

# **Proposal for a Policy on “Flooring” of Level I Foreign Language Sections**

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## **Summary**

The advanced study of foreign languages carries multiple advantages. However, a strong four-year language curriculum is unsustainable with a single section of a language at Level I and can result in the elimination of a language program. French has solidly remained the second most widely studied foreign language in US schools throughout the 20<sup>th</sup> century (currently over 1.5 million students) and is surpassed only by English in its global usage and influence. It is proposed to institute a policy to maintain a minimum or “floor” of two sections of each foreign language at Level I to avoid the elimination of the French program at Saint Ignatius High School.

## Historical Background and Current Status of US Foreign Language Studies

French was the third most widely studied foreign language and the second most widely studied modern language in the United States at the beginning of the 20<sup>th</sup> century. At the beginning of the 21<sup>st</sup> century, French solidly remains the second most widely studied foreign language with over 1.5 million students. There are currently more students of French in US high schools than of all other languages (except Spanish) combined.

The report “Foreign Language Enrollments in Public Secondary Schools” by Jaime B. Draper and June H. Hicks published by The American Council on the Teaching of Foreign Languages (ACTFL) in May 2002 shows that in 1900 Latin was the most widely studied foreign language in US high schools (56% of all students and 70% of foreign language students- see tables below). German was second (14% and 20%) followed French (8% and 11%). As a result of the First World War, German studies plunged to less than 1% of all students by 1922 making French the second most widely studied foreign language (14% of all students and 28% of FL students) behind Latin (28% and 50%). By 1960, Spanish had become the most widely studied foreign language (11% of all students and 40% of FL students) followed by French (9% and 32%) and Latin (8% and 28%). German had rebounded but remained a distant fourth (2% and 6%).

During the 1970s and early 1980s, foreign language studies declined overall. In 1982, the number of foreign language students fell below 3 million for the first time since 1962. However, by the year 2000, the number of foreign language students had reached almost 6 million students—nearly double the 1982 low. Spanish and French are the only languages with over 1 million students. German is a distant third (with 283,301 students) followed by Latin (177,477 students).

**TABLE 1. Foreign Language Enrollments in U.S. Public High Schools, 1890-2000**

Year	HS Enr	Modern FL		Spanish		French		German		Italian		Japanese		Russian		Latin		Total FL			
		Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%		
1890	202,963	33,089	16.3%			11,722	5.8%	21,311	10.5%		0.0%		0.0%		0.0%	70,429	34.7%	103,518	51.0%		
1895	350,099	62,685	17.9%			22,757	6.5%	39,911	11.4%		0.0%		0.0%		0.0%	153,693	43.9%	216,378	61.8%		
1900	519,251	114,785	22.1%			40,503	7.8%	74,252	14.3%		0.0%		0.0%		0.0%	262,752	50.6%	377,517	72.7%		
1905	609,702	199,153	32.7%			61,852	10.1%	137,299	22.5%		0.0%		0.0%		0.0%	341,215	56.0%	540,368	88.6%		
1910	915,061	313,890	34.3%					90,591	9.9%	216,869	23.7%		0.0%		0.0%	448,383	49.0%	762,273	83.3%		
1915	1,328,984	477,110	35.9%			6,406	0.7%	116,957	8.8%	324,272	24.4%		0.0%		0.0%	495,711	37.3%	972,821	73.2%		
1922	2,230,000	611,025	27.4%			252,000	11.3%	345,650	15.5%	13,385	0.6%		0.0%		0.0%	613,250	27.5%	1,224,275	54.9%		
1928	3,354,473	845,338	25.2%			315,329	9.4%	469,626	14.0%	60,381	1.8%		0.0%		0.0%	737,984	22.0%	1,583,322	47.2%		
1934	5,620,626	1,096,022	19.5%			348,479	6.2%	612,648	10.9%	134,897	2.4%		0.0%		0.0%	899,300	16.0%	1,995,322	35.5%		
1948	5,399,452	740,800	13.7%			442,755	8.2%	253,781	4.7%	43,195	0.8%		0.0%		0.0%	429,174	7.9%	1,189,974	21.7%		
1958	7,897,232	1,295,944	16.4%			691,024	8.8%	479,769	6.1%	93,054	1.2%	22,133	0.3%		4,044	0.1%	617,500	7.8%	1,913,444	24.2%	
1959	8,155,573	1,564,883	19.2%			802,266	9.8%	603,733	7.4%	123,581	1.5%	21,118	0.3%		7,055	0.1%	639,776	7.8%	2,204,659	27.0%	
1960	8,649,495	1,687,358	19.5%			933,409	10.8%	744,404	8.6%	150,764	1.7%	20,026	0.2%		9,722	0.1%	654,670	7.6%	2,342,028	27.1%	
1961	9,246,925	2,192,207	23.7%			1,054,730	11.4%	908,802	9.8%	184,820	2.0%	22,277	0.2%		13,224	0.1%	695,297	7.5%	2,887,504	31.2%	
1962	9,891,185	2,391,206	24.2%			1,137,757	11.5%	996,771	10.1%	211,676	2.1%	21,654	0.2%		15,832	0.2%	702,135	7.1%	3,093,341	31.3%	
1963	10,750,081	2,781,737	25.9%			1,336,105	12.4%	1,130,987	10.5%	260,498	2.4%	23,250	0.2%		21,552	0.2%	680,234	6.3%	3,461,971	32.2%	
1964	11,075,343	2,898,665	26.2%			1,362,831	12.3%	1,194,991	10.8%	285,613	2.6%	24,735	0.2%		20,485	0.2%	590,047	5.3%	3,488,712	31.5%	
1965	11,611,197	3,067,613	26.4%			1,426,822	12.3%	1,251,373	10.8%	328,028	2.8%	25,233	0.2%		26,716	0.2%	591,445	5.1%	3,659,058	31.5%	
1968	12,721,352	3,516,413	27.7%			1,698,034	13.3%	1,328,100	10.4%	423,196	3.3%	26,920	0.2%		24,318	0.2%	371,977	2.9%	3,890,390	30.6%	
1970	13,301,883	3,514,053	26.4%			1,810,775	13.6%	1,230,686	9.3%	410,535	3.1%	27,321	0.2%		20,162	0.2%	265,293	2.0%	3,779,346	28.4%	
1974	13,648,908	3,127,336	22.9%			1,678,057	12.3%	977,858	7.2%	392,983	2.9%	40,233	0.3%		15,148	0.1%	167,165	1.2%	3,294,501	24.1%	
1976	13,952,058	3,023,498	21.7%			1,717,023	12.3%	888,351	6.4%	352,690	2.5%	45,587	0.3%		11,252	0.1%	150,470	1.1%	3,173,968	22.7%	
1978	13,941,369	3,048,331	21.9%			1,631,375	11.7%	855,998	6.1%	330,637	2.4%	45,518	0.3%		8,789	0.1%	151,782	1.1%	3,200,113	23.0%	
1982	12,879,254	2,740,198	21.3%			1,562,789	12.1%	857,984	6.7%	266,901	2.1%	44,114	0.3%		5,702	0.0%	169,580	1.3%	2,909,778	22.6%	
1985	12,466,506	3,852,030	30.9%			2,334,484	18.7%	1,133,725	9.1%	312,162	2.5%	47,289	0.4%		6,405	0.1%	176,841	1.4%	4,028,871	32.3%	
1990	11,099,648	4,093,002	36.9%			2,611,367	23.5%	1,089,355	9.8%	295,398	2.7%	40,402	0.4%	24,123	0.2%	16,491	0.1%	163,923	1.5%	4,256,925	38.4%
1994	11,847,469	4,813,031	40.6%			3,219,775	27.2%	1,105,857	9.3%	325,964	2.8%	43,838	0.4%	42,290	0.4%	16,426	0.1%	188,833	1.6%	5,001,864	42.2%
2000	13,457,780	5,720,661	42.5%			4,057,608	30.2%	1,075,421	8.0%	283,301	2.1%	64,098	0.5%	50,884	0.4%	10,612	0.1%	177,477	1.3%	5,890,138	43.8%

