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**FOREIGN LANGUAGES IN KANSAS
SECONDARY SCHOOLS, 1961-1962**

By

George M. Rundell and Minnie M. Miller

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Foreign Languages in Kansas Secondary Schools, 1961-1962

by George M. Rundell and Minnie M. Miller*

Foreign-language study in Kansas has been increasing as rapidly as in any state in the Union. J. Wesley Childers showed that from 1954 to 1958 the increase was from 4.4 to 15.1 per cent of the total public high-school population.¹ *The Emporia State Research Studies* in 1955 published John C. Scafe's study of foreign languages in Kansas secondary schools, wherein he indicated there were 8,987 Kansas students studying foreign languages during 1953-54.² This present study has determined that there were 37, 114 students in foreign-language classes during 1961-62. This figure is 21.3 per cent of the total secondary-school enrollment or 19.6 per cent of the total public secondary-school enrollment. The Kansas study by Mr. Scafe for 1953-54 and this one for 1961-62 both include private as well as public schools, whereas only public schools were reported in Dr. Childers' study.

This enormous increase in foreign-language study has made its impact on the Kansas State Teachers College and on all institutions preparing teachers, as is shown by the persistent demand of school administrators to include a foreign-language program in their curriculum if a teacher can be found. Although the Placement Office at Emporia State and the foreign-language department have been distinctly aware of this during recent years, a questionnaire sent by Dr. Minnie M. Miller, head of the foreign-language department, to all school administrators in 1957 showed that eighty-seven were ready to add a foreign language to their high-school program at that time if a suitable teacher could be found.³ Kansas colleges and universities were then probably graduating about one-fourth this number of language teachers. Graduates with majors in foreign languages are eagerly awaited each year and are offered positions in many large systems of the state, even without experience. With the large schools taking almost all good candidates each year, the smaller schools desiring to add a foreign language to their program have often sought majors of some twenty years ago and urged them to prepare for language teaching by refresher courses. Teachers have also been secured from nearby states or from foreign countries. This rapid transformation of the foreign-language situation in Kansas reflects, perhaps in a slightly

* Mr. Rundell teaches Spanish and Russian at Ulysses, Kansas, High School. Dr. Miller is Head of the Department of Foreign Languages at Kansas State Teachers College, Emporia.

1. J. Wesley Childers, *Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall, 1958* (New York: The Modern Language Association of America, May, 1961), p. 7.

2. John C. Scafe, *Foreign Language Teaching in Kansas High Schools, 1953-54* (Emporia, Kansas: *The Emporia State Research Studies*, March, 1955). Hereafter referred to in the text as the Scafe Study with pagination indicated.

3. Minnie M. Miller, "Language Teacher Round-Up," *The Kansas Teacher*, Vol. 66 (February, 1958), p. 42.

heightened degree, what is going on throughout the entire country. The Emporia State Placement Bureau received 168 requests for foreign-language teachers in Kansas from September, 1961 to September, 1962.

Fortunately, during the past eight years, in the interests of improving teaching competency, the requirement for teaching foreign languages has increased. In 1953-54 the requirement for teaching a foreign language in a Kansas Class A high school was that the teacher needed fifteen semester hours in the specific language taught, or a statement by the college that the teacher's knowledge of the subject was the equivalent of fifteen semester hours, regardless of how the language skill was acquired by the individual.⁴ Class B schools needed only twelve semester hours, and Class C schools needed only eight semester hours. Since September, 1956, twenty-four semester hours have been required to teach a modern foreign language in Class A schools, although the teacher may teach a modern language with only fifteen hours of that language provided this teacher has twenty-four semester hours in another modern foreign language.⁵ Latin may still be taught by anyone having only fif-

CHART I

High Schools by Classification and by Basic Organization

Classification	Total number of schools	Total number which offer languages
Comprehensive*	62	62 (100.0 %)
Standard	169	169 (100.0 %)
Approved	373	151 (40.5 %)
Totals	604	382

Basic organization	Total number of schools	Total number which offer languages
Common School District	158	90 (57.0 %)
First class city	21	21 (100.0 %)
Second class city	55	50 (90.9 %)
Rural high school	302	162 (53.6 %)
Community	21	20 (95.2 %)
State**	5	2 (40.0 %)
Federal***	1	1 (100.0 %)
Non-public	41	36 (87.8 %)
Totals	604	382 (63.2 %)

Read the above chart in the following manner: There is a total of 62 comprehensive high schools in Kansas, of which a total of 62 offer foreign languages. This represents 100.0% of the 62 comprehensive high schools. The remainder of the chart is read in the same manner.

*By the end of the school year, 1961-62, all high schools were in new classification of comprehensive, standard, and approved.

**The two state schools which offer foreign languages were the laboratory schools at Kansas State Teachers College and Kansas State College of Pittsburg.

***The federal school was Haskell Institute at Lawrence, Kansas.

4. Adel F. Throckmorton, *Certificate Handbook* (Topeka: Kansas State Board of Education, January, 1953), pp. 32-33.

5. Adel F. Throckmorton, *Certificate Handbook* (Topeka: Kansas State Board of Education, 1961), p. 51.

teen semester hours in Latin or its equivalency. In Class B and C high schools fifteen hours are still accepted as sufficient in a modern foreign language, as in Latin; but this division into Class A, B, and C high schools was discontinued at the end of the school year of 1961-62. The new classification into comprehensive, standard, and approved schools has now been completed (*cf.* chart I). Both the comprehensive and standard schools are required to offer foreign languages. There was no requirement that foreign languages be taught in the former Class A, B, and C high schools. Of the 604 high schools thus classified by June, 1962, sixty-two are comprehensive; 169 are standard; and 373 are approved.⁶

The Kansas *Secondary School Handbook*⁷ states that a comprehensive high school shall offer a minimum of fifty units of resident instruction of which five shall be in two foreign languages. A minimum of three units must be taught in one modern language. A standard school must provide instruction in at least thirty-two units of which three shall be in a foreign language. No indication is given as to how these units are divided among the languages although all three might be in the same language. An approved high school, which must offer a minimum of eighteen units, is not required to offer any foreign language but, if it does, the teacher must meet the standard requirements of fifteen hours of Latin and twenty-four hours of a modern language, provided the school wishes to secure superior rating. All approved high schools must have a minimum of four full-time teachers with at least two teachers meeting standard subject requirements in one subject matter area taught by each. Other teachers in approved schools may meet the language requirement by fifteen hours in the language taught, provided the school offers a foreign language.

The North Central Association of Colleges and Secondary Schools requires that all schools approved by the Association offer a foreign language and that each teacher of a foreign language must have eighteen hours of credit in the language taught.⁸ Two hundred eighteen high schools in Kansas are approved by the North Central Association.

No one can prove statistically the influence of Dr. Conant's *The American High School Today*.⁹ Nor can one measure the effect of Sputnik on the administrator's decision to put in a language course nor the result of jet travel on the school-board member who visited Europe last summer. Nor can one state statistically the effect of the National Defense Education Act of 1958, which emphasized to the public the importance of foreign-language study and established Institutes for the better preparation of language teachers. Observation makes us know that all these changes noted above have had an immense but unmeasurable impact.

6. Adel F. Throckmorton, *Junior and Senior High Schools Accredited by the Kansas State Department of Public Instruction, 1961-62* (Topeka: Kansas State Department of Public Instruction), p. 1.

7. Adel F. Throckmorton, *Kansas Secondary School Handbook, 1961* (Topeka: Kansas State Department of Public Instruction), pp. 33-35 and p. 43.

8. *The North Central Association of Colleges and Secondary Schools Bulletin for 1962*, p. 15.

9. James Bryant Conant, *The American High School Today* (New York: McGraw Hill Company, 1959), xiii and 140 pp.

Statistically we do know that about four times as many Kansas high-school boys and girls are studying foreign languages in 1962 as were studying them in 1954. We hope they are learning them better.

This study takes foreign languages at the flood-tide of the new interest and tries to show what is happening in Kansas.

Method and Definitions

Mr. Rundell, during the school year of 1961-62, aided by the faculty and various student assistants in the foreign-language department at the Kansas State Teachers College, first gathered material from the Principal's Organizational Reports sent each year to the office of the Superintendent of Public Instruction at Topeka. Since this did not furnish all the information desired, the individual transcripts and other pertinent materials in each teacher's file were consulted in the state office of Public Instruction. The authors are deeply appreciative of all the help extended by the members of the office of Adel F. Throckmorton, State Superintendent of Public Instruction. Letters and finally telephone calls furnished all necessary lacking information. The charts were then prepared. Each chart was compiled at least twice, once by Mr. Rundell and once by another party. All final results on the charts were checked for accuracy at least two or three times.

Two sheets in a loose-leaf notebook were compiled for each of the 657 foreign-language teachers in both public and private secondary schools of Kansas. The following significant questions were answered: (1) name and location of the school; (2) name, sex, age, and years of experience of each teacher; (3) type of school as comprehensive, standard, or approved; (4) total number of students in the school; (5) language or languages taught by each teacher; (6) number of classes and number of students in each class; (7) other subjects, if any, taught by language teacher; (8) high-school preparation of the teacher in language or languages taught; (9) college from which the teacher graduated with date of degree; (10) date, name, and school for advanced degrees; (11) number of college hours in each language taught; (12) when last credit was earned in language taught; (13) number of years the teacher had been in the same school; (14) present salary.

Certain interesting items of information could not be obtained. We know how little foreign language a teacher has studied; we do not always know how much. If the minimum twenty-four hours have been obtained, a teacher may not need to list further preparation, except that each teacher graduating since 1947 must present at least eight credit hours earned during each six-year period.¹⁰ If the teacher holds a master's degree, only six semester hours are required. Life certificates are no longer issued, although those possessing them are not required to obtain further credits. The authors of this study salute with admiration the excellent foreign-language teachers, already possessing a master's degree, who travel and study abroad, attend Workshops and Institutes, and yearly increase their knowledge of the language they teach and practice its use.

