

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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THE READING OF  
MODERN FOREIGN LANGUAGES

EXTENT TO WHICH THOSE WHO HAVE PURSUED  
FRENCH, GERMAN, OR SPANISH IN HIGH SCHOOL OR IN COLLEGE OR  
IN BOTH READ THESE LANGUAGES AFTER GRADUATION

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*In cooperation with the*

MODERN FOREIGN LANGUAGE STUDY COMMITTEE AND THE  
UNITED STATES BUREAU OF EDUCATION



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## LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION,  
Washington, June 7, 1927.

SIR: Three years ago the Bureau of Education undertook to cooperate with the American Council of Education in a thoroughgoing investigation of the study of modern foreign languages in American schools.

The investigation has proceeded actively. Leading teachers of languages have participated in it, and the Carnegie Corporation gave financial assistance. The aims, methods, and results of such instruction in high schools and in colleges have been subjected to searching examination, and the conclusions promise to be of great value.

An outcome of the investigation is the accompanying report by Prof. M. V. O'Shea, which relates to the extent to which modern foreign languages studied in high schools and in colleges are utilized in reading after graduation. The data exhibited are of unusual significance. They could not have been procured except under the favorable circumstances which surrounded this investigation. I recommend that the report be published as a bulletin of the Bureau of Education.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

VII

# *The Reading of Modern Foreign Languages*

## *Chapter I*

### *Explanatory*

This monograph presents data and conclusions derived from one phase of an investigation of objectives and methods in the teaching of modern foreign languages in high schools and colleges. In due time and in another place, a detailed explanation will be made of the modern foreign language study which is now in progress, and of which the inquiry described and reported upon in the following pages is a part; but it should be said here that a committee of specialists operating under the auspices of the American Council of Education and with financial assistance received from the Carnegie Corporation has been and still is conducting an investigation to discover, first, the aims which are guiding teachers of modern foreign languages in high schools and colleges; and, second, the outcomes of their instruction. The committee of direction and control of this investigation is headed by Prof. Robert Herndon Fife, of Columbia University, who has as associates E. C. Armstrong, Princeton University; E. B. Babcock, New York University; Mary C. Burchinal, West Philadelphia High School; J. P. W. Crawford, University of Pennsylvania; C. H. Grandgent, Harvard University; C. H. Handschin, Miami University; E. C. Hills, University of California; A. R. Hohlfeld, University of Wisconsin; Josephine W. Holt, city schools, Richmond, Va.; R. H. Keniston, University of Chicago; W. A. Nitze, University of Chicago; W. R. Price, New York State Department of Education; L. A. Roux, Newark Academy; Julius Sachs, Teachers College, Columbia University; E. B. de Sauze, city schools, Cleveland, Ohio; W. B. Snow, city schools, Boston, Mass.; Marian P. Whitney, Vassar College; and Milton A. Buchanan, University of Toronto. Assisting this committee as special investigators are Algernon Coleman and Charles M. Purin, with V. A. C. Henmon, of Yale University, as consulting expert.

*Postscholastic use of modern foreign languages.*—The committee on direction and control, believing that it would be important to ascer-

tain to what extent modern foreign languages are used after graduation from high school and college, determined to secure data relating to the matter by requesting graduates of high schools and colleges who had pursued modern foreign languages for at least two years either in high school or in college, or in both, to give testimony regarding the extent to which these languages have been read since graduation.

With the cooperation of the United States Bureau of Education, a questionnaire was sent to high-school and college graduates throughout the country. Four main topics were covered in the questionnaire—first, whether or not high-school and college graduates think the time devoted to the pursuit of modern foreign languages was well spent; second, whether or not any literature has been read in the original languages since graduation; third, whether or not literature in foreign languages that had been studied in high school or college has been reread since graduation; and fourth, whether or not any literature presented originally in a modern foreign language has been read in translation. Each correspondent was asked to state the purpose for which he has read foreign literature, whether in the original or in translation. The following is a reproduction of the questionnaire used in this study:

## DEPARTMENT OF THE INTERIOR

No. 2-D-15

## BUREAU OF EDUCATION

WASHINGTON

## USE OF MODERN FOREIGN LANGUAGES AFTER GRADUATION

1. For how many years did you study in a secondary school or in college any of the foreign languages listed below?

In secondary school

In college

French..... years  
 German..... years  
 Italian..... years  
 Spanish..... years

French..... years  
 German..... years  
 Italian..... years  
 Spanish..... years

Any other foreign language(s)? (Name each language)

..... years ..... years  
 ..... years ..... years

2. Have you taught any foreign language, ancient or modern? (Underline.)

Yes. No.

If so, what language(s)? .....

For how many years? .....

(Write the number of years directly under language named.)

3. Do you consider that the time in your modern language course was well spent? (Underline.) Yes. No.

4. Have you, since graduation, read in the original any modern foreign-language material not previously read by you in high school or college? (Underline.) Yes. No.

If so, from what authors or sources? (If possible, give also approximate number of pages.)

Language	Author or source	Pages	Author or source	Pages

5. For what purpose was this reading done? (Underline.)

- (a) Research.
- (b) Travel.
- (c) Business communications.
- (d) For your present occupation.
- (e) Personal enjoyment.
- (f) -----

6. Have you, since graduation, reread in the original any modern foreign-language material previously read by you in high school or college? (Underline.) Yes. No.

If so, from what authors or sources? (If possible, give also approximate number of pages.)

Language	Author or source	Pages	Author or source	Pages

7. For what purpose was this reading done? (Underline.)

- (a) Research.
- (b) Travel.
- (c) Business communications.
- (d) For your present occupation.
- (e) Personal enjoyment.
- (f) -----

8. Have you, since graduation, read in translation any modern foreign-language material? (Underline.) Yes. No.

If so, from what authors or sources? (If possible, give also approximate number of pages.)

Language of original	Author or source	Pages	Author or source	Pages

9. For what purpose was this reading done? (Underline.)

- |                              |                                  |
|------------------------------|----------------------------------|
| (a) Research.                | (d) For your present occupation. |
| (b) Travel.                  | (e) Personal enjoyment.          |
| (c) Business communications. | (f) .....                        |

10. Have you, since graduation, been confronted with a situation where you have needed the language— (Underline.)

- |                         |                   |
|-------------------------|-------------------|
| (a) For correspondence? | (d) For research? |
| (b) For conversation?   | (e) For .....     |
| (c) For travel?         | (f) For .....     |

Explain briefly: .....

Secondary school(s) attended: .....

College(s): .....

Occupation: .....

At the outset of the inquiry it was thought that it would be desirable to study the situation in respect to four languages—French, German, Spanish, and Italian—but it was subsequently agreed that it would not be worth while to investigate the use made of Italian, so this language was eliminated. In selecting persons who should be requested to give testimony, it was decided that in order to secure a proper sampling of those who had pursued modern foreign languages it would be advisable to choose subjects from the graduates in four classes, in both high schools and colleges, viz, the classes of 1903, 1908, 1913, and 1918. It was thought that it would be necessary in order to obtain the required number of testimonies as a basis for valid conclusions to send questionnaires to approximately 20,000 subjects, divided about equally among high-school and college graduates who had pursued modern foreign languages for at least two years, either in high school or in college, or in both. It was decided, further, that the subjects should be distributed throughout the States roughly in proportion to the high-school and college population in each State. Graduates of both public and private schools and colleges were selected in the proportion of three of the former to one of the latter.

*Organization of the inquiry.*—In carrying out the foregoing program, the entire country was first divided into sections, and for each section there was appointed a regional director whose duty it was to cooperate with the committee of investigators in securing lists of subjects. With the aid of these regional directors, there were compiled the names and addresses of graduates of public and private schools and colleges throughout the country in the classes of 1903, 1908, 1913, and 1918, who had pursued modern foreign languages for at least two years. When these lists were in hand and the total number of graduates was ascertained, the committee determined what pro-

portion of the graduates in each school should be selected in order to yield a group of 20,000 subjects distributed fairly evenly among the States according to school population throughout the country. Care was taken not to include schools that had the reputation of giving special emphasis to modern foreign languages or, on the other hand, those that had the reputation of minimizing foreign language in comparison with the sciences, history, or any other branch of instruction.

In order to secure a proper sampling of subjects, names were chosen from the lists secured from each high school and college in a chance order. To illustrate, if the names of 100 graduates in the class of 1903 had been secured from a particular high school or college, and 15 subjects were to be selected therefrom, they were chosen in this order: The first in the list, the sixth, the twelfth, and so on until 15 had been selected. If it happened that a pupil thus selected had not pursued foreign languages to the extent of at least two years, then he was eliminated and the next in order was chosen. It is believed that, following this plan, subjects were chosen for the investigation who, taken together, constituted a fair and adequate sampling of pupils in high schools and students in colleges throughout the country who had pursued modern foreign languages for at least two years.

After the list of subjects had been secured in the manner indicated, the cooperation of the United States Bureau of Education in collecting the data from the subjects was sought and obtained. There was sent to each subject by the Commissioner of Education a questionnaire, accompanied by a statement calling attention to the importance of the investigation and the requirements in order that the data furnished might have scientific value. In view of the qualifications of the subjects and the care taken to impress each one with the need of supplying accurate information, it is believed that the testimonies secured from the subjects have as high degree of validity as can be expected of questionnaire data.

It has been the experience of investigators who have collected data by the questionnaire method that, as a rule, not more than 25 per cent of those addressed cooperate in an investigation. In the modern foreign-language study, about 33 per cent of the subjects responded to the questionnaire. Testimonies from approximately 3,000 students of French, the same number from students of German, and about 400 from students of Spanish were received, as shown in Tables 1a and 1b. The tables and discussions in this report are based upon these returns.

READING OF MODERN FOREIGN LANGUAGES

TABLE 1a.—Responses grouped by States and also by classes from correspondents who had pursued foreign languages for at least two years in high school<sup>1</sup>

List No.		Number of responses by classes			
		1903	1908	1913	1918
1-3	Alabama.....	1	4	16	4
4-6	California.....	12	11	21	27
7-11	San Francisco.....	6	4	15	15
12-14	Connecticut:				
15-17	Hartford, Middlesex, and New London Counties.....	13	17	13	13
18-20	New Haven and Fairfield.....	11	10	13	9
21-22	Colorado.....	5	1	14	7
23-26	Florida.....		6	8	2
27-33	Georgia.....		11	6	3
34-47	Illinois: Chicago and suburbs.....	28	31	29	25
48-54	Indiana.....	2	15	12	19
55-59	Iowa.....	7	21	30	25
60-63	Louisiana.....	1			
64-71	Maine.....	7	13	16	15
72-76	Michigan.....	33	26	31	42
77-78	Minnesota.....	20	23	27	27
79-84	Mississippi.....		3	6	8
85-90	Missouri:				
91-96	St. Louis.....	14	21	30	30
97-99	Western.....	4	7	6	7
100-103	Maryland.....	22	30	31	24
104-108	Nebraska.....	13	13	22	13
109-113	New Hampshire.....	15	20	18	19
114-118	New York:				
119-123	Eastern.....	9	20	16	22
124-126	Western.....	11	11	15	19
127	North Carolina.....	3	2	2	2
128-131	North Dakota.....	1	3	4	
132-133	Ohio:				
134-140	Cleveland and Toledo.....	16	12	11	17
141-145	Columbus and central.....	6	4	5	5
146-148	Oregon.....	3	6	8	8
149-156	Pennsylvania:				
157-160	Philadelphia and suburbs.....	19	34	23	35
161-167	Central and western.....	13	20	19	34
168-170	Rhode Island.....	14	17	19	20
171	Texas.....	4	7	11	3
172-175	Utah.....		2	3	2
176-177	Vermont.....	12	13	8	16
178-179	Washington.....	13	9	7	14
180-187	West Virginia.....	2		4	3
188-198	Wisconsin.....	28	35	42	34
199-203	Massachusetts:				
204-208	Boston and eastern.....	64	47	48	41
209-213	Western.....	11	11	19	11
214-216	Virginia.....	10	13	14	16
	District of Columbia.....	9	5	9	9

<sup>1</sup> Explanation of Table 1a.—Read this table as follows: From the State of Alabama, 1 response was received from a graduate of a high school in the class of 1903; 4 responses from graduates in the class of 1908; 16 from the class of 1913; and 4 from the class of 1918. Similarly, note the number of responses from each high-school class in each of the States. The totals for each class from all States are as follows: 1903, 462; 1908, 458; 1913, 645; and 1918, 641.

TABLE 1b.—Responses grouped by States and also by classes from correspondents who had pursued foreign languages for at least two years in college

List No.		Number of responses by classes			
		1903	1908	1913	1918
2	University of Arkansas, Fayetteville, Ark.....	0	3	6	7
3	University of California, Berkeley, Calif.....	40	22	38	23
4	Colorado College, Colorado Springs, Colo.....	4	4	8	5
5	Trinity College, Hartford, Conn.....	6	5	3	3
6	Wesleyan University, Middletown, Conn.....	15	14	8	13
7	Yale University, New Haven, Conn.....	52	53	50	53
8	Georgetown University, Washington, D. C.....	1	1	1	2
9	George Washington University, Washington, D. C.....	2	4	6	7
10	University of Delaware, Newark, Del.....	4	4	2	3
11	University of Idaho, Moscow, Idaho.....	6	5	4	3
12	Illinois Wesleyan University, Bloomington, Ill.....	3	3	3	3

EXPLANATORY

TABLE 1b.—Responses grouped by States and also by classes from correspondents who had pursued foreign languages for at least two years in college—Continued

List No.		Number of responses by classes			
		1903	1908	1913	1918
20	University of Chicago, Chicago, Ill.	64	55	64	55
22	Knox College, Galesburg, Ill.	8	8	7	8
20	Indiana University, Bloomington, Ind.	20	21	20	19
27	Wabash College, Crawfordsville, Ind.	8	4	7	5
20	Iowa State University, Iowa City, Iowa	17	13	18	15
22	Cornell College, Mount Vernon, Iowa	11	8	8	10
23	Simpson College, Indianola, Iowa	2	3	4	4
24	University of Kansas, Lawrence, Kans.	16	16	16	15
25	Baker University, Baldwin City, Kans.	8	8	8	8
27	University of Kentucky, Lexington, Ky.	4	4	2	3
28	Louisiana State University, Baton Rouge, La.	7	3	5	5
29	Tulane University, New Orleans, La.	6	5	5	6
40	University of Maine, Orono, Me.	8	5	5	5
42	Bates College, Lewistown, Me.	10	10	9	4
45	Amherst College, Amherst, Mass.	12	8	18	6
46	Boston University, Boston, Mass.	9	8	8	10
47	Harvard University, Cambridge, Mass.	61	68	61	59
50	Smith College, Northampton, Mass.	10	17	21	15
51	Mount Holyoke College, South Hadley, Mass.	15	18	15	18
52	Tufts College, Medford, Mass.	11	10	3	7
53	Wellesley College, Wellesley, Mass.	14	11	19	14
54	Williams College, Williamstown, Mass.	12	14	14	11
55	University of Michigan, Ann Arbor, Mich.	20	23	25	21
56	University of Minnesota, Minneapolis, Minn.	23	24	29	21
57	Carleton College, Northfield, Minn.	3	5	5	5
60	University of Missouri, Columbia, Mo.	20	24	25	25
61	Washington University, St. Louis, Mo.	4	6	3	3
62	William Jewell College, Liberty, Mo.	4	4	4	4
63	University of Nebraska, Lincoln, Nebr.	23	46	43	19
64	University of Nevada, Reno, Nev.	8	4	6	5
65	Dartmouth College, Hanover, N. H.	21	11	20	21
66	Rutgers University, New Brunswick, N. J.	1	4	5	5
67	Princeton University, Princeton, N. J.	51	22	25	26
68	College of the City of New York, New York, N. Y.	17	22	19	15
71	Hamilton College, Clinton, N. Y.	8	4	4	7
72	Colgate University, Hamilton, N. Y.	5	6	4	4
76	New York University, New York, N. Y.	5	3	4	5
77	Vassar College, Poughkeepsie, N. Y.	15	14	2	15
78	University of Rochester, Rochester, N. Y.	6	5	5	5
79	Union University, Schenectady, N. Y.	8	7	8	7
80	Syracuse University, Syracuse, N. Y.	16	16	15	15
82	Alfred College, Alfred, N. Y.	11	15	10	10
83	University of North Carolina, Chapel Hill, N. C.	11	8	8	6
84	Trinity College, Durham, N. C.	3	4	4	4
85	University of Cincinnati, Cincinnati, Ohio	7	9	12	12
89	Ohio State University, Columbus, Ohio	11	10	10	12
91	Western Reserve University, Cleveland, Ohio	5	8	2	4
93	Ohio Wesleyan University, Delaware, Ohio	11	10	10	12
94	Oberlin College, Oberlin, Ohio	9	10	5	3
95	University of Oregon, Eugene, Oreg.	8	11	9	7
98	Bryn Mawr College, Bryn Mawr, Pa.	8	8	8	10
100	Haverford University, Haverford, Pa.	3	3	2	1
103	Swarthmore College, Swarthmore, Pa.	8	7	6	7
104	Washington and Jefferson University, Washington, Pa.	6	9	5	6
105	Brown University, Providence, R. I.	10	17	17	21
107	University of South Carolina, Columbia, S. C.	3	3	1	4
108	University of South Dakota, Vermillion, S. Dak.	10	7	6	12
109	University of Tennessee, Knoxville, Tenn.	12	9	10	14
110	Vanderbilt University, Nashville, Tenn.	12	11	13	11
112	University of Texas, Austin, Tex.	15	10	9	14
113	Baylor University, Waco, Tex.	11	6	5	5
114	University of Utah, Salt Lake City, Utah	3	1	2	1
115	University of Vermont, Burlington, Vt.	9	10	10	10
116	Middlebury College, Middlebury, Vt.	4	3	4	3
117	University of Virginia, University, Va.	9	8	4	3
119	Randolph Macon College, Ashland, Va.	3	3	3	5
121	Randolph Macon Womens College, Lynchburg, Va.	5	4	1	5
123	University of Washington, Seattle, Wash.	6	11	9	12
124	University of West Virginia, Morgantown, W. Va.	1	6	3	4
125	University of Wisconsin, Madison, Wis.	43	57	46	46
126	Beloit College, Beloit, Wis.	8	8	8	7
C59	Junior College, Kansas City, Mo.	2	2	2	3

Explanation of Table 1b—Fifty-two responses were received from graduates in the class of 1903 of Yale University, 53 from the class of 1908, 50 from the class of 1913, and 53 from the class of 1918. Similarly, send the number of responses by classes from each college and university throughout the country. The totals by classes from all of the colleges and universities are as follows: 1903, 1,032; 1908, 971; 1913, 971; 1918, 697.

*The treatment of our data.*—The reader should bear in mind that in this postscholastic phase of the modern foreign-language study, the aim has been to secure and present evidence relating to the extent to which high-school and college graduates read modern foreign languages after graduation. In planning the investigation, it was desired to learn whether any one of the modern languages is used more generally than the others; so that in treating our data our first concern has been to show whether each language is read extensively and whether those who have pursued it think that the time devoted to it has been well spent. It was desired, in the second place, to ascertain whether the use that is made of a foreign language depends upon the amount of time devoted to its pursuit in high school or in college. In tabulating our data, then, account was taken of the time spent in the study of each language in high school or in college, or in both, although, as indicated earlier in this chapter, it was not thought worth while to give consideration to foreign-language study of less than two years. Some of our subjects pursued one or another foreign language for two years in high school or in college, others for three years, others for four years. Some pursued the language both in high school and in college—one year in high school and one year in college, or two years in college, or two years in high school and one year in college, and so on through many combinations. In order to show the relation between the amount of time devoted to the study of a foreign language and the value that our subjects think they have derived from its pursuit and the use which they have made or are making of it in daily life, it has been thought desirable to tabulate the data for each period of time spent in foreign-language study in high school and in college, first separately and then in combination, in relation to testimonies regarding the value and the use made of each language.

Again, it was desired in this investigation to learn whether the study of a foreign language in high school is more or less valuable as determined by the use made of it and the subject's opinion of its value than the study of the language in college. Is a combination of study in both high school and college the best plan so far as use after graduation is concerned? We have treated the data so that we could derive conclusions relating to this matter.

The data in all the tables in this monograph are presented, first, for each language separately and then in comparison with the other languages; second, for each period of time of two years or more in high school and in college separately, and then in combinations of both separately. The number of subjects giving testimony in each language for each period of time in high school or in college or in combinations of both is shown, and the percentage which this number is of the total number of subjects testifying in each language for each type of educational institution, or both, is stated. Thus, it will be possible for the reader to compare one language with another in respect to the extent to which it is used by its devotees and the benefit which they think they have derived from its pursuit.

## Chapter II

### *Was the Time Devoted to the Study of Foreign Languages in High School or in College Well Spent?*

Approximately 3,000 persons who studied French, the same number who studied German, and 400 who studied Spanish, in high school or in college, or in both, for two years or more, have responded to the question which is given as the title of this chapter. Testimonies have been received from many different schools, colleges, and localities as shown in Table 1a; and it is probable that our data are representative of the foreign-language situation throughout the country. If we had secured a response from every graduate of a high school or college in the four classes studied, or in all classes, it is improbable that the data would yield conclusions essentially different from those which are presented in this monograph. To put it in another way: It is believed that we have secured a fair and adequate sampling of those who have pursued modern foreign languages for at least two years in high school or in college, or in both, and who have been out of school or college for at least eight years.

What dependence can be placed on the validity of testimonial data which our correspondents have furnished regarding the benefits which they have derived from the study of modern foreign languages? In conducting this investigation, it was kept in mind constantly that our data would consist of testimonies that could not be subjected to accurate measurement. It was believed, however, that the data would possess as high a degree of validity as the testimonies of a large number of persons ever possess, since our subjects, taken together, constitute a selected group in respect to intellectual training—they are all graduates of high school or college, or both. The matters concerning which our subjects were asked to give testimony are not extremely complicated, although the writer is aware that prejudice, preconception, and tradition often play a rôle in determining the responses made by those who are asked to testify concerning the value or effect of anything which they have experienced. It has not been overlooked that there are marked traditional views respecting the benefits which are derived from the pursuit of modern foreign languages. There are those who maintain that without a

\*Correspondents who said they had taught modern foreign languages, or were engaged in teaching them at the time the report was made, were not included in the tabulations for this or for any succeeding chapter.

knowledge of foreign languages no person in America can be educated in a true sense. Such persons hold that foreign languages are essential to an understanding of the native tongue, and that they are necessary also for culture and mental discipline. On the other hand, there are many persons who maintain that in America we have no need for foreign languages, and that time spent in their pursuit in high school or in college is time wasted. During the last two decades there has been a good deal of discussion at educational conventions and in books, magazines, and daily newspapers pertaining to the value of linguistic study for the improvement of the mental faculties; and the belief has been growing that the intellectual training gained through the study of foreign languages can not be utilized without heavy loss in any field except in linguistics. Further, there is a deepening conviction among our people that culture can be derived from the pursuit of *any* subject, and is not dependent upon the study of any particular branch in high school or in college. These matters are referred to here for the purpose of calling attention to the fact that the correspondents who have given testimony in this investigation have probably been subjected to traditional attitudes both for and against modern languages. Taking all the sections of the country from which our data have been derived, it is probable that our subjects have heard arguments expressed just as freely and as convincingly and have been influenced just as strongly against modern languages as in favor of them.