## Percentage of total FL students 1900-2000 by language

	Spanish	French	Latin	German
2000	69%	18%	3%	5%
1994	64%	22%	4%	7%
1990	61%	26%	4%	7%
1985	58%	28%	4%	8%
1978	51%	27%	5%	10%
1970	55%	37%	5%	12%
1960	40%	32%	28%	6%
1948	38%	22%	37%	8%
1934	17%	31%	45%	7%
1922	21%	28%	50%	1%
1910	1%	12%	59%	28%
1900	0%	11%	70%	20%

The vast majority of US foreign language students are in First or Second Year courses. Less than half of Second Year students continue on to Third Year classes and about one-third to one-half of Third Year students continue on to Fourth Year classes (see chart below). Fewer still continue on into Fifth Year or AP courses.

TABLE 7. Foreign Language Enrollments by Language and Level of Instruction

	7	8	7 or 8	7-8	I	II	III	IV	V	VI/AP	Unkn	9-12	7-12	% of FL
French	25,359	29,016	140,725	195,104	199,980	143,524	68,570	27,377	5,983	8,468	621,523	1,075,425	1,270,525	18.3%
German	7,410	13,657	28,623	49,694	61,113	44,014	22,836	10,448	1,693	2,237	140,960	283,301	332,995	4.8%
Italian	42	90	14,791	14,923	13,611	8,517	6,197	2,053	687	703	32,330	64,098	79,021	1.1%
Japanese	935	727	1,350	3,012	4,746	2,744	1,067	544	82	0	41,679	50,894	53,896	0.8%
Latin	1,436	2,033	8,596	12,065	43,463	25,395	9,732	3,099	695	1,479	93,584	177,447	189,512	2.7%
Russian	26	284	450	760	1,881	970	464	179	121	16	6,961	10,612	11,372	0.2%
Spanish	80,019	96,775	520,966	699,780	796,930	565,818	234,320	74,309	17,801	40,436	2,327,994	4,067,608	4,757,386	68.7%
SNS	3,209	2,946	7,206	10,152	7,610	5,247	2,421	2,054	985	71	109,163	127,551	137,703	2.0%
Subtotal	118,436	147,526	722,734	965,489	1,129,336	796,229	345,627	120,063	26,047	53,410	3,374,214	5,846,926	6,832,416	98.6%
Afr Lgs	0	0	0	0	0	0	0	0	0	0	33	33	33	0.0%
ASL	0	0	52	52	3,806	1,252	338	116	0	0	11,635	17,148	17,196	0.2%
Arabic	142	3	0	3	2	0	0	0	0	0	574	576	579	0.0%
Czech	0	0	0	0	0	0	0	0	0	0	9	9	9	0.0%
Chinese	12	9	0	9	124	34	24	21	4	0	1,109	1,322	1,331	0.0%
Cantonese	0	0	0	0	0	0	0	0	0	0	301	301	301	0.0%
Greek	0	0	0	0	94	58	3	0	0	0	675	830	835	0.0%
Haitian	0	0	0	0	62	53	3	0	0	0	118	118	118	0.0%
Hebrew	54	57	0	57	145	157	206	25	23	0	219	778	835	0.0%
Korean	0	0	0	0	0	0	0	0	0	0	202	202	202	0.0%
Nat Amer	34	112	1,963	2,075	54	17	0	0	0	0	2,061	2,132	4,207	0.1%
Polish	0	0	0	0	0	0	0	0	0	0	115	115	115	0.0%
Portuguese	0	0	0	0	0	0	0	0	0	0	145	145	145	0.0%
Vietnamese	0	0	21	21	0	0	0	0	0	0	0	0	21	0.0%
Other	0	0	39,145	39,145	0	0	0	0	0	0	27,475	27,475	66,623	1.0%
Subtotal	242	181	41,195	41,370	4,290	1,571	573	168	27	0	44,553	51,182	92,552	1.3%
<b>TOTAL</b>	<b>118,678</b>	<b>147,708</b>	<b>763,929</b>	<b>1,006,859</b>	<b>1,133,626</b>	<b>797,800</b>	<b>346,200</b>	<b>120,231</b>	<b>26,074</b>	<b>53,410</b>	<b>3,418,767</b>	<b>5,898,108</b>	<b>6,924,968</b>	<b>100.0%</b>

