges as well. He later published a book on the methods of teaching foreign languages in which he set forth his aims more fully. These are set forth in the form of a summary in another more recent book by Professor Huse in the following form:

- "1. As an aid to purposive and abstract thinking.
2. To give the power to read.
3. For an understanding of the life, art, institutions, religion and politics of the foreign country.
4. To give the ability to speak and understand the foreign tongue.

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1. Handschin, C.H., *Modern Language Teaching and the National Life*. *School and Society* 17:225-233, March 3, 1923.

- "5. To give the ability to write the foreign language.
6. For better comprehension of and power to use English grammar, including syntax.
7. For better comprehension of and better ability to use English words.
8. As a tool for the prosecution of other studies.
9. For the ability to interpret foreign abbreviations, phrases and quotations.
10. General habits and ideals of greatest value."<sup>1</sup>

In these aims we see Professor Handschin's ideas on the aims listed under the heads: "Skill, discipline, information and enjoyment."

To go back a little in this matter, let us see what the Modern Language Association has said. This body appointed a Committee of Twelve which made a report<sup>2</sup> in 1898, published in 1900. In this we find:

"Value of the Modern Languages in Secondary Education. Aside from the general disciplinary value common to all linguistic and literary studies, the study of French and German in the secondary schools is profitable in three ways: First, as an introduction to the life and literature of France and Germany; secondly, as a preparation for intellectual pursuits that require the ability to read French and German for information; thirdly, as the foundation of an accomplishment that may become useful in business and travel."<sup>2</sup>

This is a very modern set of aims considering the time it was written and one that would be practically acceptable today. Certainly many of the writers on aims in recent times have not expressed their ideas as well as these are formulated.

A writer on this subject who published an article before the World War brings out the reading aim. He says:

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1. Huse, H.R., Psychology of Foreign Language Study, U. of N.C. Press, Chapel Hill, N.C., p. 124.
  2. Modern Language Association, Report of Committee of Twelve, 1910, p.7.

"I am convinced that in this country the widest and largest utility will be found in the ability to read the foreign language. Next.. I would place a really good pronunciation. ... Next.. the ability to understand the spoken language,.. and last of all the ability to write and to speak the foreign language."<sup>1</sup>

This idea of putting the reading ability first was for many years the main one, and even today some emphasize this above others.

In this study it is not the intention to review the hundreds of articles that have been written on aims, but a few quotations will be made before giving our results. This matter of aims has been so thoroughly and completely covered by the many writers that it would be needless repetition. A very good summary of these articles will be found in the thesis by Booth<sup>2</sup> who wrote particularly on the aims of teaching Spanish.

Another short article that deserves attention is one by Head, that was written under the impetus of the Great War. Here he gives these aims:

- "1. A better and more sympathetic knowledge of the life and thought of the French people;
2. A good reading knowledge;
3. A reasonably good accent; and
4. A familiarity with the fundamentals of grammar."<sup>3</sup>

These are sufficiently simple to be accomplished by most teachers, and yet broad enough to serve the needs of most students in schools.

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1. Nollen, J.S., Aims of the Teaching of Modern Languages in the Secondary Schools, School Review XIX: 550-54. Oct. 1911.
  2. Booth, J. Objectives in Teaching Spanish in Ariz. Schools. Thesis 1933.
  3. Head, W.D. Aims and Ideals in the Teaching of Modern Languages, Educational Review 63: 71-74, Jan. 1924.

Still another article, devoted to Spanish, stresses the viewpoint of teaching a language for actual use and not for any commercial purposes. This is by Church who says that in the Southwest Spanish probably can maintain itself in our course of study from a practical value, but this language is not the universal commercial medium that it is popularly supposed to be. He concludes with these words:

"The future of Spanish bids fair to be a long and brilliant one, provided it completely casts off its garment of utilitarianism...and is taught in the same general way and with the same aims and ideals of any other living language and literature."<sup>1</sup>

The reports of the Foreign Language Study give many sets of aims that are worthy of consideration if one wishes details in this matter. In Professor Coleman's report on the Teaching of Modern Foreign Languages in the United States, he quotes from a study made in 1926 by Leavitt and Stoudemire. These men tabulated the educational bulletins of twenty-two states and obtained the following list of most frequently occurring items, in the order as given:

Ability to read.  
 Ability to write.  
 Ability to speak.  
 Acquaintance with the history, literature, the people of the foreign country.  
 Ability to understand the foreign language when spoken.  
 Mastery of the grammar of the foreign language.  
 Ability to translate from English into the foreign language.  
 Better understanding and appreciation of the English language.  
 Mental discipline.<sup>2</sup>

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1. Church, H.W. The Future of Spanish, School Review 31: 121-28, November 1923.
  2. Coleman, A. The Teaching of Modern Foreign Languages in the United States, New York, Macmillan Co. 1929, p. 8.

Professor Coleman, after showing the social basis for objectives, gives the tentative list of objectives that was made by the study. These were divided into immediate objectives and ultimate objectives. The former were:

Progressive development

- A. Of the power to read the foreign language.
- B. Of the power to understand the foreign language when spoken.
- C. Of the power to speak the language.
- D. Of the power to write the language.