While we are considering the general topic of the validity of our data, we should not neglect to note that one who has pursued a study in high school or in college is inclined to be prejudiced in its favor, especially when he has pursued it to the extent of two years or more. It would probably be rare for any pupil in high school or student in college to continue of his own accord the study of any subject for two years or more unless he thought he was gaining some benefit from it, either in the way of deriving pleasure from its pursuit or in acquiring mental discipline which he believed would be of service to him in the practical situations of daily life. The pursuit of any branch for at least two years would, as a rule, leave a predominantly agreeable emotional effect which would be carried out into the world after graduation and be interpreted by the subject now as evidence that the study was of value to him. That is to say, when one engages spontaneously in any line of thought or action for at least two years, he is almost certain to be affected by his experience in such a way that in after years the experience is regarded as a beneficial one.

Granting all this, it should be borne in mind at the same time that foreign languages have been *required* in high school and in college, and the chances are that half of our correspondents who have

given testimony were *compelled* to pursue the languages when they would have elected other subjects in their place if they had been given freedom of choice. Some of our correspondents entered high school or college in the year 1899—that is to say, 27 years ago. Even as early as that date there were voices raised against the study of foreign languages. It was claimed that time could be better spent in school or in college in learning something else than foreign languages. Others of our correspondents entered high school or college as late as 1914, and they could not have escaped hearing that it would be a waste of time and energy to pursue foreign languages. The aim here is to impress upon the reader the fact that our correspondents must have encountered arguments *against* as well as *in behalf* of modern languages, so that their prejudices could not have been formed wholly in favor of language study. We are dealing, of course, with a complicated matter that can not be accurately measured in any way. But it seems safe to assume that a good proportion of our correspondents were held to the study of foreign languages against their desires and against the belief that language study was of as great value for culture or mental discipline or practical use as any other branches in high school and college. This would be an offset to bias in favor of the languages, so that our correspondents would not be prejudiced in favor of language study more numerously than against it in their appraisal of the benefits which they derived from it.

*Testing the validity of responses from subjects.*—The writer determined early in the investigation to check up on the validity of the responses received from correspondents by personal interviews with some of them in order to determine whether, in an oral discussion of the various matters concerning which they were asked to give testimony, they would present the same views and beliefs, supported by good reasons therefor, that they set forth in their written statements. Accordingly, questionnaires were distributed among a considerable number of graduates of high schools and of colleges separately, and of both combined, who could be reached for personal interviews by the writer. These persons filled out questionnaires in the same way as the subjects who furnished the data for the investigation, and then each one was taken over the entire field in a personal conference. It was the aim in this conference to see how thoroughly each subject had analyzed his experiences before answering the various questions in the questionnaire, and to what extent he had been influenced by tradition or preconception or prejudice in estimating the benefit he had derived from the pursuit of foreign languages or the extent to which he had used them after graduation. The conclusion which the writer derives from this

check up is that subjects are influenced somewhat by tradition and prejudice in their testimonies concerning the benefits derived from and the use made of foreign languages, but they are not uniformly influenced either for or against the languages. Apparently prejudice and tradition are just as active to-day in hostility as in adherence to foreign-language study. It is not the writer's intention to claim that the data presented in this monograph are entirely free from bias; but he does wish to say that the bias is not wholly in one direction, and the chances are that, taking all our subjects together, bias is quite well equated and so it is largely or wholly neutralized in our conclusions.

Critical readers of this bulletin will undoubtedly ask, as they examine the data presented, "Can anyone analyze accurately the benefits which he has derived from the pursuit of any study or the extent to which it functions in his daily life?" It will be granted, of course, that the value derived from any study, modern foreign languages in common with others, may be very subtle, and the typical correspondent may not be able to make a careful and adequate analysis of it. But a correspondent can probably appraise the benefits derived from a study more accurately than an onlooker can do. Onlookers in our country to-day, both professional persons and laymen, are constantly offering opinions concerning the value which students gain from the pursuit of one or another study, and educational practice has been and still is being determined very largely by these opinions. It is contended here that it will be of importance for educational procedure to have the beneficiaries of language study say for themselves whether the benefits derived have been tangible and real, or only sentimental and illusory. It is not claimed that the testimonies of correspondents have scientific validity in any other sense than that they can be accorded higher value in planning courses of study than the opinions of bystanders, who at present are playing the chief rôle in determining whether modern foreign languages shall be required as a part of secondary-school and college education, or whether they shall be made wholly elective, or be entirely eliminated from high-school and college curricula.

The data we have secured in different phases of this investigation enable us to run a check on the accuracy of a subject's analysis of the benefits he has derived from foreign-language study. Each subject has testified, not only whether the time he devoted to language study was well spent, but he has also indicated the extent to which he has used foreign languages after graduation from school or college, and the situations he has encountered in daily life in which the languages have been or, if he had mastered them, would have been of service to him. If a subject has testified that he has spent three years in foreign-language study in a high school, but if he has not

read anything in a foreign language since graduation and has not been placed in situations in which he needed the language, it would be reasonable to discount his statement that the language has been of real value to him. In due course, after the data secured in response to the various questions have been presented, there will be discussion of the extent to which there is coherence among all the data furnished by each subject and by all the subjects taken together.

*Testimony of correspondents who had pursued foreign languages in high school only.*—There are presented in Table 2 data showing whether or not pupils who pursued modern foreign languages for two years, or more in high school think the time devoted to such study was well spent. A total of 318 of our correspondents studied French for two years in high school, 220 studied this language for three years, and 74 for four years. Eighty-six per cent of those who studied the language for two years testify that this time was well spent, while 14 per cent of them say that the time could have been better spent in other ways. Eighty-nine per cent of those who pursued French for three years say that the time was well spent, while 11 per cent vote in the negative. Ninety per cent of those who studied the language for four years are satisfied that they spent their time in it profitably, while 10 per cent think the time was wasted. It should be noted that there is a slight increase in the proportion of those who think the time spent in language was well spent, according as the length of time devoted to the study was extended.

In respect to German, a total of 532 of our subjects studied German for two years in high school, 276 studied it for three years, and 142 for four years. A smaller percentage of those who pursued German think the time was well spent than is true in the case of French, although the percentage of those who vote in the affirmative increases according as the period of time devoted to the study increases.

The situation with respect to Spanish is much the same as with French, although there is a slight decrease in the percentage of pupils in the high school who had pursued the language for four years and who think the time was well spent, as compared with those who devoted only three years to the language.

The most significant fact in this table is that an average of about 86 per cent of those who pursued foreign languages in the high school for two, three, or four years believe that the time was well spent. An average of only 14 per cent of all our correspondents, taking the three languages together, believe that the time devoted to foreign-language study was not well spent.

TABLE 2.—*Testimony regarding value of foreign-language study from correspondents who had pursued French, German, or Spanish in high school only for two years or more*<sup>1</sup>

	Years spent in study	Number of cases (frequency)	Per cent of total	"Yes"		"No"	
				Frequency	Per cent	Frequency	Per cent
French.....	2	318	11	273	86	45	14
	3	220	7.7	195	89	25	11
	4	74	2.6	66	90	8	10
German.....	2	532	55	428	80	104	20
	3	276	29	232	84	44	16
	4	142	15	122	85.6	20	14.5
Spanish.....	2	64	16	55	85.9	9	14
	3	22	5.6	20	90	2	9
	4	8	2	7	87.5	1	13

<sup>1</sup> Explanation of Table 2.—Read this table as follows: A total of 318 subjects pursued French in high school for 2 years. This is approximately 11 per cent of all subjects who gave testimony in regard to the benefits derived from the study of French. Two hundred and twenty correspondents pursued the language for 3 years and 74 for 4 years. Eighty-six per cent of the 2-year groups say that the time devoted to the study of French was well spent, while 14 per cent say that the time was not well spent. Eighty-nine per cent of the 3-year group vote in the affirmative and 11 per cent in the negative. Ninety per cent of the 4-year group vote in the affirmative and 10 per cent in the negative. Similarly, read the data for German and Spanish. The reader should note that, as the time devoted to a language increases, the proportion of subjects who believe that the time was well spent increases slightly, with one exception—the 4-year group in Spanish.

It should be noted that in this table, and all the tables that follow, percentages are given approximately. The total percentages relating to any item may be a trifle more or a trifle less than 100, for the reason that the total number of correspondents in any group is first given and then the number who have presented testimony in respect to one or another phase of the matter under investigation is set forth. Frequently a correspondent has given testimony in respect to one phase of the matter under investigation but not another phase. The percentages are calculated on the basis of the total number of correspondents in each group, even though not all the persons in the group gave testimony in respect to the matter under investigation; e. g., if 318 of our correspondents report that they had studied French for 2 years in the high school, but if 40 of this number present no data regarding the number of pages of material they have read in the original since graduation, while the remainder of the number specify various numbers of pages, then the percentages relating to this particular item will not total 100 per cent, since it has been thought desirable to show what per cent of the total number of correspondents in each group have read given amounts of material in the original or in translation since graduation.

*Testimony of correspondents who had pursued foreign language in college only.*—There are presented in Table 3 data showing whether or not students who pursued foreign languages for two years or more in college think the time devoted to such study was well spent. Six hundred and ninety of our correspondents studied French for two years or more in college, 175 studied it for three years, and 91 for four years. Eighty-four per cent of the two-year students believe that the time devoted to French was well spent. By referring to the data for the study of French in high school it may be seen that 2 per cent more of the pupils in the high school think the time devoted to French was well spent than is the case with college students. The situation is just reversed, however, in respect to the three-year high-school group as compared with the college group—91 per cent of the college group voted "Yes," as compared with 89 per cent of the high-school group. Exactly the same percentage of the four-year group in high school and in college think the time devoted to French was well spent.

In respect to German, 6.5 per cent more of the two-year college group think the time was well spent than is true of the two-year group in the high school. Four per cent more of the three-year group

in college vote in the affirmative, as compared with the three-year group in high school. The situation changes, though, in respect to the four-year group in high school and in college, since substantially the same percentage in both groups believe that the time devoted to German was well spent.

It should be noted in passing that a larger percentage of the three and also of the four-year college group think the time was well spent in the study of French as compared with German or Spanish.

German and Spanish are substantially on a par in respect to the proportion of two, three, and four year groups in college who think that the time devoted to these languages was profitable.

TABLE 3.—*Testimony regarding value of foreign-language study from correspondents who had pursued French, German, or Spanish in college only for two years or more*<sup>1</sup>

	Years spent in study	Frequency	Per cent of total	"Yes"		"No"	
				Frequency	Per cent	Frequency	Per cent
French.....	2	690	24.3	681	84	109	16
	3	175	6.2	159	91	16	9.2
	4	91	3.2	82	90	9	9.8
German.....	2	467	61	396	84.8	61	13.2
	3	188	25	165	88	23	12
	4	80	14	68	85	12	15
Spanish.....	2	170	44	139	81	31	18
	3	37	9.5	31	83	6	16
	4	25	6.5	21	84	4	16

<sup>1</sup> Explanation of Table 3.—Read this table in the same way as Table 2. The reader should note that a larger per cent of the 3 and also of the 4-year college group think the time well spent in the study of French than in the case of German or Spanish.

*Testimony of correspondents who had pursued foreign languages both in high school and in college.*—Table 4a shows what students who had pursued foreign languages in high school and in college believe concerning the value they derived from such study. There are 16 different combinations of high-school and college programs in the pursuit of foreign languages. The first combination—one year in high school and one in college—is reported by 141 of our correspondents in French, 124 in German, and 20 in Spanish. The combination of one year in high school and two years in college is reported by 94 in French, 123 in German, and 9 in Spanish; and so on throughout the 16 different combinations for each language. However, none of our correspondents pursued Spanish for four years in high school. No subject reported that he had studied Spanish for four years in college, and only five reported that they had studied this language for as much as three years in college. In respect to the other languages, there are representatives in all the combinations.

A detailed examination of Tables 4a, 4b, and 4c will show that the percentage of correspondents who believe that the time devoted to pur-

suit of foreign languages was profitably spent increases, with hardly an exception, as the period of time devoted to the study increases. This is especially marked in French, though it is true, with slight variation, in German, but not so evident in Spanish, due probably to the fact that there are but few of our subjects who pursued Spanish in college for three years and no subjects who pursued it for four years.

It should be noted, further, that the combination of high-school and college study seems to yield the best results, judged by the testimonies of our subjects, particularly when a foreign language is pursued throughout the four years of college. The percentage of correspondents who think they derived benefit from foreign languages when they pursued them one, two, or three years in high school and four years in college is very high—from 94 to 98 per cent. The percentage is not so high in German; it varies from 87.5 per cent to 96 per cent. In Spanish the number of subjects giving testimony is too small to yield significant results.

TABLE 4a.—*Testimony regarding value of foreign-language study from correspondents who had pursued French both in high school and in college for two years or more<sup>1</sup>*

Years spent in study	Fre- quency	Per cent of total	"Yes"		"No"	
			Fre- quency	Per cent	Fre- quency	Per cent
1-1	141	4.9	115	82	26	18
1-2	94	3.3	77	82	17	18
1-3	35	1.2	33	95	2	5.7
1-4	10	.80	15	94	1	6.3
2-1	184	6.5	162	88	22	12
2-2	199	7.0	172	86	27	14
2-3	70	2.4	64	92	6	8.6
2-4	38	1.3	36	95	2	5.3
3-1	133	4.7	114	86	19	14
3-2	94	3.3	79	85	15	15
3-3	71	2.5	66	93	5	7.1
3-4	51	1.8	49	97	2	3.9
4-1	47	1.6	40	86	7	15
4-2	39	1.3	37	95	2	5.2
4-3	19	.67	19	100	0	0
4-4	40	1.4	39	98	1	2.5

<sup>1</sup> Explanation of Table 4a.—Read this table in the same way as Tables 2 and 3. The reader should note that the combination of high-school and college study seems to yield the best results, judged by the testimony of correspondents, particularly when a foreign language is pursued throughout the 4 years of college.

TABLE 4b.—*Testimony regarding value of foreign-language study from correspondents who had pursued German both in high school and in college for two years or more*<sup>1</sup>

Years spent in study	Fre- quency	Per cent of total	"Yes"		"No"	
			Fre- quency	Per cent	Fre- quency	Per cent
1-1	124	8.5	111	89	13	11
1-2	123	8.5	107	87	16	13
1-3	26	1.5	24	92	2	8
1-4	23	1.5	21	91	2	9
2-1	274	18.5	228	87	46	17
2-2	263	18	225	86	38	14
2-3	86	5.5	82	86	4	5
2-4	62	4	58	90	4	10
3-1	123	8.5	118	96	5	4
3-2	95	6.5	80	84	15	16
3-3	59	4	49	83	10	17
3-4	40	3	35	87.5	5	12.5
4-1	56	3.5	51	91	5	9
4-2	55	4	50	89	5	11
4-3	18	1	17	94	1	6
4-4	24	2.5	22	90	2	4

<sup>1</sup> Explanation of Table 4b.—Read this table in the same way as Table 4a.

TABLE 4c.—*Testimony regarding value of foreign-language study from correspondents who had pursued Spanish both in high school and in college for two years or more*

Years spent in study	Fre- quency	Per cent of total	"Yes"		"No"	
			Fre- quency	Per cent	Fre- quency	Per cent
1-1	20	5.2	17	85	3	15
1-2	9	2.3	7	77	2	22
1-3	4	1.03	3	75	1	25
1-4	8	.52	6	75	2	25
2-1	14	5.5	13	92	1	7.1
2-2	2	.52	1	50	1	50
2-3	1	.25	1	100		
2-4	2	.52	2	100		

*Testimony of correspondents regarding value of foreign-language study, compared by classes without distinction as to amount of time devoted to study or as to institutions in which the language was pursued.*—During the progress of this investigation, the question frequently arose as to whether the graduates in earlier as compared with later classes in both high school and college have found modern foreign-language study of value after graduation. The present writer heard it said frequently, in his conferences with those who cooperated in the investigation, that in earlier times, modern foreign languages were taught without much reference to their use after graduation, while in later years teachers of these languages have kept in view the likelihood that their students would need to read or to speak or to write

the languages after leaving high school or college. It was thought advisable, then, to classify our data in order to determine whether graduates in earlier classes more generally than graduates of later classes have found modern foreign languages of value after graduation. Table 5 shows the results of classifying testimonies by classes, without regard to the amount of time spent in study or the institution in which the study was pursued. No data are presented for Spanish since they were too fragmentary for early classes to have any significance.

TABLE 5.—*Testimony of correspondents regarding value of foreign-language study, compared by classes, without distinction as to amount of time devoted to study or as to institutions in which the language was pursued*<sup>1</sup>

	French					German				
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
1903.....	361	318	88	43	12	491	411	84	80	16
1908.....	389	348	89	41	11	534	408	76	126	24
1913.....	446	398	89	48	11	607	491	81	116	19
1918.....	421	388	92	33	8	509	420	83	89	17

<sup>1</sup> *Explanation of Table 5.*—Read this table as follows: 361 correspondents who graduated in the class of 1903 had studied French for at least 2 years in high schools or in college; 318 of this number, or 88 per cent, state that the study of French has been of value since graduation, while 12 per cent say that it has not been of value. Four hundred and eleven, or 84 per cent of the 491 correspondents in the class of 1908 who had studied German, state that the study has been of value. Similarly, read the percentages of correspondents in the various classes who have found French or German of value or who state that it has not been of value. The reader should note that the differences among graduates of different classes are not impressive and really not significant.

An examination of the table will show that there is no striking difference in the extent to which graduates in earlier as compared with those in later classes think the study of modern foreign languages has been of value. A slightly larger percentage of the graduates in the class of 1918 think the time spent in the study of French has been of value than is true of the graduates in the classes of 1903, 1908, or 1913; but the difference is not large enough to be regarded as of great importance. With respect to German, a smaller percentage of the graduates in the class of 1908 have found the language of value than is true of the graduates in other classes; but it is the same with German as with French—the graduates in earlier as compared with those in later classes do not differ markedly in their estimate of the value of modern foreign-language study.

*Testimony of correspondents regarding value of foreign-language study, compared by localities without distinction as to amount of time devoted to study or as to institutions in which the language was pursued.*—During the course of our investigation it was frequently asked, "Do the graduates of high schools or colleges in one section of the country think that modern foreign-language study is valuable in larger pro-

portions than do the graduates of schools and colleges in other sections of the country?" There is a widespread popular belief that in the eastern section of the country modern foreign languages are regarded more highly than they are elsewhere; and one hears it said frequently that foreign languages are better taught in eastern schools and colleges than in southern, northern, or western institutions. It was thought advisable to determine whether our data would throw any light on this matter, and so the testimonies were classified so as to show whether there were sectional differences in respect to the extent to which value was ascribed to modern foreign-language study. Correspondents from States east of Buffalo and north of Maryland were grouped into an eastern section. States south of the Ohio and east of the Mississippi were grouped into a southern section. States north of the Ohio, between New York and the Mississippi, were grouped into a northern section. The correspondents from the remaining States were grouped into a western section. The data were treated without regard to the amount of time which correspondents had devoted to language study, to the class in which they had graduated, or to the institutions in which the study had been pursued. Table 6 presents the data relating to this matter. An examination of the table will show that correspondents from Southern States testify that they have found modern foreign languages, both French and German, of value in a slightly larger proportion than is true of the correspondents from Eastern States; in German the percentage is large enough to be significant, but the difference is unimportant in French. Correspondents from Western States are considerably behind those from Southern and Eastern States in respect to the value which they attach to the study of French; but this is not the case in respect to German. Curiously enough, correspondents from Northern States are significantly behind those from Southern and Western States in the value which they attach to the study of German. Nine per cent more of our correspondents in Southern than in Western States have found French of value, and this difference is sufficiently large to be of some significance. The relatively low percentage of our correspondents in Northern and Eastern States who say that they have found German of value warrants further inquiry in the effort to explain the situation. One would expect that German would be found of greater value in the northern section of the country than elsewhere, because of the large proportion of German-speaking people in this section.

TABLE 6.—*Testimony of correspondents regarding value of foreign-language study, compared by localities, without distinction as to amount of time devoted to study or as to institutions in which the language was pursued*<sup>1</sup>

	French					German				
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
Eastern States.....	984	880	89.4	104	10.6	1,010	743	73.5	267	26.5
Northern States.....	341	297	87.1	44	12.9	707	507	71.7	200	28.3
Western States.....	112	91	81.3	21	18.7	281	229	81.4	52	18.6
Southern States.....	190	172	90.5	18	9.5	240	206	85.8	34	14.2

<sup>1</sup> *Explanation of Table 6.*—Read this table as follows: 984 of our correspondents who had studied French in high school or college at least 2-years were located in Eastern States, following the grouping explained in the text. Of this number, 880, or 89.4 per cent, say that they have found the study of French of value since graduation, while 10.6 per cent say that it has not been of value. Of our correspondents in Eastern States who had studied German, 73.5 per cent say that the language has proved to be of value, while 26.5 per cent say that they have not found it of value. Similarly, read the percentages of our correspondents in the various sections who have found French or German of value or who declare that it has not been of value. The reader should note that the value assigned to German is comparatively low in the Northern as compared with the Southern States, and for French in Western as compared with Southern and Eastern States.

*Testimony of correspondents regarding value of foreign-language study, compared by colleges without distinction as to amount of time devoted to study.*—Those who cooperated in this investigation asked rather frequently during the progress of the work, "Do the graduates of some of the colleges and universities place a higher value upon modern foreign-language study than do the graduates of other institutions?" In order to secure an answer to this question, colleges and universities representative of the various types throughout the country were selected and testimonies from the graduates of these institutions were classified so as to show whether there were any significant differences among them in respect to the value assigned to foreign-language study. Table 7 presents the results of this classification. In treating the data no regard was paid to the amount of time devoted to foreign-language study. An examination of the table will show some significant differences in respect to the proportions of graduates of the different institutions who testify that they have found foreign-language study of value. It should be mentioned, however, that the number of correspondents from certain institutions, such as Wabash, Texas, Bates, University of Kansas, and Bryn Mawr, are so limited that much reliance can not be placed upon the returns from these institutions. Keeping this fact in mind, it can be seen that all the graduates of Wabash, Bates, Smith, Holyoke, Vassar, Syracuse, Bryn Mawr, and Brown say that the study of French has proved to be of value since graduation. All the graduates of Vassar, Bryn Mawr, and Vanderbilt say that the study of German has proved to be of value. Approximately 9 out of 10 of the graduates of Wesleyan, Harvard, Princeton, Vanderbilt, the University of Missouri, the Uni-

University of Michigan, the University of Minnesota, College of the City of New York, and the University of Wisconsin testify that the study of French has been of value. A comparatively small percentage of the graduates of the University of California, the University of Kansas, Tufts College, the University of Tennessee, and the University of Texas have found the study of French to be of value. Taking colleges and universities together, a somewhat smaller proportion of the graduates have found German to be of value than is true of French.