	French	German	Latin	Spanish	All
IV	40%	46%	38%	32%	35%

Below are the numbers of grade 7-12 students taking the four most common foreign languages in the states with the ten highest 7-12 enrollments. Spanish is first taken by 61% (PA) to 80% (TX) of FL students and 18% (FL) to 38% (NY) of all students. French

is second with 11% (TX) to 23% (OH) of FL students and 4.5% (FL) to 10.5% (NY) of all students. German and Latin alternate between third and fourth depending on the state.

**2000 State Totals by Languages, Grades 7-12**

	Spanish	French	German	Latin	FL Enr	Total Enr
CA	547,993	118,392	3,528	6,244	747,689	2,546,584
TX	456,384	64,687	16,759	15,712	573,173	1,732,764
NY	446,499	123,782	11,979	14,430	643,553	1,180,155
FL	158,576	39,319	4,790	6,622	237,174	878,639
IL	200,373	53,503	14,029	7,977	291,449	863,848
PA	226,184	78,318	43,197	14,151	368,980	824,771
OH	177,838	64,960	26,365	13,266	287,541	822,440
MI	161,612	43,163	11,316	6,416	235,075	701,335
NC	120,073	32,080	5,371	12,939	187,114	660,503
GA	135,727	36,261	9,505	5,366	197,428	594,554

**Percentage of FL Enrollment**

CA	73.3%	15.8%	0.5%	0.8%
TX	79.6%	11.3%	2.9%	2.7%
NY	69.4%	19.2%	1.9%	2.2%
FL	66.9%	16.6%	2.0%	2.8%
IL	68.8%	18.4%	4.8%	2.7%
PA	61.3%	21.2%	11.7%	3.8%
OH	61.8%	22.6%	9.2%	4.6%
MI	68.7%	18.4%	4.8%	2.7%
NC	64.2%	17.1%	2.9%	6.9%
GA	68.7%	18.4%	4.8%	2.7%

**Percentage of Total Enrollment**

CA	21.5%	4.6%	0.1%	0.2%
TX	26.3%	3.7%	1.0%	0.9%
NY	37.8%	10.5%	1.0%	1.2%
FL	18.0%	4.5%	0.5%	0.8%
IL	23.2%	6.2%	1.6%	0.9%
PA	27.4%	9.5%	5.2%	1.7%
OH	21.6%	7.9%	3.2%	1.6%
MI	23.0%	6.2%	1.6%	0.9%
NC	18.2%	4.9%	0.8%	2.0%
GA	22.8%	6.1%	1.6%	0.9%

In “A National Survey of K–12 Foreign Language Education” (*The ERIC Review, Vol. 6 Issue 1, Fall 1998, K-12 Foreign Language Education*, pages 13-14) Lucinda Branaman, Nancy Rhodes, and Jeanne Rennie highlighted the following results:

- Spanish instruction increased significantly—from being included in 68 percent of elementary school foreign language programs in 1987 to 79 percent in 1997 and from 86 percent of secondary school programs in 1987 to 93 percent in 1997. Spanish is currently the most commonly taught foreign language in school.
- French was the second most commonly offered language at all school levels, but the number of schools offering French decreased significantly at the elementary

level (from 41 percent in 1987 to 27 percent in 1997) and slightly at the secondary level (from 66 percent to 64 percent).

- The percentage of secondary school foreign language programs offering advanced placement classes increased significantly—from 12 percent in 1987 to 16 percent in 1997.
- The primary goal of most elementary school foreign language programs is to provide introductory exposure to the students. Only 21 percent of the schools offer programs where language proficiency is a goal.

Draper and Hicks' 2002 ACTFL report shows that Ohio foreign language enrollment mirrors the national enrollment trends (see tables below). These data also confirm Branaman, Rhodes, and Rennie's findings on elementary programs. While 24% of Ohio Grade 7 and 8 FL students study French, this represents only 4% of total students.

