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A COMPARATIVE STUDY
OF THE TEACHERS OF
MODERN FOREIGN LANGUAGES
IN THE NORTH CENTRAL AND
NON-NORTH CENTRAL PUBLIC HIGH
SCHOOLS OF MICHIGAN

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE

Wanda Chrobak

1938

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OF
MICHIGAN**

by

WANDA CHROBAK

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of the
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of
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**A COMPARATIVE STUDY OF THE TEACHERS OF MODERN FOREIGN
LANGUAGES IN THE NORTH CENTRAL AND NON-NORTH CENTRAL
PUBLIC HIGH SCHOOLS OF MICHIGAN
IN 1937-1938**

CHAPTER I

INTRODUCTION

The purpose of this treatise is to analyze the status of modern foreign language teachers, in both the North Central and Non-North Central Association groups, of Michigan public high schools as a basis for teacher training improvement in this field. In order to do this an effort has been made to survey training, experience, salaries, and subject combinations as they actually exist.

A treatise of this nature relating to teachers' qualifications and experiences has especial importance because of the teacher's vital position in relation to those whom she influences. For this reason it is desirable to secure as much information as possible regarding the present status of teachers in Michigan public high schools. Florence N. Young, of Georgia State Teachers College,⁽¹⁾ highly recommends the necessity for annual state surveys which furnish information concerning teachers, their training, and any other information that would make possible proper teacher placement.

(1) Young, Florence N., "The Need for State Surveys of Teaching Positions," *Education*, LII (September, 1931), p. 1.

Dr. Eugene B. Elliott,⁽²⁾ Superintendent of Public Instruction for Michigan, states that "a continuous survey relating to teachers is essential in intelligent planning together with the related problems". These two citations are indicative of the importance of studies of this type.

This study includes data showing the status of 216 modern foreign language teachers employed during the year 1937-1938 in 230 Non-North Central Association public high schools of Michigan, accredited by the University of Michigan, as compared with 363 modern foreign language teachers employed during the year 1937-1938 in 195 North Central Association public high schools of Michigan. All the available state records were used. The last complete North Central Association records were submitted in 1934. Desired information was obtained from the last complete report and changes were made as indicated in the reports submitted up to 1937-1938. All teachers who taught any foreign language in those schools were included as modern foreign language teachers.

The data considered herein are:

- (1) The educational training of modern foreign language teachers.
- (2) The number of modern foreign language teachers and the subject combinations.
- (3) The number of years of teaching experience of modern foreign language teachers.

(2) Elliott, Eugene B., The Supply of and Demand for Teachers in Michigan, Michigan Education Association Bulletin, No. 26, (1933), p. 175.

- (4) The amount of salary received by teachers of modern foreign languages in the schools which are members of the North Central and Non-North Central schools of Michigan.

The standards of the University of Michigan and the requirements of the North Central Association for accrediting schools were followed as legal standards for training of teachers. The University of Michigan requires ten semester hours of training in modern foreign languages.⁽¹⁾ The North Central Association requires fifteen semester hours of training in the field of foreign languages. For certification purposes the North Central Association allows, "Deductions in the fields of foreign languages of two semester hours for each unit earned in high school not to exceed a total deduction of 6 semester hours".⁽²⁾

Data for this study were obtained from reports⁽³⁾ submitted by the high schools to the Bureau of Cooperation with Educational Institutions at the University of Michigan. Reports on all schools were not available. In some cases information was omitted and when it was impossible to obtain it from previous years' reports, the particular items were not considered.

Similar studies dealing with this subject are few.

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- (1) Annual Report of the Bureau of Cooperation with Educational Institutions, 1937. University of Michigan Official Publication, Vol. 39, No. 38 (1937) p. 26.
- (2) North Central Association of Colleges and Secondary Schools, 1937. Policies, Regulations and Standards for the Accrediting of Secondary Schools, April 10, 1937, p. 8.
- (3) Appendix. Accrediting report form, page 51.

A survey of the status of Latin teachers in accredited Non-North Central schools in Michigan during 1932-1933 showed:⁽¹⁾

- (1) "Latin was offered in 98 per cent of the schools; in about three-fourths of all schools it is the only language offered.
- (2) Latin was taught in four times as many schools as French, its nearest foreign language competitor.
- (3) Ninety-three per cent of these teachers teach two or more subjects; 43 per cent teach three or more and 8 per cent teach four or more.⁽²⁾
- (4) English, social science, and mathematics are, in the order named, most often combined with Latin in teaching programs."

The study made by C. M. Purin⁽³⁾ of the training of teachers of modern foreign languages in 1925 based on 70 per cent of the public secondary schools of the United States showed that: "Since in many schools teachers are required to teach more than one subject, candidates should be advised to prepare to teach in at least two subjects. Replies to the question as to the subjects best suited for teaching purposes to accompany a major in a modern foreign language indicated a preference for English followed by history, Latin

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- (1) Taylor, Edwin L. A Survey of the Status of Latin Teachers in Accredited Non-North Central Association Schools in Michigan During 1932-1933. Unpublished Master's Thesis, University of Michigan, 1933. p. 37.
 - (2) Ibid., p. 37.
 - (3) Purin, C. M., The Training of Teachers of the Modern Foreign Languages. (New York: The Macmillan Company, 1929) p. 61 and 93.

and a second modern language. Scattering votes were cast for eight other subjects, art receiving one vote.]"

Both studies show similarities with the present condition of modern foreign language teachers as shown in this study.

Similar and related studies in this field are:⁽¹⁾

1. Stuart, Hugh. The Training of Modern Foreign Language Teachers for the Secondary Schools in the United States. Contribution to Education, No. 256, Teachers College, Columbia University, 1927.
2. Appleman, E. C. Training, Experience, Number and Combination of Subjects Taught, and Salaries of Mathematics Teachers in the Non-North Central High Schools of Michigan. Master's Thesis, University of Michigan, 1930.
3. Sharpe, Mary Ellen. A Study of 74 Non-North Central Association Schools of Michigan for the year 1930-31; Being an Analysis of the Extent Which Social Science and English Subjects Are Being Offered By These Schools and the Subject Combination of Their Social Science and English Teachers. Master's Thesis, University of Michigan, 1932.
4. Ball, Dorothy T. A Comparative Study of The Training in Social Sciences and the Teaching Combinations of the Teachers of Social Sciences In The North Central and Non-North Central Association High Schools of Michigan. Master's Thesis, Michigan State College, 1936.
5. Taylor, Edwin L. A Survey of The Status of Latin Teachers in Accredited Non-North Central Association Schools in

(1) Brief summaries in Appendix, p. 48.

Michigan During 1932-1933. Unpublished Master's Thesis,
University of Michigan, 1933.

DEFINITION OF TERMS REFERRED TO IN THIS STUDY

1. Experience - The total number of years taught.
2. Modern foreign language teacher - Any teacher teaching one or more classes in French, Spanish, German, or Latin in the upper four years of high school.
3. Non-North Central Association High Schools - Those schools accredited by the University of Michigan but not accredited by the North Central Association of Colleges and Secondary Schools.
4. North Central Association of Colleges and Secondary Schools - A mutual association of certain institutions of higher learning and of certain preparatory schools distributed over twenty of the North Central States.⁽¹⁾
5. North Central Association High Schools - Schools which meet the standards of the North Central Association in respect to organization, policies and outcomes and are thereby admitted to membership within the group.⁽²⁾
6. Public schools - The schools which are under the direct control of the state and are supported by public taxation.
7. Subject - A subdivision of any main field of study, taught usually for a period of one semester or one year in the high school.
8. Teaching combinations - The various groupings of subjects in the schedule.
9. Training - The number of semester hours of preparation in various modern foreign languages.

(1) Davis, Calvin O., "Pertinent Facts Concerning The Association", North Central Association Quarterly, Vol. X (1936) p. 404.

(2) Ibid. p. 404.

CHAPTER II

COMPARISON OF THE NUMBER OF MODERN FOREIGN LANGUAGES OFFERED IN THE NORTH CENTRAL AND NON-NORTH CENTRAL ASSOCIATION PUBLIC HIGH SCHOOLS OF MICHIGAN AND THE PUPIL ENROLLMENT

Table I, page 8, indicates the comparison between the variety of languages offered and the number of pupils enrolled in the North Central and Non-North Central public schools of Michigan. The table shows that four foreign languages are offered. French, Spanish, German, and Latin are taught in the North Central schools. French, Spanish, Latin are offered in the Non-North Central schools. Of the Non-North Central schools with an enrollment of fewer than 100, 26 or 11.3 per cent of the schools do not offer any foreign language. All of the North Central schools considered offer a foreign language. The table also indicates that:

- (1) Of the schools in the North Central group that have an enrollment of fewer than 300 pupils, 37 or 20 per cent offer only one foreign language.
- (2) Of the schools in the North Central group that have an enrollment of 300-500 pupils, 11 or 6 per cent offer only one foreign language.
- (3) Of the schools in the North Central group that have an enrollment of 500-1000 pupils, 6 or 3.2 per cent offer only one foreign language.

In the Non-North Central Association schools the table indicates the following:

TABLE I

THE NUMBER OF LANGUAGES OFFERED AND THE NUMBER OF PUPILS ENROLLED IN THE NORTH CENTRAL AND NON-NORTH CENTRAL ASSOCIATION PUBLIC HIGH SCHOOLS OF MICHIGAN 1937-1938

Number of Languages Offered	NORTH CENTRAL SCHOOLS (1) 186						NON-NORTH CENTRAL SCHOOLS (2) 230					
	Enroll-ment of 300 or Fewer		Enroll-ment of 301-500		Enroll-ment of 501-1000		Enroll-ment of 300 or Fewer		Enroll-ment of 301-500		Enroll-ment of 501-1000	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	0		0		0		26	11.3	0		0	
One	37*	20.0	11	6.0	6	3.2	178	77.4	3	1.3	2	.9
Two	37	20.0	40	21.5	22	11.8	15	6.5	5	2.2	0	
Three	1	.5	3	1.6	7	3.7	1	.4	0		0	
Four	0		0		0		7	3.7	0		0	

*Read the table thus: 37 or 20 per cent of the schools with an enrollment of 300 or fewer pupils in the high school offered one language.

-
- (1) Number of North Central Association schools included in this study.
 (2) Number of Non-North Central Association schools included in this study.

- (1) Of the schools with an enrollment of 300 or fewer, 178 or 77.4 per cent offer only one foreign language.
- (2) Of the schools with an enrollment of 301-500, 3 or 1.3 per cent offer only one foreign language.
- (3) Of the schools with an enrollment of 501-1000, 2 or .9 per cent offer only one foreign language.

In the North Central Association group, the table indicates the following:

- (1) Of the schools with an enrollment of fewer than 300, 37 or 20 per cent offer two languages.
- (2) Of the schools with an enrollment of 301-500, 40 or 21.5 per cent offer two languages.
- (3) Of the schools with an enrollment of 501-1000, 22 or 11.8 per cent offer two languages.

Compared with the Non-North Central schools offering two languages, the table indicates the following:

- (1) Of the schools with an enrollment of 300 or fewer, 15 or 6.5 per cent offer two languages.
- (2) Of the schools with an enrollment of 301-500, 5 or 2.2 per cent offer two languages.

The table indicates that three languages are offered by one or .5 per cent of schools in the North Central Association with an enrollment of fewer than 300 pupils; 3 schools or 1.6 per cent with 301-500 pupils; 7 or 3.7 per cent of the schools with an enrollment of 501-1000 offer three languages, and 8 or 4.3 per cent of the schools with an enrollment of 1000 or over offer three languages.