TABLE 7.—*Testimony of correspondents regarding value of foreign-language study, compared by colleges without distinction as to amount of time devoted to study*

	French				German					
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
University of California.....	30	21	70	9	30	45	33	84	7	16
Wesleyan.....	27	25	92	2	8	24	21	87.5	3	12.5
Yale.....	68	78	88	10	12	68	54	79.4	14	20.6
University of Chicago.....	50	43	86	7	14	51	40	78.4	11	21.6
University of Indiana.....	13	11	84	2	16	25	21	84	4	16
Wabash.....	3	3	100	0	0	11	10	90	1	10
University of Iowa.....	15	12	80	3	20	33	26	78.8	7	21.2
University of Kansas.....	7	5	71	2	29	22	18	81.8	4	18.2
Bates.....	7	7	100	0	0	13	10	83.3	3	16.7
Amherst.....	17	15	88	2	12	25	21	84	4	16
Harvard.....	74	67	91	7	9	68	60	88.2	8	11.8
Smith.....	21	21	100	0	0	20	16	80	4	20
Mount Holyoke.....	8	8	100	0	0	15	12	80	3	20
Tufts.....	11	7	63	4	37	14	13	92.8	1	7.2
Wellesley.....	12	10	83	2	17	15	12	80	3	20
Williams.....	30	24	80	6	20	24	21	87.5	3	12.5
University of Michigan.....	27	24	88.8	3	11.2	28	33	86.8	5	13.2
University of Minnesota.....	37	33	89.1	4	10.9	64	48	75	26	25
University of Missouri.....	23	22	95.1	1	4.9	37	32	86.4	5	13.6
University of Nebraska.....	20	16	80	4	20	42	49	79	13	21
Dartmouth.....	38	33	86.8	5	13.2	31	27	87	4	13
Princeton.....	47	42	89.3	5	10.7	27	21	77.7	6	22.3
College of the City of New York.....	42	37	88	5	12	33	29	87.8	4	12.2
Vassar.....	16	16	100	0	0	10	10	100	0	0
Syracuse.....	11	11	100	0	0	46	15	63.7	1	6.8
Bryn Mawr.....	5	5	100	0	0	5	5	100	0	0
Brown.....	16	16	100	0	0	12	14	77.7	4	22.3
University of Wisconsin.....	72	63	87.5	9	12.5	90	63	70	27	30
University of Tennessee.....	16	12	75	4	25	11	6	54.5	5	45.5
Vanderbilt.....	18	17	94.4	1	5.6	21	21	100	0	0
University of Texas.....	5	3	60	2	40	12	9	75	3	25

Explanation of Table 7.—Read this table as follows: 30 graduates of the University of California have studied French for at least 2 years in high school or in college; 70 per cent of the total number have found the study of languages to be of value since graduation, while 30 per cent say that it has not been of value. Eighty-four per cent of the graduates of this university who had studied German have found the study to be of value, while 16 per cent say that it has not been of value. Similarly read percentages of graduates of each college or university who have found either French or German to be of value, or who say that it has not been of value. The reader should note that 100 per cent of the graduates in 8 of the 31 institutions have found French of value, and 100 per cent in 2 of the institutions have found German of value. Some of the institutions rank comparatively low in the value which their graduates say they have derived from foreign-language study. Taking all the institutions together the percentage of graduates who have found German of value is somewhat lower than is true of French.

Testimony of Harvard graduates.—Prof. J. Warshaw, of the University of Missouri, addressed an inquiry in 1926 to 569 members of the class of 1900 of Harvard College, asking them to state whether they believed that the amount of time which they had devoted to modern foreign languages was well spent. He received 269 responses: (The

present writer has been permitted to examine the data in an unpublished manuscript.) Some of those who gave testimony had studied languages in preparatory schools but not in college. Others had pursued the languages in college but not in preparatory schools. Still others had pursued them in both preparatory schools and in college. Professor Warshaw has not tabulated his data so that we can compare the testimony of correspondents according to periods of time spent in study in preparatory school as distinct from college. He has grouped responses as a whole without regard to the amount of time his correspondents devoted to, or in what institutions they pursued, foreign languages. On this basis he has found that 91.35 per cent of those who gave testimony in response to the question, "Was the time devoted to language study well spent?" voted in the affirmative. The reader should note that Professor Warshaw's findings are substantially the same as those recorded in Tables 2, 3, 4a, 4b, and 4c, though the percentage of his correspondents voting in the affirmative is slightly, but only slightly, smaller than the percentage of our correspondents who had pursued foreign languages in both high school and college to the extent of two years or more.

*Testimony of journalists.*—A. S. Stone, secretary of the Association of American Schools and Departments of Journalism, undertook an investigation recently to determine whether graduates of the course in journalism in colleges throughout the country were making use of the foreign languages they had studied, and whether they believed that the time devoted to such study was well spent. Mr. Stone has not organized his data so that it is possible to tell precisely what proportion of his correspondents voted affirmatively in response to his questions, but inferences may be drawn from their opinions as to whether they had devoted too much, or too little, or just the right amount of time to foreign-language study. He received 758 testimonies from correspondents. Eighty-two of them said they had devoted too much time to the study of foreign languages in preparation for journalism. Four hundred and fifty-two said that the work in foreign languages had been too brief, while 224 testified that they had had just the right amount of foreign-language study. Mr. Stone has reproduced comments made by his correspondents. Thirty-six of them said that the study of modern foreign languages was a waste of time; 98 remarked that, while they could not make any direct use of what they had gained in foreign languages, the study was beneficial in "other ways"; 66 declared they had felt no need for foreign-language study; and 24 said that such study was of "secondary importance." Two said that foreign language should not be made a part of the curriculum in journalism; 30 declared that they could have used more foreign language than they had acquired; 20 claimed that they had to sacrifice valuable and needed work in

English in order to meet the language requirements; and 22 testified that Latin is more valuable in journalism than a modern language. Mr. Stone reports many other comments, but they do not illumine the problem that we are concerned with here, so that it will not be desirable to comment further on his data.

*Testimony of engineers.*—In an investigation of engineering education, conducted by the Society for the Promotion of Engineering Education, data were secured from graduates of engineering courses regarding their opinion of the relative values of the various subjects they pursued in their college course. Testimonies, so far as they relate to modern foreign languages, are presented by H. P. Hammond, associate director of investigation, in a reprint from the *Journal of Engineering Education*, New Series, Vol. 17, No. 1, September, 1926. On page 75 of the reprint Mr. Hammond says:

Related to the topic of cultural studies is the matter of modern foreign languages. Reference has already been made to the steady loss of ground which they have suffered. This is strikingly shown by Figure 5, page 664, of the June, 1926, number of the *Journal of Engineering Education*. At present considerably fewer than half of the colleges require foreign languages either for admission or for graduation; but 48 per cent require them for admission, and but 32 per cent for graduation, these figures being approximate.

The teachers were requested to give their opinions as to the desirability of including modern foreign-language study in the curriculum. Mr. Hammond presents the questions asked and the replies made, as follows:

(1) "Are modern foreign languages as now taught of sufficient value as purely cultural subjects to warrant their inclusion in engineering curricula?" "Yes"—26.6 per cent. "No"—73.4 per cent.

(2) "If your answer to the above is 'No,' please state whether you believe it is practicable so to adapt the teaching of modern languages as to warrant their inclusion in engineering curricula as purely cultural subjects?" "Yes"—26.9 per cent. "No"—73.1 per cent.

(3) "Please indicate in which, if any, of the curricula modern foreign languages as now taught should be included from the point of view of their practical or tool value."

(4) "Please indicate in which, if any, of the curricula modern foreign languages, if given sufficient time and appropriate treatment, should be included from the point of view of their practical or tool value."

Answers to the last two questions were rather hard to interpret since less than half of the teachers expressed themselves, but it seems clear that only in the case of chemical engineering, and possibly in mining engineering, is there any definite indication given of the desirability of their inclusion.

Graduates are equally clear on the matter. In answer to a question regarding subjects of the curriculum considered of the least value, they named modern foreign languages nearly twice as often as any other subject. In answer to another question, they named modern foreign languages as the division of the curriculum which should be reduced in favor of additional training in economics.

The members of the engineering societies have also registered their views on the matter, 34.5 per cent believing that the inclusion of modern foreign languages

is justified by their cultural value, and 65.5 per cent believing that it is not. Approximately 65 per cent stated that they had used their knowledge of foreign languages little or none in their business or professional activities.

In the words of one college president, the battle of modern languages in the engineering curriculum appears to have been fought and lost.

In Bulletin No. 8 of the Investigation of Engineering Education, there are presented the results of a study of a group of electrical engineering graduates. Responses to a questionnaire were received from 884 correspondents. One of the questions asked related to the subjects pursued in college which were regarded as unessential in an engineering education. Two hundred and sixty-one of the 884 who gave testimony said that modern foreign languages were unessential. In commenting upon the returns, the bulletin states (p. 16):

Apparently there is only one subject of the engineering curriculum, namely, modern foreign languages, upon which any substantial number of graduates agree. In this respect, the results of the Eta Kappa Nu study are in accord with other similar inquiries. The Eta Kappa Nu alumni also agree with graduates in general as to the importance of other subjects, since no subject except foreign languages is mentioned by any considerable number.

In a bulletin issued in June, 1926, by the Society for the Promotion of Engineering Education there are shown the composite results of studies of engineering education conducted by the American Society of Electrical Engineers, the American Society of Mechanical Engineers, and the American Institute of Electrical Engineers. On page 9 of this bulletin the following data are presented:

OPINIONS OF ENGINEERS AS TO THE PROFESSIONAL AND CULTURAL VALUES OF MODERN LANGUAGES

Extent to which modern foreign languages have been used in business or professional activities:

	A. S. C. E. (327 individuals)	A. I. E. E. (271 individuals)
Much.....	7.7	11.1
Moderately.....	21.6	21.0
Little.....	39.0	27.0
None.....	30.1	26.0
Blank and unclassified.....	1.7	1.3

Are modern foreign languages, as generally taught to engineering students, justified by their cultural value in proportion to the time expended?

	A. S. C. E.	A. I. E. E.
Yes.....	39.2	26.4
No.....	53.0	64.8
Blank and unclassified.....	7.8	8.8

### Chapter III

#### *Do Those Who Have Pursued Modern Foreign Languages in High School or in College Read New Material in the Original After Graduation?*

In planning our investigation, it was thought to be of special importance to learn directly from those who pursued foreign languages in high school, or in college, or in both, whether or not they acquired such a mastery of the languages, or had become so much interested in the literature therein, that they read the languages in the original after graduation. The investigators were aware, of course, that it would not be possible to determine with a high degree of precision whether those who gave testimony did or could read literature in a foreign language understandingly, appreciatively, or readily. There was no standard which the investigators could utilize in measuring the accuracy of a correspondent's opinion of his efficiency in reading a foreign language in the original. The best that we could do was to depend upon each correspondent's judgment as to whether he had actually read any new material in a foreign language since he left high school or college.

It was indicated in Chapter II that the present writer made an attempt to run a check on the validity of the testimony of his correspondents regarding their views of the value they had derived from the pursuit of foreign languages. An effort was made to run a check also on the validity of their testimony regarding their ability and their interest in reading a foreign language in the original. Personal conferences were held with some of those who said they had read new material in the original since graduation from high school or college. The results of these conferences lead the writer to believe that correspondents who had read, even superficially, any foreign language material in the original since graduation would not fail to mention the fact. It is improbable that many, if any, of our correspondents who had read some material in the original since graduation would report that they had not read anything if they believed they had not read it understandingly, appreciatively, or readily. If they had worked through 50 or 100 pages of reading, even superficially and with much effort, they would report that they had read the language in the original.

A further point should be mentioned here by way of applying criteria to the value of testimonial data regarding reading in foreign languages since graduation from high school or college. In the conferences which the writer held with some of those who had given

testimony in response to our inquiries, it became apparent that correspondents are predisposed to claim ability in reading a foreign language because of the prestige which is generally attached to such achievement. Probably there is a more or less well-defined belief in most communities that one who can read in a foreign language possesses ability and has acquired culture of a higher order than one who can read only in his own language, no matter what else he can do or what knowledge he possesses. The writer found in his conferences with subjects that some of them at any rate shared, marginally if not explicitly, the traditional view that mastery of a foreign language denotes a higher type of culture than attainments in any other field. Undoubtedly this would play a rôle in affecting some responses to the question, "Have you read any foreign language in the original?"

*Testimony of candidates for the Ph. D. degree.*—One further matter relating to the weighting of testimonial data should be mentioned in passing. Experience with candidates for the Ph. D. degree has shown that as a rule those who have pursued foreign languages in high school and during their undergraduate course in college need to make special preparation for the doctorate examination in any modern foreign language. Data secured by Dean John F. Manahan in an investigation of modern foreign language requirements for academic degrees indicate that in most colleges candidates for the doctorate degree are required to pass an examination in two modern foreign languages at least one year before the degree is awarded. The mode of procedure in and the content of this examination vary greatly in different institutions; but in all of them a candidate is expected to be able to read, with a fair degree of facility, at least two modern languages. Farther along in this chapter, some of Dean Manahan's figures will be presented and compared with those that appear in our tables; but it may be remarked here that it is a fair inference from the data, taken in connection with the comments of correspondents, that candidates for the Ph. D. degree rarely if ever depend upon the mastery of foreign languages which they acquired in high school or in the undergraduate course in college to carry them safely through their examination in foreign languages for the doctorate. The present writer has questioned a number of candidates for the Ph. D. degree who had completed their foreign language examination or who were preparing for it, and there was not one interviewed who did not state that he was compelled to make special preparation for the examination. It may be remarked that candidates for the doctorate who have satisfied modern language requirements are jubilant and consider that they have passed a crisis. Apparently a candidate for the Ph. D. degree rarely if ever takes his examination in the reading of modern foreign languages as a matter of course, confidently as he might take an examination in the reading of his native tongue.

Do pupils who have studied a modern foreign language in high school only read the language in the original after graduation?—There are presented in Table 8 data showing how much, if any, material had been read in the original in foreign languages by our correspondents after graduation from high school. Sixty-nine per cent of those who had pursued French for two years in the high school have not read anything in the original since graduation. Sixty per cent of those who had studied it for three years and 37 per cent of the four-year group have not read anything in the original since graduation. The situation is even less favorable in respect to German. Seventy-nine per cent of the two-year group, 74 per cent of the three-year group, and 67 per cent of the four-year group have read no material since graduation. A still larger percentage of those who pursued Spanish in high school have read nothing in the original since graduation. If the reader is interested and will examine Table 8 in detail, he will have no difficulty in noting the percentage of our correspondents who have read varying amounts of material in the original since graduation from high school. It will be apparent, even upon a superficial examination of the table, that only a small percentage of pupils in any of the high-school groups have read any language in the original since graduation. It should be noted, though, that the percentage of those who report that they have read no material decreases according as the amount of time devoted to the study of the language increases. This is very marked in the case of French and Spanish, but not so marked in respect to German.

TABLE 8.—Testimony of correspondents who had pursued French, German, or Spanish in high school only regarding number of pages of new material read in the original since graduation<sup>1</sup>

	Years spent in study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
			Total frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French	2	318	219	69	12	4.00	20	6.28	17	5.34	13	4.08	34	10.73
	3	220	132	60	8	2.72	24	11	10	4.55	18	8.10	30	14.10
	4	74	27	37	3	2.71	6	8.11	7	9.47	10	14.37	17	23.45
German	2	522	425	79	8	1.5	6	1.41	4	.75	13	2.5	57	11
	3	276	205	74	9	2.5	8	3	1	.5	8	3	51	15
	4	142	95	67	1	.75	4	2.75	2	1.5	10	7	31	22
Spanish	2	64	55	86	3	3	1	1.5	—	—	2	2.1	6	5.5
	3	22	18	81	—	—	2	9	—	—	—	—	5	22.00
	4	8	4	50	—	—	1	12.5	2	25	—	—	1	12.5

<sup>1</sup> Explanation of Table 8.—Read this table as follows: 219 correspondents—69 per cent of all those testifying—who had pursued French for 2 years in high school, state that they have read no material in the original since graduation. One hundred and thirty-two correspondents—60 per cent of all those testifying—who had pursued French for 3 years in high school say that they have read nothing in the original since graduation. Similarly, read the numbers and percentages of all correspondents in the three groups in high school who had pursued French, German, or Spanish and who testify that they have not read anything in the original since graduation. Twelve correspondents—4 per cent of those testifying—who had pursued French for 2 years in high school, say that they have read from 25 to 100 pages of material in the original since graduation. Similarly, read the number and percentage of correspondents in each of the high-school groups and for the three languages, who testify that they have read varying amounts of French, German, or Spanish in the original since graduation.

Do pupils who have studied modern foreign languages in college only read the language in the original after graduation?—There are presented in Table 9 data showing the amount of material read in the original by those who had studied modern foreign languages in college only. The situation is more favorable for the college than for the high-school group. Of the two-year college group, 55 per cent report that they have read no material in French, 61 per cent have read no material in German, and 52 per cent have read nothing in Spanish. Of the three-year group, 41 per cent have read nothing in French, 53 per cent nothing in German, and 43 per cent nothing in Spanish. Only 40 per cent of those who have pursued French for four years in college report that they have read no material since graduation, while 57.5 per cent report that they have read nothing in German, and 52 per cent that they have read nothing in Spanish. A detailed examination of Table 9 will show that a somewhat larger proportion of college than of high-school graduates have read varying amounts of material in the original since graduation; but even in college, about 45 per cent of the three college groups taken together have read nothing in French since graduation, 57 per cent have read nothing in German, and 49 per cent have read nothing in Spanish.

TABLE 9.—Testimony of correspondents who had pursued French, German, or Spanish in college only, regarding new material read in the original since graduation<sup>1</sup>

	Years spent study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	690	396	55	22	3.19	42	6.06	46	6.67	93	13.49	116	16.81
	3	175	73	41	4	2.29	14	8	15	8.63	30	17.14	33	19.1
	4	91	36	40	3	2.2	9	9.9	6	6.6	22	24.3	15	16.5
German.....	2	467	281	61	9	2	12	3	9	9	28	6	79	16.8
	3	188	100	53	4	2	8	4	1	.5	14	7.5	37	20
	4	80	46	57.5	3	2.5	3	4	0	0	7	8.5	20	25
Spanish.....	2	170	90	52	4	2.35	13	7.5	1	.69	8	4.7	23	13.9
	3	37	16	43	2	5.4	4	10.8			6	16	6	16.3
	4	25	13	52	2	8			1	4	1	4	3	12

<sup>1</sup> Explanation of Table 9.—Read this table in the same way as Table 8. The reader should note that the situation is more favorable for the college than for the high-school group. Fifty-five per cent of the 2-year college group report that they have read no material in French; 61 per cent have read no material in German; 52 per cent have read nothing in Spanish. Similarly, read the percentages of those in the various groups who report that they have read no material in French, in German, or in Spanish. About 45 per cent of the three college groups taken together have read nothing in French since graduation, about 57 per cent have read nothing in German, and about 49 per cent have read nothing in Spanish.

Do pupils who have studied modern foreign languages both in high school and in college read the languages in the original after graduation?—In Tables 10a, 10b, and 10c are presented data showing to what extent correspondents who have pursued modern foreign languages both in high school and in college have read material in the original languages since graduation. The percentages in these groups who testify that they have read no material are, viewed as a whole,

smaller than they are for the college or high-school groups taken separately. A combination of four years in high school and three years in college gives the best record in French, while one year in high school and four years in college gives the best record in German. The cases are so few in Spanish that the data are not dependable. It should be noted that the situation in French is considerably better than it is in German, though the proportion of those who have not read anything in the original is larger for both languages than one would expect; but they are distressingly so for German. Forty-four per cent of the subjects who have had eight years of German (four years in high school and four years in college) and 62½ per cent of those who have pursued the language for five years (four in high school and one in college) testify that they have read nothing in the language since graduation.

TABLE 10a.—Testimony of correspondents who had pursued FRENCH in high school and college regarding number of pages of new material read in the original since graduation

Years spent in study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
		1-1	141	74	53	4	2.84	0	0.39	8	5.68	21	14.91
1-2	94	47	50	1	1.0	9	9.68	12	13	10	11.25	11	12
1-3	35	17	49	2	5.72	4	12	5	15	3	8.58	8	23
1-4	16	5	32	0	0	4	20	1	0.25	3	19	1	6.25
2-1	184	109	60	5	2.72	17	9.24	9	4.90	16	8.71	26	14
2-2	199	107	54	7	3.52	20	10	21	11	18	9.33	25	13
2-3	70	22	32	2	2.87	10	15	6	8.58	15	22.02	11	17
2-4	38	12	32	4	10.5	3	7.9	3	7.9	4	11.54	8	22
3-1	133	78	58	5	3.76	7	5.27	7	5.27	17	12.8	24	18
3-2	94	38	40	2	1.4	12	6.19	8	4.13	16	7.74	13	6.71
3-3	71	30	43	3	4.23	3	4.23	8	12	8	11.73	13	19
3-4	51	11	22	1	1.97	6	9.81	5	9.81	12	25.97	6	13
4-1	47	18	39	2	4.27	2	4.27	8	18	9	19.59	5	11
4-2	39	11	29	1	2.57	4	11	2	5.13	5	12.83	11	29
4-3	19	3	16	0	0	4	22	4	22	6	32.0	3	16
4-4	40	12	30	0	0	5	12.5	5	13	9	23.0	5	13

Explanation of Table 10a.—Read Table 10a in the same way as Tables 8 and 9. The reader should note that the percentages for "no material read" in the high-school and college groups are, taken as a whole, smaller than they are for the college or high-school groups taken separately. The combination of 4 years study in high school and 3 years in college gives the best record in French; while 1 year in high school and 4 years in college gives the best record in German. Forty-four per cent of our correspondents who had studied German for 8 years and 62½ per cent of those who have studied the language for 5 years say that they have read nothing in the language since graduation.

Testimony of correspondents regarding the reading of new material in the original since graduation, compared by classes without distinction as to amount of time devoted to language study, as to number of pages read, or as to institutions in which the language was pursued.—It seemed to those who participated in this investigation that it would be worth while to discover, if possible, whether those who had studied foreign languages in high school or in college 25 years ago read material in the original more generally than do those who had studied the language more recently. So the testimony of our correspond-

ents was treated so as to show comparisons between the graduates of the various classes in regard to the frequency with which they say that they have read material in the original. It was not thought important to distinguish between those who studied foreign languages in high school as compared with those who studied them in college; and it was found impracticable to make a record of the varying amounts of material read in the original. If a correspondent said that he had read *any* material in the original, whether 25 pages or 2,500 pages, his testimony was set down in the affirmative; and no account was taken of the institution from which he had graduated.