**2000 9-12 FL enrollment (Ohio)**

French	Latin	Spanish	German	FL total	Ohio total
53,787	11,206	152,682	19,240	241,452	540,106
22%	5%	63%	8%		
10%	2%	28%	4%		

**2000 7-8 FL enrollment (Ohio)**

French	Latin	Spanish	German	FL total	Ohio total
11,173	2,060	25,156	7,125	46,089	282,334
24%	4%	55%	15%		
4%	1%	9%	3%		

“Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998,” by Richard Broad and Elizabeth B. Welles (Modern Language Association (MLA), ADFL Bulletin, Vol. 31 No. 2, Winter 2000) shows that the situation in US colleges and universities is very similar to that of US high schools. In 1998, Spanish was the most widely studied foreign language (51%) followed by French (18%), German (8%), and Latin (3%- see tables below).

Table 3  
Modern Foreign Language (MFL) Registrations Compared with Enrollments in Higher Education, 1960-98

	Total United States College Enrollment <sup>a</sup>	Index of Growth (Percentage) <sup>b</sup>	MFL Registrations <sup>c</sup>	Index of Growth (Percentage)	MFL Registrations per 100 Enrollments
1960	3,789,000	100.0	608,749	100.0	16.1
1965	5,920,864	156.3	975,777	160.3	16.5
1968	7,513,091	198.3	1,073,097	176.3	14.3
1970	8,580,887	226.5	1,067,217	175.3	12.4
1972	9,214,820	243.2	963,930	158.3	10.5
1977	11,285,787	297.9	883,222	145.1	7.8
1980	12,096,895	319.3	877,691	144.2	7.3
1983	12,464,661	329.0	922,439	151.5	7.4
1986	12,503,511	330.0	960,588	157.8	7.7
1990	13,818,637	364.7	1,138,880	187.1	8.2
1995	14,261,781	376.4	1,096,603	180.1	7.7
1998	14,590,000	385.1	1,151,283	189.1	7.9

<sup>a</sup>The figures in the first column are taken from the *Digest of Education Statistics* published annually by the National Center for Education Statistics, United States Department of Education. The 1960 figure is an estimate, as is the 1998 figure. The latter is derived from projections published by the National Center.

<sup>b</sup>For index figures, 1960 = 100.0.

<sup>c</sup>Includes all languages listed in tables 1 and 2 except Latin and ancient Greek.

**Table 2a**  
**Foreign Language Registrations by Level (Undergraduate and Graduate)**

	Undergraduate Registrations in Four-Year Institutions			Graduate Registrations			Totals		
	1990	1995	1998	1990	1995	1998	1990	1995	1998
Spanish	391,431	432,133	468,040	8,690	10,936	9,046	400,121	443,069	477,086
French	220,980	168,027	164,407	7,126	6,809	4,850	228,106	174,836	169,257
German	109,961	80,393	74,437	4,305	4,181	2,938	114,266	84,574	77,375
Italian	40,599	36,287	41,216	815	1,043	925	41,414	37,330	42,141
Japanese	34,522	33,888	32,588	887	1,406	1,334	35,409	35,294	33,922
Latin	26,311	24,030	24,411	958	1,040	894	27,269	25,070	25,305
Chinese	15,148	20,966	22,472	836	1,042	1,220	15,984	22,008	23,692
Russian	39,468	21,305	20,541	1,686	1,424	964	41,154	22,729	21,505
Ancient Greek	11,367	11,666	11,738	4,751	4,385	4,471	16,118	16,051	16,209
Hebrew <sup>a</sup>	8,596	8,860	11,740	3,613	3,448	3,560	12,209	12,308	15,300
Portuguese	5,516	5,359	5,958	330	710	488	5,846	6,069	6,446
American Sign Language	439	852	4,254	23	58	163	462	910	4,417
Arabic	2,687	3,807	3,902	365	441	445	3,052	4,248	4,347
Korean	2,099	2,943	3,546	46	231	309	2,145	3,174	3,855
Other languages	10,968	12,877	14,254	1,197	1,523	1,196	12,165	14,400	15,450
Total	920,092	863,393	903,504	35,628	38,677	32,803	955,720	902,070	936,307
Percentage change	NA	-6.2	4.6	NA	8.6	-15.2	NA	-5.6	3.8

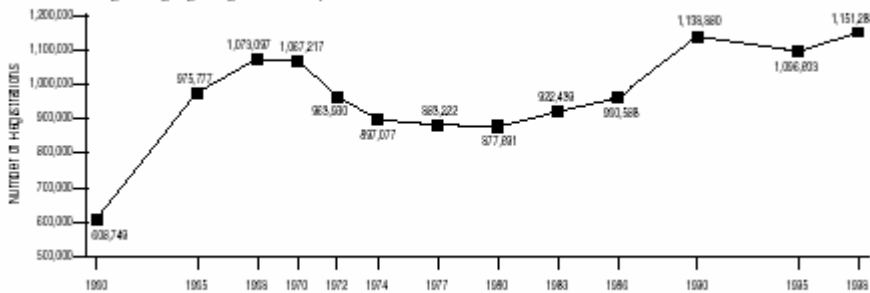
<sup>a</sup>Combined Modern and biblical Hebrew totals.