Compared with the Non-North Central Association group, 1 or .4 per cent of the schools with an enrollment of 300 or fewer offers three languages.

Only 7 or 3.7 per cent of schools of the North Central Association with an enrollment of 1000 or over offer four languages as compared with none of the Non-North Central schools.

In summary, Table I shows that 54 or 29.2 per cent of the schools in the North Central group have in their curriculum one language; 102 or 57 per cent of the schools give the student a choice of two languages; 19 or 10.1 per cent of the schools are teaching three languages, and 7 or 3.7 per cent offer four languages. Compared with the Non-North Central schools, 183 or 79.6 per cent offer one language; 20 or 8.7 per cent offer two languages, and only one or .4 per cent has three languages in its curriculum.

A greater variety of languages is offered in schools of the North Central group than in the Non-North Central Association schools. The difference is due to larger enrollments in the individual schools enabling such schools to offer more electives. The only Non-North Central school offering three languages is a school with 300 or fewer enrollment. No school in the Non-North Central group offers four languages and only one offers three languages. Almost as many North Central schools offer three languages as Non-North Central schools offer two languages.

The table also shows that over three times as many Non-North Central schools offer one language only as compared with the North Central schools. Every school over 1000 pupils offers more than one language.

CHAPTER III

SUBJECT COMBINATIONS OF TEACHERS OF MODERN FOREIGN
LANGUAGES IN THE NORTH CENTRAL SCHOOLS AND NON-NORTH
CENTRAL PUBLIC HIGH SCHOOLS OF MICHIGAN

Table II, page 12, shows that 56 or 15.4 per cent of the teachers of the North Central Association schools taught only Latin as compared with 6 or 2.8 per cent of the teachers of the Non-North Central Schools.

French was taught by 33 or 9.1 per cent of the language teachers in the North Central group and only one teacher in the Non-North Central group taught French with no other subject combination.

German and Spanish were taught singly by 8 or 2.2 per cent of the teachers in the North Central schools while no German was taught in Non-North Central schools.

Latin and French was a combination of languages which 32 or 8.8 per cent of teachers of the North Central group taught while only 6 or 2.8 per cent of the Non-North Central teachers had a similar combination.

Latin-German, Latin-Spanish, Latin-French-German; French-Latin-Spanish, French-Spanish, French-German, and French-Spanish-German were the language combinations taught by the remaining language teachers in the North Central Association. None of the above mentioned subject combinations existed in the programs of the Non-North Central schools.

A summary of Table II, page 12, shows that there is more opportunity for teachers in the North Central schools to teach a

TABLE II

NUMBER OF TEACHERS IN THE NORTH CENTRAL ASSOCIATION PUBLIC HIGH SCHOOLS OF MICHIGAN TEACHING ONLY MODERN FOREIGN LANGUAGES AS COMPARED WITH THE NUMBER OF TEACHERS IN THE NON-NORTH CENTRAL SCHOOLS

LANGUAGE	NORTH CENTRAL SCHOOLS ⁽¹⁾ 363		NON-NORTH CENTRAL SCHOOLS ⁽²⁾ 216	
	Number	Per Cent	Number	Per Cent
Latin only	56*	15.4	6	2.8
French only	33	9.1	1	.4
German only	8	2.2	0	0
Spanish only	8	2.2	0	0
Latin-French	32	8.8	6	2.8
Latin-German	5	1.3	0	0
Latin-Spanish	1	.3	0	0
French-Spanish	4	1.1	0	0
French-German	2	.5	0	0
French-Spanish-German	1	.3	0	0
French-Latin-Spanish	1	.3	0	0
French-Latin-German	1	.3	0	0
Total	152	41.8	13	6.0

*Read the table thus: Of the 363 teachers of the North Central Association 56 or 15.4 per cent taught Latin only; of the 216 teachers in the Non-North Central Group, 6 or 2.8 per cent taught Latin only.

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- (1) Number of North Central Association Schools considered in this study.
- (2) Number of Non-North Central Association Schools considered in this study.

foreign language without any other combination than there is for teachers of the Non-North Central schools.

Of 363 language teachers included in this study from the North Central schools, 152 or 41.82 per cent taught only modern foreign languages whereas only 13 or 6.0 per cent of the language teachers of the 216 in the Non-North Central group taught only modern foreign languages.

In the North Central schools there were 12 combinations of foreign languages while there were three in the Non-North Central schools.

Latin taught singly, as well as combined with French, was the most frequently taught language in both groups. The college Latin student has little chance of teaching that subject in the smaller Michigan high schools without at least one other subject combination.

The results of this study are very similar to those found by Taylor as indicated in Table III, page 14.

Table III, page 14, shows the variety of languages offered in the 408 schools. This table indicates that six foreign languages in all are offered, of which Latin ranked first and French second. This is similar to the conditions existing at the time the present study was made. One significant difference between these two studies is that in 1932-1933 all of the 408 Non-North Central schools offered at least one foreign language, while of the 216 Non-North Central schools included in the present study 26 failed to offer any foreign languages due to various factors in small enrollment schools.

TABLE III

NUMBER OF LANGUAGE OFFERINGS IN 408 ACCREDITED NON-NORTH
CENTRAL MICHIGAN HIGH SCHOOLS IN 1932-1933⁽¹⁾

Language Offered	Public Schools	Private Schools	Total
Latin	314	56	398
French	45	51	96
German	7	7	14
Polish	0	5	5
Spanish	2	2	4
Greek	0	2	2
Total Non-Latin	54	67	121
Median Number of Languages	1.14	1.78	1.27

SUBJECT COMBINATIONS TAUGHT BY MODERN FOREIGN LANGUAGE TEACHERS

Since Table II, page 12, reveals the facts regarding the number of languages offered in both groups of schools and the number of modern foreign language teachers who teach modern language only, this leads to the inquiry of the subject combinations of the remainder of the teachers who are teaching one or more languages with subjects in other fields.

For the purposes of this study science includes physics, chemistry, biology, general science, botany, zoology, and physical geography. English includes public speaking, literature, rhetoric,

(1) Taylor, Edwin. Op. cit., p. 8.

The first part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$. In the second part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$. In the third part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the fourth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the fifth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the sixth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the seventh part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the eighth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the ninth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the tenth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition.

The first part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$. In the second part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$. In the third part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the fourth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the fifth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the sixth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the seventh part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the eighth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition. In the ninth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow \infty$ for the case of a non-zero initial condition. In the tenth part, we study the asymptotic behavior of the solutions of the system (1.1) as $t \rightarrow 0$ for the case of a non-zero initial condition.

and grammar. Social science includes history, vocations, government, economics, sociology, high school geography, and religion. Commercial work includes stenography, bookkeeping, and typing.

Table IV, pages 16 and 17, indicates that 44 or 20.7 per cent of the teachers of French in the North Central schools had English as the second subject while this was true of only 12 or 5.9 per cent of the language teachers in the Non-North Central schools. Latin and English was a combination which existed in 68 or 32.0 per cent of the North Central schools while 98 or 48 per cent of the teachers in the Non-North Central schools taught that combination of subjects. This number includes almost half of the teachers considered in this group.

Table IV indicates that English, social science, mathematics, and commercial were the subjects most frequently found in combination with French, Spanish, Latin, and German.

In schools of the North Central Association where modern foreign language teachers taught two subjects with modern foreign languages, English and social science were most frequently combined with French; science and mathematics with German; English and social science with Latin. In the Non-North Central schools English and mathematics were combined with French; English and social science with Latin. There was much similarity in both groups in regard to the two subject combinations. Some of the findings indicated in

TABLE IV

SUBJECT COMBINATIONS TAUGHT BY TEACHERS OF THE NORTH CENTRAL SCHOOLS
 COMPARED WITH THE SUBJECTS TAUGHT BY MODERN FOREIGN LANGUAGE TEACHERS
 OF THE NON-NORTH CENTRAL ASSOCIATION SCHOOLS 1937-1938

SUBJECT COMBINATIONS	NORTH CENTRAL ASSOCIATION		NON-NORTH CENTRAL ASSOCIATION	
	NO.	%	NO.	%
French and				
English	44*	20.7	12	5.9
Social Science	12	5.6	2	1.0
Mathematics	5	2.4	1	.5
English-Social Science	5	2.4	2	1.0
English-Mathematics	1	.5	3	1.5
Social Science-Commercial	3	1.4	1	.5
Home Economics-Art	1	.5	0	
Home Economics-Science	1	.5	0	
English-Commercial	0		4	2.0
Junior Business Mathematics- Commercial	0		1	.5
Home Economics-Social Science-Mathematics	0		1	.5
English-Health	0		1	.5
German and				
English	4	1.9	2	1.0
Social Science	1	.5	0	
Mathematics	1	.5	0	
Science	1	.5	0	
Social Science-Mathematics	1	.5	0	
Mathematics-Physical Education	0		1	.5
Mathematics-Science	0		1	.5
Social Science -Science Agriculture	0		1	.5
Latin and				
English	68	32.0	98	48.0
Social Science	22	10.5	12	6.0
Commercial	2	1.0	1	.5
Mathematics	4	1.9	5	2.4
Science	1	.5	0	
English-Social Science	3	1.4	17	8.3
English-Physical Education	1	.5	0	
English-Home Economics	1	.5	1	.5
English-Music	1	.5	2	1.0
English-Commercial	1	.5	2	1.0

(Continued to Page 17)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

TABLE IV (Continued) SUBJECT COMBINATIONS

| SUBJECT COMBINATIONS | NORTH CENTRAL ASSOCIATION | | NON-NORTH CENTRAL ASSOCIATION | |
|--|---------------------------|-------|-------------------------------|-------|
| | NO. | % | NO. | % |
| Social Science-Commercial | 1 | .5 | 2 | 1.0 |
| Social Science-Mathematics | 1 | .5 | 1 | .5 |
| Music | 0 | | 2 | 1.0 |
| Social Science-Art | 0 | | 1 | .5 |
| Mathematics-Hygiene | 0 | | 1 | .5 |
| English-Mathematics | 0 | | 6 | 2.9 |
| Social Science-Science-Mathematics | 0 | | 1 | .5 |
| Social Science-Mathematics-Music | 0 | | 1 | .5 |
| Junior Business Mathematics-Commercial | 0 | | 1 | .5 |
| Mathematics-Science | 0 | | 2 | 1.0 |
| Mathematics-English-Social Science | 0 | | 2 | 1.0 |
| Chemistry-Crops | 0 | | 1 | .5 |
| English-Health | 0 | | 1 | .5 |
| Science-Social Science-Art | 0 | | 1 | .5 |
| Spanish and English | 1 | .5 | 1 | .5 |
| Social Science | 1 | .5 | 0 | |
| French and General Languages - Social Science- Mathematics | 1 | .5 | 0 | |
| German and French-English | 1 | .5 | 0 | |
| Latin and French-English | 19 | 9.0 | 3 | 1.5 |
| Social Science | 1 | .5 | 1 | .5 |
| English-Music | 0 | | 1 | .5 |
| English-Mathematics | 0 | | 1 | .5 |
| Latin-Spanish-English | 1 | .5 | 0 | |
| German-Latin-English | 0 | | 1 | .5 |
| Latin-French-Spanish-English | 0 | | 1 | .5 |
| Total | 211 | 100.0 | 203 | 100.0 |

*Read Table thus: 44 or 20.7 per cent of the teachers in the North Central Schools taught French and English; 12 or 5.9 per cent of teachers in the Non-North Central Schools taught French and English.

Table IV show a similarity to those of Sharpe⁽¹⁾ in a study of 74 Non-North Central schools in Michigan in the year 1930-1931. In this study the same subjects were most often combined in both two- and three-subject combinations and a foreign language.