TABLE 10b.—*Testimony of correspondents who had pursued GERMAN in high school and college regarding number of pages of new material read in the original since graduation*<sup>1</sup>

Years spent in study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
		1-1	124	77	62	0	0	5	4.25	0	0	8	6.5
1-2	123	70	57	1	.75	2	1.5	1	.75	6	5	18	14.5
1-3	26	10	38.5	1	4	2	8	0	0	2	8	4	15.5
1-4	23	8	35	0	0	1	4.25	0	0	2	8.5	8	35
2-1	274	174	63	3	9	9	3.2	2	.7	14	5	37	13.5
2-2	263	145	55	5	2	8	3.25	3	1.25	12	4.5	47	18
2-3	96	49	51	1	1	1	1	2	2	10	10.5	26	27
2-4	62	32	51	2	3	3	4.5	0	0	5	8	11	17.5
3-1	123	81	66	2	1.75	5	4.25	2	1.75	2	7	21	17
3-2	95	56	58	2	2	3	3	1	1	7	7.5	22	23
3-3	59	32	54	1	2	1	2	1	2	11	18.5	13	22
3-4	40	20	50	0	0	2	5	0	0	8	20	5	12.5
4-1	56	25	44.5	0	0	2	3.5	0	0	8	14	5	9
4-2	55	29	52.5	0	0	0	0	0	0	9	15.5	13	23
4-3	18	8	44	0	0	0	0	0	0	5	29	3	17.5
4-4	34	15	44	1	3	0	0	0	0	4	12	4	12

<sup>1</sup> Explanation of Table 10b.—Read this table in the same way as Table 10a.

TABLE 10c.—*Testimony of correspondents who had pursued SPANISH in high school and college regarding number of pages of new material read in the original since graduation*<sup>1</sup>

Years spent in study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
		1-1	20	16	80	2	10						
1-2	9	8	89							1	12	1	13
1-3	4	1	25	1	25							2	50
1-4													
2-1	8	6	75			1	12			1	12		
2-2	14	7	50			8	21.1			2	14	1	7.1
2-3													
2-4	2	2	100										
3-1	1	1	100										
3-2													
3-3													
3-4													
4-1													
4-2	2	1	50			1	50						
4-3													
4-4													

<sup>1</sup> Explanation of Table 10c.—Read this table in same way as Table 10a.

Table 11 presents data showing whether there are any significant differences in the proportion of our correspondents in the various classes who say that they have read material in the original. An examination of the table will show that the graduates of any one class do not have an important or significant advantage over the graduates of any other class. The class of 1903 is 4 per cent in the lead of the class of 1908, 5 per cent in the lead of 1918, and 7 per cent in the lead of 1913 in respect to the frequency with which correspondents say that they have read material in the original since graduation. The situation is substantially the same in German as in French; but the lead which the class of 1903 has over other classes is not of much if any significance. Some of the investigators who were engaged in working on this problem thought that the older graduates would be more inclined than the more recent ones to say that they had read material in the original even though the amount had been negligible. A more probable explanation of the lead which the class of 1903 has over other classes is that 25 years ago fewer subjects were studied by pupils in high school and in college; and greater importance was attached to linguistic study then than is true to-day, or than was true 10 years ago. The graduates in earlier classes were probably encouraged and even urged more than the graduates in later classes to read foreign languages for mental discipline and for culture.

TABLE 11.—*Testimony of correspondents regarding the reading of new material in the original since graduation, compared by classes without distinction as to amount of time devoted to language study, as to number of pages read, or as to institutions in which the language was pursued*<sup>1</sup>

	French					German				
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
1903.....	359	191	53	168	67	498	180	36	316	64
1908.....	357	190	49	167	51	500	147	28	353	72
1913.....	444	204	46	240	54	607	182	30	425	70
1918.....	433	206	48	227	52	520	161	31	359	69

<sup>1</sup> *Explanation of Table 11.*—Read this table in the same way as Table 5, keeping in mind that the data herein relate to reading material in the original since graduation.

*Testimony of correspondents regarding the reading of new material in the original since graduation, compared by localities without distinction as to amount of time devoted to language study, as to number of pages read, or as to institutions in which the language was pursued.*—It was pointed out in the preceding chapter that there is a widespread popular belief that modern foreign languages are esteemed more highly and used more frequently in Eastern than in other States.

During the progress of this investigation it was decided that it would be worth the trouble to classify our data in order to show whether correspondents living in one section of the country read material in the original more generally than those living in other sections. Accordingly, correspondents were grouped in Eastern, Southern, Northern, and Western States, following the plan described in the preceding chapter; and the data regarding the extent to which material was read in the original were classified on the basis of these sectional groupings.

Table 12 shows the status of each section in respect to the testimony of correspondents regarding the reading of material in the original. It can be seen at a glance that the differences between the sections are slight, alike for French and for German. The Southern States are slightly in the lead in French, while the Eastern States are in the lead in German. The Northern States are behind the other States in both French and German, but not enough behind to warrant the conclusion that they are singularly indifferent to the reading of modern foreign languages in the original.

TABLE 12.—*Testimony of correspondents regarding the reading of new material in the original since graduation, compared by localities without distinction as to amount of time devoted to language study, as to number of pages read, or as to institutions in which the language was pursued*<sup>1</sup>

	French					German				
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
Eastern States.....	288	482	48	506	52	803	238	37	555	68
Northern States.....	345	159	46	186	54	704	201	28	503	72
Western States.....	109	53	48	56	52	283	96	33	187	67
Southern States.....	189	97	51	92	49	243	80	32	163	66

<sup>1</sup> Explanation of Table 12.—Read this table in the same way as Table 6, keeping in mind that the data herein relate to reading material in the original since graduation.

*Testimony of correspondents regarding the reading of new material in the original since graduation, compared by colleges without distinction as to amount of time devoted to language study, or as to number of pages read.*—Do graduates of certain colleges or universities read material in the original more generally than is true of other colleges or universities. Table 13 presents an answer to this question. Bryn Mawr is in the lead in respect to French. All the five graduates of Bryn Mawr report that they have read material in the original in French, but only three of the five from Bryn Mawr have read any material in the original in German. The number of graduates from Bryn Mawr is of course not large enough to yield very reliable data. Sixty-seven graduates of Harvard had studied French, and 76 per

ment of this number report that they have read material in the original. Sixty-one graduates of Harvard had studied German and 72 per cent say that they have read material in the original. Wellesley is close to Harvard in respect to reading French in the original; but it is very far behind in respect to German. Vassar, Brown, Princeton, and the University of Missouri rank high in respect to reading material in the original in French; but Princeton is at the bottom of the list of colleges and universities in respect to the reading of German in the original. Not one of the graduates of the University of Texas who had studied French reports that he has read any material in the original, and only 22 per cent have read anything in German. It can be seen at a glance that there is wide variation among the colleges and universities in respect to reading material in the original, alike in German and in French.

TABLE 13.—*Testimony of correspondents regarding the reading of new material in the original since graduation, compared by colleges without distinction as to amount of time devoted to language study, or as to number of pages read*<sup>1</sup>

	French				German					
	Total frequency	"Yes"		"No"		Total frequency	"Yes"		"No"	
		Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent
University of California.....	20	15	50	15	50	45	19	27	27	40
Wesleyan.....	27	16	59.2	11	40.8	23	11	47.8	12	52.2
Yale.....	88	53	60	35	40	66	30	45.4	36	54.6
University of Chicago.....	30	25	50	25	50	51	20	39.2	31	60.8
University of Indiana.....	14	6	42.8	8	57.2	25	10	40	15	60
Wabash.....	5	1	20	4	80	11	5	27.2	6	72.8
University of Iowa.....	15	5	33.3	10	66.6	33	10	30	23	70
University of Kansas.....	8	4	50	4	50	22	13	59	9	41
Bates.....	6	2	33.3	4	66.7	12	3	25	9	75
Amherst.....	17	7	41.1	10	58.9	25	11	44	14	56
Harvard.....	67	51	76.1	16	23.9	61	44	72.1	17	27.9
Smith.....	21	12	61.9	9	38.1	21	12	61.9	9	38.1
Mount Holyoke.....	8	5	62.5	3	37.5	12	7	58.3	5	41.7
Tufts.....	11	2	18.1	9	81.9	11	5	45.4	6	54.6
Wellesley.....	12	9	75	3	25	15	5	33.3	10	66.6
Williams.....	30	14	46.6	16	53.4	24	8	33.3	16	66.6
University of Michigan.....	28	16	57.1	12	42.9	37	17	45.8	20	54.2
University of Minnesota.....	37	18	48.6	19	51.4	64	20	31.2	44	68.8
University of Missouri.....	23	15	65.2	8	34.8	39	18	46.1	21	53.9
University of Nebraska.....	20	10	50	10	50	62	23	37	39	63
Dartmouth.....	28	20	71.4	8	28.6	31	13	41.9	18	58.1
Princeton.....	47	30	63.8	17	36.2	27	5	18.6	22	81.4
College of the City of New York.....	42	22	52.3	20	47.7	33	17	51.5	16	48.5
Vassar.....	16	11	68.7	5	31.3	10	6	60	4	40
Syracuse.....	18	2	11.1	16	88.9	16	7	43.8	9	56.2
Bryn Mawr.....	5	5	100	0	0	5	3	60	2	40
Brown.....	16	11	68.7	5	31.3	18	9	50	9	50
University of Wisconsin.....	72	31	43	41	57	89	23	25.8	66	74.2
University of Tennessee.....	16	5	31.2	11	68.8	11	3	27.3	8	72.7
Vanderbilt.....	12	5	41.6	7	58.4	12	3	25	9	75
University of Texas.....	11	0	0	11	100	22	5	22.7	17	77.3

<sup>1</sup> Explanation of Table 13.—Read this table in the same way as Table 7, keeping in mind that the data herein relate to reading material in the original since graduation.

Professor Bay, of New York University, recently published in *School and Society*, volume 25, pages 53-54, the results of an investigation relating to the extent to which modern foreign languages are used as tools of research by candidates for the Ph. D. degree in educa-

tion, and a few paragraphs pertinent to our inquiry may be quoted here. Professor Bay says:

Traditionally, a reading knowledge of French and German was required of all candidates for the doctorate. Teachers College, Columbia University, has abolished this general rule and now requires that each candidate show by examination a satisfactory mastery of the tools of research actually needed in the preparation of his dissertation. These tools of research are sometimes the foreign languages: French, German, Italian, Spanish, etc.; sometimes statistics; sometimes a knowledge of law, or other special research equipment.

We have examined the dissertations published as the Teachers College Contributions to Education to see what tools of research were used in their preparation. We selected this particular body of material because it is presumably representative of the types of dissertations that are being prepared in the graduate schools of our country and because it affords a sample of very satisfactory size. We examined the 211 volumes of the series that have been published to date (August 1, 1926), and cast out seven of these because they are not Teachers College dissertations.

A summary of our findings shows a considerable variability in the tools actually needed in the preparation of particular research studies. Of the 204 dissertations included in this study, 49, or 24 per cent, employ foreign languages; 132, or 65 per cent, employ statistics; and 45, or 22 per cent, employ neither foreign languages nor statistics. It will be noted that these percentages total somewhat more than 100, since a few of the researches employ both foreign languages and statistics.

Our findings show also a marked shift from foreign languages to statistics as research instruments. Dividing into halves the 22-year span during which the Teachers College Contributions to Education have been published, we get a view of the very notable decrease in the use of foreign languages and the corresponding increase in the use of statistics. The following percentages show the extent of this movement: Employing foreign languages (1905-1915), 38 per cent; (1916-1926), 16 per cent. Employing statistics (1905-1915), 41 per cent; (1916-1926), 78 per cent. Employing neither foreign languages nor statistics (1905-1915), 30 per cent; (1916-1926), 18 per cent.

The change can be fairly summarized by saying that during the last 11 years there has been approximately one-half as much use of foreign languages and approximately twice as much use of statistics as in the preceding 11 years. Now approximately one dissertation in six employs the foreign languages and approximately four out of five employ statistics.

*Do those who hold the doctorate degree read foreign languages in the original?*—Recently, as stated earlier in this chapter, Dean John F. Manahan undertook an investigation relating to the foreign-language requirements for academic degrees. He sent a questionnaire to the administrative officers of 25 American universities, asking for information regarding the practice of these institutions in requiring a reading knowledge of foreign languages of candidates for the Ph. D. degree. Some of the data received from this questionnaire do not especially concern us here, though it should be said that all the institutions from which testimony was secured require a candidate to show a reading knowledge of at least two foreign languages before the Ph. D. degree may be conferred upon him. Dean Manahan's data, which the present writer has examined in an unpublished manuscript, indicate that standards of mastery of a language differ in different institutions, so that it is not possible to determine whether or not

the 25 leading universities require a facile or only a superficial reading knowledge of foreign languages for the doctorate degree. The methods of examining candidates varies with different institutions, and it is not inconceivable that some of them accept a rather ephemeral and examinational (if we may be indulged in the use of the word) mastery of languages in fulfillment of the foreign-language requirements for the doctorate degree.

Dean Manahan addressed an inquiry to approximately 350 holders of the doctorate degree, asking them whether they had read foreign languages in the original since receiving the degree. The data received in response to this inquiry bear directly upon the problem discussed in this monograph, viz, the postscholastic use of modern foreign languages. It will be serviceable, then, to reproduce one of Dean Manahan's tables, showing the extent to which doctors of philosophy read foreign languages in the original. Table 14 presents data relating to this matter. Dean Manahan has tabulated his responses in three groups: The first 150 responses; the second 150; and the last 50. If the reader will examine Table 14, he will note that 62 of the 250 persons giving testimony say that they have read no material in an original language since they received their degree; 44 have read from 1 to 49 pages; 24 from 50 to 99 pages, and so on. The median number of pages read per subject varies from 20 in the last group to 85 in the second group; the data are for the French language. The data for the German language indicate that a somewhat larger amount of material was read in the original though it is not impressively large. Dean Manahan did not think it profitable to work out tables for the Spanish language, so that we do not know what amount of material has been read by his correspondents in the original in this language.

TABLE 14.—*Testimony of persons who hold the doctorate degree regarding the number of pages of new material read in FRENCH in the original since the doctorate was secured (from Manahan)*<sup>1</sup>

	First 150	Second 150	Last 50	Total
None.....	22	23	17	62
1-49.....	21	20	3	44
50-99.....	9	12	3	24
100-199.....	15	10	3	28
200-299.....	7	10	1	18
300-399.....	3	1	1	5
400-499.....	2	2	1	5
500-599.....	1	8	1	10
600-699.....	0	0	0	0
700-799.....	0	2	0	2
800-899.....	0	2	0	2
900-999.....	0	1	0	1
1,000-1,499.....	4	4	3	11
1,500-1,999.....	3	0	0	3
More than 2,000.....	4	3	5	12
"Very few" to "Countless".....	27	20	9	56
No data.....	53	19	6	78

<sup>1</sup> Explanation of Table 14.—Read this table as follows: Out of a total of 350 persons who hold the doctorate degree, 62 report that they have not read any new material in French in the original since the doctorate was secured. Forty-four report that they have read from 1 to 49 pages of new material. Twenty-four report that they have read from 50 to 99 pages. And so on through the list.

*Are foreign languages read in the original by scholars?*—Dean Mahahan includes in his unpublished manuscript a chapter prepared by Dr. L. V. Buckton, in which are presented data derived from a study of the extent to which modern foreign languages are read by men in important academic positions in 35 leading universities and colleges of the United States who hold the doctorate degree. He received 230 testimonies from persons engaged in scholarly work in educational institutions. Doctor Buckton has tabulated his data to show how his subjects are distributed among the various departments in the colleges and universities from which he secured testimony. He asked his correspondents to state the amount of foreign-language material which they had read in the original during the 30 days preceding the date of giving testimony. The figures in Table 15 show the number of scholars in each important department who had or had not read any foreign language in the original, and the amount of time which they had devoted to the pursuit of foreign languages in high school or college. The reader will note that there is wide variation among scholars in the different departments in the use which they make of modern foreign languages in their daily work. Scholars in chemistry make larger use of foreign languages than do the scholars in any other field. History occupies second place, physics third place, and education last place. The reader should compare these data with the data presented in the last column of the table, in which it is shown to what extent scholars in various departments had read in the original material that was available in English at the time at which the reading in the foreign language was done. It will be noted that all the scholars in geology read in the original only material that was not available in English. Only 8 per cent of the material read by the chemists was available in English, while 56 per cent of the material read by scholars in education could have been read in the English language; and so on throughout the various departments.

*Do those who hold the doctorate degree advise that candidates for the master's degree should be held for a reading knowledge of foreign languages?*—Dean Mahahan includes in his manuscript a study by Miss Roane, of the University of Virginia, in which she undertook to secure the opinions of those who hold the doctorate degree regarding the advisability of requiring candidates for the master's degree to show a reading knowledge of foreign languages. Table 16 presents the results of her inquiry. Sixty-eight correspondents in the first 150 group advise that a reading knowledge of foreign languages should be required of candidates for the master's degree, while 60 advise against it. The remainder of the correspondents give testimony which cannot be interpreted as either in favor of or opposed to the requirement of a reading knowledge of foreign languages for the master's degree.

In the second 150 group, 79 voted in favor of foreign languages for the degree, while 54 voted against it.

TABLE 15.—*Testimony of scholars as to whether or not they had read foreign language material in the original during a period of 30 days (from Buckton)*<sup>1</sup>

Department.	Total frequency	Number reading	Number not reading	Per cent reading	Per cent not reading	Credit hours taken by those reading			Credit hours taken by those not reading			Per cent of reading available in English at the time they were read in foreign language
						Total frequency	Total hours	Average hours	Total frequency	Total hours	Average hours	
Education	72	11	61	15.3	84.7	7	233	33.3	25	1,395	39.9	56.1
History of education	4	2	2	50	50	1	14	14				Not listed.
Educational psychology	9	3	6	33.3	66.7	1	55	55	3	90	30	Not listed.
Psychology	7	2	5	28.6	71.4	2	60	30	3	170	56.7	12.9
Chemistry	19	17	2	89.5	10.5	9	230	25.6	2	31	15.5	8
Botany	13	6	7	46.2	53.8	3	169	56.3	3	48	16	16.68
Physics	9	7	2	77.8	22.2	5	93	18.6				25
Economics												
Sociology												
Political science	33	13	20	39.4	60.6	7	411	58.7	11	391	35.5	8.03
Mathematics	12	7	5	58.3	41.7	4	86	21.5	3	57	19	12.03
Geology	10	4	6	40	60	1	30	30	4	140	35	0
History	10	8	2	80	20	2	115	57.5				42.8
English	8	4	4	50	50				4	217	54.3	40
Miscellaneous	32	15	17	46.9	53.1	6	148	24.7	4	142	35.5	21.68

<sup>1</sup> *Explanation of Table 15.*—Read this table as follows: Out of a total of 72 scholars in the department of education, 11 of the number—15.3 per cent—report that they had read foreign language material in the original during a period of 30 days preceding the date of giving testimony; 61 of the 72—84.7 per cent—report that they had not read any material during this period. Seven scholars who had done reading report that they had earned an average of 33.3 hours credit in foreign languages, while 25 of those who had done no reading report that they had earned an average of 39.9 hours credit—an average of 6.6 hours more than those who had done reading. Those who had done reading report that 56.1 per cent of the reading which they had done in the original was available in translation at the time the reading was done. Similarly, read the testimony of scholars in the various departments. Scholars in chemistry make larger use of foreign languages than do the scholars in any other department; history occupies second place, physics third place, and education last place. Only 8 per cent of the material read by the chemists was available in English.

Miss Roane has tabulated the reasons given by those who favored the requirement of foreign languages, as well as the reasons given by those who voted in the negative. Table 17 presents a résumé of reasons given by those who would require candidates for the master's degree to show a reading knowledge of foreign languages, while Table 18 contains a résumé of reasons offered against the requirement of foreign languages for this degree.

TABLE 16.—*Testimony of persons who hold the doctorate degree in response to the question, "In your opinion, should a reading knowledge of a foreign language be required for the master's degree (from Roane)"*<sup>1</sup>

Yes (no reasons given)	11
Yes (reasons given)	136
No (no reasons given)	17
No (reasons given)	97
Noncommittal	12
No data	5
Qualified affirmatives	22

<sup>1</sup> *Explanation of Table 16.*—Read this table as follows: In a study made by Miss Roane, 147 out of 300 persons who gave testimony advised that a reading knowledge should be required of all candidates for the master's degree, while 114 voted against such a requirement. The remainder, 39, gave testimony which could not be interpreted as for or against such a requirement.

TABLE 17.—Reasons given by persons holding the doctorate degree in favor of the requirement of a foreign language for the master's degree (from Roanet)

One language needed in science.....	28
To prepare for research in future.....	28
As a means of research for the M. A. degree.....	54
To increase value of master's degree.....	13
To provide a liberal cultural education.....	21
To prevent work for degree from being too easy.....	4
To distinguish graduates from undergraduates.....	3
To furnish background.....	4
To cover a subject in all its aspects.....	2
To encourage an early mastery of language.....	2
Practical examination in proficiency is a good thing to look forward to.....	1
To broaden one.....	9
Needed.....	3
Should learn it as early as possible.....	3
Aids in oral and written expression.....	2
Would eliminate half of foreign-language requirement for the doctorate.....	2
Would prepare for doctorate.....	2
Would furnish evidence that candidate has pursued some substantial course during undergraduate career.....	2
Proof of scholarship.....	1
Mental training.....	1
Would eliminate some not capable of doing graduate work.....	1

TABLE 18.—Reasons given by persons holding the doctorate degree unfavorable to the requirement of foreign language for the master's degree (from Roanet)

Not needed.....	53
Other things worth more.....	16
Translations can be secured.....	10
Would be only a hurdle of little value.....	4
If needed for later study, can be studied then.....	3
Would reduce the number of graduates.....	3
Would require more labor than prestige justifies.....	2
Is needed only by specialists in languages.....	2
No extensive perusal of foreign literature.....	2
Many candidates not sufficiently interested and not mature enough.....	1
Would tend to narrow view and sacrifice perspective.....	1
Most students with master's degrees work with local and national problems.....	1
Research technique and methods more needed than language study.....	1
Degree is enough of farce without trying to push it downward.....	1
More in English than anyone can master for graduate degree.....	4
If not already required for bachelor's degree, too much of graduate's work would be language.....	3

Explanation of Table 17.—Read this table as follows: Among reasons given by 300 correspondents for requiring a reading knowledge of a foreign language for a master's degree, 28 say that one language is needed for work in science; 28 say that it is needed for research in the future; 54 say that it is needed for research for the master's degree. Similarly read the various reasons given by different correspondents in favor of the requirement of a foreign language for the master's degree.

Explanation of Table 18.—Read this table in the same way as Table 17, keeping in mind that the reasons given in this table are against the requirement of foreign language for the master's degree.