**Percentage of Postsecondary Foreign Language Registrations**

	Spanish	French	Latin	German
<b>1998</b>	51%	18%	3%	8%
<b>1995</b>	49%	19%	3%	9%
<b>1990</b>	42%	24%	3%	12%

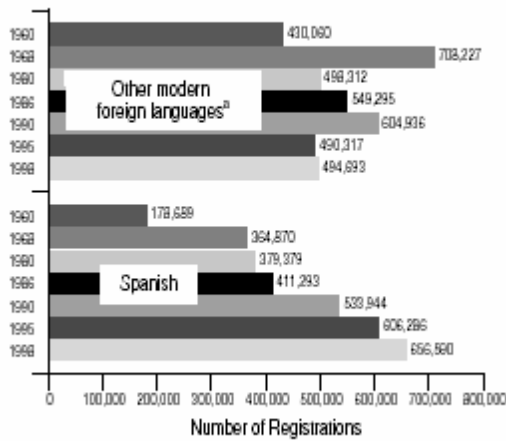
**Fig. 1**

**Modern Foreign Language Registrations by Year**



Note: The above numbers include all registrations except those in Latin and ancient Greek.

**Fig. 2**  
**Registrations in Spanish and All Other Modern Foreign Languages by Year**



<sup>a</sup>Includes all registrations except those in Latin and ancient Greek.

**Table 4**  
**Registrations in the Twelve Leading Modern Foreign Languages in Selected Years with Percentage Change**

	Registrations						Percentage Change between Surveys				
	1960	1970	1980	1990	1995	1998	1960-70	1970-80	1980-90	1990-95	1995-98
Spanish	178,689	359,150	379,379	533,944	606,286	656,590	117.8	-2.5	40.7	13.5	8.3
French	228,813	359,313	245,361	271,472	205,351	199,064	57.0	-30.9	9.7	-24.6	-3.1
German	146,116	202,569	126,910	133,348	96,263	89,020	38.6	-37.3	5.1	-27.8	-7.5
Italian	11,142	34,244	34,791	49,699	43,760	49,287	207.3	1.6	42.9	-11.9	12.6
Japanese	1,746	6,620	11,506	45,717	44,723	43,141	279.2	73.8	297.3	-2.2	-3.5
Chinese	1,844	6,238	11,366	19,490	26,471	28,456	238.3	82.2	71.5	35.8	7.5
Russian	30,570	36,189	23,987	44,626	24,729	23,791	18.4	-33.7	86.0	-44.6	-3.8
Hebrew <sup>a</sup>	3,834	16,567	19,429	12,995	13,127	15,833	332.1	17.3	-33.1	1.0	20.6
American Sign Language	-	-	-	1,602	4,304	11,420	-	-	-	168.7	165.3
Portuguese	1,033	5,065	4,894	6,211	6,531	6,926	390.3	-3.4	26.9	5.2	6.0
Arabic	541	1,333	3,466	3,475	4,444	5,505	146.4	160.0	0.3	27.9	23.9
Korean	168	101	374	2,286	3,343	4,479	-39.9	270.3	511.2	46.2	34.0
Total	604,496	1,057,389	864,463	1,125,865	1,079,332	1,133,512	74.9	-18.2	30.2	-4.1	5.0

<sup>a</sup>Combined Modern and biblical Hebrew totals

**Table 5**  
**Percentage of Total Registrations over Time for the Fourteen Most Commonly Taught Languages in 1998**

	1968	1980	1986	1990	1995	1998
Spanish	32.4	41.0	41.0	45.1	53.2	55.0
French	34.4	26.9	27.4	23.0	18.0	16.7
German	19.2	13.7	12.1	11.3	8.5	7.5
Italian	2.7	3.8	4.1	4.2	3.8	4.1
Japanese	0.4	1.2	2.3	3.9	3.9	3.6
Chinese	0.4	1.2	1.7	1.6	2.3	2.4
Latin	3.1	2.7	2.5	2.4	2.3	2.2
Russian	3.6	2.6	3.4	3.8	2.2	2.0
Ancient Greek	1.7	2.4	1.8	1.4	1.4	1.4
Hebrew <sup>a</sup>	0.9	2.1	1.6	1.1	1.2	1.3
American Sign Language	-	-	-	0.1	0.1	1.0
Portuguese	0.4	0.5	0.5	0.5	0.6	0.6
Arabic	0.1	0.4	0.3	0.3	0.4	0.5
Korean	0.01	0.04	0.1	0.2	0.3	0.4
Other languages	0.7	1.4	1.3	1.2	1.5	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total registrations	1,127,363	924,837	1,003,234	1,184,100	1,138,772	1,193,830

<sup>a</sup>Combined Modern and biblical Hebrew totals

According to the U.S. Department of Education, over 2,500 Bachelor's degrees in French were earned in 2000 making it second only to Spanish (with over 7,000 degrees earned- see table below).