10. Throckmorton, *Certificate Handbook*, 1961, p. 25.

The number is small but increasing. This study, however, is more concerned with those many teachers who have not yet met the required or needed goals for effective language teaching.

The languages studied were found to be in this order of frequency: Spanish, Latin, French, German, Russian, and Greek. A few classes in general language, which offer an exploratory view of a number of languages, were taught. Greek was limited to the Chaplain Kapaun Memorial High School (Catholic) in Wichita. Russian, started only recently, was found in four high schools and, according to a questionnaire sent by the Kansas State Teachers College in 1959, would probably be introduced in others if adequately prepared teachers could be found.

The state Board of Education provides for "equivalency" in a foreign language, either ancient or modern.¹¹ This equivalency must be approved by the college from which the student graduated or from which he had his last credit. Policies undoubtedly vary from school to school, but the state accepts the letter from the responsible officer of the language department. At Emporia State equivalency is given only to persons who have graduated here or have established successful graduate credit in the language to be taught. In such cases, equivalency may be given according to the level at which the student starts in college. For example, a student with two or three years of high-school credit in Spanish who enters a second-year college course planned for students with ten hours of college Spanish may, if necessary, receive up to ten hours of equivalency for work done in high school. This practice is helpful in a teacher shortage era but should be used only in exceptional cases, although no one can question that a student with two years of high-school Spanish and fourteen hours of college Spanish knows as much Spanish as his classmates with twenty-four hours of college Spanish but no high-school Spanish. Equivalency may also be given for native speakers or for long residence abroad with study which can not be easily reduced to the American system of granting credit. Such equivalency for foreign study is infrequent since all high-school teachers must possess a valid Kansas certificate with the exception of one-year exchange teachers, who are certified for one year only by the state Superintendent of Public Instruction. Emporia State requires all native speakers securing equivalency to have done acceptable work in the language at the senior-college or graduate level at the Kansas State Teachers College. So far, equivalency to native speakers has been granted only in two well-validated cases. In the charts of this study, equivalency filed with the state department has been treated as regular credit in the language.

Enrollments

During the school year of 1961-62, 21.3 per cent or 37,114 of the 174,087 Kansas high-school students were studying a foreign language. A very few only might have been studying two languages at the same time, and these would be duplications which can not be computed; but

11. *Ibid.*, p. 51.

the number would be negligible. The secondary schools offering foreign languages enrolled 152,721 students. However, 243 of the 697 Kansas secondary schools, about 35 per cent, offered no foreign language. True, only 12.3 per cent of all Kansas high-school students were thus deprived of any opportunity to study foreign languages as these 243 schools were all small. Yet 21,366 Kansas high-school students in 1962 could not take a foreign language even if they wished. The number of those students (21,366) not permitted to take a foreign language was over half of those who were actually studying a foreign language (37,114). No one can determine how many of these boys and girls are gifted in foreign languages or would be interested in taking them. Many administrators in the 243 schools wished to put in a foreign-language program and knew that they must do so if their school would be classified as a comprehensive or standard school or if it were to become a member of the North Central Association of Colleges and Secondary Schools. However, even if the budget of a high school of about forty pupils permits the employment of a language teacher, the problem remains of where to find one. Consolidation is difficult but would eventually solve this educational problem.

Kansas had 657 high schools in 1953-54. Today there are 604, exclusive of junior high schools. In 1961-62, out of these 454 secondary schools where language was offered, Spanish was offered in 287 with a total enrollment of 16,196 students or 43.6 per cent of the total foreign-language enrollment. Latin had the second highest enrollment and was offered in 221 schools with a total enrollment of 11,664 students or 31.4 per cent of the total enrollment in foreign languages. The enrollment in French, which was offered in 141 schools, was 6,468 or 17.4 per cent of the total foreign-language enrollment, while German was offered in 72 schools with an enrollment of 2,472 students or 6.7 per cent of the total foreign-language enrollment. Russian, a language only recently offered in Kansas high schools, had a total enrollment of sixty students and was offered in four Kansas high schools. Only fifteen students were studying Greek, all in one class, at the Chaplain Kapaun Memorial High School in Wichita. Ten classes of an exploratory nature called variously "General Language," "Language Exploration," and "Modern Languages" had a total of 239 students.

It is interesting to note that in the Scafe study (p. 8), made in 1953-54, the total enrollment in all modern-language courses, which was then 4,009, did not add up to the then total enrollment in Latin, which was 4,866. In 1961-62 the total enrollment in modern languages (25,192) was more than double that of the classical languages (11,679). In fact, the enrollment in Spanish alone exceeded that of Latin by 4,532 students. Yet Latin in 1961-62 enrolled nearly three times as many students as it did in 1953-54 (11,664 as compared to 4,866).

The over-all enrollment in foreign languages in 1953-54 was 8,987 students (Scafe study, p. 3), as compared with 37,114 in 1961-62. French had the greatest per cent of increase in eight years with a 1,236.4 per cent increase (from 484 students to 6,468). German increased 909 per cent (from 245 to 2,472 students). Spanish showed a 380.6 per cent increase (from 3,370 to 16,196). The Latin increase was 139.7 per cent (from

4,866 to 11,664). Greek declined in number from 22 to 15 students and was taught in Wichita in 1962, and at St. John's Academy in Winfield in 1954 (Scafe study, p. 9). The percentage increase in Russian could not be measured since Russian was not offered in Kansas secondary schools in 1953-54. The increase in all languages during the last eight years was 28,127, which is 313 per cent.

CHART II
Foreign-Language Enrollments
Kansas High Schools
1961-1962

Course and language	Enrollment	Number of classes	Average number of pupils per class
6th grade Spanish*	89	1	89
7th grade Spanish	356	11	32.6
8th grade Spanish	582	22	26.5
9th grade Spanish	908	38	23.9
Conversational Spanish	309	14	22.1
Spanish I	9,488	465	20.4
Spanish II	3,737	240	15.6
Spanish III	665	56	11.9
Spanish IV	62	4	15.5
8th grade Latin	21	1	21
9th grade Latin	502	21	23.9
Latin I	7,175	331	21.7
Latin II	3,450	187	18.6
Latin III	381	23	16.6
Latin IV	135	8	16.9
7th grade French	36	1	36
8th grade French	332	16	20.8
9th grade French	238	10	23.8
French I	3,927	203	19.3
French II	1,493	100	14.9
French III	397	32	12.4
French IV	45	3	15
7th grade German	76	3	25.3
8th grade German	46	2	23
9th grade German	56	2	28
German I	1,636	99	16.5
German II	592	49	12.1
German III	66	8	8.3
Russian I	51	4	12.5
Russian II	9	1	9
Greek I	15	1	15
Special language courses:			
General language	108	5	21.6
Language exploration	13	1	13
Modern language	118	4	29.5
Over-all totals	37,114	1,966	18.9 (Aver.)

Read the above chart in the following manner: There was one 6th-grade class of Spanish with a total enrollment of 89 and with 89 students in the class. There were eleven 7th grade Spanish classes with a total enrollment of 356 students, which would be an average of 32.6 students per class, etc.

*The sixth-grade Spanish class was at Concordia Jr. High School.

Chart II shows the total number of students in each language and at each level in 1961-62. Fourteen classes in so-called Conversational Spanish were taught in five secondary schools (two junior high schools at Derby, Junction City Junior High School, Rosedale High School in Kansas City, and Wichita Southeast High School). Here conversation was stressed with little reference, if any, to the grammar of the language. In all except one of the five schools, students might enroll in the regular Spanish I course after completing a year of "Conversational Spanish." In one high school, students who found the Spanish I course too difficult at the end of six weeks were transferred into the "Conversational Spanish" class provided they wished to continue their study of Spanish.

CHART III

Enrollments of Junior and Senior High Schools of Kansas Which Offer Foreign Languages*

(Junior high schools)

Enrollments between	Number of schools	Total number enrolled
0 - 100	0	0
101 - 200	4	593
201 - 300	4	1,107
301 - 400	5	1,720
401 - 500	12	5,613
501 - 750	15	9,215
751 - 1000	23	20,243
Over 1000	9	10,367
Totals	<u>72</u>	<u>48,858</u>

(Senior high schools)

Enrollments between	Number of schools	Total number enrolled
0 - 25	2	39
26 - 35	10	306
36 - 50	34	1,523
51 - 75	49	3,038
76 - 100	42	3,665
101 - 150	66	8,057
151 - 200	37	6,477
201 - 300	51	12,317
301 - 500	35	13,220
501 - 1000	37	25,416
Over 1000	19	29,863
Totals	<u>382</u>	<u>103,863</u>

Total number of secondary schools offering foreign languages: 454

Total enrollment of the 454 schools offering foreign languages: 152,721

Over-all total enrollment of the 604 Kansas secondary schools:** 174,087

Read the above chart in the following manner: There were no junior high schools with an enrollment of less than 100 that offered foreign languages. There were four schools with an enrollment between 101 and 200 with a total enrollment in the four schools of 593 students, etc.

*Junior & Senior High Schools accredited by the Kansas State Department of Public Instruction 1960-61, loc cit.

** Ibid.

The largest foreign-language class in Kansas was the sixth-grade class in Concordia Junior High School where eighty-nine students were enrolled. The Principal's Organizational Report included this class with the junior high school so it was counted here. A few classes over the state had only one student, but these were advanced classes and were taught with another class in many instances.

Kansas had 1,966 foreign-language classes in 1961-62 with an average of 18.9 students per class. This is high, considering that some schools must have some very small classes. Spanish classes averaged 28.6 pupils per class. Apparently the trend is for larger classes at the junior-high-school level, whether or not this is educationally justifiable. General-language classes averaged 21.2 students per class. French had 20.3 students per class, and Latin had 19.8 as an average. German had an average of 18.9 students per class. The Greek class and the Russian classes were smaller. Chart II also shows average size of each type of class. The Latin classes averaged 17.5 students per class in 1953-54; the Spanish classes, 15.9; the French classes, 17.9; the German classes, 16.3 (Scafe Study, pp. 8-10).