Should be required for bachelor's degree.....	3
Amounts to little as ordinarily taught.....	3
If interested in research, student will go on and get doctor's degree.....	2
Master's degrees denote proficiency in a particular field rather than broad scholarship.....	2
Average graduate student can read foreign language sufficiently well without this requirement.....	1
Impracticable.....	1
Would detract from value of doctorate.....	1
In a few years more there will be no more master's degrees granted.....	1

## Chapter IV

### *For What Purposes Do Those Who Have Studied Modern Foreign Languages in High School and in College Read the Languages in the Original After Graduation?*

It is widely believed to-day that in the United States we have but slight actual need for foreign languages, and the value of studying them is generally regarded as chiefly disciplinary and cultural. The majority of our people have apparently taken it for granted that whatever is printed originally in foreign tongues that might be of service to us can sooner or later be read in translation by our people, so that it is not greatly important for us to master foreign languages for the purpose of employing them in the pursuit of our businesses or professions.

During the progress of this investigation the writer has received expressions of opinion from many persons regarding the objectives which should determine the teaching of modern foreign languages in our schools and colleges. In some of these opinions it is stated that European peoples should acquire modern languages for the purpose of making practical use of them in everyday life, because of the intimate relations in business and social intercourse of all the European peoples. At the same time, most of those who have expressed their views on the matter have said that in our own country we have very little or nothing to do with people who speak foreign languages, allowing for exceptions in the case of those who travel extensively or who represent America in foreign capitals. One correspondent has expressed the popular belief as follows:

People who come here from other countries should be *compelled* to acquire the English language so that they can read it, speak it, and understand it when it is spoken to them. Our people should *not* be held for a knowledge of any foreign language in order to carry on business or social relations with the people from any foreign nation. The learning of a foreign language for daily use does not yield as high value as acquiring it for culture and for the training of the mental facilities. We should not, then, teach modern languages in our schools and colleges for the same reasons that they are taught in other places. Our aim should not look so directly at immediate usefulness as the aim of the English, or French, or Germans, or Russians, or Italians must do.

*For what purposes do those who have studied foreign languages in high school only read the languages in the original after graduation.—* Those who have given testimony in this investigation, in response

to the inquiry regarding the purposes for which they have read in the original new material in any foreign language, have apparently corroborated the view expressed by the correspondent quoted in the preceding paragraph. In Table 19, the various purposes mentioned by our correspondents who had studied foreign languages in high school only are tabulated, such as research, travel, business communications, present occupation, and personal enjoyment. A total of 532 correspondents had studied German for two years in high school. Ninety-three of this number report that they have read varying amounts of German in the original since graduation. Of these, 21 report that the reading has been done for research, 14 for travel, 16 for business communications, 27 in pursuit of present occupation, and 49 for personal enjoyment. Many of the correspondents report two or more purposes; some of them report that they have read German in the original since graduation for all the purposes mentioned. Twenty-one of the group who had studied German for two years in high school state that they have employed the language in research. It seems improbable that the study of German for two years in high school would give a sufficient mastery of the language so that it could be used for research in any but a superficial way.

Again, 14 of our two-year high-school correspondents report that they have read German in connection with travel. It is possible that a pupil might, after two years of study, gain a sufficient knowledge of German, as taught in American high schools, so that he could read it in order to facilitate his travel through Germany, but it seems unlikely that he could read anything but very "light" literature. It is not probable that he could, after two years of study in high school, read historical, political, philosophic, or economic German literature. It is not intended to say that even a superficial reading knowledge of German would not be of service to one who is traveling through the country, but the reader should bear in mind that correspondents have no uniform standard by which to measure accurately the degree of proficiency in a foreign language which is implied when they state that they have read the language in the original in connection with travel experience.

The purpose for which most of our correspondents have read foreign languages in the original is for "personal enjoyment." It will be granted without comment that this is a worthy purpose. It should be pointed out, however, that the meaning of "personal enjoyment" can not be precisely stated. It is impossible to determine from the responses of our correspondents whether they derive enjoyment from the reading of a foreign language principally because of the aesthetic quality of the language or because of the ethical or moral content of their reading, or because of an agreeable feeling of

mastery of the language. Again, "personal enjoyment" may mean to one correspondent complete absorption in his reading while to another it may mean only partial absorption. The reader should bear this in mind in examining the tables that present data relating to the purposes for which our correspondents have read foreign languages in the original.

There are some significant differences in the proportion of correspondents who had studied French, German, or Spanish in high school only for two, three, or four years, and who have read one or another of the languages for purposes of research, travel, business communications, present occupation, or personal enjoyment. It may be noted, for instance, that 26 per cent of our correspondents who had studied French four years in high school and who report that they have read the language in the original since graduation have employed it for purposes of research, while only 19 per cent of the four-year high-school group in German report that the language has been read for this purpose. Since none of our correspondents had pursued Spanish for four years in high school, no report can be made for this group. It should be noted, further, that a larger percentage of our correspondents read French for personal enjoyment than is true of either Spanish or German. Also a larger percentage read French for present occupation than is true of German; the cases are so limited in Spanish that the data are not significant. Apparently, a larger percentage of our correspondents travel in France than in Germany, because the percentage of those reporting that French has been read in the original for purposes of travel is somewhat larger than in the case of German.

TABLE 19.—*Testimony of correspondents who had studied French, German, or Spanish in high school only regarding the purposes for which they had read any foreign language in the original.*<sup>1</sup>

	Years spent in study	Total frequency	Research		Travel		Business communications		Personal enjoyment		Present occupation	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	318	26	8.18	23	7.23	13	4.0	70	22	33	10
	3	220	16	7.28	15	6.82	13	5.91	74	33	20	9
	4	74	19	26	8	11	4	5.41	31	42	13	17
German.....	2	522	21	4	14	2.7	10	2	49	9.2	27	5
	3	276	23	9.3	12	4.3	5	1.8	35	12.5	16	5.7
	4	142	13	9	6	4	8	5.6	32	22.5	14	9.8
Spanish.....	2	64	6	9.3	3	4.6	3	4.6	9	14	1	1.5
	3	23	1	4.5	1	4.5	1	4.5	5	21.7	2	8.6
	4	8	-----	-----	2	25	-----	-----	3	25	1	12.5

<sup>1</sup> Explanation of Table 19.—Read this table as follows: 318 correspondents report that they studied French for 2 years in high school; 26 of this number—8.18 per cent—report that they have read French in the original for purposes of research, 23—7.23 per cent—have read for travel; 13—4.0 per cent—for business communications; 70—22 per cent—for personal enjoyment; 33—10 per cent—for present occupation. Similarly, read the purposes for which various groups have read French, German, or Spanish.

*For what purpose do those who have studied foreign languages in college only read the languages in the original after graduation?—Data relating to the purposes for which those who have studied*

foreign languages in college only read the languages in the original after graduation are presented in Table 20. It will not be necessary to comment in detail upon the table, since the discussion of the data for the high school is applicable to the college data. The most significant difference between high school and college testimonies relates to the use of foreign language for purposes of research, personal enjoyment, and present occupation. The percentage of our correspondents who read a foreign language for research is considerably higher, and for present occupation and personal enjoyment somewhat higher among the college-trained than among the high-school-trained groups.

TABLE 20.—*Testimony of correspondents who had studied French, German, or Spanish in college only regarding the purposes for which they had read any foreign language in the original*<sup>1</sup>

	Years spent in study	Total frequency	Research		Travel		Business communications		Personal enjoyment		Present occupation	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French	2	690	123	18	53	7.6	22	4.6	204	30	114	17
	3	176	32	18	18	10	16	9.18	78	45	39	23
	4	91	16	17	11	12	8	8.8	44	48	23	24
German	2	457	69	15	19	4.3	19	4.3	87	19	62	11.5
	3	188	30	16	10	5.3	7	3.5	28	20	23	12
	4	80	9	11.2	5	6.2	2	2.5	12	15	7	8.5
Spanish	2	170	12	7.05	16	9.4	20	11.7	40	23.5	16	10.58
	3	57	3	5.01	6	10.1	6	10.1	12	21.1	8	14.0
	4	25	2	8	1	4	3	12	4	16	4	16

<sup>1</sup> *Explanation of Table 20.*—Read this table in the same way as Table 19. A considerably higher percentage of correspondents who had studied a foreign language in college have read the language in the original for research, present occupation, and personal enjoyment, than is true of those who had studied foreign languages in high school only.

*For what purpose do those who have studied foreign languages both in high school and in college read the languages in the original after graduation.*—In Tables 21a, 21b, and 21c, are presented data showing the purposes for which our correspondents who had pursued foreign languages in both high school and college have read the languages in the original after graduation. There are 16 combinations of high-school and college study and there are differences among them which can not be accounted for. To illustrate: Fifty-four per cent of our correspondents who had pursued German for two years in high school and four in college report that they have read this language in the original for purposes of research, while only 9 per cent of those who had studied German for four years in high school and four in college report that they have read the language for purposes of research. Forty-three per cent of those who had studied German for four years in high school and two in college report that they have read the language in the original for personal enjoyment, while only 13.4 per cent who had studied the language for two years in high school and two years in college report that they have read the languages for

personal enjoyment. The reader can easily note other wide variations among the various combinations of high-school and college study in respect to the purposes for which French, German, or Spanish have been read in the original. It is impossible to discover any principle according to which the data in Tables 21a, 21b, and 21c can be arranged or explained, except that possibly the combination of two years in high school and four in college yields the best results so far as reading foreign languages in the original for purposes of travel, research, and present occupation is concerned.

TABLE 21a.—*Testimony of correspondents who had studied FRENCH both in high school and in college regarding the purposes for which they had read the foreign language in the original*<sup>1</sup>

Years spent in study	Frequency	Research		Travel		Business communication		Personal enjoyment		Present occupation	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	141	33	23	12	8.5	14	9.93	46	33	26	18
1-2	94	17	18	11	12	6	6.39	34	36	20	21
1-3	35	9	26	1	2.86	2	.71	19	54	6	17
1-4	16	3	19	2	13	0	0	9	57	6	38
2-1	154	33	18	12	8.52	15	8.16	53	29	20	11
2-2	190	26	13	25	13	10	5.2	71	26	23	12
2-3	70	14	20	8	11	15	21	42	60	18	26
2-4	38	4	11	6	16	4	11	25	66	4	11
3-1	133	15	11	11	8.3	8	6.2	46	26	18	14
3-2	94	20	11	11	8.67	9	4.64	44	47	16	8.24
3-3	71	9	13	8	11	7	9.86	35	50	9	12
3-4	51	9	18	9	18	10	20	36	71	5	9.8
4-1	47	11	24	5	11	7	15	21	45	14	30
4-2	39	8	16	6	16	4	10	22	57	11	29
4-3	19	5	27	2	11	6	32	17	89	6	32
4-4	40	5	13	5	13	4	10	27	68	6	15

<sup>1</sup> Explanation of Table 21a.—Read this table in the same way as Tables 19 and 20. The reader should note the wide variations among the various combinations of high-school and college study in respect to the purposes for which French has been read in the original. It is not possible to discover any principle according to which the data in this table can be arranged or explained.

TABLE 21b.—*Testimony of correspondents who had studied GERMAN both in high school and in college regarding the purposes for which they had read the foreign language in the original*<sup>1</sup>

Years spent in study	Frequency	Research		Travel		Business communications		Personal enjoyment		Present occupation	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	124	14	11.3	5	4	0	0	14	11.3	12	9.8
1-2	123	15	12	5	4	5	4	19	15.2	7	5.8
1-3	26	6	23.1	1	4	1	4	8	31	3	12
1-4	23	5	21.7	2	8.7	7	30.4	8	35	3	13
2-1	274	37	14	9	3.3	8	3	42	15	23	8.4
2-2	268	47	17.5	23	8.6	12	4.5	33	12.4	29	10.8
2-3	96	15	16	8	8.3	5	5.2	29	31	14	15
2-4	82	23	28	18	22	4	4.9	19	23	16	20
3-1	133	13	11	9	7	5	4	20	21	16	14.6
3-2	96	15	16	12	12.7	6	6.4	30	32	23	24
3-3	59	9	15	2	3.75	3	5.1	17	29	12	20
3-4	740	15	2.1	15	2.1	10	1.4	11	1.5	8	1.1
4-1	56	7	13	5	9.2	2	3.6	15	27	6	11
4-2	58	10	17.2	7	12.1	5	8.6	24	41	6	10.3
4-3	18	2	11.7	1	5.6	4	22.2	7	40	5	28
4-4	28	3	10.7	2	7.1	1	3.6	3	10.7	2	7.1

<sup>1</sup> Explanation of Table 21b.—Read this table in the same way as Table 21a.

TABLE 21c.—Testimony of correspondents who had studied SPANISH both in high school and in college regarding the purposes for which they had read the foreign language in the original.

Years spent in study	Frequency	Research		Travel		Business communications		Personal enjoyment		Present occupation	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	20	1	5			2	10	2	10	1	5
1-2	9			1	12	2	25	1	12	2	25
1-3	4	1	25			2	50			1	25
1-4											
2-1	8	1	12	2	25			2	25		
2-2	14	1	7.1	1	7.1	1	7.1	2	14	2	14
2-3											
2-4											
3-1	2										
3-2											
3-3											
3-4	1										
4-1											
4-2	2					1	50			1	50
4-3											
4-4											

Explanation of Table 21c.—Read this table in the same way as Table 21a.

Testimony of correspondents regarding purposes for which a foreign language was read in the original, compared by classes without distinction as to amount of time devoted to language study or as to institutions in which the language was pursued.—In the investigation of the purposes for which foreign languages have been read by our correspondents, the question kept recurring as to whether there were any significant differences among the graduates of the different classes in respect to this matter; so it was decided to classify the data from our correspondents so as to show whether graduates in earlier classes have read foreign languages for any particular purpose more generally than have the graduates in later classes. It was not thought practicable or desirable to make distinctions according to the amount of time spent in the study of foreign language or the institutions in which languages had been pursued. Table 22 presents data in response to the question, "Are there any class differences in respect to the purposes for which foreign languages are read after graduation?" An examination of the table will show that no one class is distinguished above another class in respect to any special purpose for which a foreign language has been read. Substantially the same percentage of graduates in every class have read languages, both French and German, for "research," "travel," "business communications," "pursuit of present occupation," and "personal enjoyment." It is worthy of mention in passing that exactly the same percentage of the graduates in the classes of 1903, 1913, and 1918 have read French for "personal enjoyment." About one-half of our correspondents from all classes say that they have read foreign languages for "personal enjoyment" and only a very small percentage have read them for other purposes. (Those

who have charge of modern foreign-language study in our country ought to consider the significance of the fact that the percentage of graduates of both high school and college who read foreign languages for "research," "travel," "business communications," or the "pursuit of present occupation" is very small.

TABLE 22.—*Testimony of correspondents regarding purposes for which a foreign language was read in the original, compared by classes without distinction as to amount of time devoted to language study or as to institutions in which the language was pursued*<sup>1</sup>

	French										German											
	Total frequency	Re-search		Travel		Busi-ness com-muni-cations		Present occupa-tion		Per-sonal enjoy-ment		Total frequency	Re-search		Travel		Busi-ness com-muni-cations		Present occupa-tion		Per-sonal enjoy-ment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1903	315	51	16	37	12	26	8	48	15	153	49	333	64	19	44	13	30	10	58	17	137	41
1905	337	45	14	46	14	35	10	88	20	143	42	275	62	23	34	12	21	8	58	21	100	36
1913	354	48	13	51	14	34	10	85	14	172	49	347	81	25	38	11	33	10	70	20	125	36
1918	332	48	14	45	14	29	9	46	14	164	49	273	67	26	24	8.5	18	6.5	53	19	111	40

<sup>1</sup> Explanation of Table 22.—Read this table in the same way as Tables 5 and 11, keeping in mind that the data herein relate to the purposes for which modern foreign languages have been read since graduation.

*Testimony of correspondents regarding purposes for which a foreign language has been read in the original, compared by localities without distinction as to amount of time devoted to language study or as to institutions in which the language was pursued.*—Do the correspondents from one section of the country read foreign languages for special purposes more generally than do the correspondents from other sections? An answer to this question can be found by examining Table 23. It is apparent that sectional differences in respect to any one purpose, or all purposes taken together, are slight. "Personal enjoyment" looms large for both German and French in every section of the country. "Research," "travel," "business communication," and "pursuit of present occupation" are small for both French and German. "Research" occupies a larger place for German than for French, except in the Southern States. "Personal enjoyment" is more prominent for French in all sections than is true of German.

*Testimony of correspondents regarding purposes for which a foreign language was read in the original, compared by colleges without distinction as to amount of time devoted to language study.*—If the reader will examine Table 24 he will note that there is wide variation among the graduates of the different colleges and universities regarding the purposes for which French or German has been read since graduation. One-half of the graduates of the Universities of Iowa and Kansas

report that they have read French for "research." However, the number of graduates from these universities is too limited for the data to have a high degree of reliability. Not one of the 21 graduates of Williams has read French for "research," and only 15 per cent of 13 graduates who had studied German have read the language for "research." The graduates of Wellesley have not read either French or German for any other purpose than "personal enjoyment," except in the case of one correspondent who reports that she has read French for "research." Taking all the colleges together, a considerably larger percentage of graduates have read German for "research" than have read French for this purpose, although, as mentioned above, there is much variation among the colleges.

TABLE 23.—*Testimony of correspondents regarding purposes for which a foreign language was read in the original, compared by localities without distinction as to amount of time devoted to language study or as to institutions in which the language was pursued*<sup>1</sup>

States	French										German											
	Total frequency	Re-search		Travel		Busi-ness com-muni-cations		Present occu-pation		Per-sonal enjoy-ment		Total frequency	Re-search		Travel		Busi-ness com-muni-cations		Present occu-pation		Per-sonal enjoy-ment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Eastern.....	756	104	13.8	113	14.9	82	10.8	133	17.7	324	42.8	554	114	20.5	70	12.6	46	8.5	113	20.4	211	38.7
Northern.....	266	42	15.7	37	13.9	21	7.8	44	16.7	123	45.9	365	88	24.1	40	10.9	30	8.3	74	20.3	133	36.4
Western.....	88	16	18.2	13	14.8	7	7.9	14	15.9	38	43.2	170	35	20.3	20	11.7	19	11.3	33	19.5	63	37
Southern.....	148	26	17.5	16	10.8	11	7.6	19	12.8	76	51.3	135	36	26.6	8	5.9	9	6.6	24	17.7	58	42.2

<sup>1</sup> Explanation of Table 23.—Read this table in the same way as Tables 6 and 12, keeping in mind that the data herein relate to the purposes for which modern foreign languages have been read since graduation.

*Testimony of Harvard graduates of twenty-five years standing regarding the purposes for which they have read foreign languages in the original.*—Reference was made in the second chapter to an investigation conducted by Professor Warshaw among graduates of Harvard College in the class of 1900. He asked his correspondents to mention the purposes for which they had read any foreign language in the original since graduation. He reports that 22.49 per cent of those giving testimony had read foreign languages for purposes of research; 22.84 per cent had read them in connection with travel; 15.57 per cent used them in business communication; 28.37 per cent in the pursuit of their present occupation; and 49.13 per cent for personal enjoyment. The proportion of Harvard graduates who have read foreign languages for each and all of the purposes enumerated is considerably larger than is true of the correspondents, taken as a whole, who have given testimony in our investigation.

TABLE 24.—Testimony of correspondents regarding purposes for which a foreign language was read in the original, compared by colleges without distinction as to amount of time devoted to language study.

	French								German													
	Total frequency	Re-search		Trav-el		Busi-ness com-muni-cations		Pres-ent occu-pation		Per-sonal enjoy-ment		Total frequency	Re-search		Trav-el		Busi-ness com-muni-cations		Pres-ent occu-pation		Per-sonal enjoy-ment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
University of California.....	26	5	19.2	3	11.5	3	11.5	5	19.2	10	38.6	29	5	17.3	4	13.4	3	10	5	17.3	12	42
Wesleyan.....	23	4	17.3	3	13	1	4.3	5	21.7	10	43.7	21	5	23.8	2	9.5	0	0	2	9.5	6	26.6
Yale.....	103	12	11.5	15	14.5	16	15.5	18	17.4	42	41.1	59	10	16.9	9	15.2	7	11.8	10	16.9	23	39.3
University of Chicago.....	46	10	21.7	6	13	3	6.5	10	21.7	17	37.1	42	10	23.8	6	14.2	4	8.5	8	19	14	33.4
University of Indiana.....	5	1	20	0	0	0	0	0	0	4	80	15	7	46.6	2	13.3	1	6.6	1	6.6	4	26.6
Wabash.....	2	0	0	0	0	0	0	0	1	50	1	50	9	3	33.3	1	11.1	1	11.1	2	22.2	
University of Iowa.....	8	4	50	0	0	0	0	0	0	4	50	17	6	35.2	1	5.8	1	5.8	4	23.5	5	29.1
University of Kansas.....	4	2	50	0	0	0	0	0	0	2	50	25	8	32	2	8	4	16	2	8	9	36
Bates.....	3	0	0	0	0	0	0	0	1	33.3	2	66.6	6	1	16.7	0	0	1	16.7	2	33.3	
Amherst.....	14	3	21.4	2	14.2	1	7.1	2	14.2	6	42.9	17	4	17.7	0	0	1	5.8	3	17.7	10	58.8
Harvard.....	126	23	18.2	23	18.2	10	7.9	28	22.2	47	37.5	93	29	21.6	12	12.9	6	6.4	19	20.4	36	38.7
Smith.....	15	1	6.6	2	13.2	0	0	0	0	12	80.2	18	2	11.2	1	5.5	2	11.2	3	16.6	10	55.6
Mount Holyoke.....	9	2	22.2	2	22.2	1	11.1	1	11.1	3	33.3	11	5	45.4	1	9.1	1	9.1	1	9.1	3	27.1
Tufts.....	3	1	33.3	0	0	1	33.3	1	33.3	0	0	11	4	36.3	1	9.1	2	18.2	1	9.1	3	27.1
Wellesley.....	10	1	10	0	0	0	0	0	0	9	90	5	0	0	0	0	0	0	0	0	6	100
Williams.....	21	0	0	1	4.2	4	19	2	9.5	12	57.8	13	2	15.3	1	7.6	1	7.6	2	15.3	7	52.3
University of Michigan.....	26	4	15.3	1	3.8	1	3.8	7	26.9	13	50.2	23	8	34.7	2	8.7	2	8.7	5	21.8	6	26.1
University of Minnesota.....	37	4	10	7	18.1	2	5.4	8	21.6	16	44.9	44	9	20.4	7	16.8	3	7	11.25	14	31.8	
University of Missouri.....	24	6	25	1	4.1	1	4.1	3	12.5	13	54.3	31	9	29	0	0	2	6.5	8	25.8	12	38.7
University of Nebraska.....	17	5	29.4	1	5.8	1	5.8	2	11.6	8	47.4	39	11	28.2	4	10.4	3	7.6	9	23.1	12	30.7
Dartmouth.....	26	2	7.7	4	15.4	4	15.4	3	11.5	13	50	24	3	12.5	5	20.8	2	8.4	5	20.8	9	37.6
Princeton.....	53	4	7.5	7	13.2	11	20	6	10.3	26	49	11	2	18.1	2	18.1	1	9.4	4	36.3	2	18.1
College of City of New York.....	46	11	23.9	6	13	4	8.7	7	15.2	18	39.2	38	10	26.3	4	10.5	4	10.5	8	21.2	12	31.8
Vassar.....	16	1	6.2	4	25	0	0	2	12.5	9	56.3	14	2	14.2	5	33.7	1	7.2	1	7.2	5	33.7
Syracuse.....	2	0	0	0	0	0	0	1	50	1	50	15	3	20	1	6.7	0	0	5	33.3	6	40
Bryn Mawr.....	8	1	12.5	1	12.5	1	12.5	0	0	5	62.5	8	3	37.5	1	12.5	1	12.5	0	0	3	37.5
Brown.....	24	6	25	4	16.7	2	8.4	4	16.7	8	33.2	22	7	31.9	3	12.6	1	4.5	4	18.1	7	31.9
University of Wisconsin.....	57	8	14	9	15.7	7	12.2	9	15.7	24	42.4	32	8	25	1	3.1	2	6.2	6	18.9	15	44.8
University of Tennessee.....	9	2	22.2	2	22.2	1	11.1	1	11.1	3	33.4	4	0	0	0	0	0	0	1	25	3	75
Vanderbilt.....	7	2	28.5	0	0	1	14.2	2	28.5	2	28.5	8	3	37.5	0	0	1	12.5	1	12.5	3	37.5
University of Texas.....	0	0	0	0	0	0	0	0	0	0	0	8	2	25	2	25	0	0	2	25	2	25

\* Explanation of Table 24.—Read this table in the same way as Tables 7 and 13, keeping in mind that the data herein relate to the purposes for which modern foreign languages have been read since graduation by the graduates of different colleges and universities.