Again we see the three main objectives of reading, speaking and writing. Further on Coleman gives these immediate and ultimate objectives after they were discussed by the various groups to whom they were presented, and as he says, meant to represent more nearly the actual situation as it now appears. These are then divided into the first two years, and for the third and fourth years. Those immediate ones for the first two years as revised are:

Progressive Development

1. Of the ability to read books, newspapers, and magazines in the modern language within the scope of the student's interests and intellectual powers.
2. Of such knowledge of grammar of the language as is demonstrated to be necessary for reading with comprehension.
3. Of the ability to pronounce correctly, to understand and to use the language orally within the limits of class materials.
4. Of a knowledge of the foreign country, past and present, and of a special interest in the life and characteristics of its people.
5. Of increased knowledge of the derivations and meanings of English words, of the principles and leading facts of English grammar and of the relationships between the foreign language and English.<sup>2</sup>

1. Coleman, op.cit., p. 16.

2. Ibid., p. 107.

This is a very complete statement for two years' work, but it is at least what all teachers should strive for, and there seems to be no reason why they could not be accomplished.

Professor Coleman says in his summary of this matter, in part, as follows:

"... it is the part of wisdom in modern languages to narrow the list of objectives to those items that may be directly connected with definite classroom activities, and to assume that few or no desirable results can usually be attained unless, deliberately or unwittingly, the teacher and the class engage in activities that contribute to their achievement."<sup>1</sup>

Another brief statement of aims brings out the reading and speaking objectives. This is by Professor Fife in his Summary of the Modern Foreign Language Study. He says:

"The ultimate objectives which are intended to constitute the 'surrender value' of the two year course if study should cease at this point, include the ability to read the language and use it orally within limits which are clearly defined."<sup>2</sup>

This is probably as much as could be expected within most schools in Arizona. In as much as Mr. Booth has covered this matter so completely for these schools, it is not necessary to go into any further discussion of the aims here.

In the present study a list of objectives was submitted to the teachers who were asked to indicate the rank of the following:

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1. Coleman, op.cit., p. 110.
  2. Fife, Robert H. Summary of Modern Language Reports. American-Canadian Committee, Macmillan Co., New York, 1931, p. 38.

Reading  
 Speaking  
 Writing  
 World History  
 Understanding of foreign ideals (standards)  
 Knowledge of foreign customs; mental discipline.  
 Increase English vocabulary; Study methods.  
 Literary appreciation.

The teachers who answered this question did not have any common agreement on the order of importance for these objectives. The values placed upon them seemed to vary with each school and teacher. A number of them gave 1, 2, and 3

TABLE XVI

School Enrollmt.	AVERAGE RATING OF AIMS				
	Read	Speak	Write	Compre- hension Forn. Ideals	Foreign Customs
50 or less	2.5	1.66	2.35	4.5	2.40
51-100	1	1.2	1.5	2	3.8
101-200	1.4	1.5	2.5	2.5	1.65
201-500	1.4	1	3.5	4	4.3
501-700	1.25	1.7	1.42	3.6	5
over 1000	1	2	3	2	4.6
All	1.4	1.51	2.37	3.1	3.62
School Enroll- ment	Literary Apprec'n.	Increase English	Mental Discipline	Study Methods	World History
50 or less	4.20	3			
51-100	6	4.66	6.75	8	
101-200	2.19	4.2	4.5	3.2	
201-500	3.37	3	3.66	4.70	5.40
501-700	5.33	6.6	3	7	5.5(only2)
over 1000	5	5	9	8	7
All	4.34	4.41	4.48	5.1	5.7

to the first three objectives, but not necessarily in the above order, while others scattered the values among all of them. In some cases, that of increasing the English vocabulary was stressed where the number of Spanish-speaking students was predominant.

One teacher gave a value of 1 to Reading, speaking and writing equally, 2 for understanding foreign ideals and customs, and 3 for mental discipline and study methods, crossing out the others. He said:

"If I had advanced work my first objectives would be those marked No. 2 and would be obtained through reading."

This was from a school of less sixty enrollment. Another teacher in a junior high school simply checked the first three objectives without any order, and made no indication for the others. Still another teacher crossed out "speaking", but gave values to all the remaining ones. This latter, however, was in Latin, not Spanish. This same teacher gave speaking a value of 2 for Spanish. Another teacher gave this objective a value of 1 for "English-speaking classes", and 3 for "Spanish-speaking" classes, etc. Some teachers even crossed off the speaking objective, but this was generally in Latin classes, while in the modern languages this varied from 1 to 6 or more. One teacher of Spanish in Phoenix Union High School marked 'Writing, Literary appreciation,' and added "College Preparation," but did not indicate any others. It is, therefore, evident that the teachers of the foreign languages do not have any regularity in their individual objectives in their classwork, and whatever objectives are used seem to depend upon the local situation almost entirely.