In the three- subject combination, there were no teachers in the North Central group who taught three subject fields, while in the Non-North Central Association schools there was one teacher who taught German combined with science, social science, and agriculture; one with Latin, home economics, social science and mathematics. Teachers of Latin had the greatest variety of three- subject combinations which were: science, social science, mathematics; social science, mathematics and music; science, social science and art. Science and social science were most frequently combined with another subject field and a foreign language.

Table IV also indicates that there are 55 possible subject combinations taught by teachers of modern foreign languages. Of these combinations thirty-two exist in the North Central schools and forty-three in the Non-North Central schools.

Of the teachers in the North Central Association schools who taught French combined with other subject fields exclusive of a foreign language, 28.7 per cent taught in one field other than French; 5.3 per cent had two- subject field combinations. Comparing

(1) Sharpe, Mary Ellen. A Study of 74 Non-North Central Association Schools of Michigan for the Year 1930-1931; Being An Analysis of the Extent to Which Social Science and English Subjects Are Being Offered by These Schools and the Subject Combination of Their Social Science and English Teachers. Unpublished Master's Thesis, University of Michigan, 1932. p. 24-26.

the foregoing statements with teachers of the Non-North Central group, 74. per cent taught one subject other than French; 6.5 per cent were found to have two- subject field combinations not including French.

Of the eight teachers of German in the North Central schools, 3.4 per cent taught one other subject not in the modern foreign language field, and 15 per cent had a two- subject field combination. In the Non-North Central schools, 1.0 per cent had one subject field combination and 1.5 per cent two subject field combinations.

Of the teachers of Latin in the North Central schools, 45.7 per cent had one subject field combination in addition to Latin; 4.4 per cent were found to have two- subject field combinations. Comparing the two groups of schools, the Non-North Central schools had 57.9 per cent in the one additional subject combination; 19.7 per cent in two- subject fields, and 2.5 per cent in the three- subject fields.

Of the two teachers of Spanish in the North Central schools, one taught English in addition to Spanish; the other social science; the same subject combination was found in the Non-North Central schools.

French and general language in the North Central schools were found combined with social science and mathematics; German and French with English; Latin and Spanish with English. These combinations did not exist in the Non-North Central schools. Instead, there were present other combinations not found in the North Central schools. These were: German and Latin combined with English Latin; French and Spanish combined with English. In each case of both groups, there was

only one teacher who taught the subject combination mentioned in the foregoing statement.

Table IV, pages 16 and 17, summarized shows that a teacher of modern foreign languages should be prepared to teach in one or two fields other than the modern foreign language. A greater number of teachers of the Non-North Central schools than in the North Central schools were found to be teaching in two and three subject fields.

It is indicative of the fact that modern foreign language teachers will teach more subjects than teachers of social science or mathematics, which fields comprise a greater number of courses.

"It seems that it is impossible to standardize the teaching combinations in the high school to any great extent. This is especially true in the small high school in which the number of classes in a particular subject is so limited that a teacher must teach more than one subject. If two years of French are offered this teacher may teach these classes, but she must teach one more subject at least in order to have a full schedule. Thus she is compelled to teach three subjects by the very nature of the institution she is serving."⁽¹⁾

(1) Woody, Clifford "Number of Subjects Taught by Graduates of the University of Michigan Who Began Teaching in the 1922-23 School Year and the Amount of Academic Preparation in the Subject Taught", Educational Administration and Supervision, Vol. X, (1924) p. 383.

CHAPTER IV

COMPARISON OF THE TRAINING IN MODERN FOREIGN LANGUAGES
OF THE TEACHERS OF MODERN FOREIGN LANGUAGES IN THE
NORTH CENTRAL AND NON-NORTH CENTRAL PUBLIC HIGH
SCHOOLS OF MICHIGAN

Table V, page 22, shows the training in modern foreign languages of teachers of modern foreign languages in the North Central and Non-North Central Association public high schools according to the standards set by the University of Michigan and the North Central Association for the modern foreign language field⁽¹⁾. Of the 363 teachers of the North Central Association included in this study, 20 or 5.5 per cent had less than the required number of semester hours of training in the subject taught, as compared with 11 or 5.1 per cent of the 216 teachers of the Non-North Central schools included who had less than ten semester hours of training in the language taught.

Table V also indicates that 8 or 2.2 per cent of the teachers of modern foreign languages in the North Central schools had earned only 15 semester hours of credit in the modern foreign language taught, the minimum acceptable standard for North Central high schools. In comparison, 18 or 3.7 per cent of the teachers of modern foreign languages had earned the required number of semester hours as stipulated for teachers of the Non-North Central high schools.

(1) Davis, Calvin O., "Pertinent Facts Concerning the Association", North Central Association Quarterly, Vol. X (1936), p. 404.

TABLE V

THE TRAINING IN MODERN FOREIGN LANGUAGES OF TEACHERS
OF MODERN FOREIGN LANGUAGES IN THE NORTH CENTRAL AND
NON-NORTH CENTRAL ASSOCIATION PUBLIC HIGH SCHOOLS OF
MICHIGAN FOR 1937-1938

| NORTH CENTRAL SCHOOLS | | | NON-NORTH CENTRAL SCHOOLS | | |
|--------------------------|-----------------|-------------------|---------------------------|-----------------|-------------------|
| College Credit | Number Teaching | Per Cent Teaching | College Credit | Number Teaching | Per Cent Teaching |
| None | 0 | 0 | None | 0 | 0 |
| Under Fifteen | 20* | 5.5 | Under Ten | 11 | 5.1 |
| Fifteen | 8 | 2.2 | Ten | 18 | 3.7 |
| Over Fifteen | 247 | 68.0 | Over Ten | 188 | 87.0 |
| Unrecorded | 88 | 24.3 | Unrecorded | 9 | 4.2 |
| Total Number of Teachers | 363 | 100.0 | Total Number of Teachers | 216 | 100.0 |

*Read table thus: 20 or 5.5 per cent of the teachers in the North Central schools had less than fifteen semester hours of training in modern foreign languages while 11 or 5.1 per cent of the teachers in Non-North Central schools had less than ten semester hours of training.

In the North Central schools 247 or 68 per cent of the teachers earned more than 15 semester hours credit while 188 or 87 per cent of teachers of the Non-North Central schools earned more than the ten semester hours of credit in the modern foreign language taught.

In summary, Table V shows that of the 363 teachers included in this study in the North Central schools, 255 or 70.2 per cent fulfilled the college training requirement for North Central schools. By way of comparison, 206 or 90.7 per cent of the teachers in the Non-North Central schools met or exceeded the required ten semester

hours of college training in modern foreign languages. A greater percentage of the teachers of the North Central group did not meet the requirement for teaching modern foreign languages than teachers of the Non-North Central group.

Due to incomplete records, it was impossible to secure data for a few teachers. It may be assumed that the teachers have had the required number of hours of training since two years of a language are required in most teacher training institutions. Some of these teachers have been in service for many years and the officer in filling out the blanks did not indicate the amount of training.

In comparison with a study made by Ball⁽¹⁾ of the teachers of social science, the teachers of modern foreign languages have had more training in the subject they are teaching than is the case for social science teachers. "Of teachers of social science in the North Central schools, 101 or 10.6 per cent have had no training in the subject they taught, while 30 or 5.2 per cent of Non-North Central schools had teachers with no training". Table V, on page 22, indicates that teachers of modern foreign languages are better prepared to teach their subject than teachers of social science of Michigan.

More teachers in the North Central Association than in the Non-North Central Association met the minimum requirements for that group.

(1) Ball, Dorothy. A Comparative Study of the Training in Social Sciences and the Teaching Combinations of the Teachers of Social Sciences in the North Central Schools and Non-North Central High Schools of Michigan. Unpublished Master's Thesis, Michigan State College, 1936. p. 11.

TRAINING INSTITUTIONS ATTENDED BY TEACHERS
OF MODERN FOREIGN LANGUAGES

In addition to finding the amount of training the teachers of modern foreign languages had, consideration was also given in this study to the various colleges they attended. When two or more colleges had been designated, the college last attended was listed.

Table VI, page 24, shows the schools in which the teachers received their training. The University of Michigan at Ann Arbor ranked first in the training of teachers. Of the total number of modern foreign language teachers in the North Central Association schools, 138 or 38.2 per cent were trained in their subject matter at the University of Michigan. Michigan State Normal College at Ypsilanti ranked second, training 42 or 11.6 per cent of the teachers included in this study. Western State Teachers College at Kalamazoo ranked third with 34 or 9.4 per cent of the modern foreign language teachers being trained there. The remaining 40.8 per cent of the teachers were trained in 32 colleges in Michigan and out of the state.

In comparison with the North Central schools, 34 or 16 per cent of the Non-North Central teachers were trained at the University of Michigan which ranked first. Western State Teachers College ranked second training 32 or 15 per cent of the modern foreign language teachers in the Non-North Central schools. Michigan State Normal College ranking third trained 30 or 14 per cent of the modern foreign language teachers of the Non-North Central schools, while it ranked second with the North Central Association group and

TABLE VI

COLLEGES ATTENDED BY TEACHERS OF THE NORTH CENTRAL
SCHOOLS AS COMPARED WITH NON-NORTH CENTRAL SCHOOLS

| NAMES OF INSTITUTIONS
ATTENDED BY TEACHERS | NUMBER OF TEACHERS | | | |
|---|--------------------|----------|-------------------|----------|
| | NORTH CENTRAL | | NON-NORTH CENTRAL | |
| | Number | Per Cent | Number | Per Cent |
| 1. Adrian College | 5* | .8 | 8 | 3.7 |
| 2. Albion College | 14 | 4.2 | 6 | 2.7 |
| 3. Alma College | 7 | 2.0 | 6 | 2.7 |
| 4. Augustana College | 0 | | 1 | .4 |
| 5. Bates College | 0 | | 1 | .4 |
| 6. Battle Creek College | 0 | | 1 | .4 |
| 7. Boston College | 1 | .3 | 0 | |
| 8. Butler University | 1 | .3 | 0 | |
| 9. Calvin | 0 | | 2 | 1.0 |
| 10. Columbia University | 4 | 1.2 | 0 | |
| 11. Cornell University | 2 | .6 | 0 | |
| 12. Central State Teachers | 8 | 2.2 | 27 | 13.0 |
| 13. Emanuel Missionary | 0 | | 1 | .4 |
| 14. Grinnell College | 2 | .6 | 0 | |
| 15. Hillsdale | 8 | 2.2 | 12 | 5.5 |
| 16. Hope College | 11 | 3.0 | 7 | 3.2 |
| 17. Iowa State | 2 | .6 | 0 | |
| 18. Manchester College | 0 | | 1 | .4 |
| 19. Marietta College | 0 | | 2 | 1.0 |
| 20. Marygrove | 0 | | 4 | 1.8 |
| 21. Marquette | 1 | .3 | 1 | .4 |
| 22. Michigan State College | 14 | 3.8 | 12 | 5.5 |
| 23. Michigan State Normal | 42 | 11.6 | 30 | 14.0 |
| 24. New Jersey College | 0 | | 1 | .4 |
| 25. Northern State Teachers | 13 | 3.5 | 3 | 1.4 |
| 26. Northwestern University | 3 | .8 | 1 | .4 |
| 27. Oberlin | 3 | .8 | 0 | |
| 28. Ohio State | 1 | .3 | 0 | |
| 29. Olivet College | 5 | 1.3 | 5 | 2.3 |
| 30. Rockford College | 2 | .6 | 0 | |
| 31. Southwestern State
Teachers College | 0 | | 1 | .4 |
| 32. Smith College | 1 | .3 | 0 | |
| 33. St. Teresa College | 0 | | 2 | 1.0 |
| 34. Taylor University | 1 | .3 | 2 | 1.0 |
| 35. University of California | 6 | 1.7 | 0 | |
| 36. University of Chicago | 7 | 2.0 | 1 | .4 |
| 37. University of Colorado | 2 | .6 | 0 | |
| 38. University of Detroit | 2 | .6 | 0 | |