## Chapter V

### *Do Those Who Have Studied French, German, or Spanish Reread in the Original Any Material Previously Read in High School or College?*

Teachers of modern languages, as a rule, aim to assist their students to become acquainted with literature in the original which will be interesting and inspiring, so that they will reread the literature at their leisure after graduation from school or college. It is generally maintained by modern-language instructors that the material used in the teaching of any language is representative of the best literature in that language; and one might expect that a considerable part of what is read in high school or college courses would be reread after graduation, when it might be more fully understood and appreciated than it was when read in fulfillment mainly of academic requirements. Some of our correspondents testify that they have read new material in the original for "personal enjoyment," and one would expect that they would reread masterpieces in the original more frequently than new material for the enjoyment they would derive therefrom.

The ten tables that appear in this chapter (Tables 25, 26, 27a, 27b, 27c, 28, 29, 30a, 30b, 30c) present data relating to the extent to which our correspondents have reread in the original what they had previously read in high school or college, and the purposes for which this rereading was done. The most significant fact impressed in Tables 25, 26, 27a, 27b, and 27c is that a large proportion of our correspondents have not reread in the original any of the material which they had previously read in high school or college. Table 25 presents testimonies from those who had pursued foreign languages in high school only. Eighty-six per cent of the two-year high-school group who had studied French report that they have not reread any of the material which they read in high school; 79 per cent of the two-year group who had studied German in high school have not reread any of the material previously read; and 93 per cent have reread no material in Spanish. The reader can go over the remainder of the data for himself and see that a very large percentage of our correspondents who had pursued French, German, or Spanish in high school or college, or in both, testify that they have not reread any material which they had originally read in high school or college. Table 26 shows the situation for the two, three, and four year groups in college; and



Tables 27a, 27b, and 27c show the situation for the various groups (16 of them) in both high school and college. Only a small proportion have reread anything which they read originally in school or college. The combination of high-school and college study is, taking all the 16 combinations together, more favorable for rereading material in the original than is either the high-school or the college plan taken separately.

It is worthy of note that a larger per cent of our correspondents in all the groups in high school and college, separately as well as in combination, report that they have not reread any material in the original than testify that they have not read new material in the original since graduation. If the reader is interested in details, he may compare Tables 8, 9, and 10 with Tables 25, 26, 27a, 27b, and 27c; anyone who will make this comparison can not fail to note that those who have studied modern foreign languages are inclined to read new material in the original more extensively than to reread the classic material which they had read in high school or college. The reason for this preference is not entirely clear. It may be that those who have read literature in the original in high school or in college retain their acquaintance with the works they have read, so that they do not feel the need of refreshing their remembrance of it by rereading it after graduation. Or it may be that their experience with this literature was not entirely agreeable and they do not carry out from school or college delightful memories of the experience, and so they are not stimulated to renew their acquaintance with the literature. The writer has asked a number of correspondents who have reported that they have not reread anything in the original since they left high school or college why they do not keep the memory of the classics in each language fresh and invigorating in their lives by rereading the literature after graduation. The responses that have been received warrant the assumption that the reading which is done in modern-language courses in some high schools and colleges does not lead to pleasant and friendly attachment for the literature read, and so the student does not feel an urge to go back to it after he has completed it in fulfillment of the requirements in his high-school or college course. Whatever may be the fact in the case, it seems that instructors in modern foreign languages ought to endeavor to discover why those who graduate from their courses do not continue more generally than they do to keep in touch after graduation with the literature which they read in high school or in college.

Turning now to Tables 28, 29, 30a, 30b, and 30c, that show the purposes for which our correspondents have reread in the original material which they had previously read in high school or college, it should be noted that "personal enjoyment" is more prominent than any other purpose mentioned. The number of correspondents who report that they have reread material in Spanish is so small that the data are

unimportant. But in French and German it is apparent that material is reread in the original mainly, although not wholly, for the pleasure derived therefrom. In examining the tables the reader should bear in mind that most of our correspondents who report that they have reread material in the original mention *several* purposes, principally personal enjoyment, research, and present occupation. It should not be forgotten that only a small proportion of our correspondents have reread any material in the original, so that the data presented in Tables 28, 29, 30a, 30b, and 30c are not highly significant; the cases are too few to yield conclusions of great value, so far as the purposes for which material is reread in the original are concerned. Only a highly selected group—from 20 to 35 per cent of our correspondents—have reread anything in the original, and most of these have reread material for various purposes, and not for one purpose alone.

TABLE 25.—*Testimony of correspondents who had pursued French, German, or Spanish in high school only regarding number of pages of material reread in the original since graduation which they had previously read in school*<sup>1</sup>

	Years spent in study	Frequency		No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	318	275	86	2	0.63	20	5.29	2	0.63	1	0.32	12	3.78	
	3	220	194	88	2	.91	7	3.19	6	2.73	8	1.37	9	5.10	
	4	74	57	77	6	0	3	2.71	3	4.0	0	0	9	12.71	
German.....	2	532	455	85.5	5	.95	3	.5	3	.25	3	.5	36	6.7	
	3	276	217	80	2	.7	9	3.1	2	.7	2	.7	16	5.9	
	4	142	98	69	1	.75	3	2.25	1	.75	6	4	18	12.6	
Spanish.....	2	64	11.5	67			1	1.5						4	6.0
	3	23	60	93					2	9.0	2	9.0		9	9.0
	4	6	20	86									1	13	

<sup>1</sup> Explanation of Table 25.—Read this table in the same way as Tables 8, 9, and 10a. The reader should note the very large percentages of correspondents in all groups for the three languages who report that they have not reread in the original since graduation any material which they had previously read in school.

TABLE 26.—*Testimony of correspondents who had pursued French, German, or Spanish in college only regarding number of pages of material reread in the original since graduation which they had previously read in college*<sup>1</sup>

	Years spent in study	Frequency		No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	690	574	83	23	3.34	33	4.78	12	1.74	5	0.74	39	5.36	
	3	175	122	70	4	2.25	18	10	10	5.72	8	4.58	12	6.78	
	4	91	58	64	1	1.1	9	9.9	5	5.5	6	6.6	10	11.0	
German.....	2	457	358	78.4	5	1.15	7	1.5	0	0	8	1.8	27	7.5	
	3	158	108	57	1	.5	7	3.5	2	1	7	2.5	26	12.7	
	4	80	60	75	1	1.2	2	2.5	1	1.2	2	1.2	7	8.7	
Spanish.....	2	170	115	67	1	.59	3	1.76	1	.59	5	2.9	17	9.4	
	3	37	20	54	1	2.7	2	5.3	2	5.3			4	10.8	
	4	25	20	80							1	4	2	8	

<sup>1</sup> Explanation of Table 26.—The percentages of our correspondents reporting "no material read" are not quite so large for the college as for the high-school group.

TABLE 27a.—Testimony of correspondents who had pursued FRENCH both in high school and college regarding amount of material reread in the original which they had previously read in school<sup>1</sup>

Years spent in study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
		1-1	14	116	82	4	2.84	8	5.55	3	2.13	4	2.84
1-2	94	73	78	1	1.7	7	7.45	6	6.30	2	2.4	0	0
1-3	35	22	63	1	2.86	3	8.58	4	1.2	1	2.86	0	0
1-4	16	7	44	1	6.25	5	32	1	6.25	1	6.25	0	0
2-1	184	155	84	3	1.64	10	5.44	8	4.35	1	.55	2	1.1
2-2	199	166	83	3	1.51	10	5.3	5	2.52	2	1.0	2	1.0
2-3	70	43	61	4	5.77	7	10	5	7.15	6	8.58	0	0
2-4	29	29	11	1	2.64	1	2.64	2	4.26	0	0	1	2.64
3-1	123	110	83	3	2.26	11	8.28	4	3.1	4	3.02	0	0
3-2	94	66	71	1	.52	15	7.74	2	1.4	5	2.65	1	.52
3-3	71	53	75	1	1.42	4	5.64	3	4.23	1	1.41	2	2.82
3-4	51	29	57	0	0	3	5.81	3	5.89	3	5.9	2	3.92
4-1	47	37	79	1	2.13	1	2.13	0	0	1	2.13	3	6.38
4-2	39	26	67	0	0	3	7.7	3	7.7	3	7.7	1	2.57
4-3	19	71	88	0	0	4	22	3	11	0	0	0	0
4-4	40	24	60	0	0	2	5	5	13	3	7.5	0	0

<sup>1</sup> Explanation of Table 27a.—Read this table in the same way as Tables 25 and 26. The percentages of our correspondents in practically all groups for all languages who report "no material read" are very large. The reader can easily note the percentages for any of the groups in which he is interested.

TABLE 27b.—Testimony of correspondents who had pursued GERMAN both in high school and college regarding amount of material reread in the original which they had previously read in school<sup>1</sup>

Years spent in study	Total frequency	No material read		0-100 pages		100-500 pages		500-1000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
		1-1	124	98	79	0	0	3	3.2	1	0.75	1	0.75
1-2	123	96	78	1	.75	0	0	0	0	4	3.2	15	12
1-3	26	11	4.25	1	4	0	0	0	0	1	4	5	21.5
1-4	23	7	30.5	0	0	0	0	0	0	1	4.25	6	21.5
2-1	274	203	74	4	1.4	6	2	0	0	4	1.3	28	10.4
2-2	263	171	65	1	.37	9	3.35	2	.75	6	2.3	29	11.7
2-3	96	65	67.5	1	1	3	3	1	1	3	3.1	8	8.5
2-4	82	36	58	1	1.5	3	4.5	1	1.5	4	6.5	11	18
3-1	123	93	75	1	.75	1	.75	0	0	4	3.2	16	13
3-2	95	66	67.5	1	1	3	3.1	1	1	3	3.1	15	15.8
3-3	89	45	76	1	2	0	0	0	0	7	12	9	15
3-4	40	29	72.5	2	5	3	7.5	0	0	4	10	5	12.5
4-1	56	40	71	0	0	0	0	0	0	2	8.5	7	12.45
4-2	56	40	71	0	0	3	5.3	0	0	6	11	7	12.45
4-3	18	9	50	1	6	1	6	0	0	0	0	3	17.5
4-4	34	18	53	0	0	2	6	0	0	4	12	2	6

<sup>1</sup> Explanation of Table 27b.—Read this table in the same way as Table 27a.

TABLE 27c.—Testimony of correspondents who had pursued SPANISH both in high school and college regarding amount of material reread in the original which they had previously read in school<sup>1</sup>

Years spent in study	Frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	20	18	90	3	10								
1-2	0	5	23							1	12	1	13
1-3	4	1	25	1	25							2	50
1-4													
2-1	8	6	75			1	12			1	12	1	7.1
2-2	14	7	50			3	21.1			2	14		
2-3													
2-4													
3-1	2	2	0										
3-2													
3-3	1	1											
3-4													
4-1													
4-2	2	1	50			1	50						
4-3													
4-4													

<sup>1</sup> Explanation of Table 27c.—Read this table in the same way as Table 27a.

TABLE 28.—Testimony of correspondents who had studied French, German, or Spanish in high school only regarding the purposes for which they had reread any material in the original which they had previously read in school<sup>1</sup>

	Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French	2	318	3	0.95	3	0.95	0	0	3	0.95	30	9.4
	3	220	2	.91	3	1.3	0	0	5	2.3	18	8.2
	4	74	1	1.3	4	5.4	0	0	2	2.7	9	13
German	2	532	2	.33	4	.5	2	.33	6	1.33	31	5.5
	3	276	2	.7	1	.5	0	0	3	.9	27	9.8
	4	142	0	0	1	.75	0	0	3	2	17	19
Spanish	2	64									2	3.1
	3	22							1	4.5	3	13
	4	8					1	12			1	12

<sup>1</sup> Explanation of Table 28.—Read this table in the same way as Tables 19, 20, and 21a. Note that foreign languages are reread in the original for personal enjoyment more largely than for any other purpose.

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TABLE 29.—*Testimony of correspondents who had studied French, German, or Spanish in college only regarding the purposes for which they had reread any material in the original which they had previously read in college*<sup>1</sup>

	Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	690	13	1.8	10	1.4	8	0.73	23	2.3	62	13
	3	175	4	2.3	3	1.7	1	.57	10	5.7	48	27
	4	91	3	3.3	4	4.4	2	2.2	6	6.6	31	34
German.....	2	457	4	1	0	0	1	.25	6	1.25	42	9
	3	188	4	2	1	.8	1	.5	4	2	30	16
	4	80	3	4	2	2.5	0	0	3	4	13	16
Spanish.....	2	170	3	1.76	1	.59	7	4.1	3	1.76	18	10
	3	37	1	2.7	2	5.4	2	5.4	3	8.1	5	13
	4	25	1	4							2	8

<sup>1</sup> Explanation of Table 29.—Read this table in the same way as Table 28.

TABLE 30a.—*Testimony of correspondents who had studied FRENCH both in high school and in college regarding the purposes for which they had reread material in the original which they had previously read in high school or in college*<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1.....	141	1	0.71	2	1.4	0	0	4	2.8	21	15
1-2.....	94	0	0	2	2.1	0	0	4	4.2	22	23
1-3.....	35	4	11	1	2.8	1	2.8	3	8.6	7	20
1-4.....	16	0	0	0	0	0	0	4	25	8	50
2-1.....	184	1	.55	1	.55	0	0	4	2.2	23	13
2-2.....	109	4	2.1	5	2.5	2	1.1	4	2.1	25	13
2-3.....	70	3	4.3	2	2.8	3	4.3	8	11	23	33
2-4.....	38	0	0	1	2.6	0	0	0	0	10	26
3-1.....	133	1	.75	1	.75	0	0	3	2.2	20	15
3-2.....	94	1	.52	1	.52	0	0	4	2.6	25	27
3-3.....	71	3	4.2	2	2.8	0	0	4	5.6	13	18
3-4.....	61	1	1.6	2	3.3	1	1.6	2	3.3	13	21
4-1.....	47	2	4.2	1	2.1	1	2.1	2	4.2	6	13
4-2.....	39	0	0	1	2.5	1	2.5	5	13	11	28
4-3.....	19	1	5.2	0	0	1	5.2	2	11	8	42
4-4.....	60	3	7.5	0	0	0	0	3	7.5	13	22

<sup>1</sup> Explanation of Table 30a.—Read this table in the same way as Tables 28 and 29.

TABLE 30b.—Testimony of correspondents who had studied GERMAN both in high school and in college regarding the purposes for which they had reread material in the original which they had previously read in high school or in college<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
I-I	124	0	0	2	1.75	0	0	0	0	7	5.6
I-I	123	0	0	2	1.75	0	0	3	2.5	13	11
I-I	26	2	8	1	4	2	8	1	4	4	19.2
I-I	23	1	4.35	0	0	0	0	1	4.35	4	17.4
I-I	74	3	9	1	5	4	13	2	7	25	33.8
I-I	263	4	1.5	1	.37	4	.37	6	2.3	30	11.5
I-I	98	1	1	2	2	0	0	1	1	18	19
I-I	62	1	1.6	1	1.6	2	3.2	1	1.6	13	21
I-I	123	3	2.5	4	3.2	1	7.5	2	1.75	25	20
I-I	95	0	0	1	1	1	1	2	2	21	22
I-I	59	0	0	0	0	0	0	3	5.5	10	17
I-I	40	2	5	1	2.5	0	0	2	5	10	25
I-I	56	1	1.8	1	1.8	1	1.8	1	1.8	5	9
I-I	56	3	5.25	1	1.8	1	1.8	1	1.8	8	14.3
I-I	18	0	0	0	0	0	0	0	0	4	22.2
I-I	34	0	0	0	0	1	3	1	3	10	29.4

<sup>1</sup> Explanation of Table 30b.—Read this table in the same way as Table 30a.

TABLE 30c.—Testimony of correspondents who had studied SPANISH both in high school and in college regarding the purposes for which they had reread material in the original which they had previously read in high school or in college<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
I-I	20									2	10
I-I	9					1	12			1	12
I-I	4					1	25				
I-I	8	1	12								
I-I	14									2	14
I-I	2										
I-I	1										
I-I	2							1	50	1	50

<sup>1</sup> Explanation of Table 30c.—Read this table in the same way as Table 30a.

## Chapter VI

### *Do Those Who Have Pursued Modern Foreign Languages in High School or in College, or in Both, Read Material in These Languages in Translation After Graduation?*

At the outset of our investigation it was decided that it would be advisable to secure data relating to the extent to which those who have studied foreign languages in high school or in college or in both read material in these languages in translation after leaving school or college. This matter can not be ignored by those who construct courses of study and who must determine whether foreign languages shall be elective or shall be required. While the investigation was in progress, the present writer participated in a number of discussions regarding the relative value of reading material in foreign languages in the original as compared with translation. An assistant cooperated in examining all recent literature dealing with this question. Some authorities maintain that one who pursues a foreign language for only two or three or even four years in high school or in college, or in both, can not acquire such mastery of the technical elements of the language that he can gain the thought presented in it as accurately as he could gain it if it were translated by an expert who had become familiar with the language in all its subtle aspects. The writer has heard it frequently said that what is really valuable in a foreign language for our people ought to be translated into English by a group of specialists who would devote their time, talents, and energy to this undertaking and who would become as familiar with the foreign as with the native tongue. Some thoughtful persons hold that novices should not be required to read foreign languages in the original for the purpose of gaining the content of the material which they read, because they are unable to grasp the finer shades of meaning and so they are as likely to derive an erroneous as a correct impression of the views of the authors whom they read. The further argument is sometimes urged that the American people are so preoccupied with their multitudinous interests and duties that they do not have time to spend in struggling with the content of literature presented in a foreign tongue. It is urged that we ought to conserve the time and energy of our people by requiring most of them to master only the native tongue; and then to train groups of specialists who will garner out of all foreign languages whatever promises to be of interest and of value to the American people and present it in our own language.

On the other side, it is said with as great force and conviction that no one can gain the full and accurate content of any material in a foreign tongue when it is presented in translation. Further, it is claimed that when one reads a foreign language in his native tongue one misses the spirit of the original because this can not be conveyed through an alien language. Furthermore, much of what is most valuable for our people will lose some of its value if it can not be read until it is translated. It is maintained by those who hold to the foregoing view that the American people, at least those who have completed a high-school or college education, should be able to read current literature produced in France, Germany, and other foreign countries as rapidly as it appears, since if one must wait for a considerable period in order to read current literature in his own tongue it ceases to be current and so is deprived to a greater or less extent of its interest and usefulness. We were eager to learn from our investigation whether our correspondents read material in translation as freely, or more or less freely, than they read it in the original. Do graduates of high school and college who have pursued foreign languages to the extent of at least two years think that classical as well as current literature in French, German, and Spanish is of such interest and importance that it should be read freely in translation, even if it can not be read in the original. It has been shown in preceding chapters in this bulletin that a very large proportion of graduates of high school and college does not after graduation read any new material in the original in French, German, or Spanish. A still larger proportion does not, after graduation, reread any material in the original which was read in high school or college. Since graduates do not as a rule read new material or reread old material in the original, do they in larger proportion read material in translation? Tables 31, 32, 33a, 33b, 33c, and 34 present data bearing upon this question.

*Do those who have pursued French, German, or Spanish in high school only read foreign-language material in translation after graduation?*—If the reader will examine Table 31, he will see that approximately two-thirds of our correspondents have not read any material in translation since graduation from high school. Taking the group of correspondents—318 all told—who pursued French for two years in high school, 230 of them—72 per cent—have read no material in translation since graduation. Two hundred and twenty of them pursued French for three years in the high school. One hundred and forty-one of this number—64 per cent—say that they have read nothing in translation since graduation. A still larger per cent of those who studied French for four years in high school have read no material in translation since they graduated.

Looking at the situation in German, the figures are substantially the same as for French. Out of a total of 532 correspondents who had

pursued German for two years in high school, 407 of them—76 per cent—have read no material in translation since graduation. Sixty-three per cent of the three-year group and 58 per cent of the four-year group have read nothing in translation since they graduated from high school.

The percentages for Spanish do not differ greatly from those for French and German, except that for the four-year group, only 37 per cent say that they have read nothing in translation since graduation. But the number of testimonies is too small to be dependable.

*Do those who have pursued modern foreign languages in college only read material in translation after graduation?*—In Table 32 there are presented data showing the extent to which those who have studied a foreign language in college have not read any material in translation since graduation. The percentages for "no material read" are not so high for the college as for the high-school groups in any of the foreign languages. The reader should bear in mind that it has been shown in previous chapters that a smaller per cent of our correspondents who pursued foreign languages in college report that they have read no new material in the original or have not reread any material studied in college than is true of the high-school groups; so that our data apparently warrant the conclusion that study of a foreign language in college stimulates an interest in the literature of the language somewhat more than does study of the language in high school. However, it should not be overlooked that more than half of our correspondents in the college groups, taken as a whole, say that they have read nothing in translation since graduation.

*Do those who have pursued foreign languages both in high school and in college read material in these languages in translation after graduation?*—Tables 33a, 33b, and 33c present data showing to what extent those who have pursued foreign languages both in high school and in college read material in these languages in translation after graduation. The percentages in all the high-school and college groups who report "no material read" are high, though there is considerable variation in the different groups. In French, for instance, only 22 per cent of those who had studied the language in high school for four years and in college for three years report that they have not read anything in translation since graduation; but since there is only a total of 19 correspondents in this group, the data concerning their practices are not of much significance. Sixty-five per cent of the two-year high-school and one-year college group in French have read nothing since graduation. The percentages for German are substantially the same as for the other languages, though, as with French, there is marked variation due mainly to the small number of correspondents reporting in certain of the groups, especially the one-year high-school and four-year college groups. Taking all the high-school and college groups in German together, approximately one-half of all

our correspondents have read nothing in translation since graduation. The number of our correspondents in the high-school and college groups in Spanish is so small that one can not be confident that they show the actual situation for the Spanish language.