The recent increase of opportunities to study foreign languages is shown by the fact that only 196 Kansas high schools, or 28 per cent, offered foreign languages in 1953-54 (Scafe Study, p. 3). There were then 657 high schools in Kansas, exclusive of junior high schools; in 1961-62 there were 604. Last year 382, or 63.2 per cent of the 604 high schools of Kansas offered foreign languages, as well as 72 or 76.6 per cent of the ninety-four junior high schools (*cf.* Chart III). The one federal school, Haskell Institute for Indians at Lawrence, and the laboratory schools at two state colleges, Kansas State Teachers College and Kansas State College of Pittsburg offered foreign languages. Eight years ago only the laboratory school at Emporia State offered foreign languages.

In 1953-54 foreign languages were offered in all of the seventeen first-class cities. In 1961-62 there were twenty-one first-class cities, and foreign languages were offered in all of them. Twenty of the twenty-one community high schools offered a foreign language last year, compared with twelve of the twenty-six community high schools eight years ago (Scafe Study, p. 4). Fifty of the fifty-five high schools in second-class cities offered language last year whereas fifty-one out of sixty-eight high schools in second class cities offered foreign languages in 1953-54. Thirty-six or 87.7 per cent of the forty-one non-public high schools offered a foreign language in 1961-62. In 1953-54 there were only thirty-eight non-public high schools, but a foreign language was then offered in thirty-three or 87 per cent of them (Scafe Study, p. 4).

When the non-public high schools are compared with the public high schools, certain differences appear. Thirty or 73.1 per cent of the forty-one non-public high schools offered Latin last year whereas only 34.1 per cent of all public high schools offered Latin. All of the thirty Catholic high schools offered Latin in 1961-62. Six of the non-Catholic private schools offered a modern language, and five offered no language at all. Seventeen or 41.5 per cent of the private schools offered Spanish which was almost the same as the 44.3 per cent found in all public schools.

Twelve or 29.3 per cent of the non-public schools had French classes but only 21.1 per cent of all public schools had them. German appeared in six, or 16.7 per cent, of the private schools. Greek was taught only in a Catholic high school in 1961-62, and Russian was confined to the public schools.

As will be noted, these differences are more marked in Latin than in modern languages. In the private schools, 3,567 students are studying Latin, which is 30.6 per cent of the total enrollment of Latin students in Kansas high schools, although the private schools enrolled a much smaller per cent of the secondary-school students in Kansas. The Catholic Church surely encourages the study of Latin among its students as all Catholic secondary schools offer Latin. Enrollments in Latin would not be nearly so large if the enrollments in the public schools alone were considered. On the other hand, only 5.4 per cent (1,349 students out of 25,196) of the modern-language enrollment was in the non-public high schools of Kansas.

Teaching Personnel

The total number of Kansas foreign-language teachers in 1961-62 was 657; in 1953-54 it was 265, which represents an increase of 147.9 per cent, whereas the number of students in language classes increased from 8,987 to 37,114 or 313 per cent. Three hundred teachers taught Spanish; 241 taught Latin; 147 were in French; sixty-eight were in German; four in Russian; and one in Greek. Since seventy-six teachers taught two different foreign languages and three teachers taught three languages, the total is more than the 657 indicated above since some teachers taught more than one language. Obviously it is not necessary to add teachers in exact proportion to the increase in the number of students as classes, which were more often small in 1953-54, are now full size in many cases.

However, the most startling change in the eight years has been the number of full-time language teachers. More teachers now teach only foreign languages.

In 1953-54 only fifty-two of the 265 language teachers, or 19.6 per cent, taught no subject other than foreign language. Of these only thirty-one taught one language (eighteen taught Latin only; twelve, Spanish only; and one, French only).

In 1961-62, out of the 657 Kansas language teachers, 272 or 41.1 per cent taught no other academic subject. There were 191 of these full-time language teachers who taught one language only (eighty-six taught Spanish only; fifty-seven taught Latin only; thirty-three, French only; fifteen, German only). Seventy-six teachers taught two foreign languages and three teachers taught three different languages, in all cases a combination of French, Latin, and Spanish. Three teachers also taught three languages in 1953-54.

The total number of Latin teachers showed a 59.4 per cent increase since 1953-54 (from 157 to 241); the number of Spanish teachers a 150 per cent increase (from 120 to 300); French teachers a 764.7 per cent increase (from 17 to 147); and German teachers a 580 per cent increase (from 10 to 68). The per cent of increase (147.9 per cent) in teachers

CHART IV

Full-Time Kansas Foreign-Language Teachers*
(Teachers teaching only one foreign language)

Language	Number of teachers		Number of daily classes		
	Complete	Three	Two	One	
Spanish	86	63	6	5	12
Latin	57	31	11	5	10
French	33	23	7	3	0
German	15	9	2	2	2
Greek	0	0	0	0	0
Russian	0	0	0	0	0
Totals	191	126	26	15	24

(Teachers teaching two foreign languages)

Languages	Number of teachers		Number of daily classes		
	Complete	Three	Two	One	
Latin and Spanish	27	22	3	2	0
French and Spanish	20	19	1	0	0
French and Latin	16	13	2	1	0
French and German	6	5	1	0	0
German and Spanish	3	3	0	0	0
Spanish and Russian	2	2	0	0	0
German and Latin	1	1	0	0	0
Greek and Latin	1	1	0	0	0
Totals	76	66	7	3	0

(Teachers teaching three foreign languages)

Languages	Number of teachers		Number of daily classes		
	Complete	Three	Two	One	
French, Latin, and Spanish	3	3	0	0	0

(Teachers teaching special language courses)

Languages	Number of teachers		Number of daily classes		
	Complete	Three	Two	One	
Spanish and General Language	1	1	0	0	0
Latin, Spanish, and Language Exploration	1	1	0	0	0
Totals	2	2	0	0	0
Grand totals	272	197	33	18	24

Read the above chart in the following manner: There were 86 full-time foreign-language teachers who taught no academic subject other than Spanish. Of these 86 teachers, 63 were complete language teachers in that they taught four or more classes of language every day, while six taught three classes, five taught only two classes, and twelve of them taught only one language class per day. The remainder of the chart is read in the same manner.

*These figures were based on teachers who taught no other academic subject in high school outside of foreign languages. This chart, therefore, included all foreign-language teachers that were also counselors, principals, superintendents, librarians, and elementary teachers who taught in the elementary grades when not teaching foreign languages in a secondary school.

paralleled the per cent of increase in students but was nowhere so great (student increase: 313 per cent). One reason teachers did not increase in number so rapidly as students is that now many language teachers teach language only, which was not true in 1953-54. The number of Greek teachers remained at one, while the percentage increase in Russian could not be measured since there were no Russian teachers in Kansas secondary schools in 1953-54.

The 272 teachers in 1961-62 who taught no other academic subject than foreign languages were not all full-time teachers who taught at least four classes a day. Only 197 or 72.4 per cent were full-time language teachers. Of those remaining who taught no other academic subject, 33 or 12.1 per cent taught three language classes each day, while

CHART V

Academic* Teaching Combinations of Kansas
Foreign-Language Teachers

Languages	Span.	Lat.	Fren.	Ger.	Russ.	Grk.	Gen. Lang.
Spanish	300**	36	27	6	2	0	3
Latin	36	241	27	4	0	1	1
French	27	27	147	6	0	0	2
German	6	4	6	68	0	0	0
Russian	2	0	0	0	4	0	0
Greek	0	1	0	0	0	1	0
General Language	3	1	2	0	0	0	5
Other academic subjects	Span.	Lat.	Fren.	Ger.	Russ.	Grk.	Gen. Lang.
Art	2	3	1	0	0	0	0
Biology	3	3	1	2	0	0	0
Business	10	11	1	0	0	0	0
English	92	89	45	24	1	0	1
Health	1	1	0	1	0	0	0
Home Economics	9	4	0	1	0	0	0
Industrial Arts	1	1	0	1	0	0	0
Journalism	6	4	1	1	0	0	0
Language Arts	0	1	0	0	0	0	0
Mathematics	13	17	8	7	0	0	0
Music	7	5	7	5	0	0	0
Physical Education	3	2	1	0	0	0	0
Physical Science***	7	4	1	6	0	0	0
Psychology	1	0	2	0	0	0	0
Religion	3	6	1	1	0	0	0
Social Science	26	13	12	10	0	0	0
Speech	15	15	7	1	1	0	0
Unified Studies	0	1	0	0	0	0	0

Read the above chart in the following manner: Reading down the first column, one finds there were 300 Spanish teachers of which 36 taught Latin, 27 taught French, six taught German, two taught Russian, none taught Greek, three taught General Language, two taught art, three taught biology, etc.

*Librarians were not included in this chart.