In this connection it may be of interest to quote from

Professor Wilkins' book on the teaching of Spanish. He says, in part:

"The aim of the teacher of Spanish in the United States should be to effect that thorough mental discipline which is imparted by a study of grammar, idiom, and syntax; and so to develop that ready and accurate facility of ear, tongue, and eye that, all combined, will make the present and future use of the language, and progress therein, both possible and certain."<sup>1</sup>

Another similar set of aims was recently published in the Modern Language Journal. In this Mr. Duckles gives ten more or less distinct and genuine values which will reward the high school student of average talent who pursues a two-year course. These ten objectives are largely cultural in their general nature, and are to a large degree summed up in the last one thus:

"10. He will employ it as a means of finding himself."

The list of ten objectives are given by this writer as being in addition to the usual ones of reading, writing, speaking, et cetera.<sup>2</sup>

#### FOREIGN LANGUAGE TEXTS USED IN ARIZONA.

The second part of this chapter concerns the different textbooks that are being used in this foreign language work in the schools of Arizona. Here, again, there is a great deal of variety, in particular in the reading texts that are being used in Spanish. The grammars, on the other hand, are, for the most part, confined to a few as shown

1. Wilkins, L.A., Spanish in the High School, A Handbook of Methods. Benj. H. Sanborn & Co., Boston, 1929, p. 65.
2. Duckles, M.E., The Case for Foreign Language, Modern Language Journal XVIII: 305-312, February 1934.

below. Among the twenty-one teachers who reported using Wilkins' New First Spanish Book, were five teachers in junior high schools. For the third and fourth years those

TABLE XVII  
SPANISH GRAMMARS REPORTED

Author	Title	No. Teachers Reporting
Wilkins	New First Spanish Book	21
"	" Second " "	14
Pittaro & Green	Beginners' Spanish 1st yr.	10
"	" 2nd yr.	3
Hills & Ford	First Spanish Course	8
"	Second " "	4
Espinosa & Allen	Beginning Spanish	4
Friedman, Arjona & Carvayel	Language, Literature & Life I and II	3
	Oxford Review Series	2
Seymour & Carnahan	Spanish Review Grammar	1

used were mostly in the way of review books, as the Oxford Review Series, et cetera. In some schools these advanced years were largely taken up with the study of Spanish literature. In the Yuma High School, they are given over to literature, with very little formal grammar study being included, or at least, not included as a separate part of the course. The various readers that were used are as follows:

TABLE XVIII  
SPANISH READERS REPORTED

Author	Title	Teachers reporting
Wilkins	Beginning Spanish Reader	4
Crawford	Gil Blas de Santillana	3 or more
	Vistas de Mexico	2
Dorado	Primeras Lecturas	2
	Espana Pintoresca	3 or more.
Asensi	Victoria	
Romera, No- varro	Historia de Espana	
Espinosa, etal.	Easy Spanish Conversation	
	Notas de un Estudiante	2
	El Final de Norma	5
Hills & Cano,	Cuentos y Legendas	
Harrison,	Elementary Review	
Palacio Valdes,	Short Stories	
Hanssler & Parmenter	Spanish Reader	
Hills & Reinhart,	Fortunato and Zaragueta	2 or more
	Chispitas	2 or more
Harrison	Mexico Simpatico	2 or more
Dorado & Ray	Trozos Modernos	

The above readers were used in the first year classes. The following were reported to be used in the second and advanced years:

TABLE XIX

<u>ADVANCED SPANISH TEXTS REPORTED.</u>		
Author	Title	Teachers re- porting
Northrup,	History of Spanish Lit.	Lit. course 3rd. yr.
Zaragüeta,	Carrión, Remos-Aza,-Tony	2
Alarcon	El Capitán Veneno	2 or more 2d.yr.
	El Pajaro Verde	1 2d.yr.
	Viajando por Sud America	1 or more
Luria	Correspondencia Commercial	3d. yr.
Mesen	Lazarillo, Gil Blas, Don	
	Quixote, Marienela, El Hay de	
	Lena, La Vida es Sueño, etc.	2 4th yr. Lit.
	Composition by Gallaland & Bresner	1
Tardy	Easy Spanish Reader, first year	1 or more
	Second Spanish Reader, second year	
Seymour and Carnahan	Spanish Review Grammar	1
Roessler & Remy	First Spanish Reader, first yr.	1
Umphrey	Spanish Prose Composition	1
	El Palacio Triste	1
	Sierra	1
	Novelas Costos Escogidas	1 or more
Whittem & Andrade	Spanish Commercial Correspondence	Yuma 3d yr.
----	El Si de Las Niñas	
Gutierrez	El Trovador	
Froesster & Loloy	Vistas de Mexico	4th yr. lit. course Yuma
Wilkins	New Spanish Reader for Beginners, second year	2
Qunifera	Puebla de las Mujeres, third year.	
Julio Comba	La Rana Viajera, second year, fourth semester.	
Marcial Dorado	España Pintoresca, second year.	Phoenix
Crawford	Temas Españoles, second yr.	Phoenix 2
	Fortunas y Zaragüeta " " "	2
Alarcón	Novelas Cortas Escogidas	3d.yr. 1
Maxman	Trip to S. America	3rd yr. 1
	Partir a Tiempo, Gil Blas	3d. yr. 2 or more.