*Which type of reading—new material in the original, old material reread, material read in translation—is neglected by our correspondents most generally?*—There are brought together in Table 34 for the purpose of comparison data showing the extent to which our correspondents have not read any new material in the original, or reread any old material, or read any material in translation since graduation from high school or college. The reader can make comparisons in detail if he is interested; it will be enough to point out here that, taking all groups together, our correspondents have neglected the rereading of material studied in high school or in college more than they have new material or material in translation. New material in the original has been neglected slightly less than material in translation. The reader can not fail to be impressed with the large percentages of our correspondents in every group in high school, in college, and in both combined, who have neglected reading of every sort in foreign languages—the differences in respect to different kinds of material are not greatly significant. The really important fact is that graduates of high school and college who have studied foreign languages neglect the literature in these languages to an extent which requires that we try to find an explanation for the situation, or at least try to find a justification for the amount of time spent in the pursuit of these languages on some other grounds than that they are read after graduation.

*For what purposes do graduates of high school or college read foreign language material in translation after graduation?*—An examination of Tables 35, 36, 37a, 37b, and 37c will show that material appearing originally in a foreign language is read in translation by graduates of high school and college principally for personal enjoyment. Only a small percentage of graduates read any foreign language material in translation for purposes of research, travel, business communications, or present occupation. There seems to be an exception in the case of Spanish; from 25 to 50 per cent of correspondents who had studied Spanish in high school or in college report that they have used the language for business communications and in connection with their present occupation; but the number of correspondents who have given testimony is so small that much importance can not be attached to the data relating to this language. It should be noted that, taking all groups together, a considerably larger percentage of graduates who had studied French read material in translation for personal enjoyment than is true of either German or Spanish. In respect to other purposes, there are not marked differences between

the three languages. It may be observed in passing that the current widespread belief that the reading of a foreign language either in the original or in translation is necessary for research and for travel is not supported by our data.

TABLE 31.—*Testimony of correspondents who had studied French, German, or Spanish in high school only regarding the number of pages of foreign language material which they had read in translation since graduation*<sup>1</sup>

	Years spent study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
			French.....	2	318	230	72	2	0.63	10	3.15	14	4.4	25
	3	230	141	61	2	.91	6	2.73	15	6.82	28	12.74	24	11.72
	4	74	51	69	0	0	0	8.11	2	2.71	7	9.47	5	6.77
German.....	2	532	407	76	3	.4	9	1.85	1	.2	12	2.3	46	8.5
	3	276	175	63	2	.1	6	1.5	6	2.1	11	4.1	39	14.5
	4	142	82	58	1	.75	0	0	1	.75	8	5.5	22	15.5
Spanish.....	2	64	48	75	6	1.5					3	4.6	10	14.08
	3	22	16	74							1	4.5	3	13.20
	4	8	13	37					1	12	1	12	2	24

<sup>1</sup> Explanation of Table 31.—Read this table as follows: Out of 318 correspondents who have given testimony regarding the extent to which they have read a modern language since graduation from high school, 230 of them—72 per cent—report that they have read no material in translation. Seventy-six per cent of the 2-year high-school group in German have read no material in German in translation since graduation; and 75 per cent of the 2-year group in Spanish have read nothing in translation. Similarly, read the figures for the remaining groups in the three languages; also the number of correspondents in each group who testify that they have read varying amounts in translation.

TABLE 32.—*Testimony of correspondents who had studied French, German, or Spanish in college only regarding the number of pages of foreign language material which they had read in translation since graduation*<sup>1</sup>

	Years spent study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
			French.....	2	690	410	59	3	0.44	23	3.34	62	8.99	103
	3	175	88	50	1	.58	6	5.15	18	10	30	17.16	27	15.44
	4	91	51	57	0	0	3	3.3	7	7.7	13	14.3	10	11
German.....	2	457	245	53	0	0	7	1.5	6	1.25	29	6.3	78	17
	3	188	86	45	0	0	1	.5	1	.5	14	7.4	38	22.5
	4	80	50	62.5	1	1.2	0	0	1	1.2	2	2.5	10	12.5
Spanish.....	2	170	100	58	1	.59	6	3.49	2	1.1	9	5.2	21	12.4
	3	37	14	37	1	2.7			2	5.4	1	2.7	7	18.1
	4	25	8	32			1	4						

<sup>1</sup> Explanation of Table 32.—Read this table in the same way as Table 31. The reader should note that the percentages for "no material read" are not so high for the college as for the high-school groups in any of the languages. However, more than half of our correspondents in the college groups, taken as a whole, say that they have read nothing in translation since graduation.

TABLE 33a.—Testimony of correspondents who had studied FRENCH in high school and in college regarding the number of pages of foreign-language material which they had read in translation since graduation<sup>1</sup>

Years spent in study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	141	82	58	2	1.42	8	2.13	15	11	27	19.42	9	6.21
1-2	94	53	56	0	0	4	4.26	9	9.58	15	15.97	14	14.9
1-3	35	21	60	0	0	0	0	3	8.58	4	11.44	7	20.58
1-4	16	3	19	1	6.25	0	0	0	0	3	19	3	13
2-1	184	119	65	1	.55	10	5.44	22	12	17	9.26	19	10.97
2-2	199	129	65	1	.51	6	3.2	16	8.5	21	11.11	26	13.8
2-3	70	33	47	0	0	6	8.5	3	4.29	16	22.43	11	15.72
2-4	38	22	58	0	0	0	0	3	7.9	4	11	10	27
3-1	133	78	68	1	.88	2	1.76	10	8.78	30	25.76	13	11.43
3-2	94	48	25	0	0	8	2.58	11	3.68	13	7.71	13	6.71
3-3	71	43	61	0	0	2	2.82	5	7.5	14	20.18	8	11.28
4-4	51	27	53	0	0	1	.97	2	3.93	6	11.79	8	15.93
4-1	47	23	49	1	2.13	2	4.26	3	6.4	8	10.65	7	8.62
3-2	39	19	49	1	2.57	0	0	6	16	3	7.7	6	16.13
4-3	19	4	22	0	0	2	11	2	11	8	44	4	22
4-4	40	25	63	2	5	2	5	6	15	3	7.44	2	4.88

<sup>1</sup> Explanation of Table 33.—Read this table in the same way as Tables 31 and 32. The reader should note that there is considerable variation in the different groups in respect alike to "no material read" and varying amounts of material read. There is no marked difference in respect to the different languages.

TABLE 33b.—Testimony of correspondents who had studied GERMAN in high school and in college regarding the number of pages of foreign-language material which they had read in translation since graduation<sup>1</sup>

Years spent in study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	124	78	63	0	0	1	0.75	0	0	5	4	18	14.5
1-2	123	57	46	1	.78	1	.78	2	1.7	6	5	39	32
1-3	26	10	38.5	0	0	0	0	0	0	3	12	6	23.5
1-4	23	4	17	0	0	0	0	0	0	2	8.5	5	21.28
2-1	274	178	63	2	.8	2	.7	3	.9	14	5	26	13.7
2-2	23	143	55	1	.37	6	2.6	9	3.4	24	8	47	18
2-3	98	44	46	1	1	1	1	0	0	11	11.6	16	16.9
2-4	62	27	45	1	1.5	2	3	1	1.5	5	8	12	18.8
3-1	123	72	59	0	0	6	5	0	0	9	7	23	18.8
3-2	95	53	55.5	1	1	1	1	1	1	3	31	19	20.1
3-3	59	27	46	0	0	2	4	1	2	2	3.75	9	15
3-4	40	24	60	2	5	2	5	0	0	2	5	1	2.5
4-1	58	35	62.5	1	1.8	3	5.25	1	1.8	5	9	6	10.8
4-2	56	34	61	1	1.8	0	0	2	3.5	4	7.2	8	14.4
4-3	18	7	40	0	0	1	6	1	6	1	6	3	17.5
4-4	34	11	32.5	0	0	1	3	1	3	4	12	3	8

<sup>1</sup> Explanation of Table 33b.—Read this table in the same way as Table 33a.

TABLE 33c.—Testimony of correspondents who had studied SPANISH in high school and in college regarding the number of pages of foreign language material which they had read in translation since graduation<sup>1</sup>

Years spent in study	Total frequency	No material read		0-100 pages		100-500 pages		500-1,000 pages		1,000+ pages		Indefinite	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1	20	18	80									4	20
2	9	8	75									1	25
3	4	1	25					1	25	1	25	1	25
4	8	6	75	1	12					1	12	4	26.2
5	14	5	35							5	35		
6	2	1	50									1	50
7	1												
8	2	1	50									1	50
9	1												
10	2	1	50									1	50

<sup>1</sup> Explanation of Table 33c.—Read this table in the same way as Table 33a.

TABLE 34.—Comparison of frequency of testimony of "No material read" since graduation (1) of new material in the original; (2) of material previously read in high school or college; (3) of material in translation, by those who had studied French, German, or Spanish in high school, in college, or in both<sup>1</sup>

Years spent in study	Total frequency	French						German						Spanish											
		Original		Re-read		Translation		Original		Re-read		Translation		Original		Re-read		Translation							
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent						
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent						
High school	2	318	219	69	275	86	230	72	532	425	79	455	85	5	407	76	64	55	85	60	93	46	75		
	3	220	132	60	194	88	141	64	276	205	74	217	80	175	63	22	18	81	19	86	10	74			
	4	74	27	37	57	77	81	69	112	85	67	98	69	82	58	8	4	50	7	87	13	37			
	5	690	376	55	574	83	410	59	457	281	61	358	78	4	245	53	170	90	52	115	67	100	58		
College	2	175	72	41	122	70	89	50	188	100	53	108	57	89	45	37	16	43	20	54	14	37			
	3	91	36	40	58	64	51	57	80	46	57	60	75	50	62	5	25	13	52	20	80	8	32		
	4	141	74	53	116	82	82	58	124	77	62	98	79	79	63	20	16	80	18	90	10	80			
	5	94	47	50	73	78	53	56	123	70	57	98	78	57	46	9	5	62	6	75	6	75			
High school and college	1-1	35	17	49	22	63	21	60	26	10	28	5	11	42	5	10	28	5	4	1	25	2	50	1	25
	1-2	16	6	32	7	44	3	19	23	6	26	5	7	30	5	4	17								
	2-1	184	109	60	158	84	119	65	274	174	63	203	74	176	63	8	6	75	7	87	6	75			
	2-2	190	107	56	166	83	129	65	263	145	55	171	65	143	55	14	7	50	10	71	4	35			
	2-3	70	22	32	43	61	33	47	96	49	51	66	67	5	44	46									
	2-4	38	12	32	29	11	22	58	62	32	51	36	58	27	45										
	3-1	133	73	55	110	83	78	68	123	81	66	103	75	72	59	2	2	100	2	100	1	100			
	3-2	94	38	40	66	71	46	25	95	58	58	66	67	5	52	55	5								
	3-3	71	30	43	53	75	43	61	59	32	54	45	76	27	45	1	1	100	1	100					
	3-4	51	11	22	29	57	27	53	40	20	50	29	72	5	24	66									
	4-1	47	18	39	37	79	23	46	56	35	62	5	40	71	35	62	5								
	4-2	39	11	29	26	67	19	49	56	29	57	5	40	71	34	61	2	1	50			1	50		
4-3	19	3	16	11	58	4	22	18	6	33	9	50	7	40											
4-4	40	12	30	24	60	25	63	34	15	44	18	53	11	32	5										

<sup>1</sup> Explanation of Table 34.—Read this table as follows: Of our correspondents who had studied French for at least 2 years, 69 per cent report that they have read no material in the original since graduation; 86 per cent report that they have reread no material in the original since graduation which they had previously read in school; 72 per cent report that they have read nothing in translation since graduation. Similarly, read the figures for French, German, and Spanish in all groups, and note that, taken as a whole, the percentage of those who have reread "no material in the original" is larger than the percentages for "no material in the original" or "material in translation." There are a few exceptions to this rule in certain of the groups, but the statement is true for the groups, taken as a whole, in the three languages. The data show quite conclusively that graduates of high school and college neglect to reread material in the original which they had previously read in school or college.

TABLE 35.—*Testimony of correspondents who had studied French, German, or Spanish in high school only regarding the purposes for which they had read any foreign language material in translation since graduation*<sup>1</sup>

	Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French	2	318	22	6.9	8	2.5	6	1.8	22	6.9	62	19
	3	220	12	5.4	4	1.8	2	.9	16	7.3	59	27
	4	74	4	5.4	0	0	0	0	7	9.4	17	23
German	2	532	22	4.1	9	1.7	4	.75	26	5	39	7.5
	3	276	19	7	4	1.3	7	2.5	9	3.4	36	13.1
	4	142	9	6.3	1	.75	1	.75	12	8.4	18	12.7
Spanish	2	64	2	3.1			1	1.5	2	3.1	9	14
	3	22			1	4.5	1	4.5	2	9.09	3	13
	4	8	1	12	1	12	1	12	1	12	5	62

<sup>1</sup> Explanation of Table 35.—Read this table in the same way as Table 33. It should be noted that a larger percentage of our correspondents who had studied languages in high school only read these languages in translation after graduation for personal enjoyment than for any other purpose.

TABLE 36.—*Testimony of correspondents who had studied French, German, or Spanish in college only regarding the purposes for which they had read any foreign-language material in translation since graduation*<sup>1</sup>

	Years spent in	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French	2	690	80	12	13	1.9	8	1.2	98	14	196	28
	3	175	17	9.7	5	2.4	1	.6	25	14.2	65	37
	4	91	2	2.2	3	3.3	1	1.1	8	8.8	26	29
German	2	457	42	9.4	14	2.5	4	.9	50	11	62	13.5
	3	188	16	8.4	7	3.5	3	1.5	20	11	20	11
	4	80	4	5	1	12	0	0	5	6.2	5	6.2
Spanish	2	170	7	4.1	11	6.4	3	1.76	16	9.4	51	30
	3	37	2	5.4	1	2.7	3	8.1	6	16.1	7	18
	4	25	1	4					1	4	2	8

<sup>1</sup> Explanation of Table 36.—Read this table in the same way as Table 35. Personal enjoyment occupies a more prominent place than any other purpose for which our correspondents read foreign languages in translation after graduation from college.

TABLE 37a.—*Testimony of correspondents who had studied FRENCH both in high school and in college regarding the purposes for which they had read any foreign-language material in translation since graduation*<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	141	22	16	4	2.8	1	0.7	20	14	47	33
1-2	94	11	12	4	4.2	1	1.7	14	15	31	33
1-3	35	4	12	1	2.8	0	0	5	14	8	23
1-4	16	0	0	0	0	0	0	2	13	5	31
2-1	164	16	8.7	5	2.7	2	1.8	17	9.2	54	29
2-2	199	12	6.4	7	3.5	3	1.5	13	6.5	59	30
2-3	70	8	11	5	7.1	1	1.4	8	11	29	41
2-4	38	0	0	1	2.6	1	2.6	1	2.6	12	32
3-1	133	12	9.2	6	4.5	1	.75	12	9.2	50	37
3-2	94	4	4.6	6	5.9	3	2.5	7	6.6	40	43
3-3	71	5	7.5	3	4.2	1	1.4	8	11	27	38
3-4	61	4	7.8	0	0	5	9.8	1	1.9	10	20
4-1	47	2	4.2	0	0	1	2.1	5	11	15	32
4-2	39	1	2.6	3	7.7	2	5.1	3	7.7	13	34
4-3	19	3	16	0	0	1	5.2	5	27	13	69
4-4	40	1	2.5	1	2.5	1	2.5	1	2.5	14	35

<sup>1</sup> Explanation of Table 37a.—Read this table in the same way as Tables 35 and 36. It should be noted that a much larger percentage of our correspondents who had studied French both in high school and in college have read material in translation since graduation for personal enjoyment than for any other purpose. Present occupation comes next and research next. There are exceptions in certain groups, but the statement is true in respect to the groups taken as a whole.

## READING OF MODERN FOREIGN LANGUAGES

TABLE 37b.—Testimony of correspondents who had studied GERMAN both in high school and in college regarding the purposes for which they had read any foreign language material in translation since graduation<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	124	6	5	0	0	0	0	13	11	12	9
1-2	123	14	11.8	2	1.75	0	0	14	11.8	18	13.8
1-3	26	4	15.5	0	0	1	4	3	12	3	12
1-4	23	3	12.75	1	4.25	1	4.25	1	4.25	3	12
2-1	274	20	7.5	3	9	1	4	26	9.8	32	14.75
2-2	263	26	9.8	6	2.3	4	1.5	34	13	40	15
2-3	98	11	11.6	3	3.1	4	4.2	8	8.5	13	13
2-4	62	5	8	3	4.7	3	4.7	7	11	9	13.9
3-1	123	11	9	1	.75	3	2.5	13	11	20	16.5
3-2	95	7	7.5	1	1	2	2	7	7.5	23	24.1
3-3	59	5	8	2	3.75	1	2	6	10	13	22
3-4	40	2	5	0	0	0	0	1	2.5	3	7
4-1	56	5	9	0	0	1	1.8	7	13	10	17.5
4-2	56	8	14	2	3.5	1	1.8	7	13	12	21.3
4-3	18	2	11.79	0	0	1	6	2	11.7	4	22
4-4	34	3	9	0	0	1	3	2	6	6	18.5

<sup>1</sup> Explanation of Table 37b.—Read this table in the same way as Table 37a.

TABLE 37c.—Testimony of correspondents who had studied SPANISH both in high school and in college regarding the purposes for which they had read any foreign language material in translation since graduation<sup>1</sup>

Years spent in study	Total frequency	Research		Travel		Business communications		Present occupation		Personal enjoyment	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	20	1	5	1	5						
1-2	9			1	12	1	12	1	5	4	20
1-3	4	1	25			1	25	1	25	2	25
1-4											
2-1	6					1	12			1	12
2-2	14	1	7.1			1	7.1	3	21	4	28
2-3											
2-4											
3-1	2									1	50
3-2											
3-3	1										
3-4											
4-1											
4-2	2	1	50					1	50	1	50
4-3											
4-4											

<sup>1</sup> Explanation of Table 37c.—Read this table in the same way as Table 37a.

## Chapter VII

### *To What Extent Are Those Who Have Pursued French, German, or Spanish in High School or College Placed in Situations in Daily Life in Which They Feel the Need of a Foreign Language?*

Any reader who has followed the discussion in this bulletin to this point can not fail to be interested in data presented in Tables 38, 39, 40a, 40b, and 40c. Our correspondents were asked whether they had been placed in any situation since graduation in which they felt the need of foreign languages. The reader should keep in mind in reviewing the responses of our correspondents that they had all pursued foreign languages for two years or more in high school or in college, or in both, and their testimony regarding the need for foreign language indicates that they had not acquired such a mastery of any language that they could employ it serviceably in the situations in which they were placed. The proportion of our correspondents who give testimony of this character is much larger than the proportion of those who testify that they have read new material in the original since graduation. The proportion of those who say that they have not been placed in any situation in which they have needed foreign language is much smaller, for all the languages and for all groups in high school and in college than the proportion of those who have not read any material in the original in any language since graduation.

The interpretation to be put upon these data seems to be that the felt need of those who have studied foreign languages in high school or college is greater than their ability to meet the need. A detailed examination of the tables will show that a large percentage of our correspondents has felt a need for foreign language for purposes of correspondence, of conversation, of travel, and of research. Conversational need looms larger than any other in these tables; approximately half of our correspondents in each group in high school, in college, and in both say that they have been placed in situations where ability to converse in a foreign language would have been of service to them. At the same time, approximately one-third (there is considerable variation in respect to the percentage, particularly among the groups of high-school and college study combined) of our correspondents in each group in high school, in

college, and in both testify that they have never been placed in any situation in which mastery of a foreign language would have been of service to them.

*Validity of testimony regarding the need of foreign language in the situations of daily life.*—It will be proper to inquire at this point whether complete reliance can be placed upon the testimony of correspondents regarding the need of foreign language in the situations of daily life. Does "need" mean that an individual has been placed in situations from which he could not extricate himself without recourse to foreign language? Or does it mean that he would have been merely more comfortable if he had been master of a foreign tongue? There is no way to determine precisely what standard of seriousness a correspondent has in mind when he says that he has felt the need of foreign language for purposes of conversation, travel, or something else. The present writer has endeavored to run a check on the testimony given by correspondents; but the matter is so complicated and elusive, with individual variation in the degree of urgency implied in the term "need," that it is not possible to state definitely just what validity can be attached to the testimony of correspondents. It is the writer's opinion that the majority of correspondents would say that they had felt the need of foreign language in conversation, even if they could have made themselves understood fairly well by the use of English. If a foreign language would have made their adjustments more easy and comfortable, it would be enough for some correspondents to testify that they had felt the need of such language in particular situations.

We have no means of determining whether the situations reported as requiring the use of a foreign language were really crucial ones to which the correspondents were unable to adjust themselves because they had not mastered a language. It is the writer's opinion, formed after holding conferences with a number of correspondents who testified that they had felt the need of foreign language in the situations of daily life, that these correspondents were able to handle themselves in the situations with greater or less ease and success, but they would have had greater success and greater ease if they had had control of foreign language. This is particularly true in respect to correspondence, conversation, and travel needs; it is not so true in respect to research needs.

Accepting the testimony of our correspondents at face value, it is apparent that if foreign languages can be acquired so that they can be *used* in everyday life, they will be of service to a large proportion of those who graduate from high school or college. About one-half of high-school and college graduates, as they run, will need foreign language for conversation, and at least a fourth of them will

need it for correspondence. Only about a third of high-school or college graduates will go through life and have no need for the use of foreign language in any way.

It is worthy of special mention that a considerably larger proportion of our correspondents have felt the need of French than of German for conversational and travel purposes. It appears, also, that these needs are greater for those who have pursued Spanish than for those who have pursued German; but the number of our correspondents who have pursued Spanish is so small that the data are not very dependable or significant. Again, a considerably smaller per cent of those who pursued German report that they felt no need for the use of German in daily life than is true of either French or Spanish. This may be due to the fact that in most communities in our country there are people who speak German, and anyone who has mastered German would be likely to be placed in situations where he could use it serviceably. The proportion of French-speaking people in our country is very much smaller than of German-speaking people. This explanation does not clear up all difficulties in the interpretation of our data, for the reason that a larger proportion of our correspondents have felt the need of French for conversation than of German. Can this be due to the fact that some of our correspondents—we do not know how large a proportion of them—were in France during the World War, and have their reports been affected by their experience in trying to use French in conversation in France?