**The underlined numbers represent the total number of teachers who taught each individual language.

***General science courses are included in the physical science figures.

eighteen or 6.6 per cent taught only two language classes per day. But twenty-four or 8.9 per cent of this group taught only one class each day. These twenty-four teachers, with the exception of one who is a housewife and who taught only one class each day at school, were administrators, librarians, counselors, study-hall supervisors, and teachers who taught the rest of their school day in elementary school. This combination with elementary-school teaching was not mentioned in the 1953-54 study and may be due to the new emphasis on teaching foreign language in the

CHART VI

Total Number of Years of Teaching by Kansas
Foreign-Language Teachers

Number of years teaching	Number of teachers	Number of years teaching	Number of teachers
1	60	22.5	1
1.5	2	23	8
2	66	23.5	1
2.5	3	24	5
3	28	25	9
3.5	3	25.5	1
4	40	26	13
4.5	3	26.5	1
5	23	27	4
5.5	1	27.5	7
6	26	28	7
7	20	28.5	2
8	17	29	9
8.5	5	29.5	2
9	23	30	6
9.5	1	30.5	1
10	11	31	9
10.5	2	32	18
11	17	33	8
11.5	4	33.5	1
12	14	34	5
12.5	2	34.5	2
13	8	35	5
13.5	1	36	6
14	16	37	7
14.5	2	38	7
15	5	39	7
16	13	40	9
16.5	1	41	4
17	7	42	4
17.5	2	42.5	1
18	14	43	3
19	12	44	4
19.5	2	45	2
20	8	46	2
20.5	2	47	1
21	9	51	1
22	6	52	1

Read the above chart in the following manner: Sixty foreign-language teachers were in their first year of teaching. Two teachers had taught one and one-half years. Sixty-six teachers were in their second year of teaching, etc.

elementary school. A statistical picture of the full-time language teachers is shown in Chart IV.

Counselors and students themselves may be interested in knowing that the most frequent combination with foreign languages is English, although, as noted, an increasing number of language teachers teach no other subject today. Two hundred fifty-two out of the 657 foreign-lang-

CHART VII

Years Spent In The Same School System By Kansas Foreign-Language Teachers

Numbers of years in same school	Number of teachers	Number of years in same school	Number of teachers
1	177	17	9
1.5	2	17.5	1
2	133	18	11
2.5	1	18.5	1
3	73	19	3
3.5	1	20	6
4	52	21	5
4.5	1	22	2
5	31	23	4
6	22	24	2
6.5	1	25	1
7	18	26	1
8	15	27	5
8.5	1	28	3
9	10	29	2
10	10	30	1
11	3	32	2
11.5	1	33	2
12	9	34	2
13	5	35	2
14	9	36	1
15	6	37	1
15.5	1	38	4
16	6	39	2
16.5	1	40	1

Read the above chart in the following manner: There were 177 Kansas foreign-language teachers spending their first year in their present school system. Two teachers had been in their present school system for a year and a half. There were 133 teachers who were teaching their second year in their present school system, etc. There were no Kansas foreign-language teachers who had taught in the same school system over forty years.

*In this chart four teachers were counted twice, and one teacher was counted three times. Three of the teachers that were counted twice were counted as having been in the same school system one year, and also as having been in the same school system two years. The other teacher that was counted twice was recorded as having been in the same school system one year, as well as having been in the same school system five years. The teacher that was recorded three times was counted once in the one-year group, once in the three-year group, and once in the six-year group. This is due to the fact that five part-time foreign-language teachers began teaching in a second school system while they still maintained their teaching position in their first school system. One of these five teachers began teaching in a third school system while he still maintained his teaching position in the other two school systems. The total number of teachers in the above chart is, therefore, 663 instead of 657.

uage teachers in Kansas also taught English in 1961-62. The next most frequent teaching combination with languages was social science with sixty-one teachers, then mathematics with forty-five teachers, speech and librarianship each with thirty-nine, music with twenty-four teachers, business with twenty-two, counseling with thirteen, and administration with seven. In 1953-54 English was also the most frequent combination followed in this order by librarianship, social science, mathematics, science, speech, and religion. The increase in full-time librarians in Kansas may make the combinations with librarianship somewhat less frequent today. Eight years ago only ten business teachers also taught language; seven music teachers taught language; four were counselors; and administrative personnel evidently was not listed (Scafe Study, p. 5). One suspects that some administrators have now decided to teach foreign languages themselves in order to have it taught in their schools because of the great difficulty in securing teachers. There is some tendency for Latin teachers also to teach mathematics, as was noted in seventeen cases. This is probably due to the exact nature of these two

CHART VIII

Ages* of Kansas Foreign-Language Teachers

Age	Number of teachers	Age	Number of teachers
22	11	49	7
23	31	50	15
24	29	51	20
25	16	52	13
26	18	53	24
27	23	54	12
28	17	55	33
29	6	56	18
30	11	57	18
31	14	58	14
32	19	59	21
33	10	60	13
34	10	61	11
35	9	62	11
36	15	63	11
37	7	64	12
38	5	65	8
39	9	66	8
40	11	67	5
41	6	68	2
42	13	69	3
43	12	70	2
44	9	71	1
45	18	72	2
46	14	73	1
47	10	75	1
48	17	77	1

Read the above chart in the following manner: Eleven of the Kansas foreign-language teachers were 22 years of age, 31 were 23 years old, etc.

*The ages on the above chart were calculated by subtracting the year in which the teacher was born from 1962.

subjects which appeal to the same type of mind. Chart V gives a complete statistical picture of all academic teaching combinations of Kansas foreign-language teachers.

Of the 657 Kansas foreign-language teachers during 1961-62, 177 or 26.9 per cent were teaching foreign languages for the first time in their present school. Of these 177 teachers, 60 or 33.9 per cent were in their first year of teaching in any school. The longest time that any one foreign-language teacher had remained in the same school system was forty years. One teacher had been teaching fifty-two years, but not in the same school system. The total number of years that each Kansas foreign-language teacher had taught by 1961-62 is presented in Chart VI. Chart VII shows the number of years spent in the same school system.

The ages of Kansas foreign-language teachers ranged from 22 to 77 years of age. The ages, shown on Chart VIII, were compiled for convenience by taking the year in which the teacher was born and subtracting it from the year of 1962. Since 464 out of the 657 foreign-language teachers of Kansas high schools in 1961-62 were women, some conclusions may be drawn from the chart. Teachers in their 20's numbered 151; in their 30's, after many women had married, there were 109; in their 40's, as the children grew up and a number of former teachers returned to their profession, there were 117; and in their 50's, when those returning to their profession were probably all teaching, there were 188; while in their 60's, as retirement age began to approach, there were only 84 teachers. It is remarkable that there were eight teachers who were in their 70's, perhaps asked to stay on because no qualified younger teachers could be secured. It is interesting to observe that the highest number in any one age group was that for age 55 where thirty-three teachers were found. No statistics on age were found in the Scafe study.

The Latin teachers who were teaching in public schools were studied for age. The teachers in the non-public schools were not considered since most of these have taken church orders. The public-school teachers of Latin fall in these age groups: six in their 20's; seven in their 30's; forty-one in their 40's; seventy-six in their 50's; thirty-two in their 60's; and four in their 70's. The mean age was fifty-three, while the mean age for all teachers of languages was forty-five.

Monetary salaries received by Kansas foreign-language teachers for the year 1961-62 showed a considerable increase over those of eight years ago. The range, however, was from no salary at all to a top salary of \$8,000. Fifty-two teachers in 1961-62 were receiving no monetary salary. All but one of these were in Catholic orders and were teaching in non-public schools. According to the Principal's Organization Report, the one lay teacher without salary "voluntarily agreed to meet her class from 8:00 to 8:50 five days a week, to help our schedule out." The lowest salary received by a full-time foreign-language teacher in 1961-62 was \$2,250 which was only \$500 over the lowest salary received by a foreign-language teacher in 1953-54 (Scafe Study, p. 7). The highest salary received by a foreign-language teacher in a public school last year was

\$8,000, compared to the top salary of \$5,700 that was received in 1953-54 (Scafe Study, p. 7). It is of interest that the same man who received \$5,700 eight years ago last year received \$8,000. The highest salary received by a woman foreign-language teacher in 1961-62 was \$7,500 and the top salary received by a woman eight years ago was \$5,445 (Scafe Study, p. 8).

When salaries are grouped into ranges of \$500, the largest number of Kansas foreign-language teachers in 1961-62 was receiving salaries between \$4,500 and \$5,000, where the mean salary for full-time language teachers would also fall. The second largest group received salaries from \$4,000 to \$4,500. The average salary for all Kansas secondary teachers was \$5,197 in 1961-62.¹² According to Mr. Scafe's study (p. 8) the mean salary received by secondary teachers of foreign languages was \$3,500, although there were more teachers paid in the area from \$3,600 to \$3,695 than in any other area. The average salary received by all Kansas secondary teachers in 1953-54 was \$3,639.¹³ Chart IX gives the statistical picture of foreign-language salaries in Kansas during the year 1961-62.

CHART IX

Salaries Being Received by Kansas Foreign-Language Teachers, 1961-62

Salary range	Number of teachers receiving in the range
No salary	52*
\$.01 to \$ 500.00	0
500.01 to 1000.00	16
1000.01 to 1500.00	5
1500.01 to 2000.00	7
2000.01 to 2500.00**	12
2500.01 to 3000.00	12
3000.01 to 3500.00	13
3500.01 to 4000.00	23
4000.01 to 4500.00	125
4500.01 to 5000.00	188
5000.01 to 5500.00	96
5500.01 to 6000.00	55
6000.01 to 6500.00	27
6500.01 to 7000.00	13
7000.01 to 7500.00	11
7500.01 to 8000.00	2
8000.01 or above	0

Read the above chart in the following manner: There were fifty-two teachers that were receiving no monetary salary. There were no teachers that were receiving a salary of less than \$500.00. Sixteen teachers were receiving salaries between \$500.01 and \$1,000.00, etc.

*These teachers were all Catholic sisters or priests with the exception of one teacher who was teaching one Latin class daily without compensation in order to accommodate the school in the town in which she lived.

**Salaries for full-time teachers begin in this grouping.

12. *Statistics, Kansas Teachers, 1961-62*, TEPS Commission of Kansas State Teachers Association, February, 1962, salary table.