The situation in Yuma is particularly interesting. For the first two years of Spanish they use the grammar and composition work, with considerable reading. Then in the third and fourth years they alternate one year commercial, the other year literary Spanish. Of course, the third and

fourth year classes are not large, but there were three teachers of Spanish and one teacher of Latin employed in Yuma High School in the year of this study. The head of the Spanish department used some very ingenious methods to arouse interest in the work. Evidently they have a very active group of students in this subject.

As regards the textbooks in Latin, there is not so much variation, due in part to the fact that there is not so much Latin taught. The most used book for Latin is Gray and Jenkins' Latin for Today as shown in the table below, which is arranged for different years. This was reported by nine teachers for the first year, one of whom also reported the use of a special work book that accompanies this text. Another book mentioned was First Latin Lessons and Second Latin Lessons by Little and Parsons, one of which was reported from a junior high school. Still another is the Second Latin Book, for the second year of Latin, by Ullman and Henry, and the Third Latin Book, for the third year, by Ullman, Henry and White. Two other books were mentioned once each. These are First(Year)Latin by François, and Second Latin by Scudder. In Phoenix, for the fourth year of Latin, Fanchough and Brown's edition of the Aeneid was used. These are all the Latin textbooks that were reported. Incomplete returns from some schools may account for this, but as was shown in a previous chapter, there are comparatively few teachers of this subject

in the schools of the state.

TABLE XX

LATIN TEXTS REPORTED		
Author	Title	Teachers Reporting
Gray &	Latin for Today Book I	9
Jenkins	" " " Book II	8
Little &	First Latin Lessons	1
Parsons	Second Latin Lessons	1
Ullman & Henry	Second Latin Book	1
Ullman, Henry & White	Third Latin Book	1
Francois	First Year Latin	1
Scudder	Second Latin	1

The returns for French are still less varied, due to the fact that this subject is taught in only three of the high schools in the state. The books given were Holzworth and Price, Beginners' French, and Molt's Intermediate French "with reading texts" in Tucson; and Bovée Première Année de Français, with readers: L'Abbé Constantin, La Poudre Aux Yeux, Colomba, Le Voyage de M. Perichon, and outside reading in varying amounts, in Phoenix.

In general, these textbooks are all quite satisfactory. There seems to be a wide variety in the Spanish reading texts. Whether or not this is a good thing need not be discussed here. Mention of this will be made in the close of this study. Different schools need different textbooks, and the particular ones used will depend upon the individual situations and the teachers.

## CHAPTER VI

## LIBRARY FACILITIES

One of the points that should be considered in the study of any subject or instruction is the number of books that are available for reference on that subject in the library. This is not only of interest to the teacher, but if the number of books is sufficient and well chosen it makes the teaching much easier. With this in mind, the teachers in this study were asked to answer the following question:

"Is your school library sufficiently equipped with usable references for your classes?-- If not, about how many additional volumes are needed?-- About how many volumes have you?"

The answers to this part of the questionnaire were likewise rather varied as shown by Table XXI.

TABLE XXI

OPINIONS OF TEACHERS RELATIVE TO  
ADEQUACY OF LIBRARY

Total Enrollment of School	Library Sufficient			
	Yes	No	Partly	No Answer
50 or less	5	4		
51-100	5	2	1	1
101-200	10	7	2	1
201-500	5	5	1	
501-700	4	4	1	
over 1000	6	1		2
Total	35	23	5	4

In the group from 501 to 700 the teachers seemed well divided upon this matter, as four said yes and the same number said no, and one said "very few." Of these two teachers in each of two schools gave conflicting opinions.

In these schools at least the sufficiency of the library is decidedly a matter of personal opinion. In the answers from Tucson high school, three gave yes, one said no, and one did not answer. In Phoenix, three said yes, and one did not answer the question. These replies are based upon the actual number of teachers answering within each grouping of schools and not the number of schools. Although the answers are in some cases rather evenly distributed, taken as a whole, the teachers seemed to agree that there were more libraries "sufficiently equipped" than otherwise.

As far as the numbers of available volumes are concerned, the answers were far from satisfactory for any compilation. In the group of less than 50 enrollment, the number of volumes on hand were reported varying from 8 to 300, only about half of the teachers answering this question, and one saying only "few" for those available. In the second group, this number varied from 10 to 125, and one teacher said she, or her department, had "only dictionaries." Included within this group, in the present study, is Gila College, which reported 6,000 volumes on hand. Undoubtedly this is an error due to the careless reading of the question. The next group of schools, 101-200, gave the number available from 10 to 75, with most of them between 20 and 50. The schools with from 201 to 500 enrollment had a range of books from 5 to 3,202, the latter figure being reported from Clarkdale and is again apparently

an error due to the careless reading of the question. Two junior high schools in this group reporting only 10 volumes each. Yuma comes in this class, reporting only 20 books which were said to be sufficient. This is doubtless due to the ingenuity of the teachers which has been mentioned in the previous chapter. Another school in this group put a question mark for the number on hand as well as for those needed, but said that the library was not sufficient for its classes. In the division of 501 to 700, a number of teachers did not answer this question of the available books. Only three answered it, one giving 10 "not very good", another 12, and the third said 100. None of the teachers answering from Tucson gave the number available, while in Phoenix one said "300 or more" and another 500, these being the only answers from there.