Table 292.—Earned degrees in French, German, and Spanish conferred by degree-granting institutions, by level of degree: 1949–50 to 1999–2000

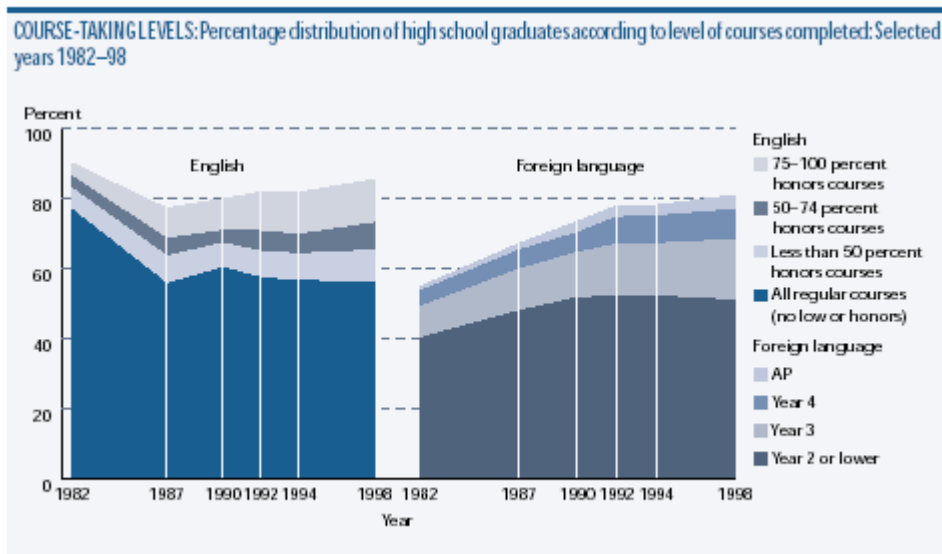
Year	French			German			Spanish		
	Bachelor's	Master's	Doctor's	Bachelor's	Master's	Doctor's	Bachelor's	Master's	Doctor's
1	2	3	4	5	6	7	8	9	10
1949-50	1,471	299	53	540	121	40	2,122	373	34
1950-51	1,927	316	55	659	126	21	1,610	261	31
1952-53	7,068	1,301	152	2,368	771	117	6,381	1,188	123
1953-54	7,624	1,409	181	2,652	869	118	7,226	1,372	139
1954-55	7,306	1,437	192	2,601	890	144	7,068	1,456	168
1955-56	5,745	1,077	200	2,259	490	147	6,719	1,225	202
1956-57	4,783	914	193	1,963	471	164	5,984	1,080	176
1957-58	4,228	875	177	1,820	394	126	5,359	930	153
1958-59	3,708	692	155	1,647	357	101	4,832	822	113
1959-60	3,558	578	143	1,524	344	108	4,563	720	118
1960-61	3,265	513	128	1,466	309	94	4,331	685	103
1961-62	3,178	480	115	1,286	294	79	3,870	592	131
1962-63	3,054	465	92	1,327	324	76	3,633	568	140
1963-64	2,871	390	108	1,367	281	69	3,349	506	129
1964-65	2,876	418	86	1,292	241	63	3,254	537	102
1965-66	2,991	395	74	1,411	240	59	3,416	505	115
1966-67	3,015	409	85	1,396	249	73	3,385	521	95
1967-68	3,062	421	85	1,366	234	70	3,450	504	104
1968-69	3,082	437	89	1,350	244	71	3,416	553	93
1969-70	3,297	444	83	1,428	263	59	3,748	552	101
1970-71	3,259	478	115	1,437	253	67	4,176	573	108
1971-72	3,355	480	95	1,543	242	59	4,480	609	125
1972-73	3,371	485	112	1,616	273	65	4,769	647	143
1973-74	3,280	513	95	1,572	317	95	5,233	667	145
1974-75	3,094	479	104	1,580	295	81	5,505	691	160
1975-76	2,764	470	115	1,352	275	63	5,602	709	161
1976-77	2,655	446	113	1,290	305	75	5,995	769	151
1977-78	2,468	414	119	1,214	281	80	6,161	677	175
1978-79	2,530	399	104	1,181	209	94	6,595	781	160
1979-80	2,555	357	116	1,246	236	77	6,964	694	152
1980-81	2,514	343	129	1,125	184	184	7,031	715	175

NOTE: Data for 1968-69 imputed using alternative procedures. (See Guide to Sources for details.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys. (This table was prepared August 2001.)

### Benefits of Advanced Foreign Language Study

U.S. Department of Education National Center for Education Statistics reported in *The Condition of Education 2001* INDICATOR 33 "Trends in English and Foreign Language Coursetaking" that between 1982 and 1998, the percentage of US high school students taking no foreign language courses fell from nearly half (45.6%) to one-fifth (19.4%- see below).



**Table 33-2** Percentage distribution of high school graduates according to the highest level of foreign language courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

Year	Highest level of primary foreign language coursework completed*					Total
	None	Low academic level	Advanced academic level			
			Year 3	Year 4	AP	
1982	45.6	39.8	8.9	4.5	1.2	14.6
1987	33.3	47.5	11.9	5.4	1.9	19.2
1990	26.9	51.4	12.9	5.6	3.2	21.7
1992	22.5	51.8	14.8	7.7	3.2	25.7
1994	22.3	51.8	15.0	7.8	3.1	25.9
1998	19.4	50.7	17.4	8.6	4.1	30.0

\*These figures include only students who studied Spanish, French, German, or Latin because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level of course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See Supplemental Note 6 for more details on these levels. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

While half of students still only attain a “low academic level” (Years 1 and 2), the number of students completing Third Year and Fourth Year courses nearly doubled (8.9% to 17.4% and 4.5% to 8.6%) and the percentage of students taking AP courses nearly quadrupled (1.2% to 4.1%).

There is a strong correlation between foreign language study and verbal skills in one’s native language and this benefit increases with each additional year of advanced foreign language study. The College Board reports that the mean SAT I verbal score of students who study at least one year of a foreign language is higher than the mean of students who have studied a foreign language for a half year or less (see below). The mean verbal score of students with three years of foreign language study is over 100 points higher than the mean score of students with no foreign language and this increases to a difference of about 125 points after four years and 140 points thereafter.