13. Alex Daughtry and Nina Fish, *Placement Office Annual Report, 1953-54* (Kansas State Teachers College, 1954), p. 7.

Teacher Preparation

The *Certificate Handbook* of the Kansas Board of Education states (*cf.* p. 2) that fifteen hours of college Latin are required to teach Latin and that twenty-four hours of a modern language are required to teach a modern language unless the teacher has twenty-four hours of another modern language and, in that case, he may teach the second modern language on fifteen hours of credit. However, various factors have contributed to the evident fact that many Kansas language teachers do not meet this standard requirement. Equivalency credit is indeed accepted when furnished by the college or university where the teacher has studied, but the charts used here have treated equivalency credit as regular credit. Even so, the number of teachers who do not meet the standard requirement is startling. Administrators, eager to put in a foreign-language program, sometimes accept a teacher who is not fully qualified; and the State Department may not protest, especially if the teacher is working summers to reach the proper qualification. The great clerical work involved in carefully checking each teacher's qualifications each year makes the task seemingly impossible. As long as B and C schools existed, and this was until the end of 1961-62, teachers in these schools needed only fifteen hours of credit in a language to teach it. One wonders, however, why the boys and girls in these small schools did not deserve as good an education as those in class A schools. The raising of the standard requirement for foreign-language teachers from fifteen to twenty-four hours, which went into effect in 1956, has done much to raise the standard of teaching over the state, but much remains to be done. The government-supported Institutes in modern languages, held under the National Defense Education Act, were attended by seventy-seven Kansas language teachers in 1961, and probably more attended in 1962. These are hopeful signs when one wonders at the lack of qualified teachers to fill all the posts. Furthermore, in the new classification any comprehensive or standard school must meet the twenty-four-hour requirement for modern languages and the fifteen for Latin. Foreign language is not required to be taught in the approved schools but, when it is taught there, the teacher must meet the same requirement as in the Comprehensive and Standard schools if the school is to receive superior rating. But approved high schools with a minimum of four teachers may, without superior rating, have only two teachers who meet standard requirements in one subject they teach (*cf.* p. 7). Thus a teacher might teach a language on fifteen hours of preparation.

According to the standards set for Latin, since the *Certificate Handbook* does not mention Greek, the one Greek teacher in Kansas was fully qualified as he had nineteen hours of college Greek plus two years of high-school Greek. But sixty-six of the 241 Latin teachers, or 27.4 per cent, had less than the fifteen-hour requirement of college Latin; however, most of these teachers had high-school Latin (*cf.* Chart X). Of the 241 Latin teachers seventeen had one year of high-school Latin; sixty-two had two years; fifty-three had three years; sixty-four had four years. This high-school study was not so evident among modern-language teachers,

CHART X
Latin Preparation by Kansas
Latin Teachers

Number of teachers	College hours in Latin	Years of high school Latin				
		1	2	3	4	
8	0				4	
1	2			4	4	
4	3			1	3	
3	4		2		1	
2	5		1	1		
3	6				3	
1	7				1	
7	8	1	2	1	3	
6	9		2	2	2	
8	10		5	1	1	
7	11	1	2	1	2	
7*	12		2		2	
5	13			3	2	
4	14		1	1	2	
28**	15	3	10	6	3	
17	16	2	3	5	2	
11	17		6	1	2	
14***	18	3	2	2	3	
2	19			2		
12	20	1	3	2	3	
5	21	1	1	1		
4	22			3		
4	23			1	2	
9	24			5	1	
7	25	1	1	2	1	
10	26	2	2		4	
3	27		1	1	1	
1	28		1			
4	29		1	1	1	
8	30		2	2	3	
1	31		1			
2	32			1		
2	33			1	1	
3	34		1		1	
1	35		1			
8	36 to 40		4	1	1	
3	41 to 45	1	2			
3	46 to 50				3	
2	51 to 55	1			1	
2	56 to 60				1	
7	61 to 70		3	1	1	
2	81 to 90				2	
<u>241</u>		Totals	<u>17</u>	<u>62</u>	<u>53</u>	<u>64</u>

Read the above chart in the following manner: There were eight Latin teachers who had no college hours in Latin; however, four of them had three years of high-school Latin, and four of them had four years of high-school Latin. The remainder of the chart is read in the same manner.

*One of these seven teachers had a twelve-hour equivalency and had not actually taken twelve hours of college Latin.

**Two of these teachers had equivalency letters from the colleges where they obtained their degrees and had not actually had fifteen hours of college Latin.

***One of these teachers had a fifteen-hour equivalency letter and, consequently, had actually only had three hours of college Latin.

perhaps because the Latin teachers were older and were trained when three and four years of high-school Latin were more common and perhaps because many of the Latin teachers belonged to Catholic orders and had been educated in Catholic schools. But eight Latin teachers were teaching on their high-school Latin credits only, and five who were teaching on less than fifteen hours college credit had no high-school background in Latin. Twenty-eight Latin teachers had exactly the fifteen hours required, but twenty-two of these teachers also had high-school Latin. The two best prepared Latin teachers in Kansas secondary schools had each had between eighty-one and ninety hours of college Latin plus four years of high-school Latin. According to the requirement of fifteen hours of college Latin, only 72.6 per cent of the Latin teachers qualified, but, if each year of high-school Latin is considered the equivalent of five hours of college Latin, then all but seven, or 97 per cent, of the Latin teachers qualified. A higher per cent of the Latin teachers fulfilled the standard state requirement than did the modern-language teachers; but it must be remembered that the requirement is fifteen hours, not twenty-four, as for modern languages.

There were twenty-nine Spanish teachers, or 9.7 per cent, who had less than fifteen hours of college credit in Spanish; however, three of these teachers had one year of high-school Spanish, six had two years, one had three years, and one had four years of high-school Spanish (*cf.* Chart XI). Ninety-one Spanish teachers had from fifteen to twenty-four hours college credit in Spanish, but only eighteen, or 19.8 per cent, of these teachers had the necessary twenty-four hours in another modern language which would permit them to be qualified to teach the second language on fifteen hours, as noted above at the beginning of this section. There were 180, or 60 per cent, of the Spanish teachers who had twenty-four or more hours of college credit in Spanish. Thirty-one Spanish teachers out of three hundred had one year of high-school Spanish; fifty-five had two years; but only eight had three years of Spanish in high school and only three had four years. This is in direct contrast to the large number who had third and fourth-year Latin. True, only in the last few years have third and fourth-year classes been much in evidence. The Scafe study (p. 9) for 1953-54 mentioned only seven classes of Spanish III; one class of French III, and one class of German III. No fourth-year classes in modern languages were mentioned by Mr. Scafe, but twelve classes of Latin III were listed; and in 1953-54 two Catholic schools taught Latin IV. Last year there were twenty-three classes in Latin III and eight in Latin IV; fifty-six classes in Spanish III and four in Spanish IV; thirty-two classes in third-year French and three in fourth-year French; and eight classes in third-year German (*cf.* Chart II). All Comprehensive high schools must now offer at least three units of one modern language (*cf.* p. 7). Hence it would appear that many more students will soon be coming to college with three and four years of a modern language and will, if they specialize in language study, emerge much better qualified as teachers, even if they take only twenty-four college hours of a language. Today, indeed, one Spanish teacher has had between eighty-one and ninety college hours of Spanish plus four years of high-school credit in Spanish, but this stands as a lone case.

CHART XI

Spanish Preparation by Kansas

Number of teachers	Spanish Teachers College hours in Spanish	Years of high school Spanish			
		1	2	3	4
1	7			1	
1	8	1			
1	9		1		
4*	10	1			
4	11		2		
8	12	1	1		1
3	13				
7	14		2		
13	15		3		
14	16		2		
5	17	1	1		
17**	18	1	2		
13	19	3	2	1	
10	20	1	3		
5	21	2	1		
5	22	1	1		
9	23	1	1	1	
39***	24	4	3	1	
9	25	1	3		
13	26	1	1		
10	27	2	2		
8	28	1	3	1	
8	29	1	1		
7	30		1		
9	31	1	1		
6	32	1	2		
9****	33	1	3		
5	34		1	2	
1	35				
18	36 to 40	2	3	1	
8	41 to 45		2		1
9	46 to 50	1	2		
7	51 to 55	1	3		
5	56 to 60	1	1		
2	61 to 70		1		
6	71 to 80				1
1	81 to 90				
<u>300</u>	Totals	<u>31</u>	<u>55</u>	<u>8</u>	<u>3</u>

Read the above chart in the following manner: There was one Spanish teacher in the state of Kansas who was teaching on seven hours of college Spanish; however, this teacher had three years of high-school Spanish. There is one teacher who had eight hours of college Spanish and one year of high-school Spanish. The remainder of the chart is read in the same manner.

*One of these four teachers had an equivalency letter giving him five hours over his five hours of college Spanish.

**One of these teachers had a letter of equivalency stating that he had the equivalency of fifteen hours of Spanish plus his college Spanish. This meant that one of these teachers had actually had only three college hours of Spanish.

***One of these 39 teachers had a letter for twelve-hours equivalency plus twelve college hours of Spanish. Another one of these teachers had a sixteen-hour equivalency letter plus eight hours of college Spanish.

****One of these nine teachers had a 24-hour equivalency letter plus nine hours of college Spanish.

Only 180, or sixty per cent, of the Spanish teachers qualified on the basis of twenty-four college hours of Spanish. However, if one year of high-school credit is equated as five hours of college credit, then 69.3 per cent of the teachers would qualify. This is still much less than the per cent which met the Latin requirement.