The other part of this question again brought very varying answers. For the volumes needed, only one school in the smallest group gave a reply which was 3 with a note that they had no reference books, the same fact being noted in another answer in the reply. In the second division, 51 to 100, one teacher said they needed 10-15, and another did not know what was needed. The remaining ones did not answer this point. The third group had a need varying from 12 to 50. Also here one needed an encyclopedia, one "books on mythology," another said "need Spanish and Mexican History." Several did not answer on this point. In the

next division, 201-500, only three teachers answered on the number needed, answers varying from 50 to "all." From the larger schools only one teacher in Phoenix responded to the question. She said "none" were needed.

From this data, it would seem that the majority of the school libraries had a sufficiently large collection for ordinary purposes. This point is confirmed for the year 1927-1928 by a report given in the School Library Yearbook published by the Education Committee of the American Library Association, which says:

"Figures obtained from the report...of.. high school inspector, show that the high schools of Arizona maintain a good record as to the total number of volumes in the library. ... Only four of the schools reporting fall below the desirable average of \$1.00 per student, while eight exceed \$5.00 per student. ... Phoenix and Tucson public libraries have trained librarians in the children's department and handle school reference work."<sup>1</sup>

For the purpose of comparison, it is interesting to see what was said on the library situation in 1925. In the study by Davis, after giving a table "Showing Number of Schools Possessing Certain Equipment Features", which shows that in Arizona, 23 public schools had "A library room," out of 32 schools "public and non-public", he shows that Arizona had no school library with less than 500 volumes,

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1. School Library Yearbook No. 3, pub. by Education Committee, A.L.A., Chicago, 1929.

while New Mexico has six such so called libraries. Arizona had fifteen with from 500 to 1000 volumes, and New Mexico had but twelve. From 1001-2000, Arizona had 13 libraries in schools, with only six in New Mexico. From 2001 to 5000, Arizona had five, and New Mexico but four, each state had 2 libraries of over 5000 volumes. Davis also gives data on the annual appropriations for libraries. He likewise gives data on the number of librarians and says that of 1571 North Central Association schools 31.6 percent reported "full-time librarians" and 55.6 percent have part-time librarians. Also in Arizona he found six with full-time librarians, and 21 without. Nineteen reported "part-time" librarians, and eight had no librarians. New Mexico reported five full-time librarians and 20 part-time workers. In this respect the two states were pretty equally divided.<sup>1</sup>

The most recent data on the library situation in schools is given in Monograph 17 of Bulletin 17, 1932, of the Office of Education. This is by Johnson who gives the conditions in places where schools are working out various problems in their libraries. Chapter IX of this monograph is entitled "The Library in the Small High School," in which Johnson describes situations in several places where difficulties in securing a satisfactory library are being overcome. At the close of this he says:

"The successful library service found in a number of

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1. Davis, C.O., Our Secondary Schools, pp. 53-54.

schools makes it clear that the library situation in small high schools is far from hopeless. Continued efforts to increase the size of the groups served by the libraries in the smaller high schools will undoubtedly result in raising the standards of library efficiency in such schools."<sup>1</sup>

This should be encouraging to the teachers who feel that their libraries are not sufficient for their needs, and all schools should have a copy of this monograph, as it has many suggestions for helping to make libraries of more service to all concerned with them.

For purposes of comparison with the figures given for Arizona both from the present questionnaires and from Davis' study, a detailed report of libraries in California schools, arranged by size, and in tabular form, will be found on page 74 and following of the Library Yearbook mentioned above. It is not thought necessary to quote this here.

The schools whose libraries are considered as insufficient should secure a list of books such as that contained in the Standard Catalogue for High School Libraries<sup>2</sup> or put out by the Los Angeles Public School System in 1928.<sup>3</sup> These lists are quite complete, and give many good books with some annotation on them, as well as the publisher and the cost of each one. They are arranged along the Dewey Decimal

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1. Johnson, Lamar, Bulletin 17, 1932, Office of Education, Washington, D.C., Monograph 17, 1933.
  2. Standard Catalogue for High School Libraries, New York, H.W. Wilson Co (1926) 1929.
  3. A List of Books for High Schools, L.A. City School District, School Publication No. 172 by Committee of Calif. School Lib. Assn. Southern Sect.

System, so that any one familiar with this classification can easily find any type of book he may want. From such a list, the needs of any library can be filled easily, as soon as the necessary money is available, and it will be a more or less permanent guide for all purchases. These lists give many groups of books that would be essential for the teachers of foreign languages, such as dictionaries for the various languages, atlases, books on foreign relations, foreign literature in translation, biographies, histories of the different countries, et cetera.