The foreign language choices of SAT I test takers is similar to the national findings stated earlier. In 2002, among students who studied a foreign language, 67% studied Spanish followed by French (22%), Latin (7%), and German (6%).

While these data reveal some differences in the mean scores of students by language (in 2002 Latin 557, German 535, French 523, Spanish 500), the College Board warns that these may not be significant. Normally, a 60-point difference is necessary between two scores to significantly differentiate two students. Students in “Honors” languages have mean scores of 569 (compared to 504 overall), but these data are not separated by language or level. In addition, the number of students taking German and Spanish (fewer than 80,000 each) compared to French and Spanish (over 230,000 and 700,000) may make these samples too small. Also, as we have seen earlier, the percentage of US students taking Fourth Year courses in German, French, and Latin (46%, 40%, and 38% respectively) is higher than the percentage of students studying Fourth Year Spanish or Fourth Year language students overall (32% and 35% respectively).

**Mean SAT I Verbal scores of students who have studied foreign languages:**

	>4 years	4 years	3 years	2 years	1 year	0-½ year
<b>2002</b>	587	566	553	516	477	441
	8%	20%	31%	32%	4%	4%
<b>2001</b>	n/a	n/a	519	479	442	433
			32%	32%	5%	4%
<b>2000</b>	563	556	518	480	440	418
	7%	21%	32%	32%	4%	4%
<b>1999</b>	562	557	518	480	438	420
	6%	21%	31%	32%	5%	4%
<b>1998</b>	557	557	518	431	436	425
	6%	21%	30%	34%	5%	4%
<b>1997</b>		558	519	482	438	419
		26%	29%	35%	5%	4%
<b>1996</b>		560	520	483	436	410
		26%	29%	25%	6%	4%

"1996" and "1997" results listed as "4 or more years"

	French	Latin	Spanish	German	Honors	All Students
<b>2002</b>	523	557	500	535	569	504
<b>2001</b>	526	559	503	539	n/a	506
<b>2000</b>	526	557	502	539	578	505
<b>1999</b>	526	555	502	540	578	505
<b>1998</b>	526	553	501	540	576	505
<b>1997</b>	526	554	500	541	577	505
<b>1996</b>	527	553	500	542	578	505

**SAT I students by language**

	French	Latin	Spanish	German	Honors	All Students
<b>2002</b>	233,854	78,185	718,491	59,715	209,634	1,075,213
	22%	7%	67%	6%	20%	
<b>2001</b>	243,073	83,888	737,892	64,187	n/a	1,074,016
	22%	8%	68%	6%		
<b>2000</b>	248,646	87,569	755,241	68,076	195,515	1,260,278
	22%	8%	68%	7%	18%	
<b>1999</b>	247,848	88,541	744,721	68,621	196,122	1,220,130
	22%	8%	67%	6%	18%	
<b>1998</b>	248,195	88,557	714,819	69,643	189,517	1,172,779
	23%	8%	67%	6%	18%	
<b>1997</b>	250,685	83,652	680,261	68,907	181,854	1,127,021
	24%	8%	65%	7%	18%	
<b>1996</b>	253,489	83,537	645,525	69,792	177,305	1,084,725
	25%	8%	64%	7%	18%	

Information from the College Board's "College Bound Seniors" National Reports for 1996-2002. Some data are unavailable in the 2001 National Report because information about years of study and honors was collected differently for paper and Web registrations.

### Why Study French?

The **Summer Institute for Linguistics (SIL) Ethnologue Survey** (1999) lists the following as the top languages by population (number of native speakers in parentheses):

1. **Chinese\*** (937,132,000)
2. **Spanish** (332,000,000)
3. **English** (322,000,000)
4. **Bengali** (189,000,000)
5. **Hindi/Urdu** (182,000,000)
6. **Arabic\*** (174,950,000)
7. **Portuguese** (170,000,000)
8. **Russian** (170,000,000)
9. **Japanese** (125,000,000)
10. **German** (98,000,000)
11. **French\*** (79,572,000)

The totals given for Chinese, Arabic, and French include more than one SIL variety.

The following list is from **Dr. Bernard Comrie's** article for the *Encarta Encyclopedia* (1998) (number of native speakers in parentheses):

1. **Mandarin Chinese** (836 million)
2. **Hindi** (333 million)
3. **Spanish** (332 million)
4. **English** (322 million)
5. **Bengali** (189 million)
6. **Arabic** (186 million)
7. **Russian** (170 million)
8. **Portuguese** (170 million)
9. **Japanese** (125 million)
10. **German** (98 million)
11. **French** (72 million)

The following list is from **George Weber's** article "The World's 10 Most Influential Languages" in *Language Today* (Vol. 2, Dec 1997) (number of native speakers in parentheses):

1. **Mandarin Chinese** (1.2 billion)
2. **English** (330 million)
3. **Spanish** (300 million)
4. **Hindi/Urdu** (250 million)
5. **Arabic** (200 million)
6. **Bengali** (185 million)
7. **Portuguese** (160 million)
8. **Russian** (160 million)

9. **Japanese** (125 million)
10. **German** (100 million)
11. **Punjabi** (90 million)
12. **Javanese** (80 million)
13. **French** (75 million)

However, in terms of *secondary* speakers, Weber submits the following list (number of speakers in parentheses):