Continued to Page 85

TABLE VI(Continued) COLLEGES ATTENDED

| NAMES OF INSTITUTIONS
ATTENDED BY TEACHERS | NUMBER OF TEACHERS | | | |
|---|--------------------|----------|-------------------|----------|
| | NORTH CENTRAL | | NON-NORTH CENTRAL | |
| | Number | Per Cent | Number | Per Cent |
| 39.University of Illinois | 4 | 1.1 | 1 | .4 |
| 40.University of Indiana | 5 | 1.3 | 1 | .4 |
| 41.University of Iowa | 5 | 1.3 | 0 | |
| 42.University of Michigan | 138 | 38.2 | 34 | 16.0 |
| 43.University of Milwaukee | 1 | .3 | 0 | |
| 44.University of Minnesota | 1 | .3 | 1 | .4 |
| 45.University of Nebraska | 0 | | 1 | .4 |
| 46.University of Ottawa | 0 | | 1 | .4 |
| 47.University of Wisconsin | 6 | 1.7 | 3 | 1.4 |
| 48.Wayne University | 0 | | 3 | 1.4 |
| 49.Wooster Ohio | 0 | | 1 | .4 |
| 50.Western State Teachers
College | 34 | 9.4 | 32 | 15.0 |
| Total | 361 | 100.0 | 216 | 100.0 |

*Read the table thus: 3 teachers or .8 per cent of North Central Association were trained in Adrian College, while 8 or 3.7 of Non-North Central teachers were trained in Adrian.

Central State Teachers College ranked fourth, training 27 or 13 per cent of the teachers of the Non-North Central schools.

In summary the table shows that the University of Michigan trains a large number of teachers for both groups of schools. Michigan State Normal is second; Western State Teachers College ranks third and Albion ranks fourth in the training of teachers in the North Central Schools.

In the training of teachers of the Non-North Central groups, University of Michigan ranks first, Western State Teachers College second; Michigan State Normal College third; and Central State Teachers College fourth.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it is the first time that the President has addressed the Congress since the establishment of the new government.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 10, 1801. It contains information about the state of the nation's finances, and is a very important document for understanding the economic situation of the country at that time.

3. The third part of the document is a report from the Secretary of the Navy, dated January 10, 1801. It contains information about the state of the navy, and is a very important document for understanding the military situation of the country at that time.

4. The fourth part of the document is a report from the Secretary of the War, dated January 10, 1801. It contains information about the state of the army, and is a very important document for understanding the military situation of the country at that time.

5. The fifth part of the document is a report from the Secretary of the Interior, dated January 10, 1801. It contains information about the state of the interior, and is a very important document for understanding the political situation of the country at that time.

6. The sixth part of the document is a report from the Secretary of the State, dated January 10, 1801. It contains information about the state of the world, and is a very important document for understanding the international situation of the country at that time.

7. The seventh part of the document is a report from the Secretary of the War, dated January 10, 1801. It contains information about the state of the army, and is a very important document for understanding the military situation of the country at that time.

8. The eighth part of the document is a report from the Secretary of the Navy, dated January 10, 1801. It contains information about the state of the navy, and is a very important document for understanding the military situation of the country at that time.

9. The ninth part of the document is a report from the Secretary of the Treasury, dated January 10, 1801. It contains information about the state of the nation's finances, and is a very important document for understanding the economic situation of the country at that time.

10. The tenth part of the document is a report from the Secretary of the Interior, dated January 10, 1801. It contains information about the state of the interior, and is a very important document for understanding the political situation of the country at that time.

11. The eleventh part of the document is a report from the Secretary of the State, dated January 10, 1801. It contains information about the state of the world, and is a very important document for understanding the international situation of the country at that time.

12. The twelfth part of the document is a report from the Secretary of the War, dated January 10, 1801. It contains information about the state of the army, and is a very important document for understanding the military situation of the country at that time.

13. The thirteenth part of the document is a report from the Secretary of the Navy, dated January 10, 1801. It contains information about the state of the navy, and is a very important document for understanding the military situation of the country at that time.

14. The fourteenth part of the document is a report from the Secretary of the Treasury, dated January 10, 1801. It contains information about the state of the nation's finances, and is a very important document for understanding the economic situation of the country at that time.

15. The fifteenth part of the document is a report from the Secretary of the Interior, dated January 10, 1801. It contains information about the state of the interior, and is a very important document for understanding the political situation of the country at that time.

16. The sixteenth part of the document is a report from the Secretary of the State, dated January 10, 1801. It contains information about the state of the world, and is a very important document for understanding the international situation of the country at that time.

17. The seventeenth part of the document is a report from the Secretary of the War, dated January 10, 1801. It contains information about the state of the army, and is a very important document for understanding the military situation of the country at that time.

CHAPTER V

TRAINING AND EXPERIENCE OF MODERN FOREIGN LANGUAGE
TEACHERS OF THE NORTH CENTRAL AND NON-NORTH CENTRAL
PUBLIC HIGH SCHOOLS OF MICHIGAN 1937-1938

Table VII, page 27, indicates the relationship between experience and training of teachers of modern foreign language in the North Central and Non-North Central public schools of Michigan. Column 2 shows that 41 or 11.3 per cent of the language teachers of the North Central schools met the required number of semester hours of formal college training in modern languages and have had no previous experience in teaching. In contrast, 26 or 12 per cent of the teachers of the Non-North Central schools have met the required semester hours of training in modern foreign languages and have had no experience in teaching. Column 2 also indicates that one teacher in the Non-North Central Association has not met the required ten semester hours and has had no experience in teaching.

Of the 363 teachers of the North Central schools included in this study, column 3 shows that 4 or 1.1 per cent of the teachers had less than 15 hours of training and one to five years of experience; 99 or 27.3 per cent met the required 15 semester hours of training and had one to five years of experience. Whereas, 4 or 1.85 per cent of the 216 teachers of the Non-North Central schools had one to five years of experience and earned less than 10 semester hours of training; 94 or 43.5 per cent with the required semester hours of training had one to five years of training.

Of the teachers in the North Central schools who had from six to

TABLE VII

TRAINING AND EXPERIENCE OF TEACHERS OF MODERN FOREIGN LANGUAGES OF THE NORTH CENTRAL SCHOOLS AS COMPARED WITH THE TRAINING AND EXPERIENCE OF TEACHERS OF MODERN FOREIGN LANGUAGES OF THE NON-NORTH CENTRAL SCHOOLS 1937-1938

| (1) | NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | |
|----------------|-----------------------------------|------|-------------------------|------|--------------------------|------|---------------------------|------|---------------------------|------------------------------|
| | (2) | | (3) | | (4) | | (5) | | (6) | |
| | Experience
None | % | Experience
1-5 Years | % | Experience
6-10 Years | % | Experience
11-15 Years | % | Experience
16-20 Years | Experience
21 Yrs. & Over |
| Semester Hours | No. | | No. | | No. | | No. | | No. | % |
| None | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| Under 15 | 0 | | 4* | 1.1 | 1 | .3 | 3 | .8 | 2 | .3 |
| 15 Semester | 41 | 11.3 | 99 | 27.3 | 50 | 13.8 | 25 | 6.9 | 17 | 4.7 |
| Hours or Over | 0 | | 15 | 4.1 | 19 | 5.2 | 22 | 6.1 | 7 | 1.9 |
| Unrecorded | | | | | | | | | | |
| Total | 41 | 11.3 | 118 | 32.5 | 70 | 19.3 | 50 | 13.8 | 26 | 7.1 |
| | | | | | | | | | | 58 |
| | | | | | | | | | | 16.0 |

| (1) | NON-NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | |
|----------------|---------------------------------------|------|-------------------------|------|--------------------------|------|---------------------------|-----|---------------------------|------------------------------|
| | (2) | | (3) | | (4) | | (5) | | (6) | |
| | Experience
None | % | Experience
1-5 Years | % | Experience
6-10 Years | % | Experience
11-15 Years | % | Experience
16-20 Years | Experience
21 Yrs. & Over |
| Semester Hours | No. | | No. | | No. | | No. | | No. | % |
| None | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| Under 10 | 1 | .5 | 4 | 1.8 | 2 | .9 | 1 | .5 | 2 | .9 |
| 10 Semester | 26 | 12.0 | 94 | 43.5 | 43 | 19.9 | 11 | 5.1 | 9 | 4.2 |
| Hours or Over | 0 | | 3 | 1.4 | 5 | 2.3 | 0 | | 0 | |
| Unrecorded | | | | | | | | | | |
| Total | 27 | 12.5 | 101 | 46.7 | 50 | 23.1 | 12 | 5.6 | 11 | 5.1 |
| | | | | | | | | | | 15 |
| | | | | | | | | | | 7.0 |

*Read the table thus: 4 teachers in North Central Association or 1.1 per cent had less than 15 semester hours of training in modern foreign languages and had from 1-5 years of experience.

ten years of experience, 1 or .3 per cent had less than 15 semester hours of training; 50 or 13.8 per cent either met or exceeded the requirement of 15 semester hours. 2 or .9 per cent of the teachers in the Non-North Central schools had less than 10 semester hours of training and 43 or 19.9 per cent reached or exceeded ten hours.

In the 11-15 years of experience group, column 5 shows that 3 or .8 per cent of the North Central teachers had less than 15 semester hours of training while 25 or 6.9 per cent reached or exceeded the 15 semester hours. In contrast, 1 or .5 per cent of teachers in the Non-North Central group did not meet the requirement and 11 or 5.1 per cent fulfilled the requirement.

In column 6, of the 363 teachers in the North Central schools, 2 or .5 per cent of the teachers had less than 15 semester hours of training and sixteen to twenty years of experience and 17 or 4.7 per cent fulfilled the requirement. By way of contrast, 2 teachers or .9 per cent of the Non-North Central group did not fulfill the requirement and had from sixteen to twenty years of experience; 9 or 4.2 per cent met the requirement and had from sixteen to twenty years of experience.

The last column indicates that 1 or .3 per cent of the teachers in the North Central schools had less than 15 semester hours of training in the subject taught and in addition had more than 21 years of experience. Whereas, 1 or .5 per cent of the teachers in the Non-North Central schools with less than 10 semester hours of training had 21 years of experience; 13 or 6.0 per cent with more than ten semester hours of training had 21 years of experience.

A summary of the table shows that schools are conforming to the standards set by the accrediting agencies because teachers with no experience show more training than is required by the North Central Association and the University of Michigan.

The small percentage of teachers who have not met the requirement are those who have been in service for many years and lack only a few hours of fulfilling the requirements.

In both groups the greatest number of teachers have from one to five years of experience. The next greatest number in both groups were teachers who had from six to ten years of experience.

The turnover of the number of new teachers is greater in the Non-North Central schools than in the North Central Association schools.

The North Central schools had a greater number of teachers in the over 20 years of experience tenure group than the Non-North Central group.

It was necessary to tabulate the unrecorded information because a part of it was significant in this study. This probably did not indicate lack of training, but oversight on part of the officer in charge of filling out the blanks.

The facts presented for the entire group of modern foreign language teachers lead to a comparison of each language as to the experience and training of teachers in each group.