To get an idea of how the library conditions have improved since Davis' report was issued in 1925, another report was given in the North Central Quarterly for June 1932.<sup>1</sup>

This shows that:

"Thirty-six per cent of the schools employ full time librarians, 52 per cent of them employ part-time librarians, and 304 schools or 13 percent employ no librarian."

"The Association recommends that all schools spend at least \$200 for library books and magazines and at least \$.75 per pupil."

This was for the Association as a whole. For Arizona, of 36 schools, nine had full time librarians, 24 had part-time librarians, and three had no librarians.

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1. North Central Quarterly, VII: 71-76, p. 93. June 1932.

CHAPTER VII  
CONCLUSIONS AND RECOMMENDATIONS

In concluding this study, there are several points to be considered. (1) In the first place, most of the teachers of foreign languages are apparently quite well prepared for teaching, but they are not so well fitted, on the whole, for teaching languages. As was shown in chapter II, only one half of the teachers of Spanish have majored in this field. Again, in the case of Latin, we found that not quite half of the teachers of Latin had majored in the subject. Of the three public school teachers teaching French only one, or one-third, had a major in French. What, may well be asked, is the cause of this situation? Many reasons may be offered in answer to this question. Probably the most common cause in Arizona is the fact that so many teachers must teach two or more subjects, and consequently it is almost impossible to prepare for, that is, to major in two or more subjects that one may teach.

(2) In the matter of tenure, we found that, on the average, the teachers of foreign languages remained in one position for four years, excepting in the largest schools where it was five years or more.

3. In the experience of these teachers, the average

length of time these teachers have taught languages is six years, excepting in the two groups of largest schools, where the average was found to be fifteen years. These years of language teaching were not necessarily their total of teaching experience.

4. The salaries, on the whole, were found to be quite satisfactory as compared with teachers' salaries elsewhere. All were above \$1200 annually, and some running over \$2000.

5. From the graduation years of the teachers as given on the questionnaires, the ages of most of them were seen to be approximately twenty-five years. This is borne out in the study by Tupper.<sup>1</sup>

6. There were nearly three times more women than men teaching languages, there being fifty-one women and only eighteen men answering our study.

7. Our next discussion was on the matter of teaching loads which were seen to be reasonably satisfactory. Most of the schools included in this study belong to the North Central Association and must comply with the regulations which specify five or six hours a day teaching as a maximum. Twenty of the teachers who replied had, therefore, twenty-five hours a week of teaching duty each, but several did not answer this point fully. This is for actual teaching, but, of course, there is more than just the class

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1. Tupper, C.R., Survey of Arizona Schools, p. 38.

periods to be considered in estimating the total teaching load. Data on the other aspects of the teaching load were not obtained, the extra amount of time any teacher would need for correcting papers, preparations, et cetera cannot be estimated. The majority of teachers reported a forty-five minute class period or its equivalent.

8. In considering the actual status of the foreign languages, we found very little language instruction offered in the schools reporting other than Spanish. In the first group of the schools we found only one that reported Latin in addition to Spanish. In the second group, Gila College offered French besides the two years of Spanish. The third division of schools had five that gave Latin, two gave three years of Spanish, and one of these offered a fourth year in this. In the next group, three schools gave Latin and one junior high school had French, in addition to Spanish. In the fifth group, 501-700, four schools gave Latin besides the Spanish classes. Of the schools with an enrollment greater than 1000 pupils both Phoenix and Tucson high schools offered French, Latin and Spanish. This is all the work in foreign languages reported from the public schools. In the private schools there is usually a broader choice due to the fact that the majority of the students are preparing for college. Usually French, German, Latin and Spanish are offered. Not all give these four, but the French and Spanish are generally given in addition to Latin.

9. As far as the aims and objectives are concerned, our data indicated a decided lack of uniformity of opinion among the teachers as to what they are trying to accomplish. As was stated in chapter V, there have been many articles and even volumes written on the study of foreign languages and their aims. Nearly every writer in this field expresses his own ideas of what aims should be worked out and striven for, but few reach any definite conclusion in this matter. In as much as the greater portion, about 83 per cent,<sup>1</sup> of those who begin the study of modern languages in the public and private secondary schools, continue the language for but two years, even the simplest aims are somewhat difficult of attainment. Professor Coleman in his summary<sup>2</sup> of the chapter on objectives says:

"Teachers...appear to have less confidence that their pupils realize the instrumental aims (reading, writing, speaking, understanding the spoken word) than that they attain other and less direct objectives, such as improvement in English..."

Under these circumstances, it appears almost impossible to give any definite conclusions on the matter of aims. However, the lack of clearly defined aims in the answers on the questionnaires indicate that our teachers should more seriously consider this question. The lack of clearly thought out objectives may explain in part the continuing of the study of the language by only seventeen percent of their pupils after college entrance requirements are satisfied.

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1. Coleman, A. The Teaching of Modern Foreign Languages in U.S., 1929, p. 26.
  2. Ibid., p. 110.