Fifteen French teachers, or 10.2 per cent, out of 147, had less than fifteen hours of college French, and only five of these teachers had any

CHART XII

French Preparation by Kansas
French Teachers

Number of teachers	College hours in French	Years of high- school French				
		1	2	3	4	
1	5		1			
2	6		2			
4	10		1			
1	11					
1	12					
4	13					
2	14		1			
7*	15					
14	16					
3	17					
5	18					
3	19		1	1		
7	20					
4	21		1			
8	22	1				
3	23					
12	24		4			
7	25			1	1	
6	26		2			
5	27	2				
7	28	2				
4	30		1			
4	31	1	1		1	
2	32					
2	33					
3	34					
2	35		1			
10	36 to 40	1	1	1		
3	41 to 45					
5	46 to 50		2	1		
2	51 to 55	1				
2	56 to 60		1			
1	61 to 70					
1	71 to 80					
<u>147</u>		Totals	<u>8</u>	<u>20</u>	<u>4</u>	<u>2</u>

Read the above chart in the following manner: There was one French teacher in Kansas who had five hours of college French plus two years of high-school French. Two French teachers had six hours of college French plus two years of high-school French. The remainder of the chart is read in the same manner.

*One of these seven teachers had a letter of equivalency for the fifteen hours of French, and in reality had no college or high-school French.

background in high-school French (Chart XII). Each one of these five teachers had two years of high-school French. Fifty-four or 36.7 per cent of the French teachers had from fifteen to twenty-four hours of college credit in French, but only eighteen of these had the required twenty-four hours of credit in another modern language so that they met the standard requirement to teach French. Only four of these fifty-four teachers had any high-school French. Only seventy-eight out of 147, or 53.1 per cent, of the French teachers had twenty-four or more college credit hours of French; but if each year of high-school credit were equated as equal to five hours of college credit, then 56.4 per cent would be qualified. This is less than in either Latin or Spanish. The recent increase (*cf.* p. 10) in the study of French (1,236.4 per cent in eight years) may account for the teachers being less well qualified. However, one French teacher had between seventy-one and eighty college credit hours of French, but with no high-school French. Eight French teachers had one year of high-school French; twenty had two years; four studied it for three years; and two for four years. Since French has not been taught as much as Spanish in Kansas high schools, French majors have had less opportunity to reach college with high-school French. This emphasizes still more that they are less prepared than the Spanish teachers although, now that French is more widely taught in Kansas High schools, future teachers should reach college with more high-school preparation in French.

Eleven, or 16.2 per cent, of the sixty-eight German teachers in 1961-62 had less than fifteen hours of college credit in German; however, six of these had two or more years of high-school German, and one had one year of high-school German (Chart XIII). Twenty-four, or 35.3 per cent of the German teachers, had from fifteen to twenty-four college credit hours of German, but only seven of these have any high-school German. Only five of these twenty-four German teachers had the required twenty-four hours of credit in another modern language. Only thirty-three or 48.5 per cent of the German teachers had twenty-four or more college hours in German, and only two of these had any high-school German. When high-school German is rated as the equivalent of five semester hours in college, then 57.3 per cent of the German teachers would be qualified. This is less than in Latin and Spanish, but slightly more than in French. Also, German teachers had not studied as much German in high school: four out of sixty-eight had first-year German; eight had German II; three had third-year German; and only one had a fourth year. However, eight years ago Mr. Scafe (p. 9) did not mention any fourth-year German classes in the state. It is true that there are many native speakers of German, especially of the second and third generation, in Kansas; but it is impossible to know how many German teachers may be native speakers, at least to some extent. Experience at the Kansas State Teachers College would lead to the conclusion that there may be a larger number of native speakers of German than in the other languages, although the number of native speakers of Spanish among Spanish teachers is surely increasing.

There were only four Russian teachers in Kansas in 1961-62. One of these knew no Russian and was doing the work on an experimental basis

CHART XIII

German Preparation by Kansas
German Teachers

Number of teachers	College hours in German	Years of high- school German			
		1	2	3	4
1	2			1	
1	5		1		
2	6		1	1	
1	10		1		
5	12	1			1
1	13				
8	15		2	1	
4	16	1	1		
6	17	1			
2	18				
1	19				
1	20				
2	21	1			
8*	24				
3	25				
4**	26		1		
1	27				
2	28				
1***	29				
3	30				
1	31				
1****	32				
1+	35				
2	36 to 40		1		
2	41 to 45				
2++	46 to 50				
2	51 to 55				
<u>68</u>	Totals	<u>4</u>	<u>8</u>	<u>3</u>	<u>1</u>

Read the above chart in the following manner: One teacher had two hours of college German plus three years of high-school German. One teacher had five hours of college German plus two years of high-school German. The remainder of the chart is read in the same manner.

*Four of these eight teachers had not actually had 24 college hours of German. One teacher had an equivalency letter giving him four additional hours to twenty hours of college German. One teacher had 18 hours of college German plus a letter from the college giving him the equivalency of six additional hours in German. One teacher had a ten-hour equivalency letter plus fourteen hours of German from his college, and the other teacher had a fourteen-hour equivalency plus ten hours of college German.

**One of these four teachers had a six-hour equivalency in addition to twenty hours of college German; he is not the one who had high-school German.

***This teacher had a fifteen-hour equivalency letter plus fourteen hours of college German.

****This teacher had a 24-hour equivalency and had actually had only eight hours of college German.

+This teacher had an equivalency letter giving him an additional eleven hours of German plus 24 college hours of German.

++One of these teachers was a native German speaker and had been given a letter giving him an equivalency of between 46 and 50 hours of German.

with the aid of a language laboratory and with the help, during the first semester, of a practice teacher who knew Russian. He had the consent of the Kansas Department of Public Instruction to carry on this experiment. Another Russian teacher had an eighteen-hour equivalency based on work done at the Army Language School in Monterey, California. The third Russian teacher had twenty-five hours of Russian plus twenty-eight

CHART XIV

**Foreign-Language Preparation by the
Greek, Russian, and General
Language Teachers**

Number of teachers	Language taught	College hours in the language	High-school credits in the language	
			1	2
1	Greek	19		1
1*	Russian	0		2
1**	Russian	18		1
1	Russian	25		
1	Russian	62		

(General language teachers)

Number of teachers	Languages studied	College hours in the language	High-school credits in the language			
			1	2	3	4
1	Latin	0		1		
	Spanish	16				
1	Portuguese	3				
	Italian	7				
	French	34				
1	Latin	8				
	Spanish	53		1		
1	Latin	4				
	German	5				
	French	5		1		
	Spanish	10				
1	Latin	9***				1
	German	10				
	French	34				
	Spanish	75				

Read the above chart in the following manner: One teacher taught Greek and had 19 hours of college Greek plus two years of high-school Greek. The remainder of the first part of the chart is read in the same manner. In the second part of the chart, it should be read that one of the general language teachers had two years of high-school Latin plus sixteen hours of college Spanish. The remainder of the chart is read in the same manner.

*This Russian teacher was teaching Russian on an experimental basis with the use of a language laboratory (see explanation in text).

**This Russian teacher had a letter of equivalency from the Army Language School, Monterey, California, stating that he had an equivalency of 18 college hours in Russian.

***This teacher had been given a letter of equivalency giving him nine hours of college Latin equivalency in addition to his four years of high-school Latin.

college hours and three high-school years of Spanish. The fourth Russian teacher had sixty-two hours of Russian and also taught Russian in a college in the same town as the high school (Chart XIV).

Language teachers, perhaps more than those in many fields, need constantly to renew contact with their subject by fresh study. Yet Chart XV indicates that one teacher in 1961-62 had earned no credit in the language that he was teaching since 1910, and 223 out of 657 foreign-language teachers (33.9 per cent) had not indicated any credit earned for the past twenty years. A teacher who has already met the minimum requirements for certification is not required to furnish a record to the State Department of Public Instruction of additional credits earned, provided the teacher holds a life certificate. However, life certificates have not been issued since 1947, and teachers must present six to eight hours of credit each five years (*cf.* p. 8) in order to renew certificates. Although

CHART XV
Last Year Credits*

Year	Number of teachers	Year	Number of teachers
1910	1	1937	8
1913	1	1938	10
1914	2	1939	14
1915	1	1940	8
1916	2	1941	11
1917	2	1942	5
1918	1	1943	3
1919	1	1944	2
1920	2	1945	4
1921	3	1946	9
1922	3	1947	6
1923	6	1948	13
1924	8	1949	9
1925	4	1950	17
1926	11	1951	6
1927	16	1952	9
1928	19	1953	8
1929	15	1954	11
1930	11	1955	9
1931	12	1956	17
1932	11	1957	23
1933	9	1958	34
1934	9	1959	48
1935	10	1960	88
1936	12	1961	113

Read the above chart in the following manner: One teacher had earned no credit in the language or languages that he was teaching since his last credit in 1910. One teacher had earned no credit in the language or languages that he was teaching since his last credit in 1913. The remainder of the chart is read in the same manner.

*If a teacher was teaching more than one language, only the year in which he earned his last credit in one of his languages was recorded; *i.e.*, if a teacher taught Spanish and French and earned his last credit in Spanish in 1948, but he earned his last credit in French in 1954, then his last year credit would be 1954.

the picture is not good, one may hope that many of these some two hundred teachers have really studied somewhere within the past twenty years but have not recorded the credits. Also, 360 language teachers (54.8 per cent) earned some credit during the past ten years in the language taught. Moreover, 113 of the 657 teachers did earn credit in the language they were teaching in 1961-62, including the seventy-seven who attended the government-supported Language Institutes in 1961.¹⁴

Four hundred thirty-six Kansas foreign-language teachers in 1961-62 held B.A. degrees, and 215 had B.S. (Bachelor of Science or Bachelor of Science in Education) degrees. The earliest B.A. degree was earned in 1910, while twenty-seven language teachers earned B.A. degrees in 1961. The earliest B.S. degree was earned in 1916, while twenty-four language teachers earned this degree in 1961. Eleven language teachers had the degree of Bachelor of Music Education, earned between 1923 and 1957.