TRAINING AND EXPERIENCE OF MODERN FOREIGN LANGUAGE TEACHERS

Table VIII, page 31, gives a comparison of college training and experience of teachers of Latin of the North Central groups. Each language offered will be considered separately. If a teacher taught more than one language it seemed advisable to take the count twice.

Of the 11 teachers who did not fulfill the requirements of the North Central Association all were teaching Latin. This same situation existed in the Non-North Central group of schools.

Of the number of teachers in the North Central schools teaching Latin, 4 or 1.3 per cent did not meet the required semester hours of training and had one to five years of experience; one teacher had from six to ten years of experience; 3 or .9 per cent had from eleven to fifteen years of experience; and two or .6 per cent had from sixteen to twenty years of experience. One teacher had over twenty one years.

The table indicates that there are 166 or 54 per cent of the 309 teachers of foreign languages in the North Central Association who teach Latin. In the Non-North Central group there are 173 or 77.4 per cent of the 220 teachers who teach Latin.

Table IX, page 32, indicates that teachers of French constituted the next largest group. In the North Central division, there were 119 or 38.1 per cent who taught French, while 40 or 18.5 per cent of the Non-North Central teachers taught French. As to training, 19 or 6.1 per cent of the 111 teachers had over 15 semester

TABLE VIII

TRAINING AND EXPERIENCE OF TEACHERS OF LATIN OF THE NORTH CENTRAL SCHOOLS COMPARED
WITH THE TRAINING AND EXPERIENCE OF TEACHERS OF THE NON-NORTH CENTRAL SCHOOLS OF
MICHIGAN 1937-1938

| NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | | |
|-----------------------------------|-----------------------|------|-------------|--------------|-----|---------------|----|----------------|----|----------------|----|--------------------|----|-----|
| TRAINING | | | EXPERIENCE | | | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | | No
Years | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 years
& Over | | |
| | No. | % | | No. | % | No. | % | No. | % | No. | % | No. | % | |
| None | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Less than 15 | 11* | 3.6 | 0 | 4 | 1.3 | 1 | .3 | 3 | .9 | 2 | .6 | 1 | .3 | |
| 15 | 5 | 1.9 | 0 | 1 | .3 | 1 | .3 | 0 | 0 | 1 | .3 | 2 | .6 | |
| Over 15 | 150 | 48.5 | 27 | 8.7 | 64 | 20.6 | 27 | 9.0 | 9 | 2.9 | 9 | 2.9 | 15 | 5.0 |
| Total | 166 | 54.0 | 27 | 8.7 | 69 | 22.2 | 29 | 9.6 | 12 | 3.8 | 12 | 3.8 | 18 | 5.9 |

| NON-NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | | |
|---------------------------------------|-----------------------|------|-------------|--------------|----|---------------|----|----------------|----|----------------|----|--------------------|----|-----|
| TRAINING | | | EXPERIENCE | | | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | | No
Years | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 Years
& Over | | |
| | No. | % | | No. | % | No. | % | No. | % | No. | % | No. | % | |
| None | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Less than 10 | 11 | 4.7 | 1 | .3 | 4 | 1.8 | 2 | 1.0 | 1 | .3 | 2 | 1.0 | 1 | .3 |
| 10 | 9 | 3.1 | 1 | .3 | 4 | .8 | 2 | 1.0 | 0 | 0 | 2 | 1.0 | 0 | 0 |
| Over 10 | 153 | 69.6 | 19 | 8.6 | 66 | 30.5 | 37 | 16.8 | 11 | 5.0 | 7 | 3.2 | 12 | 5.5 |
| Total | 173 | 77.4 | 21 | 9.2 | 78 | 33.1 | 41 | 18.8 | 12 | 5.3 | 11 | 5.2 | 13 | 5.8 |

*Read the table thus: 11 or 3.6 per cent of the teachers of Latin in the North Central schools had less than 15 semester hours of training. Of the 11 teachers 4 or 1.3 per cent had 1-5 years of experience.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|-----|------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1 |
|---|---|---|---|---|---|---|---|---|-----|------|---|

TABLE IX

TRAINING AND EXPERIENCE OF TEACHERS OF FRENCH IN THE NORTH CENTRAL SCHOOLS COMPARED
WITH TEACHERS OF FRENCH IN THE NON-NORTH CENTRAL SCHOOLS OF MICHIGAN 1937-1938

| NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | | |
|-----------------------------------|-----------------------|-------------|----|--------------|-----|---------------|----|----------------|----|----------------|---|--------------------|---|-----|
| TRAINING | | | | EXPERIENCE | | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | No
Years | | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 Years
& Over | | |
| | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | |
| None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Less than 15 | 6* | 1 | .3 | 3 | 1.0 | 1 | .3 | 1 | .3 | 0 | 0 | 0 | 0 | |
| 15 | 2 | 0 | .6 | 1 | .3 | 1 | .3 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Over 15 | 111 | 35.6 | 19 | 6.1 | 47 | 15.1 | 19 | 6.13 | 16 | 5.1 | 5 | 1.6 | 5 | 1.6 |
| Total | 119 | 39.1 | 20 | 6.4 | 51 | 16.4 | 21 | 6.73 | 17 | 5.4 | 5 | 1.6 | 5 | 1.6 |

| NON-NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | | |
|---------------------------------------|-----------------------|-------------|---|--------------|----|---------------|---|----------------|---|----------------|---|--------------------|---|-----|
| TRAINING | | | | EXPERIENCE | | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | No
Years | | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 Years
& Over | | |
| | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | |
| None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Less than 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Over 10 | 40 | 18.5 | 7 | 3.2 | 23 | 10.5 | 4 | 1.8 | 2 | 1.0 | 2 | 1.0 | 2 | 1.0 |
| Total | 40 | 18.5 | 7 | 3.2 | 23 | 10.5 | 4 | 1.8 | 2 | 1.0 | 2 | 1.0 | 2 | 1.0 |

*Read the table thus: 6 or 1.9 per cent of the teachers of French in the North Central Association had less than 15 semester hours of training. Of the 15, 1 or .3 per cent had no experience.

TABLE I

TRAINING AND EXPERIENCE OF TEACHERS OF GERMAN IN THE NORTH CENTRAL SCHOOLS COMPARED WITH TEACHERS OF GERMAN IN THE NON-NORTH CENTRAL SCHOOLS OF MICHIGAN 1937-1938

| NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | |
|-----------------------------------|--------------------|-----|---|------------|---|------------|---|-------------|----|-------------|---|-----------------|-----|
| TRAINING | | | | EXPERIENCE | | | | | | | | | |
| Semester Hours of Training | Total No. Teachers | No | | 1-5 Years | | 6-10 Years | | 11-15 Years | | 16-20 Years | | 21 Years & Over | |
| | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % |
| None | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Less than 15 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| 15 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Over 15 | 11* | 3.5 | 1 | .32 | 4 | 1.3 | 0 | 1 | .3 | 0 | | 5 | 1.6 |
| Total | 11 | 3.5 | 1 | .32 | 4 | 1.3 | 0 | 1 | .3 | 0 | | 5 | 1.6 |

| NON-NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | |
|---------------------------------------|--------------------|-----|---|------------|---|------------|---|-------------|---|-------------|---|-----------------|---|
| TRAINING | | | | EXPERIENCE | | | | | | | | | |
| Semester Hours of Training | Total No. Teachers | No | | 1-5 Years | | 6-10 Years | | 11-15 Years | | 16-20 Years | | 21 Years & Over | |
| | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % |
| None | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Less than 10 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| 10 | 1 | .3 | 1 | .3 | 0 | | | 0 | | 0 | | 0 | |
| Over 10 | 4 | 2.0 | 0 | | 4 | 2.0 | 0 | 0 | | 0 | | 0 | |
| Total | 5 | 2.3 | 1 | .3 | 4 | 2.0 | 0 | 0 | | 0 | | 0 | |

*Read the table thus: 11 or 3.5 per cent of the teachers of German in the North Central schools had over 15 semester hours of training. Of the 11, 1 or .32 per cent had no experience, 4 or 1.3 per cent had 1-5 years experience.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|-----|------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1 |
|---|---|---|---|---|---|---|---|---|-----|------|---|

TABLE XI

TRAINING AND EXPERIENCE OF TEACHERS OF SPANISH IN THE NORTH CENTRAL SCHOOLS COMPARED
WITH TEACHERS OF SPANISH IN THE NON-NORTH CENTRAL SCHOOLS OF MICHIGAN 1937-1938

| NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | |
|-----------------------------------|-----------------------|-----|-------------|--------------|---|---------------|---|----------------|---|----------------|---|--------------------|-----|
| TRAINING | | | | EXPERIENCE | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | | No
Years | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 Years
& Over | |
| | NO. | % | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % |
| None | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Less than 15 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Over 15 | 12* | 3.9 | 3 | 1.0 | 3 | 1.0 | 3 | 1.0 | 2 | .64 | 0 | 1 | .32 |
| Total | 12 | 3.9 | 3 | 1.0 | 3 | 1.0 | 3 | 1.0 | 2 | .64 | 0 | 1 | .32 |

| NON-NORTH CENTRAL ASSOCIATION SCHOOLS | | | | | | | | | | | | | |
|---------------------------------------|-----------------------|-----|-------------|--------------|-----|---------------|---|----------------|---|----------------|---|--------------------|---|
| TRAINING | | | | EXPERIENCE | | | | | | | | | |
| Semester Hours
of Training | Total No.
Teachers | | No
Years | 1-5
Years | | 6-10
Years | | 11-15
Years | | 16-20
Years | | 21 Years
& Over | |
| | NO. | % | | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % |
| None | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Less than 10 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Over 10 | 2 | 1.0 | 0 | 2 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 1.0 | 0 | 2 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Read the table thus: Of the teachers of Spanish in the North Central schools, 12 or 3.9 per cent had over 15 semester hours of training. Of the 12, 3 or 1.0 per cent had no experience.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|-----|------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1 |
|---|---|---|---|---|---|---|---|---|-----|------|---|

hours of training with no experience. Six teachers, or 1.9 per cent of the North Central Association do not have the required number of semester hours of training in French. This situation does not exist in the Non-North Central group. Of the 40 or 18.5 per cent of teachers of French in the Non-North Central Association group, all have over 10 semester hours of training. The one to five years of experience group makes up the largest number with 23 or 10.5 per cent of the teachers. The remaining 17 teachers are distributed on the table with experience ranging from 6 to 20 years. Seven have not had any experience. Six teachers of the North Central division have less than 15 semester hours of training and their experience ranges from 0 to 15 years.

Table X, page 33, shows that of the 11 teachers of German or 3.5 per cent who have meet the North Central Association requirement, five have had over twenty years of experience; one no experience, 4 with one to five years; one from eleven to fifteen years. This group constituted only 3.5 per cent of the total number of modern foreign language teachers included. As compared with the Non-North Central group, there were only five teachers of German, composing 2.3 per cent of the total group. Of the five teachers, one did not meet the requirements with no previous experience in teaching. There were four or 2 per cent of the teachers who had from one to five years of experience with proper training fulfillment.

Table XI, page 34, shows that of the twelve teachers of Spanish or 5.9 per cent in the North Central group, all have over 15 semester hours of training and their experience ranges from 0 to

over 21 years. There were only 2 or 1 per cent of teachers of Spanish in the Non-North Central group with from 1 to 5 years of experience.

A summary of Tables VIII, IX, X, and XI, shows that there is a greater percentage of teachers of Latin in the Non-North Central group than in the North Central group who have not fulfilled the required amount of training as set by accrediting agencies.

With increased training there is an increase in the number of years of experience. This may be due partly to the raising of teaching standards.