10. On the question of the library facilities, a total of thirty-five teachers of the sixty-seven responding said that their libraries were sufficient or adequate for their class needs. Twenty-three said theirs were inadequate: five said "partly" and four teachers did not answer this question. Judging by this together with the other information presented in Chapter VI, it would seem that at least half if not more of the libraries in these schools were satisfactory for the purposes of these language classes. Of course, not all classes need the same amount of reference works, and so it would be impossible to get any real uniformity in the numbers of volumes that could be called sufficient for all the schools.

#### Recommendations.

In the light of the facts that we have shown from the results of this study, the following recommendations are made with the hope of improving the conditions for the teaching of the foreign languages:

1. It is recommended that all teachers of the foreign languages should have had at least a minor or the equivalent in the language or languages to be taught. In the case of Spanish, for example, a prospective teacher should have at least two years of college preparation in this language, together with one or more years of Latin and a methods' course in teaching Spanish or the equivalent work in practice teaching. This recommendation is made with the idea of having the

teachers more completely prepared for teaching these languages, not only for their own satisfaction of doing better teaching, but to obtain better results with their pupils.

2. In connection with the above, it is also recommended that on certificates for teachers of foreign languages there be indicated the special subjects for which they are qualified in this field. Also that these certificates should have certain definite subject matter preparation requirements specified by the State Department of Education.

3. There should be included in the new state course of study a syllabus for the foreign languages, similar to that which is found in other states or large cities, particularly in New Mexico, where the work is outlined by semesters for three years of Spanish, and for two years of Latin. Another example of such a syllabus can be found in the course of study for the Denver Public Schools. This syllabus could be worked out in a tentative form, at first, for a trial, and later it might be printed and distributed to the teachers. Such a bulletin or syllabus would prove of definite value.

4. In connection with this syllabus, there should be some unification of the textbooks to be used for these languages. It is not meant that all schools should use exactly the same texts throughout, but that less variety especially in the reading texts should be allowed. The

results of this study indicate that, in Spanish, at least, there was a greater number of reading texts than economy would advise. This could best be determined by the subject matter committee or division of the committee on the state course of study revision.

5. There should be more variety of foreign languages taught in the high schools of the State. As we have shown, the principal foreign language work in the schools is Spanish, with a little Latin, practically no French, and no other languages. This matter of variety could be brought about by more language teaching in the junior high schools, where a course in "general language" work might be used as an introduction to the specific work in the particular foreign language chosen. Another way to give wider variety would be to secure teachers who could handle more than one modern language, such as French and Spanish. Then, if time did not permit both modern languages to be taught within the same year, they could be alternated. One teacher in a school of 100 students, wrote that Spanish I begins in the 9th grade, "which is no place for it as it is taught today. Students not ready for what is expected and required in a regular Spanish I course. Too great a gulf between high school and college language study." Similar opinions have been expressed by other teachers. Some would favor having the foreign language work, if only two years are to be elected, in the junior and senior years of high school, in order that those

students going on to college will not have a break in their language study. There are certain valid objections to this plan, since it reduces the electives in the last two years of school, but there should be some way to avoid that "gulf," and to enable the pupils to continue their language study without a break of two years. Many arguments could be given on both sides of this matter, but the writer favors beginning the language study with a course in "general language", or postponing the actual foreign language work, that is for credit, to the 10th or even 11th grade in the case of those students who expect to go to college. For the others, it may be better to begin the study of languages in the 9th grade, or else not at all, since they may not even finish the high school course. Here is a case where the proper guidance methods must be used to let each student take the work that is best fitted to his own situation. This should insure those going to college not having to bridge that "gulf." Of course, if a student is able to take more than two years of the language in his school course, then it does not matter so much when he begins, as long as it is early enough, and definite plans are made to carry it through his program of studies.

6. Another matter that might be used in connection with this time element is the use of prognosis tests for those students who believe they want to study foreign languages. If these tests are given in the eighth or ninth grades, they

will often save much trouble and may even avoid failures that might be discouraging to all concerned. In the foreign language field, one of the best of these tests is the Orleans-Solomon Latin Prognosis Test which gives six lessons and nine tests for Latin prognosis, and the Modern Language Prognosis Test by Luria and Orleans.

7. There should be a permanent committee of the Arizona Education Association to head up all the work in the foreign language field. This committee would help in preparing the syllabus and any other material that may be published in connection with the new state course of study now under preparation. Membership in this committee should be limited, but there would be a permanent chairman who will constantly keep in touch with the educational conditions of the state, and who can call this committee together whenever there is a need for some action in this field due to any change that may arise.

8. This committee should, first of all, draw up a set of aims and objectives for the teaching of the foreign languages throughout the state. These would not necessarily have to be followed literally by all the teachers, but would serve as a guide in their teaching of the foreign languages in the schools. In this way, the teachers will have something to serve as a goal, and their teaching will be simplified as well as more unified, or less hit-and-miss fashion as some of it must be at times. In these aims there should

be a distinction made between the work for those pupils who are American born, and those of Spanish extraction who have certain advantages in the study of the Spanish language.