Two hundred twenty-four out of 657 (34.1 per cent) of the Kansas foreign-language teachers held a master's degree in 1961-62. In 1953-54, 107 out of 265 or 40 per cent of the language teachers held master's degrees (Scafe Study, p. 6). The percentage drop in master's degrees may be explained by the shortage of language teachers, which allows teachers to secure excellent positions without a master's degree. Of the 1961-62 teachers with master's degrees, 130 were M.A. degrees, eighty-three were M.S. degrees, nine were Master of Music Education degrees and two were Master Teacher degrees (Chart XVI). The three state colleges of Kansas and Kansas State University grant M.S. degrees rather than M.A. degrees to foreign-language majors. The earliest M.S. degree was earned in 1926, before the state colleges were granting master's degrees, and twelve were granted in 1961. All the Master of Music Education degrees were earned since 1939. The two Master Teacher degrees were earned in 1955 and 1958, both from Northwestern State College at Alva, Oklahoma.

Only one foreign-language teacher in Kansas secondary schools held a Ph.D. degree in 1961-62. This degree was granted in 1933 to a teacher who was last year teaching in a Catholic high school. Six teachers had degrees other than those mentioned above. These included the degrees of Bachelor of Laws, Bachelor of Divinity, Bachelor of Theology, and Bachelor of Science in Industrial Education. Chart XVI shows degrees awarded to Kansas language teachers.

There are twenty-two colleges and universities which have awarded ten or more degrees to foreign-language teachers employed in Kansas in 1961-62. Nine of these institutions had granted twenty or more degrees, and five of these nine colleges and universities had awarded thirty or more degrees. Only three Kansas colleges and universities had granted more than fifty degrees to present Kansas foreign-language teachers. The nine institutions which had granted twenty or more of these degrees are all located in Kansas. In order of having granted the most degrees to 1961-62 Kansas foreign-language teachers, the nine Kansas colleges and universities are the University of Kansas, Lawrence, with ninety-two degrees; Kansas State Teachers College, Emporia, with eighty-seven

14. This information was furnished by Dr. David E. Travis, Kansas Consultant for Modern Foreign Languages, 1960-62.

CHART XVI
When Kansas Foreign-Language Teachers
Earned Their Degrees*

Year	BA	BS	BME	MA	MS	MME	Other
1910	1						
1913	2						
1914	1						
1915	2						
1916	1	1		1			
1917	1	1					
1918		2					
1919	6						
1920	4	1		1			
1921	9	2					
1922	6						
1923	5		1				
1924	9	2					
1925	8	3		1			
1926	8	7		1	1		
1927	15	4		1			
1928	22	11	1	2			
1929	12	1		4			
1930	11	7		1	1		
1931	10	7		1	2		LLB
1932	8	7		3	1		
1933	13	6		3	1		PhD
1934	10	6		2	2		
1935	8	2		3	2		
1936	15	2		2	2		
1937	4	2		4	2		
1938	12	5	2	3	3		
1939	9	3		6	1	2	BD
1940	4	5		3	1		BTh
1941	7	4			2		
1942	7	3		6			
1943	4	1		3	1		
1944	11	1		2			
1945	7	1		1			
1946	3	1	2	1	1		
1947	8	3		2		1	
1948	12	5			2		
1949	8	3		4	2		
1950	8	4		3	1		LLB, BSI
1951	8	5	1	5	3		
1952	9	4		4	5		
1953	7	3		5	4		
1954	6	1	1	2	2		
1955	6	3	1	6	1	2	MT
1956	8	5		2	2		
1957	14	16	2	7	7		
1958	23	14		5	7		MT, BTh
1959	13	8		10	8	2	
1960	24	19		9	5	1	
1961	27	24		4	12	1	
Totals	436	215	11	130	83	9	9

Read the above chart in the following manner: One Kansas foreign-language teacher received his BA degree in 1910. Two teachers received their BA degrees in 1913. The remainder of the chart is read in the same manner.

*The degrees used in Charts XVI and XVII are: BA, Bachelor of Arts; BS, Bachelor of Science and Bachelor of Science in Education; BME, Bachelor of Music Education; MA, Master of Arts; MS, Master of Science and Master of Science in Education; MME, Master of Music Education; LLB, Bachelor of Laws; BSI, Bachelor of Science in Industrial Education; and MT, Master Teacher.

degrees; Kansas State College of Pittsburg with fifty-seven degrees; Fort Hays Kansas State College with forty degrees; the University of Wichita with thirty-four degrees; the Kansas State University of Agriculture and Applied Science, Manhattan, and Ottawa University with twenty-three degrees from each; and Washburn University of Topeka and Marymount College, Salina, with twenty-one degrees from each of these.

The four states adjoining Kansas had awarded 188, or 53.9 per cent, of the out-of-Kansas degrees. Missouri was represented with seventy-seven degrees, Oklahoma with sixty-three degrees, Nebraska with twenty-seven degrees, and Colorado with twenty-one degrees.

Those colleges and universities which granted ten to twenty degrees to 1961-62 Kansas language teachers are listed here in the order of frequency: Kansas Wesleyan University, Salina (18); St. Louis University (18); St. Mary College, Xavier (17); the College of Emporia (16); the University of Missouri (16); Friends University, Wichita (14); Northwestern State College, Alva, Oklahoma (13); Baker University, Baldwin (12); Mount St. Scholastica College, Atchinson (12); University of Oklahoma, Norman (12); Bethel College, North Newton (11); Creighton University, Omaha (10); Southwestern College, Winfield (10).

Mr. Scafe's study (p. 7) for 1953-54 indicated the colleges and universities which had been attended by ten or more foreign-language teachers, rather than those from which they had received degrees. His list, in the order of frequency, was: the University of Kansas, Lawrence; Kansas State Teachers College of Emporia; Fort Hays State College; Creighton University, Omaha; Kansas State Teachers College of Pittsburg (now Kansas State College of Pittsburg); Kansas Wesleyan College, Salina; Washburn University, Topeka; Baker University, Baldwin; Marymount College, Salina; Wichita University; Ottawa University; Kansas State College, Manhattan (now Kansas State University); St. Mary College, Xavier; and the University of Colorado, Boulder. The University of Kansas, Lawrence, and Kansas State Teachers College, Emporia, then, as now, led all other schools in the number of teachers produced.

Foreign schools from which Kansas language teachers in 1961-62 had received degrees include Far Eastern University, Manila; Free University of Berlin; George August University of Gottingen, Germany; Mexico City College; Peter Pazmany University of Budapest; Universidad Interamericana, Saltillo, Mexico; University of Eidangen, Germany; University of Leipzig, Germany; University of Rennes, France; University of Santo Tomás, Manila. Each school was represented by only one graduate. In Mr. Scafe's study (p. 7) the following foreign schools were listed as having been attended by Kansas language teachers: Escuela Interamericana, Saltillo, Mexico; University of San Carlos, Guatemala; Taxco, Mexico; National University of Mexico; and Mexico City College. One master's degree was indicated as held from each of these schools: Escuela Interamericana, National University of Mexico, and Mexico City College. The 1961-62 study listed only degrees, not attendance. The authors of the present study could personally name at least twenty-nine teachers who have studied abroad without obtaining degrees. There should be more, but this number is

increasing. It is of interest that all schools listed in 1953-54 were in Latin America. Degrees were held in 1961-62 from schools in the following countries: France, Germany, Hungary, Mexico, and the Philippines. This would indicate a spread of interest in the study of foreign languages and the fact that qualified German teachers are extremely difficult to find, thus leading to securing of some teachers from Germany as instructors.

Teacher Supply and Demand

An inquiry sent to school administrators in the spring of 1962 was answered only by certain ones, although those wishing teachers would be more apt to respond. Eighty-six actual new openings were listed as budgeted for 1962-63. The following reasons were given for vacancies: leaving the state (6); leaving the profession, usually to raise a family (4); retiring (3); going to graduate school (2). The rest of the vacancies appeared to be created by starting or expanding a foreign-language program, as administrators were asked not to list vacancies created by a teacher moving to another position within the state. Spanish was the language most requested with thirty openings; Latin with seven; French with four; German with two; and Russian with one. But twenty-four schools would take a teacher of any foreign language, and the rest did not indicate the language preferred. Several hoped to share a teacher with another school, but one wonders why a teacher who could easily secure a position to teach in one school only would accept to go to two towns to teach. The state consultant reported in the spring of 1962 that eighty-six foreign-language majors were graduating from Kansas colleges and universities in 1962.¹⁵ This does not mean, however, that the eighty-six positions named above were filled by these eighty-six major students; for example, of the six French major students at the Kansas State Teachers College in 1962 two were chosen to teach French only in Topeka; one married and teaches near her home; one went to teach outside of Kansas; one married and will not teach; and one entered the armed forces. Probably this fifty per cent loss is more or less typical. Furthermore, major students in two languages would be counted twice, thus probably reducing the eighty-six major students by at least ten per cent.

The Placement Bureau of the Kansas State Teachers College reported that from September 1, 1961 to September 1, 1962 it had received requests for 168 foreign-language teachers for Kansas and that it had placed sixteen foreign-language teachers. As the teacher moves to a more advanced position, the vacancy may be reported by both the school which the teacher left and the one to which he is going. Presumably, many of these 168 vacancies were reported to various placement agencies, but obviously Kansas colleges and universities do not produce enough language teachers to fill Kansas' needs.

15. David E. Travis, "Your Consultant Reports," *Bulletin of the Kansas Modern Language Association*, vol. XXXVI, no. 4 (May, 1962), p. 3.

Some of these vacancies perhaps were not filled; others were filled by persons from another state, by teachers adding a language to their existing programs, or by housewives returning to the profession. A detailed study of the sixty teachers new to the profession in 1961-62 showed almost all to be recent graduates, hence it would appear that most of the married women returning to the profession had taught some years previous to marriage. The sixty new foreign-language teachers in Kansas high schools in 1961-62 came from the following sources: Kansas University, eight; Kansas State Teachers College, seven; Kansas State College of Pittsburg, five; Fort Hays State College and Wichita University, four each; Ottawa University, three; Kansas State University, St. Benedict's College, and St. Mary of the Plains, two each. No other Kansas college produced more than one teacher who went into foreign-language teaching in Kansas. Fifteen out of the sixty came from other states.