All teachers of French in the Non-North Central Association had over ten semester hours of training and complied with the standards set for that group to a greater extent than teachers of the North Central Association.

Schools in both groups show a preference for Latin, French ranking second, German third, and Spanish fourth.

German and Spanish are offered by 7.5 per cent of the North Central Association schools and by 3 per cent of the Non-North Central Association schools. The reason for such a small percentage of schools offering Spanish and German may be explained by the uncertain economic condition as well as the needs and demands of the various communities.

Summary Table XII, page 37, shows that Latin is taught by 54.0 per cent of the North Central Association schools and by 77.4 per cent of the Non-North Central schools, which makes it rank first

among the languages offered. The second language is French, which is taught by 38.1 per cent of the North Central schools and by 18.5 per cent of the Non-North Central schools. Spanish and German rank third in the North Central schools and the Non-North Central schools.

TABLE XII

A SUMMARY OF THE NUMBER OF TEACHERS TEACHING
FRENCH, LATIN, GERMAN, AND SPANISH IN THE
NORTH CENTRAL AND NON-NORTH CENTRAL
SCHOOLS

| LANGUAGE | DIVISION | NUMBER OF
TEACHERS | TOTAL
PER CENT |
|----------|-------------------------------|-----------------------|-------------------|
| Latin | North Central Association | 166* | 54.0 |
| | Non-North Central Association | 173 | 77.4 |
| French | North Central Association | 119 | 38.1 |
| | Non-North Central Association | 40 | 18.5 |
| German | North Central Association | 11 | 3.5 |
| | Non-North Central Association | 5 | 2.3 |
| Spanish | North Central Association | 12 | 3.9 |
| | Non-North Central Association | 2 | 1.0 |

*Read the table thus: Of the number of modern foreign language teachers in the North Central Association 166 or 54.0 per cent taught Latin; 173 or 77.4 per cent of the modern foreign language teachers in the Non-North Central Association schools taught Latin.

CHAPTER VI

THE TRAINING AND SALARIES OF THE TEACHERS OF THE NORTH
CENTRAL AND NON-NORTH CENTRAL ASSOCIATION PUBLIC HIGH
SCHOOLS OF MICHIGAN 1937-1938

The salary factor is one which concerns teachers a great deal. Relationship between salaries, training, and experience will be shown. If complete information was unavailable, the item was tabulated as unrecorded.

Table XIII, page 39, indicates that of 363 modern foreign language teachers included in the North Central group two teachers or .6 per cent with less than 15 semester hours of training received salaries of \$1000 a year; 7 or 2 per cent received salaries from \$1001 to \$1500. By contrast, the Non-North Central schools had 4 or 1.8 per cent teachers with less than 10 semester hours of training receiving a salary of less than \$1000; six or 2.8 per cent received salaries of \$1001 to \$1500 a year; one or .5 per cent received from \$1501 to \$2000 salary a year.

Of the group with required training 49 or 13.4 per cent of the North Central group received a salary of less than \$1000; 165 or 45.5 per cent received \$1001-\$1500; 42 or 11.6 per cent received \$1501-\$2000 salary and six or 1.7 per cent received over \$2000. In contrast with the Non-North Central group 28 or 13.0 per cent fulfilled requirements and received a salary of less than \$1000; 156 or 72.2 per cent received \$1001-\$1500; 10 or 4.6 per cent received \$1501-\$2000 a year and 2 or .9 per cent received over \$2000.

TABLE XIII

**THE TRAINING AND SALARIES OF TEACHERS OF MODERN FOREIGN
LANGUAGES OF THE NORTH CENTRAL AND NON-NORTH CENTRAL
SCHOOLS**

| NORTH CENTRAL SCHOOLS | | | | | | | | |
|---|----------------------------|------|--------------------------|------|--------------------------|------|-------------------------|------|
| (1)
College
Credit
Semester
Hours | (2)
Salary
to \$1000 | | (3)
\$1001-
\$1500 | | (4)
\$1501-
\$2000 | | (5)
\$2001
and Up | |
| | NO. | % | NO. | % | NO. | % | NO. | % |
| Under 15 | 2* | .6 | 7 | 2.0 | 0 | | 0 | |
| 15 and Over | 49 | 13.4 | 165 | 45.5 | 42 | 11.6 | 6 | 1.7 |
| Unrecorded | 8 | 2.2 | 43 | 11.8 | 35 | 9.64 | 6 | 1.65 |
| Total | 59 | 16.2 | 215 | 59.3 | 77 | 21.2 | 12 | 3.3 |

| NON-NORTH CENTRAL SCHOOLS | | | | | | | | |
|---|----------------------------|------|--------------------------|------|--------------------------|-----|-------------------------|----|
| (1)
College
Credit
Semester
Hours | (2)
Salary
to \$1000 | | (3)
\$1001-
\$1500 | | (4)
\$1501-
\$2000 | | (5)
\$2001
and Up | |
| | NO. | % | NO. | % | NO. | % | NO. | % |
| Under 10 | 4 | 1.8 | 6 | 2.8 | 1 | .5 | 0 | |
| 10 and Over | 28 | 13.0 | 156 | 72.2 | 10 | 4.6 | 2 | .9 |
| Unrecorded | 3 | 1.4 | 6 | 2.8 | 0 | | 0 | |
| Total | 35 | 16.2 | 168 | 77.8 | 11 | 5.1 | 2 | .9 |

*Read the table thus: 2 teachers or .6 per cent of the North Central Association had under 15 semester hours of training and received a salary of less than \$1000 a year.

Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was plotted against the number of trials for each condition. The number of correct responses increased with the number of trials for all conditions. The number of correct responses was highest for the condition with the highest number of trials (10 trials) and lowest for the condition with the lowest number of trials (2 trials).

Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was significantly higher for the 10 trials condition than for the 5 trials condition. Error bars represent the standard error of the mean.

1. *Journal of the American Medical Association*, 1997; 277: 1033-1036.

In summary, Table XIII shows that teachers in both groups, who did not meet standards for accrediting, received salaries of less than \$1000 to \$1500 with the exception of one teacher in the Non-North Central group who received over \$1500. In the North Central group, 165 teachers or 45.5 per cent who met the formal training requirements constituted the greatest group receiving \$1001-\$1500. In contrast the same situation existed in Non-North Central schools with 156 or 72.2 per cent receiving \$1001-\$1500.

The next largest group in the North Central schools were the ones whose salary was less than \$1000; 49 or 13.4 per cent composed this division. In contrast with the Non-North Central schools the same situation existed with 28 or 13.0 per cent of the teachers receiving a salary of less than \$1000.

The third largest division in both groups were teachers receiving \$1501 to \$2000 and the smallest group in both types of schools considered was the group receiving \$2001 a year or more.

Table XIII shows that teachers who received salaries of \$1001-\$1500 composed the largest unit in both groups of schools and had the largest number of adequately prepared teachers.

In the North Central group teachers receiving \$1501-\$2000 made up the next largest group while in the Non-North Central schools teachers receiving a salary of less than \$1000 constituted next to the largest group.

Teachers of the Non-North Central schools are paid equally as well as those of the North Central schools. This may be an indication of the Non-North Central schools wishing to meet the regulations and standards as set forth for the North Central group.

The second division of this chapter includes the relationship of salary and experience compared with teachers of the North Central group and Non-North Central group.

Table XIV, page 42, indicates that 58 or 16 per cent of the teachers of North Central schools received less than \$1000 salary a year. Of this number 17 or 4.7 per cent had no experience; 28 or 8 per cent had one to five years of experience; 9 or 2.4 per cent had six to ten years; 3 or .8 per cent had from eleven to fifteen years of experience; and 1 or .3 per cent had over fifteen years of experience. In contrast with the Non-North Central group, of the 33 teachers or 15.3 per cent of the total receiving a salary of less than \$1000, 11 or 5.1 per cent did not have any experience; 16 or 7.4 per cent had one to five years; 3 or 1.4 per cent six to ten years; 10 or 4.6 per cent eleven to fifteen years; 2 or .9 per cent had sixteen to twenty years; and one with more than twenty years of experience.

In the \$1001 to \$1500 group, 207 teachers of the North Central Association, or 57 per cent received that salary. Of that total, 23 or 6.3 per cent had no experience; 82 or 22.5 per cent had one to five years; 48 or 13.2 per cent had six to ten years of experience; 25 or 6.9 per cent had eleven to fifteen years of experience; 11 or 3 per cent had sixteen to twenty years; 10 or 2.3 per cent had twenty-one to twenty-five years; 10 or 2.8 per cent had twenty-six years of experience or over. In contrast with the Non-North Central group, 167 or 77.32 per cent of the teachers received \$1001-\$1500 salary. Of that number 17 or 7.9 per cent had no experience, 80 or 37 per cent

TABLE XIV

EXPERIENCE AND SALARIES OF TEACHERS OF MODERN FOREIGN LANGUAGES OF THE NORTH CENTRAL SCHOOLS COMPARED WITH THE EXPERIENCE AND SALARIES OF TEACHERS OF THE NON-NORTH CENTRAL GROUP

| SALARY OF NORTH CENTRAL ASSOCIATION TEACHERS | YEARS OF EXPERIENCE OF NORTH CENTRAL ASSOCIATION TEACHERS OF MODERN FOREIGN LANGUAGES | | | | | | | | | | | | | |
|--|---|-------|-----|------|------|------|-------|------|-------|------|-------|-----|-------------------|-----|
| | 0 | | 1-5 | | 6-10 | | 11-15 | | 16-20 | | 21-25 | | 26 Years and Over | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Salary to \$1000 | 58* | 16.0 | 17 | 4.7 | 28 | 8.0 | 9 | 2.4 | 3 | .8 | 1 | .3 | 0 | 0 |
| \$1001 to \$1500 | 207 | 57.0 | 23 | 6.3 | 82 | 22.5 | 48 | 13.2 | 25 | 6.9 | 11 | 3.0 | 10 | 2.8 |
| \$1501 to \$2000 | 83 | 23.0 | 0 | 0 | 10 | 3.0 | 13 | 3.6 | 21 | 5.8 | 10 | 2.8 | 13 | 3.5 |
| \$2001 and Up | 13 | 4.0 | 0 | 0 | 1 | .3 | 0 | 0 | 1 | .3 | 1 | .3 | 9 | 2.5 |
| Total | 363 | 100.0 | 40 | 11.0 | 121 | 33.8 | 70 | 19.2 | 50 | 13.8 | 23 | 6.4 | 24 | 6.1 |

*Read table thus: 58 or 16 per cent of North Central Association teachers of modern foreign languages received salaries up to \$1000; of the 58, 17 or 4.7 per cent had no experience.

| SALARY OF NON-NORTH CENTRAL ASSOCIATION TEACHERS | YEARS OF EXPERIENCE OF NON-NORTH CENTRAL ASSOCIATION TEACHERS OF MODERN FOREIGN LANGUAGES | | | | | | | | | | | | | |
|--|---|-------|-----|------|------|------|-------|------|-------|-----|-------|-----|-------------------|-----|
| | 0 | | 1-5 | | 6-10 | | 11-15 | | 16-20 | | 21-25 | | 26 Years and Over | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Salary to \$1000 | 33* | 15.3 | 11 | 5.1 | 16 | 7.4 | 3 | 1.4 | 10 | 4.6 | 2 | .9 | 1 | .5 |
| \$1001 to \$1500 | 167 | 77.3 | 17 | 7.9 | 80 | 37.0 | 41 | 19.0 | 2 | .9 | 9 | 4.2 | 4 | 1.8 |
| \$1501 to \$2000 | 15 | 6.9 | 0 | 0 | 3 | 1.4 | 5 | 2.3 | 0 | 0 | 1 | .5 | 2 | .9 |
| \$2001 and Up | 1 | .5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .5 |
| Total | 216 | 100.0 | 28 | 13.0 | 99 | 45.8 | 49 | 22.7 | 12 | 5.5 | 12 | 5.6 | 7 | 3.2 |

*Read table thus: 33 or 15.3 per cent of the teachers of modern foreign languages in the Non-North Central schools received a salary up to \$1000 a year; of the 33, 11 or 5.1 per cent had no experience.