## APPENDIX

The enrollment figures for the various schools answering for the year of this study are as follows:

Schools of 50 or less enrollment:

	Spanish 1st yr.		2nd. yr.		No other language		
	Boys	Girls	Boys	Girls			
Ash Fork	3	5	1	4			
Bowie	6	6	4	6	"	"	"
Litchf'd	7	4			"	"	"
McNary	4	11	2	11	"	"	"
Parker	6	7	5	2	"	"	"
Payson			3	4	"	"	"
Pearce	17	12	7	5	"	"	"
Seligman	1	3			Lat. 2nd. yr. 6 boys, 8 girls		
Wickenb'g			7	7	No other language taught.		

Schools of 51 to 100 enrollment:

	Spanish 1st yr.		2nd. yr.		
	Boys	Girls	Boys	Girls	
Benson	17	15	11	17	No other language
Clemenc'	9	18	(Jr. H.S.)		No other language
Holbrook	20	10	7	16	No other language
Patagonia	11	8	7	11	No other language
Pima	15	15	(Jr. H.S.)		No other language
St. David	5	10	9	7	No other language
Scottsdale	1	13			" " "
Thatcher			16	14	French 1 yr, 6 boys, 1 girl. Gila College. Span. 2d. yr., 6 boys, 1 girl.
Tolleson	20	15	9	8	

Schools of 101 to 200

	Spanish 1st yr.		2nd. yr.		Latin 1st yr.		2nd yr.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Ajo	16	22	20	12				
Casa Gr.	28	27	11	9	4	8		
Chandler	15	19	10	11				
Clifton	18	17	8	8				
Duncan	37	23	7	12				
Flagst'f	22	13	6	6	16	15	5	9
Florence	28	32	20	20				
Ft. Thom.	10	13	7	11				

## Schools 101 to 200 contd.

Gilbert	12	12	5	7	
Hayden	36	18	8	12	3rd.yr.Span. 2 girls. Latin 1st yr., 1 boy, 4 girls, 2d year. 1 boy, 1 girl.
Jerome	39	20	24	14	No other language.
Ray	25	14	8	14	3rd. yr. 2 boys, 6 girls, 4th yr., 1 boy, 2 girls.
Ray	16	21	12	9	3d. yr. 7 boys, 8 girls, 4th, 9 boys, 7 girls.
Latin	2	4	1	4	
St. Johns	7	1	6	6	(Spanish)
Springv'l Rd. Valley	13	7	4	6	
Thatcher Valley HS	18	10			No other language
Willcox	14	17	5	9	" " "
Williams	8	4	7	4	Latin 1st yr. 7 boys, 2 girls, 2nd 1 boy, 5 girls.

## Schools 201 to 500

	Spanish 1st yr.		2nd yr.		
	Boys	Girls	Boys	Girls	
Bisbee	11	9			Horace Mann J.H.S. Latin 1st yr.
"	10	15			8 boys, 6 girls
Clarkd'l	17	28	20	23	
Douglas	35	40	28	26	3d.yr., 6 boys, 10 girls.
"	21	80	30	28	Latin 1st. 4 boys, 12 girls. 2d 5 boys, 12 girls.
Prescott	10	10	15	7	Latin, No report of Spanish
Safford	41	37	25	17	No other languages
Tucson	47	33	Mansfield	JHS	French 1st yr. 12 boys, 18 girls.
Yuma	24	23	14	11	
"	36	45	20	9	3d., 11 boys, 7 girls.
"	47	8	6	13	4th, 4 boys, 5 girls.

## Schools 501 to 700

	Spanish 1st yr.		2nd yr.		
	Boys	Girls	Boys	Girls	
Bibbee	28	22	26	15	Latin 2nd. 7 boys, 12 girls. French no report. Latin 3d. 2 boys, 2 girls.
Mesa	58	60	11	13	
"	9	10	16	25	3d. 9 boys, 4 girls.
" Latin	5	9	2	3	

## Schools 501 to 700 continued

Globe 1st sem.	27	19	2d. semester	40	34	3d. sem., 25 boys, 9 g's. 4th sem., 19 boys, 15 girls
"	40	34	Latin 1st yr.,	12	16	girls.
Tucson	51	69	2d., 7 boys, 5 girls.			
"	72	69	Roskruge J.H.S. Latin	12	18	girls.
"			Safford J.H.S.			

## Schools of over 1000

	Spanish 1st yr.		2nd yr.		
	Boys	Girls	Boys	Girls	
Tucson	11	14	10	10	French 1st. 3 boys, 22 girls. French 2nd, 7 boys, 15 girls.
"	9	10	20	31	
"	28	22	30	21	
"	Two other Spanish teachers gave no figures.				
Phoenix	14	26 (2dyr.)	6	16 (3d. year)	Latin 1st, 23 boys, 30 girls
" Fr.	6	24	8	22	3rd.yr. 2 girls; Lat., 5 boys, 9 girls.
" Sp.	40	20	140	50	
"	Latin teacher gave no figures, but teaches two yrs. Latin. No other Phoenix teachers reported.				

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