Language Laboratories

Language laboratories had been established in approximately ninety junior and senior high schools by the end of the school year of 1962. These included the three large high schools at Shawnee-Mission; the five Wichita senior high schools and nine junior high schools; Campus High School of Wichita and Wichita Heights High School; three high schools at Topeka; Lawrence, Emporia, Coffeyville, Pittsburg, Hutchinson, Salina, Hays, Pratt, Gread Bend, Russell, and a number of smaller schools such as Delphos, Geneseo, Nickerson, and Oxford. Student positions varied from four to thirty; those with thirty were found in the large high schools. An estimated count of the number of modern-language students who have access to language laboratories would indicate about 8,500. Probably about 2,500 Latin students in these schools might also use the laboratories if they desired. Probably most schools which do not have laboratories have tape recorders or phonographs, but no listing of these is available. New laboratories are being added each year, especially since the schools receive fifty per cent of the cost of the laboratory through the National Defense Education Act when the laboratory is approved by the State Department of Education. Laboratories appear to be here to stay and to be exerting a growing influence on foreign language study and teaching.

Conclusions

During the school year of 1961-62 there were 37,114 students enrolled in the six foreign languages offered in the secondary schools of Kansas. This figure represents 21.3 per cent of the total enrollment in all Kansas secondary schools, and 24.3 per cent of the total enrollment in the schools which offer foreign languages. This six foreign languages (Spanish, Latin, French, German, Russian, and Greek) were taught by 657 teachers in 454, or 65 per cent, of the 697 Kansas secondary schools. The number of students per language class averaged 18.9, with the heaviest teaching load in Spanish and the lightest load in Russian. The

heaviest teaching loads of the foreign-language teachers were in the junior high-school classes.

In the past eight years in Kansas, Spanish passed Latin in popularity, but French and German made the largest percentage of gains in enrollment. Russian is just in the beginning stages, and Greek was offered last year in only one class. The per cent of the total enrollment studying languages in public secondary schools had increased from 4.4 in 1953-54 to 19.6 in 1961-62.

The opportunity to study a foreign language has increased greatly in the past eight years. Only 28 per cent of the Kansas secondary schools offered a foreign language in 1953-54, but in 1961-62 one or more foreign languages were offered in 65 per cent of the schools. All of the first-class-city schools and all of the newly classified Comprehensive and Standard schools offered foreign languages and, indeed are required to do so. A larger percentage of the non-public schools (87.8 per cent) offered foreign languages, especially Latin, than did the public schools (61.5 per cent). In the non-public schools of Kansas which offered foreign languages (thirty-six out of forty-one schools), 48.1 per cent of the enrollment was studying one or more foreign languages, while only 22.6 per cent of the enrollment in the public schools which offered languages was studying them. The thirty-six non-public schools which offered foreign languages had 30.6 per cent of all the Kansas Latin students, but only 5.4 per cent of the Kansas modern-language students. The one class of Greek was offered in a Catholic high school. Russian was offered only in four public schools to a total of sixty students.

The percentage of increase of language teachers in the past eight years, when compared with the percentage increase of enrollments in foreign languages, showed that, while both had greatly increased, the enrollment increase in Spanish and Latin had more than doubled the increase in the number of Spanish and Latin teachers. While the Spanish enrollment increased 380.6 per cent (3,370 to 16,196) in eight years, the number of Spanish teachers increased only 150 per cent (120 to 300). The Latin enrollment increased 139.7 per cent (4,866 to 11,664) while the number of Latin teachers increased only 59.4 per cent (157 to 241) in the past eight years.

The increase of enrollments in French and German nearly doubled the increase in the number of teachers over the eight years since 1953-54. While the enrollment in French increased 1,236.4 per cent (484 to 6,468) the number of French teachers increased from seventeen to 147, an increase of 764.7 per cent. German enrollment increased 909 per cent (245 to 2,472), and the number of German teachers rose from ten to sixty-eight, an increase of 580 per cent. Two reasons may account for the enrollment increase being about double the increase in the number of teachers: (1) classes are larger in many instances and (2) many more teachers are now teaching only foreign languages.

In the past eight years there was a 423.1 per cent increase in the number of language teachers (52 to 272) who teach no academic subject other than foreign languages. However, some of these were administra-

tors, librarians, and counselors. Administrators may elect to do this in order to keep their school in a high classification.

Teaching combinations changed little since 1953-54. The most frequent combinations with languages in 1961-62 were English, social science, mathematics, and speech. The most frequent specific combination with another subject was Spanish and English; next was Latin and English, followed by a combination of two foreign languages.

There were 177 language teachers teaching for the first time in their present school system, and sixty of these were teaching for the first time in any school system. One teacher had been in the same school system for forty years, and one language teacher had been teaching for fifty-two years. The ages of the foreign-language teachers ranged from twenty-two to seventy-seven years of age. The large number in the fifty-sixty-year-old bracket may well represent many women who are returning to work after their children are grown. The mean age for all language teachers in 1961-62 was forty-five, but for public-school Latin teachers the mean age was fifty-three, and only thirteen out of 166 were under forty.

Over the past eight years salaries received by Kansas foreign-language teachers increased considerably, and this increase paralleled the salary increase in all fields. Two full-time Spanish teachers were receiving \$8,000 in 1961-62, which may be compared to the top salary of \$5,700 which one of these same teachers received in 1953-54. The top salary received by a woman language teacher in 1953-54 was \$5,445, while in 1961-62 one woman Spanish teacher received \$7,500. The greatest number of language teachers in 1961-62 were receiving between \$4,500 and \$5,000, while in 1953-54 the largest group was receiving between \$3,600 and \$3,695. At that time the mean salary for Kansas foreign-language teachers was \$3,500; in 1961-62 it was nearly \$5,000. The average salary (*cf.* p. 21) received by all Kansas secondary teachers in 1961-62 was \$5,197, and in 1953-54 this average was \$3,639.

A number of Kansas foreign-language teachers in 1961-62 were teaching on only the standard requirements set up by the Kansas State Board of Education, and a surprisingly large number were teaching without meeting the standard requirements. True, a teacher who has a life certificate need not furnish a record to the State Department of Education of any additional credits earned provided the minimum requirements have been met; but no life certificates have been issued since 1947. Since that date each Kansas teacher must furnish proof of six to eight hours of credit earned each five years (*cf.* p. 8).

Ninety-seven per cent of the Latin teachers qualified if one year of high school were equated as the equivalent of five semester hours (*cf.* p. 24). This percentage of qualified teachers was higher than for the modern languages; but Latin requires only fifteen, not twenty-four hours, for qualification. When high-school courses were taken into consideration, 209 or 69.3 per cent of the three hundred Spanish teachers met the standard qualification (*cf.* p. 26). It is true that some of these teachers may have been teaching in either a class C high school or in a newly-classified approved school, although one may question why students in these schools need less qualified teachers. When high-school French was

considered, only eighty-three out of 147 or 56.4 per cent of the French teachers qualified for twenty-four hours of French or its equivalent. Even when high-school work was taken into consideration, only thirty-nine out of the sixty-eight German teachers, or 57.3 per cent, qualified on the basis of twenty-four hours of college credit in German. Since the study of French and German increased very rapidly the past eight years the number of teachers who had high-school credit in the language they taught ranked in this order: Latin, Spanish, French, and German. The greatest teacher shortages also appeared in the languages whose study had increased most rapidly. Two of the four Russian teachers had twenty-four hours of college Russian.

Two hundred twenty-three out of 657 foreign-language teachers (33.9 per cent) gave no indication of having earned credit in the language they taught during the past twenty years. One teacher had earned no credit since 1910 in the language he was teaching. It may be that a number of these teachers hold life certificates and, having met the minimum requirements, saw no reason to inform the State Department of Public Instruction of further work taken. On the other hand, 360 or 54.8 per cent of the language teachers recorded credit earned in the language taught during the past ten years, and 113 teachers earned credit in their language in 1961. Almost all the seventy-seven Kansas language teachers who earned credit in an NDEA Institute in the summer of 1961 would be included in this group.

The 657 Kansas foreign-language teachers in 1961-62 had a total of 893 degrees. All had the bachelor's degree, and 224 of them had a master's degree; only one of them had a doctor's degree. The total of master's degrees increased in number but decreased in per cent from 40 to 34 per cent in the eight years. Three hundred forty-nine of the total degrees were awarded by colleges and universities outside of Kansas, including ten in foreign countries. Colleges and universities in the four states adjoining Kansas accounted for 188 or 53.9 per cent of these out-of-Kansas degrees. The two colleges and universities most represented by the degrees held by the Kansas foreign-language teachers in 1961-62 were the University of Kansas (ninety-two degrees) and Kansas State Teachers College (eighty-seven degrees). These two schools also led in the production of language teachers in 1953-54.

The colleges and universities of Kansas are not graduating each spring or summer all of the new foreign-language teachers who appear in Kansas at the first of each school year. Each year the number of college seniors prepared to teach foreign languages rises sharply. Yet the shortage still exists and apparently in the same degree as more schools seek to put in foreign languages and the larger schools add language teachers. Language laboratories make for greater efficiency but do not decrease the demand for trained teachers.

The authors have tried to present a statistical picture of the status of foreign languages in Kansas for the school year of 1961-62 and to make comparisons, where they are valid, with the situation that existed in 1953-54 when Mr. Scafe made a similar study. The information may be of interest to teachers and administrators in Kansas and in other states.

Counselors and advisers in high schools, colleges, and universities may use this information for persons interested in a future involving foreign languages. The authors hope that this study has pointed out the increased interest in the importance of foreign languages; and, at the same time, has indicated that the greatest need is for more and, especially, more well-qualified foreign-language teachers in Kansas.

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