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

2. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

3. $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

4. $\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$

5. $\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}$

6. $\frac{1}{2} \times \frac{1}{7} = \frac{1}{14}$

7. $\frac{1}{2} \times \frac{1}{8} = \frac{1}{16}$

8. $\frac{1}{2} \times \frac{1}{9} = \frac{1}{18}$

9. $\frac{1}{2} \times \frac{1}{10} = \frac{1}{20}$

10. $\frac{1}{2} \times \frac{1}{11} = \frac{1}{22}$

11. $\frac{1}{2} \times \frac{1}{12} = \frac{1}{24}$

12. $\frac{1}{2} \times \frac{1}{13} = \frac{1}{26}$

13. $\frac{1}{2} \times \frac{1}{14} = \frac{1}{28}$

14. $\frac{1}{2} \times \frac{1}{15} = \frac{1}{30}$

15. $\frac{1}{2} \times \frac{1}{16} = \frac{1}{32}$

16. $\frac{1}{2} \times \frac{1}{17} = \frac{1}{34}$

17. $\frac{1}{2} \times \frac{1}{18} = \frac{1}{36}$

18. $\frac{1}{2} \times \frac{1}{19} = \frac{1}{38}$

19. $\frac{1}{2} \times \frac{1}{20} = \frac{1}{40}$

20. $\frac{1}{2} \times \frac{1}{21} = \frac{1}{42}$

21. $\frac{1}{2} \times \frac{1}{22} = \frac{1}{44}$

22. $\frac{1}{2} \times \frac{1}{23} = \frac{1}{46}$

23. $\frac{1}{2} \times \frac{1}{24} = \frac{1}{48}$

24. $\frac{1}{2} \times \frac{1}{25} = \frac{1}{50}$

25. $\frac{1}{2} \times \frac{1}{26} = \frac{1}{52}$

26. $\frac{1}{2} \times \frac{1}{27} = \frac{1}{54}$

27. $\frac{1}{2} \times \frac{1}{28} = \frac{1}{56}$

28. $\frac{1}{2} \times \frac{1}{29} = \frac{1}{58}$

29. $\frac{1}{2} \times \frac{1}{30} = \frac{1}{60}$

30. $\frac{1}{2} \times \frac{1}{31} = \frac{1}{62}$

had one to five years; 41 or 19 per cent had six to ten years of experience; 2 or .9 per cent had eleven to fifteen years of experience; 9 or 4.2 per cent had sixteen to twenty years of experience; 4 or 1.8 per cent had twenty-one to twenty-five years of experience; and 6 teachers or 2.8 per cent had over twenty-five years of experience.

Of the teachers receiving \$1501-\$2000 in the North Central Association group, there were 83 or 23 per cent. Of the 83, 10 or 3 per cent had from one to five years of experience; 13 or 3.6 per cent had six to ten years; 21 or 5.8 per cent had eleven to fifteen years; 10 or 2.8 per cent had sixteen to twenty years; 13 or 3.5 per cent had twenty-one to twenty-five years of experience; and 16 or 4.4 per cent had over twenty-six years of experience. In contrast with the Non-North Central group, 15 or 6.9 per cent received salaries of \$1501-\$2000; of this number 3 or 1.4 per cent had one to five years of experience; 5 or 2.3 per cent had six to ten years; 1 or .5 per cent had sixteen to twenty years of experience; 2 or .9 per cent had twenty-one to twenty-five years; and 2 or .9 per cent had over twenty-five years.

Of the \$2001 salary group, 13 or 4 per cent of the modern foreign language teachers received this amount in the North Central group. 9 or 2.5 per cent had over twenty-five years of experience and the remaining 4 had experience ranging from one to twenty years. In contrast, there was only one teacher of the Non-North Central group who received over \$2000 a year and had over twenty-six years of experience.

In summary, Table XIV, page 42, shows that the group of teachers

of modern foreign languages who received from \$1001 to \$1500 constituted the largest number of teachers of the North Central group. Of the group receiving that salary 82 or 22.5 per cent had from one to five years of experience. In the Non-North Central Association group, teachers receiving \$1001 to \$1500 salary comprised the largest group. These teachers had from one to five years of experience.

In both groups of schools salaries of \$1001 to \$1500 ranked first. In the North Central group of schools salaries of \$1501 to \$2000 ranked second, while they ranked third in the Non-North Central group; salaries up to \$1000 ranked third in the North Central group, while they ranked second in the Non-North Central group. More teachers in the North Central group receive a salary of over \$2000 than teachers of the Non-North Central group.

There does not appear to be any significant relationship between salaries received and the amount of experience.

More teachers in the Non-North Central Association have had no previous experience in teaching than teachers of the North Central Association group. A greater number of teachers of the Non-North Central group have had from one to five years of experience and six to ten years than teachers of the North Central group. In the North Central Association schools a greater percentage of teachers are in the sixteen to twenty-six years tenure group than in the Non-North Central schools.

CHAPTER VII

CONCLUSIONS

The following conclusions are submitted as a result of this study:

1. One foreign language was offered in 79.6 per cent of the schools of the Non-North Central Association while 29.2 per cent of the schools of the North Central group had one foreign language in their program of studies. However, two languages were offered in 57 per cent of the North Central schools and in 8.7 per cent of the Non-North Central schools.

2. In the North Central Association group 41.8 per cent of the teachers taught only modern foreign languages with no other subject field combination, while only 6 per cent of the teachers in the Non-North Central Association taught modern foreign languages with no other subject field combination.

3. The number of schools offering Latin exceeded the number of schools offering the other foreign languages. French ranked second in point of offering.

4. English and social science were most often combined with a modern foreign language in both groups of schools. In the North Central schools, English and social science were most frequently combined with French as well as Latin, while English was combined with German. In the Non-North Central schools, English, social science, and English-mathematics were combined with French; English, social science, mathematics, and English-social science were most frequently combined with Latin.

5. There are 55 possible subject combinations taught by teachers of modern foreign languages. Of these, thirty-two exist in the North Central schools and forty-three in the Non-North Central schools.

6. Teachers of Latin were found to teach the greatest variety of subjects in addition to Latin in both the North Central and Non-North Central groups of schools.

7. A greater percentage of teachers of modern foreign languages in the North Central Association schools than in the Non-North Central schools failed to fulfill the standard requirements in semester hours of college training in modern foreign languages as set by the North Central Association for teachers of that group.

8. A higher percentage of teachers in the Non-North Central schools than in the North Central group have earned more than the required amount of formal college training according to the standards set for that group.

9. The University of Michigan trained the greatest number of teachers in each group.

10. In the North Central Association schools the group of teachers with one to five years of experience and fewer than fifteen semester hours of preparation showed the greatest inadequacy of training. This situation was identical with the group of teachers in the Non-North Central schools who had the same number of years of experience and fewer than ten semester hours of training.

11. More teachers in both groups teach Latin than any other foreign language. In both the North Central and Non-North Central schools Latin ranked first and French second.

12. The greatest number of foreign language teachers fell in the \$1001-\$1500 salary group regardless of training. This was true of both the North Central and Non-North Central schools.

13. In the North Central Association schools teachers who had from one to five years of experience, which constituted the largest percentage of all the tenure groups, received a salary of \$1001-\$1500 a year. This situation was identical with the Non-North Central group of schools.

14. A greater percentage of teachers in the Non-North Central group received a salary of \$1001 - \$1500 than in the North Central schools. A larger percentage of teachers in the North Central group received a salary of \$1501-\$2000 than in the Non-North Central group.

This study shows inconsistencies in at least two matters:

1. Technical requirements are different for North Central and Non-North Central schools, being fifteen semester hours for the former and ten semester hours for the latter.

2. Criteria other than training and experience seem to be necessary in order to secure efficient teaching in modern foreign languages.

These inconsistencies indicate a need for further study.

APPENDIX

REVIEW OF SIMILAR STUDIES

In Ohio in 1923-24⁽¹⁾ out of a total of 3,377 new subject-teachers, 1,597 taught one subject, 907 taught two subjects, 506 taught three subjects and 367 taught four or more subjects. With respect to combinations, teachers of French were most frequently called upon to give instruction in English and Latin.

According to figures collected by Professor Woody regarding the combinations taught in 1922-23⁽²⁾ by 146 graduates of the University of Michigan in their first year of service, 34 taught one subject, 61 two subjects, 31 three subjects. History is the subject most frequently found in combination with a foreign language according to that inquiry.

(1) Buckingham, "Supply and Demand in Teacher Training", Ohio State University, 1926, p. 85 and 100.

(2) Woody, Clifford, "Number of Subjects Taught by Graduates of the University of Michigan Who Began Teaching in the 1922-23 School Year, and The Amount of Academic Preparation in the Subjects Taught", Educational Administration and Supervision, Vol. X (1924) p. 381.

A study made by Dorothy Ball⁽¹⁾ showed that some of the teachers of social science in the North Central schools taught in as many as four subject fields, whereas some of the teachers in the Non-North Central schools taught in as many as five subject fields in a teaching program. The subject combinations in both groups of schools were numerous and varied. Apparently they were determined only by the local conditions.

Some slightly positive relationship between salary and years of teaching experience and between salary and years of tenure was shown in a study made by E. C. Appleman.⁽²⁾ This study also indicated that the median number of years in the present positions of all teachers was two and a half years, almost identical for private and public school groups.

(1) Ball, Dorothy T., A Comparative Study of the Training in Social Sciences and the Teaching Combinations of the Teachers of Social Sciences in the North Central and Non-North Central Association High Schools of Michigan. Unpublished Master's Thesis, Michigan State College, 1936. p. 36.

(2) Appleman, E.C., Training, Experience, Number and Combination of Subjects Taught, and Salaries of Mathematics Teachers in the Non-North Central High Schools of Michigan. Master's Thesis, University of Michigan, 1930. p. 41.

Hugh Stuart⁽¹⁾ of Columbia University showed in a study made of the training of modern foreign language teachers in the United States that "although there is an intimation that more work is required of teaching candidates, there is no apparent effort to offer a different kind of work".

(1) Stuart, Hugh. "The Training of Modern Foreign Language Teachers for the Secondary Schools in the United States". New York: Teachers College, Columbia University. 1927. p. 78.

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BUREAU OF COOPERATION WITH EDUCATIONAL INSTITUTIONS OF THE UNIVERSITY OF MICHIGAN ANNUAL REPORT FOR ACCREDITING

Submitted by the High School
(Give official name by which your high school should be listed in published reports.)

County City Street Address

Date of submitting this report 19..... Administrator in direct charge of high school
Superintendent or Principal (Cross out one)

GENERAL INFORMATION

NOTE: (a) Questions designated by the asterisk (*) may be omitted by public high schools in cities of more than 10,000 population. (b) Non-public schools may omit questions such as apply *only* to public high schools.