TABLE 38.—*Testimony of correspondents who had pursued French, German, or Spanish in high school only regarding the purposes for which they have felt the need of foreign languages since graduation*<sup>1</sup>

	Years spent in study	Total frequency	Correspondence		Conversation		Travel		Research		No need	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	318	93	29	150	47	85	27	53	17	108	34
	3	220	71	32	111	50	52	24	38	17	71	32
	4	74	24	32	43	58	30	41	19	26	14	19
German.....	2	532	106	20	215	40.5	117	22	66	12.4	46	8.3
	3	276	60	21.5	107	40	45	16.5	31	11.5	55	20
	4	142	44	31	79	57	38	26	22	15.5	27	19.5
Spanish.....	2	64	17	26	25	39	12	18	8	12	16	25
	3	22	2	9.09	12	54	4	18	3	13	5	22
	4	8	5	62	5	62	4	5	-----	-----	1	12.5

<sup>1</sup> Explanation of Table 38.—Read this table as follows: Out of a total of 318 correspondents who had studied French in high school only for at least 2 years, 93 of them—29 per cent—say that they have felt a need for the language since graduation for purposes of correspondence. Forty-seven per cent have felt a need for the language for conversation; 27 per cent for travel; and 17 per cent for research. Thirty-four per cent have felt no need for the language. Similarly, read the figures for all groups in the three languages. The percentage for conversation is larger than for any other need; travel comes next; and correspondence next.

TABLE 39.—Testimony of correspondents who had pursued French, German, or Spanish in college only regarding the purposes for which they have felt the need of foreign languages since graduation.<sup>1</sup>

	Years spent in study	Total frequency	Correspondence		Conversation		Travel		Research		No need	
			Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
French.....	2	690	192	28	304	44	200	29	213	30	210	30
	3	175	59	33	78	44	55	31	54	31	43	24
	4	91	34	37	48	53	37	41	20	22	23	25
German.....	2	457	102	22	192	42	108	28	90	20	76	16
	3	188	29	15	60	32	30	16	32	17	36	20
	4	80	14	17.5	31	38.7	23	28.7	10	12.5	20	25
Spanish.....	2	170	45	26	70	41	48	27	13	7.6	35	20.6
	3	37	14	37	17	43	10	27	9	24	3	8.1
	4	28	6	21	7	25	5	20	2	9	1	4.4

<sup>1</sup> Explanation of Table 39.—Read this table in the same way as Table 38. The percentages are quite high for every group and for every need, though conversation is ahead of the other needs.

TABLE 40a.—Testimony of correspondents who had pursued FRENCH both in high school and in college regarding the purposes for which they have felt the need of foreign languages since graduation.<sup>1</sup>

Years spent in study	Total frequency	Correspondence		Conversation		Travel		Research		No need	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1.....	141	51	36	68	48	50	35	49	35	43	30
1-2.....	94	31	33	47	50	33	35	23	25	23	25
1-3.....	35	11	32	16	43	6	18	11	32	12	35
1-4.....	16	7	44	4	38	7	44	5	32	6	38
2-1.....	184	58	32	84	46	61	33	55	30	48	26
2-2.....	199	68	34	106	53	78	39	57	29	53	27
2-3.....	70	38	55	44	63	28	40	17	25	9	13
2-4.....	38	11	29	15	40	15	40	8	22	8	23
3-1.....	133	41	31	57	43	43	32	34	26	41	31
3-2.....	94	35	37	50	53	30	32	27	28	21	23
3-3.....	71	32	45	36	51	18	26	14	20	18	26
3-4.....	51	23	46	28	55	22	44	10	20	10	20
4-1.....	47	20	43	28	60	19	41	14	30	6	13
4-2.....	39	18	47	25	65	17	44	8	21	8	21
4-3.....	19	8	43	17	90	12	64	2	11	0	0
4-4.....	40	17	43	27	68	23	58	6	15	6	15

<sup>1</sup> Explanation of Table 40.—Read this table in the same way as Tables 38 and 39. Note that the percentages of our correspondents who have felt a need for foreign languages after graduation are high in practically all the groups for French. They are not so high for the various groups in German. The data for Spanish are too limited to yield conclusions of high value.

TABLE 40b.—Testimony of correspondents who had pursued GERMAN both in high school and in college regarding the purposes for which they have felt the need of foreign languages since graduation

Years spent in study	Total frequency	Correspondence		Conversation		Travel		Research		No need	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	124	22	17.8	43	34.8	35	28	23	17.1	19	15.2
1-2	123	27	22.5	38	31	25	21	33	26.5	22	17.8
1-3	26	5	19.5	9	35.8	8	31	6	23.5	3	12
1-4	23	2	8.5	2	8.6	1	4.25	4	17	3	12.75
2-1	74	49	66.5	101	37	61	22	55	20	51	18.6
2-2	263	65	24.5	132	50	66	24.8	59	22.3	45	17
2-3	96	17	30	42	44	22	23	20	21	11	11.6
2-4	62	19	31.5	27	45.5	17	27.8	14	22.4	6	10
3-1	123	34	27	51	41	37	29	33	26.5	15	12.2
3-2	95	23	24	37	39	26	27.3	20	21	9	9.7
3-3	30	24	41	30	50	17	32	15	30.5	11	20
3-4	40	18	45	19	47.5	15	37.5	6	15	3	7.5
4-1	56	13	22	31	55	14	25	14	25	1	1.8
4-2	56	21	37.5	34	60	18	32	6	11	0	0
4-3	18	7	40	13	72	6	33	4	22.5	0	0
4-4	34	12	35.5	14	41	7	21	4	12	2	6

1 Explanation of Table 40b.—Read this table in the same way as Table 40a.

TABLE 40c.—Testimony of correspondents who had pursued SPANISH both in high school and in college regarding the purposes for which they have felt the need of foreign languages since graduation

Years spent in study	Total frequency	Correspondence		Conversation		Travel		Research		No need	
		Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
1-1	20	3	15	13	65	4	20	1	5	2	10
1-2	9	4	50	7	87	3	37			1	12
1-3	4	2	50	2	50			1	25		
1-4											
2-1	8	2	25	5	62	2	25			1	12
2-2	14	5	35	8	57	7	50	5	35	1	7.1
2-3											
2-4											
3-1	2	1	50	1	50						
3-2											
3-3	1										
3-4											
4-1											
4-2	2			2	100	2	100	1	50		
4-3											
4-4											

1 Explanation of Table 40c.—Read this table in the same way as Table 40a.

## Chapter VIII

### *Conclusions and Recommendations*

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It seems desirable to repeat at the outset of this chapter that our investigation is concerned solely with the extent to which those who have pursued foreign languages in high school or in college, or in both, have read these languages in the original or in translation since graduation. There are many problems relating to the study of foreign languages to which we have given no attention whatsoever; other investigators are attacking these problems. So the conclusions and recommendations which will be presented in this chapter must be confined strictly to questions pertaining to the outcome of the teaching of modern foreign languages in respect to the ability and tendency of students to read them after graduation for purposes of research, or personal enjoyment, or in connection with travel, or in the pursuit of business.

Most of our correspondents have said that the time which they devoted to the study of modern foreign languages in school and in college was well spent. Some educational investigators who have been interested in our study and to whom the data secured have been submitted for examination and comment have expressed doubt regarding the dependability of the testimonies that correspondents have given, claiming that 8 or 9 out of every 10 persons are unable to tell whether or not they have derived value from the pursuit of one or another subject in school or college. It is the writer's opinion that these critics minimize unduly the worth of testimony given by graduates regarding the benefits which they have derived from the several studies which they pursued in high school or in college. Of course, testimony is rarely if ever absolutely accurate in respect to any experience, whether in the field of education or elsewhere; but it is claimed here that this testimony is entitled to greater consideration than the guesses of observers regarding the benefits which a student derives from the pursuit of one or another study. The day may not be far distant when we shall be able to employ effective experimental methods in order to determine accurately whether the time devoted to a particular branch of instruction might have been spent more profitably in other ways; but until we can have access to experimental data, we should attach greater importance to testamentary

evidence than to the opinions of bystanders regarding the benefits that are derived from study in high school or in college.

It should be pointed out in this connection that if time devoted to any subject in high school or in college is well spent, the results thereof should be observable as they are manifested in the post-scholastic life of the student. Either he should be happier in consequence of his having pursued the subject in question; or he should be more efficient in dealing with the situations to which the subject relates; or he should be able to adjust himself more harmoniously to the people among whom he lives; or he should have a better understanding of the natural laws operating in his environment; or his æsthetic appreciation and enjoyment should be increased. If the individual lives on the same plane physically, intellectually, socially, and æsthetically after as he did before he spent two or three years in the pursuit of a subject, then it is reasonable to assume, even if the individual maintains the contrary, that the time devoted to the subject could have been spent more advantageously in the pursuit of other subjects.

Applying this criterion of educational values to the problem in hand, it may be said that the very large proportion of our correspondents who say that they have read no material, either in the original or in translation, in any foreign language since graduation from high school or college is somewhat depressing, unless there are other benefits than reading that may be derived from the pursuit of a foreign language. Undoubtedly other investigators will show whether the study of a modern foreign language in high school or in college confers upon the student the ability (1) to speak the language, or (2) to understand it when he hears it, or (3) to understand and enjoy English literature and speak and write the native tongue better than would otherwise be possible. Even though most of our correspondents testify that they have not read any foreign language material since graduation, it does not follow of necessity that foreign languages are entirely nonfunctional in the life of the students who pursue them. Before reaching any such conclusion, the reader must examine data collected by those who are investigating other aspects of the modern foreign-language study problem.

There is another matter which those who are disappointed over the meager postscholastic reading of modern foreign languages should take into account. Suppose 20,000 persons who had pursued algebra, geometry, psychology, ancient history, principles of education, physics, or rhetoric should be asked to testify as to whether they had made use of any one or all of these branches since graduation from high school or college. How large a percentage of those who gave testimony would state that they had actually used any of the subjects? The present writer does not have statistical data at

hand, but he ventures the opinion that a large proportion of graduates of high schools and colleges chosen at random would declare that they had not used any of these branches since graduation. Of course, even if this were true it would not lessen the waste of failure to use modern foreign languages after having spent two or more years in their pursuit; but it may be comforting for those who are oppressed by the data presented in this bulletin to keep in mind that similar data would probably be secured from an investigation concerning the use that graduates make of most subjects taught in high school and in college. It may be—students of educational procedure quite generally believe—that methods of teaching in vogue in high school and in college have largely failed to give the student such a grasp of the subjects he has pursued that he actually employs them in solving the problems of daily life after he quits school or college.

*The foreign language situation in America as compared with other countries.*—It is a matter of common knowledge, of course, that European peoples live so closely together and are so intimately associated in commercial and social activities that it is of advantage to each and all of them to be able to speak and to read other languages than the native tongue. Consequently, there is an effective stimulus constantly and insistently operating to encourage an English, Spanish, French, German, Russian, or Austrian student to gain such a mastery of modern foreign languages that he can use them practically in his daily activities. According to the writer's observations, European peoples are eager to acquire a speaking and reading knowledge of foreign languages; a Frenchman, German, Spaniard, or Italian would rather converse in English than in his native tongue with an Englishman or an American. From the moment the typical European becomes aware of the social and commercial conditions in the environment to which he must adjust himself, he has it impressed upon him that it will be of service to him to know how to speak and to read foreign tongues and to be able to understand them when he hears them. In school, the European pupil is in an eager, receptive attitude when he is pursuing a foreign language. The people around him are using foreign languages, and he inherits the tradition that a person is not educated unless he has mastered at least one language besides his native tongue. Further, the methods employed in teaching foreign languages in France, Germany, and other European countries have been determined by the necessity of helping young people to gain command of these languages as completely and speedily as possible. The teacher of foreign languages in European countries feels a constant incentive to teach them in a dynamic way so that they can be used.

The situation in our country is very different. Our pupils inherit the tradition, more or less clearly and definitely transmitted to them, that a foreign language can not be of much service to them. When they visit a European country, the natives they come in contact with in the hotels and shops can speak English, so that an American in Europe can get along quite comfortably and can see and do everything he wishes without much difficulty, even if he does not know a word of any foreign tongue. Again, the Europeans who come to our country do not stimulate our young people very greatly to master a foreign language. If they are educated Frenchmen, Germans, Russians, or Italians they can and they do use our language, so that we do not feel the need to master their several tongues. If they are immigrants, our pupils do not see why we should wish to employ the language they use. The present writer has heard students ridicule the immigrants with whom they have come in contact; and unfortunately, our young people do not often meet the better-educated representatives of foreign countries whom they might admire for their intellectual and personal qualities.

It will doubtless be granted without argument that the chief use to which our people can put foreign languages is to read them in the original for purposes of research, travel, personal enjoyment, and the pursuit of business. The movement which is gaining great momentum in America to encourage and even to compel all foreign people who take up their abode in our country to learn English is making it unnecessary for us to speak any foreign language or to understand it when spoken so far as our needs while at home are concerned; and when we go abroad we will rarely be placed in a situation in which English will not be understood. So we can not deeply impress our young people with the claim that they will be handicapped in daily life if they can not speak a foreign tongue; but it should be possible to make them appreciate that they could extend their knowledge and increase their personal enjoyment if they could read modern foreign languages. It seems clear, then, that in the teaching of these languages in America, the principal objective should be to train our pupils so that they can read them understandingly, appreciatively, and readily.

*Can we teach modern foreign languages in America so that they will be read more generally than they are now?*—During the past 10 or 15 years, there has been a vast amount of experimentation in our country for the purpose of determining how a child can best learn to read in the native tongue. It has been shown that certain methods of teaching, once generally practiced, are comparatively wasteful and ineffective, and these methods are being abandoned in all progressive schools throughout the country. Unfortunately, we do not yet have access to any important experimental data relating to the problem of teach-

ing children to read a foreign language, so that we can not say with finality how a pupil can best gain a mastery of the language so that he can read it understandingly, appreciatively, and readily. The present writer has no intention to impose his own opinions of this matter upon the reader, and especially upon those who give instruction in foreign languages in high school or in college; but he would shirk his responsibility if he did not offer a few suggestions based upon the psychology of learning to read in one's native language—there are several well-established principles which probably apply equally well to learning to read in a foreign language and in the native tongue.

The first principle that teachers of foreign languages should take account of is that reading and grammatical diagnosis are psychologically contrasted and antagonistic processes. Reading may be called—using popular terms—a synthetic mental process, while grammatical diagnosis is an analytical process. In order that a pupil may learn to read readily and with understanding and appreciation, words must function merely as symbols, and not as objects of explicit attention in and for themselves. Further, individual words can not, as a rule, function independently; groups of words must function as unities; meaning is usually denoted by phrases, clauses, sentences, or paragraphs, rather than by words in isolation. If the reader, then, is made verbal-minded, in the sense that he is habitually explicitly aware of each and every word in the reading material, he is retarded or slowed down in the reading process, and his understanding and appreciation of the content of his reading are interfered with. In order that he may read easily and with understanding and appreciation, he must grasp groups of words as unities, and these groups must function marginally and not focally in his attention.

How can a group of words be made to function as a unit and marginally in the reading process? Only by repeated use of the group as a unity, with attention focused primarily upon meaning rather than upon the anatomy of the words or their grammatical relation. This will seem quite familiar to those who have kept in touch with recent experimental work upon reading in the native tongue, but possibly teachers of modern foreign languages may not have been able to study the results of these investigations with a view to determining whether the principles involved could and should be followed in the teaching of pupils to read in a foreign language.

There is a closely related principle pertaining to learning to read easily, understandingly, and appreciatively in the native tongue which perhaps should be taken account of by teachers of modern foreign languages. A reader may gain the meaning of a phrase accurately, especially when it appears in a context so that it contains only one element of a large whole of meaning, without being able to analyze the grammatical structure of the phrase or even to give the meaning

of the separate words in the phrase. It has been shown beyond question that when a child is taught to read mainly according to the so-called "silent" method, he is frequently able to give quite accurately the meaning of a paragraph, whereas he may become confused when he is required to make a minute verbal and grammatical analysis of the paragraph. It is not the wish of the writer to push this point too far, but it is desired to draw the attention of teachers of modern foreign languages to this principle as of fundamental importance in teaching American pupils so that they can read foreign tongues understandingly, appreciatively, and easily.

It is probable that a pupil in America could learn to read a foreign language so as to derive meaning accurately without spending so much time and energy as pupils have been doing upon verbal minutiae, particularly upon grammatical relations. Would it violate the traditional proprieties in the teaching of a modern foreign language if pupils were not required to become familiar with grammatical details, provided that they could grasp the meaning in large verbal unities? Would it be permissible to lay emphasis, almost from the beginning of the study of a foreign language, upon reading for understanding and enjoyment rather than for technical verbal and grammatical knowledge? What would an American pupil lose if he should be required to read five or even ten times as much material in a modern foreign language as has been the practice heretofore in a two-year course in high school or in college, even if he were not able to analyze accurately all the grammatical relations involved in his reading? Would his ability to read rapidly in order to gain content be more than an offset for his paucity of knowledge of grammatical details? These questions are asked respectfully of the teachers of modern foreign languages; the writer does not insist upon his own opinion in regard to the matters involved.

*Does composition in a foreign language assist in acquiring a reading mastery of the language?*—There seems to be a widespread belief among the laity, as well as among teachers, that a detailed acquaintance with the technical construction of a language, so that it can be written correctly, is essential to the intelligent interpretation or use of the language; but the principle seems clear that when a novice is trying to gain a reading mastery of a language he ought not to be impeded by any technical matters which are not absolutely essential to the gaining of content readily, understandingly, and appreciatively. He should acquire the habit of driving ahead in his reading instead of being retarded in order to analyze grammatical details, with the result that he can not make rapid progress forward because he is preoccupied with details inward. It is advisable for a novice early to gain the sense that he can move forward readily and surmount

linguistic difficulties easily. It is probable that the chief reason why such a large proportion of our correspondents have read no material in any language since graduation is that they had acquired reading habits which did not yield easy mastery of the language for the purpose of gaining content readily, understandingly, and appreciatively.

Experimental data relating to the acquisition of a reading mastery of the native tongue lead to the belief that it is psychologically and linguistically not true that explicit knowledge of the technical construction of a language so that it can be written correctly is necessary for a reading mastery of the language. Exactly the contrary appears to be true. It has been shown beyond question, in respect to the native tongue, that explicit awareness of technical details is a barrier to a reading mastery of the language, since, as already pointed out, reading is a synthetic process in which words must function marginally and merely as symbols to revive content; and the gaining of content is not dependent upon a knowledge of technical minutiae in linguistic construction. In acquiring a reading mastery of the native tongue the child gains his reading habits very largely, and often completely, before he undertakes a detailed study of the technical construction of the language. Fortunately his reading habits become so settled before his technical study begins that they are resistant to disturbance from technical study. If the child were detained in the acquisition of reading until he began the study of grammar and had exercises in composition, he would be seriously handicapped in his mastery of the art of arts so that he could read easily, appreciatively, and understandingly.

We do not, at this moment, have experimental data which enable us to say positively and finally that the psychological processes involved in gaining a reading mastery of the native tongue apply without modification to the mastery of reading in modern foreign languages; but it is probable that there is no important difference between the two. If this is a correct assumption, it follows therefrom that if the principal objective in teaching modern foreign languages in America should be the acquisition of facility in reading, then it would be advisable to delay training in composition until after reading habits have become fairly well established, so that the pupil will not become or continue to be technique-minded in reading a foreign language. Composition requires explicit awareness of every technical detail involved in the construction of sentences; the grammatical patterns in the various types of construction must be reproduced precisely. Of course, a pupil might by repeated experience reach the point where much of the technical detail involved in composition would function marginally; but it will undoubtedly be granted by all readers that very few if any of the pupils trained in our American

high schools or colleges ever attain such facility in composition in a foreign tongue that grammatical details function automatically.

It is not intended to convey the impression that the writer advises that composition in foreign tongues should not be taught in our high schools and colleges; but it is urged that modern foreign-language teachers should consider the desirability of establishing good reading habits before composition is begun. In making this suggestion it is not overlooked that some of our correspondents have said that they have been placed in situations since graduation from high school and college in which they have felt the need for facility in corresponding in French, German, or Spanish. A considerable per cent of our correspondents in all the high-school and college groups, and in both high school and college combined, have stated that it would be of help to them if they could employ foreign languages in their correspondence. Facility in correspondence requires, of course, a reading as well as a written mastery of a language; so that if our American youth could be trained to read a foreign language easily and understandingly they would be enabled thereby to carry on their correspondence activities more effectively than if their reading knowledge of the language is so imperfect that they can not depend upon it in an emergency. Would it not be possible, and also desirable, to train our pupils in correspondence rather than in literary composition? Our correspondents complain that they can not communicate with business associates in a foreign language; but they have all studied literary composition in foreign-language courses in high school and college. Evidently literary composition will not function well in business situations. It would be a relatively simple matter to train a pupil in a mastery of correspondence forms; business writing is a quite different thing from literary composition in any foreign language, or in the native tongue for that matter.

*Does conversation in a foreign language assist in acquiring a reading mastery of the language?*—By referring again to Tables 37a, 37b, 37c, 38, and 39, the reader can see that some of our correspondents say that they have been placed in situations where a conversational mastery of a modern foreign language would have been of service to them, and the question arises: Would it be advisable to require pupils to gain a conversational and reading mastery of a foreign language at the same time? Fortunately, conversation does not require as explicit awareness of grammatical detail as composition does, and so it would not probably interfere with the acquisition of a reading mastery of a foreign language, even if the two should be acquired parri passu. Of course, in learning his native tongue, a child acquires conversational habits normally long before he undertakes reading; but in the mastery of foreign languages it is apparently the custom in most places to begin conversation and reading

on the same day and to carry them on parallel throughout the entire period of language study. It may be suggested to teachers of foreign languages that it might be better to initiate the pupil into the conversational aspects of a foreign language before attacking reading, so that he could gain some degree of automatic control of the oral form before attempting mastery of the visual form of the language.

If conversation and reading are begun at the same time and carried on parallel throughout a course of study, then would it not be desirable to treat conversation as it has been advised that reading should be treated, namely, to develop a sense of ease in the use of the language, even to the neglect of accuracy in phonic or grammatical minutiae? The present writer is not at all sure of his ground here. It does not seem wise to suggest that, in teaching American youth conversation in a foreign tongue, inaccuracy in respect to phonic or grammatical minutiae should be tolerated; but still, if our chief aim should be to develop a reading mastery of a language and if training in reading and in conversation must be carried on at the same time, then in order not to have conversation retard the mastery of reading, it may be better to sacrifice conversational accuracy in respect to details than to prevent the acquisition of efficient reading habits.

*Reading of classical as compared with current literature.*—Would it not be advisable to give pupils in high school and students in college experience in the reading of contemporary more largely than classical literature? Would they not be stimulated to read French, German, and Spanish in the original if they could be got into the way in school and in college of reading material that would bear upon the problems which they encounter in their every-day activities. If a student before graduating from high school or from college could take a newspaper or current scientific, historical, political, or sociological book or magazine and read it readily and understandingly, would he not be encouraged to continue his reading in these fields after graduation? On the other hand, if his reading in school and in college is confined almost wholly to material which is pursued for the purpose of furnishing illustrations or practice in grammatical, rhetorical, or literary excellence, is it not probable that after graduation, when he becomes absorbed in current problems, he will abandon his foreign languages and confine his reading to his native tongue?

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