1. Secretary of Board of Education from all other sources \$.....
2. Check type of regular school organization now used: 6-2-4; 6-3-3; 8-4;
6-6; total income last year \$.....
(Any other) Assessed valuation of school district
last year \$.....
Grades included in this report this year \$.....
3. Date of opening of school year, 19..... Tax rate per \$1,000 for school purposes
last year \$.....
4. Date of closing of school year, 19..... this year \$.....
5. Specific dates on which school will be closed for *all* vacations or special
holidays Rate for all purposes
last year \$.....
this year \$.....
6. Total school census Remarks:
7. Approximate enrollment in non-public schools in the school district
8. Income last year from tuition \$.....
from Thatcher-Saur Law \$.....
from Primary Fund \$.....
from local taxation \$.....

STANDARD 1

1. If the present high-school administrator is new to the position this year, include with this report a complete official transcript of his college record.
2. Does every high school teacher hold a valid teaching certificate issued in Michigan?
3. Name each high school teacher who has not had at least one college course in the particular subject he is teaching.
4. Are the teachers of non-academic subjects legally qualified to teach these subjects?
5. Are personal data for the respective high school teachers on file, showing special accomplishments, qualifications, experiences, and the like, in both the curricular and extracurricular fields, for guidance in teacher assignments?

STANDARD 2

1. Average number of pupils in *high school* per full-time teacher.....
(Be sure that your teaching staff and pupil enrollments are computed for the same grades.)

2. Enrollments

| | Boys | Girls | Total |
|------------------------|------|-------|-------|
| *Total below 7th grade | | | |
| 7th grade | | | |
| 8th grade | | | |
| 9th grade | | | |
| 10th grade | | | |
| 11th grade | | | |
| 12th grade | | | |
| Post-graduates | | | |
| Total | | | |

STANDARD 3

1. How many teachers do not have at least one free period a day for pupil consultations?
2. How many teachers teach six periods a day?
3. How many teachers teach more than six periods a day?
4. How many classes are held in rooms where other pupils are present?

STANDARD 4

- *1. Are there at least four teachers or the equivalent in the upper four grades of the high school?
2. Is there on file in the high school a transcript of the college record of each teacher who is this year teaching academic subjects in grades 9-12 for the first time?

STANDARD 5

1. What are the net number of minutes of class-room work per period, exclusive of all time used for passing between classes?
2. How many weeks of actual school work did the high school pupils receive during the last school year?
3. How many weeks of actual school work are planned for the current school year?

STANDARD 6

1. List the specific activities promoted by the administrator to assist teachers in doing better work
- *2. How much clerical work is provided?
3. What organized professional study is carried on by the faculty?
4. List the professional education magazines which are paid for by the board of education and placed in the library for use of teachers.

STANDARD 7

- *1. How many teachers are employed in the grade rooms in the building housing the high school?
- *2. What provisions are made for the supervision of health in the elementary grades?
3. Has the board of education a written statement of policies?
- *4. Does the board of education employ only teachers recommended by the superintendent?
- *5. Does the board of education purchase only such supplies and equipment as have been recommended by the superintendent?

STANDARD 8

1. What provision is made for establishing efficient study habits?
2. For educational guidance?
3. For adjustment to individual needs?
4. What plan is followed for reporting especially satisfactory or unsatisfactory work to parents?
5. How many pupils in the high school are carrying five subjects or more?
6. Under what conditions may pupils carry five subjects?
7. Is a permanent, cumulative record card kept for each pupil?
8. Check the items recorded on such a card: school marks; intelligence test scores; standardized test results; character, personality and other ratings; post-school record; others

lighting; water supply; drinking fountains;
toilets

5. Are books kept in good repair?

6. How much money was expended on the *high school* library last year?

7. What improvements to the plant were made last year?

.....
In what fields (English, history, and the like) were purchases made?
.....

STANDARD 12

Check *inadequate* laboratory equipment: demonstration desks;

individual laboratory tables; cases for apparatus;

running water; gas; electricity

Is apparatus *adequate* for general science; biology;

physics; chemistry; agriculture

How much was spent for apparatus the past year?

How much has been appropriated for this year?

What appropriation was made for the current year?

7. Is the high school supplied with adequate sets of World and American

history maps?

When were the World maps copyrighted?

American history maps?

*8. How are basic readers in elementary grades supplemented?

STANDARD 13

Is the library immediately accessible to the study hall?

2. Is there a local public library available to pupils?

List available encyclopedias with copyright dates:

.....
(Name) (Date) (Annual Supplement)

.....
(Name) (Date) (Annual Supplement)

.....
(Name) (Date) (Annual Supplement)

List available dictionaries with copyright dates:

.....
(Name) (Date)

.....
(Name) (Date)

By what system is the library catalogued?

STANDARD 14

1. Is Standard 14 followed in accepting credits from other schools?

.....
If not, indicate way in which special cases are handled.
.....

STANDARD 15

1. Will this report be completed and mailed prior to November 1?

2. Have you included a transcript of college credits for each *new* teacher

of *academic* subjects?

Check forms used for records: registration card; program card; health record; attendance record; guidance record; activities record; others

Number of graduates last year (midyear and spring): Boys.....
Girls..... Total.....

Number of last year's graduates now attending college

Number of former graduates attending college for the first time this year

STANDARD 9

Will a copy of this report be presented to the board of education?
.....

Are the duplicate reports from your school and the official letters from the University or Department of Public Instruction relating to former visits on file?

STANDARD 10

1. Indicate the number of units or fractional units of work included in your program of studies, and enrollments in grades 9-12.
(Indicate *units* in second semester subjects and subjects which are alternated, but *omit* enrollments in these subjects. Five and six-year high schools should give data for upper four years only.)

| Mathematics | Units | Enrollments | Units | Enrollments |
|-------------------------|-------|-------------|-------------------|-------------|
| General Math. | | | Greek ..... | ..... |
| First Yr. Algebra | | | French ..... | ..... |
| Adv. Algebra | | | First Year ..... | ..... |
| Plane Geometry | | | Second Year ..... | ..... |
| Solid Geometry | | | Third Year ..... | ..... |
| Trigonometry | | | Fourth Year ..... | ..... |
| Arith. (Academic) | | | German ..... | ..... |
| Others | | | First Year ..... | ..... |

| English | Units | Enrollments | Units | Enrollments |
|-----------------------|-------|-------------|-----------------------|-------------|
| Freshman Year | | | Second Year ..... | ..... |
| Sophomore Year | | | Third Year ..... | ..... |
| Junior Year | | | Fourth Year ..... | ..... |
| Senior Year | | | Spanish ..... | ..... |
| Journalism | | | First Year ..... | ..... |
| Public Speaking | | | Second Year ..... | ..... |
| Debating | | | Third Year ..... | ..... |
| Dramatics | | | Fourth Year ..... | ..... |
| Others | | | Other Languages ..... | ..... |

| Foreign Languages | Units | Enrollments | Social Studies | Units | Enrollments |
|-------------------|-------|-------------|----------------------|-------|-------------|
| Latin | | | Occupations ..... | ..... | ..... |
| First Year | | | Com'ty. Civics ..... | ..... | ..... |
| Second Year | | | H. S. Geog. .... | ..... | ..... |
| Cicero | | | | | |
| Virgil | | | | | |

| Units | Enrollments | Units | Enrollments |
|----------------------|-------------|----------------------|-------------|
| Ancient History .. | | Aviation ..... | ..... |
| Mod. Eur. Hist. | | Farm Mechanics ..... | ..... |
| World History | | Others ..... | ..... |
| American History .. | | | |
| English History .. | | Household Arts ..... | ..... |
| Economics | | Freshman Year .. | ..... |
| Sociology | | Sophomore Year .. | ..... |
| Advanced Civics .. | | Junior Year ..... | ..... |
| American Probs. | | Senior Year ..... | ..... |
| Psychology | | | |
| Others | | Agriculture ..... | ..... |

Science

| | | | |
|---------------------|-------|--------------------|-------|
| General Science .. | ..... | Freshman Year .. | ..... |
| Physical Geog. .... | ..... | Sophomore Year .. | ..... |
| Biology ..... | ..... | Junior Year ..... | ..... |
| Botany ..... | ..... | Senior Year ..... | ..... |
| Zoology ..... | ..... |  |  |
| Physics ..... | ..... | Music ..... | ..... |
| Chemistry ..... | ..... | Chorus ..... | ..... |
| Physiology ..... | ..... | Glee Club ..... | ..... |
| Others ..... | ..... | Band ..... | ..... |
| | | Orchestra ..... | ..... |
| | | Instrumental ..... | ..... |
| | | (Individual) .... | ..... |
| | | Others ..... | ..... |

Commercial

| | | | |
|-------------------------|-------|--------------------------|-------|
| Typewriting ..... | ..... | Art ..... | ..... |
| Bookkeeping ..... | ..... | Freshman Year .. | ..... |
| Stenography ..... | ..... | Sophomore Year .. | ..... |
| Com. Arithmetic ..... | ..... | Junior Year ..... | ..... |
| Com. Geography ..... | ..... | Senior Year ..... | ..... |
| Commercial Law ..... | ..... |  |  |
| Business English ..... | ..... | Physical Education ..... | ..... |
| Salesmanship ..... | ..... | Freshman Year .. | ..... |
| Jr. Bus. Training ..... | ..... | Sophomore Year .. | ..... |
| Business Admin. .... | ..... | Junior Year ..... | ..... |
| Others ..... | ..... | Senior Year ..... | ..... |

Industrial Arts

| | | | |
|-----------------------|-------|--------------------------|-------|
| Wood Work ..... | ..... | Religious Subjects ..... | ..... |
| Mech. Drawing .. | ..... | Ethics ..... | ..... |
| Printing ..... | ..... | Others ..... | ..... |
| Auto Mechanics .. | ..... |  |  |
| Forge & Met. Wk. .... | ..... | Other Subjects ..... | ..... |
| Radio ..... | ..... |  |  |

STANDARD 11

1. In what respects is the high school building overcrowded?
2. Check the service systems that are *unsatisfactory*: heating; ventilating; fire protection; cleaning; artificial

SCHEDULE OF CLASSES

(If the space below is insufficient, additional similar sheets may be obtained upon request. North Central Association schools having more than the equivalent of 20 full-time high school teachers may omit this page; instead they should send two copies of a printed class schedule.)

Explanation:

- 1 = Subject
- 2 = Grade
- 3 = Periods a week
- 4 = Enrollment

| 1 | | | | For example | | | |
|---|---|---|--|-------------|---|----|--|
| 2 | 3 | 4 | | 10 | 5 | 38 | |

| PERIODS | | Teacher | Teacher | Teacher | Teacher | Teacher | Teacher |
|---------|--|---------|---------|---------|---------|---------|---------|
| 1. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 2. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 3. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 4. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 5. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 6. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 7. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |
| 8. From | | | | | | | |
| to |  | \| \| | \| \| | \| \| | \| \| | \| \| | \| \| |

To be filled in by high school visitor:

1. Superintendent Degree Institution Term recommended Term approved

2. Teachers not meeting requirements of Standard 1 3. Previous term of accrediting Term recommended

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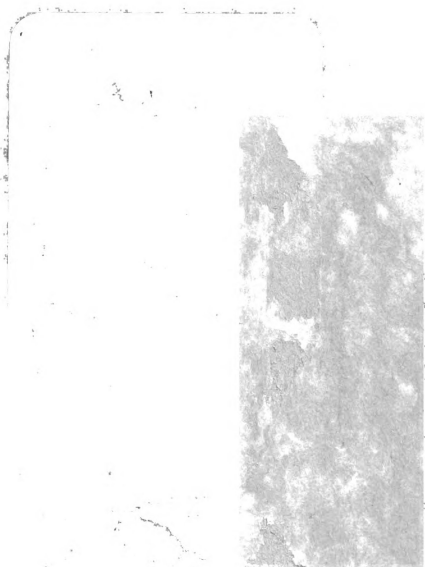
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