1. **French** (190 million)
2. **English** (150 million)
3. **Russian** (125 million)
4. **Portuguese** (28 million)
5. **Arabic** (21 million)
6. **Spanish** (20 million)
7. **Chinese** (20 million)
8. **German** (9 million)
9. **Japanese** (8 million)

Thus, if you add the secondary speaker populations to the primary speaker populations, you get the following list (number of speakers in parentheses):

1. **Mandarin Chinese** (1.2 billion)
2. **English** (480 million)
3. **Spanish** (320 million)
4. **Russian** (285 million)
5. **French** (265 million)
6. **Hindi/Urdu** (250 million)
7. **Arabic** (221 million)
8. **Portuguese** (188 million)
9. **Bengali** (185 million)
10. **Japanese** (133 million)
11. **German** (109 million)

The following is a list of these languages in terms of the number of countries where each is spoken. The number that follows is the total number of countries that use that language (from Weber, 1997):

1. **English** (115)
2. **French** (35)
3. **Arabic** (24)
4. **Spanish** (20)
5. **Russian** (16)
6. **German** (9)
7. **Mandarin** (5)
8. **Portuguese** (5)

9. **Hindi/Urdu** (2)
10. **Bengali** (1)
11. **Japanese** (1)

The number of countries includes *core countries* (where the language has full legal or official status), *outer core countries* (where the language has some legal or official status and is an influential minority language, such as English in India or French in Algeria), and *fringe countries* (where the language has no legal status, but is an influential minority language in trade, tourism, and the preferred foreign language of the young, such as English in Japan or French in Romania).

After weighing six factors (number of primary speakers, number of secondary speakers, number and population of countries where used, number of major fields using the language internationally, economic power of countries using the languages, and socio-literary prestige), Weber compiled the following list of the world's ten most influential languages (number of points given in parentheses):

1. **English** (37)
2. **French** (23)
3. **Spanish** (20)
4. **Russian** (16)
5. **Arabic** (14)
6. **Chinese** (13)
7. **German** (12)
8. **Japanese** (10)
9. **Portuguese** (10)
10. **Hindi/Urdu** (9)

Over 250 million speakers in 53 countries on all continents use French. Only about one out of five French speakers (60 million) is from France. French is widely used in Europe, North and West Africa, Southeast Asia. Thus, French and English are considered to be the only two truly “global” languages. This fact is underlined by the decision of the US State Department to use French as the alternate language on US passports.

Countries where French is a national language are as follows:

*Algeria, Belgium, Benin, Burkina-Faso, Burundi, Cameroon, Canada, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Djibouti, France, Gabon, Guinea, Haiti, Ivory Coast, Lebanon, Luxembourg, Madagascar, Mali, Monaco, Morocco, Niger, Republic of Congo, Rwanda, Senegal, Seychelles, Switzerland, Togo, Tunisia, Vanuatu*

**Organisation Internationale de la Francophonie (OIF)** has the following member states:

*Albania, Bulgaria, Cambodia, Cape Verde, Dominica, Egypt, Equatorial Guinea, Guinea-Bissau, Laos, Macedonia, Mauritania, Mauritius, Moldavia, Romania, Saint-Lucia, Sao-Tomé et Príncipe, Vietnam*

**OIF** also has the following observer states:  
*Czech Republic, Lithuania, Poland, Slovenia*

Richard Shryock of Virginia Polytechnic Institute and State University cites the following examples to illustrate the importance of French:

“French, along with English, is the official working language of

- the United Nations
- UNESCO
- NATO
- Organization for Economic Cooperation and Development (OECD)
- the International Labor Bureau
- the International Olympic Committee
- the 31-member Council of Europe
- the European Community
- the Universal Postal Union
- the International Red Cross
- Union of International Associations (UIA)

French is the dominant working language at

- the European Court of Justice
- the European Tribunal of First Instance
- the European Court of Auditors in Luxembourg.
- the Press Room at the European Commission in Brussels, Belgium

One example of the importance of French can be seen in a recent listing of international jobs (5/13/03) distributed by the US State Department: 185 required or preferred French, 124 a UN language (Arabic, Chinese, English, French, Russian, and Spanish), 39 Spanish, 19 Arabic, 10 Russian, 6 Portuguese, 5 German, 5 Chinese.

Of the various types of professional positions for which international organizations recruit, five required French, two Spanish, one Portuguese, and one Arabic, according to the fact sheet released by the UN Employment Information and Assistance Unit Bureau of International Organization Affairs U.S. Department of State, December 1, 2000.

- French is the foreign language spoken by our largest trading partner (Canada).
- The province of Quebec alone is the fifth largest trading partner of the United States with over \$104 billion in trade in 2000.

- In 2000, the United States exported more to countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the United States.
- In 1994 the United States did business and trade with the following countries in order of importance: 1. French-speaking countries; 2. Japan; 3. Spanish-speaking countries.
- Between 1995 and 2001 exports from the US to France increased by 57%; imports from France went up 72%.
- The U.S. and France share many trade similarities, particularly their global standing as the world's top 2 exporters in 3 very important sectors: defense products, agricultural goods, and services. Franco-American trade is also remarkable for its symmetry, as 6 of the top 10 exports are the same each way.
- France has the fourth largest economy in the world after the U.S., Japan and Germany.
- France is the second largest exporter of agricultural products in the world after the U.S.
- In recent years, the U.S. has been the largest direct investor in France and France has been one of the three largest investors in the U.S.
- French companies employ approximately 650,000 Americans. Among foreign countries doing business in the US, France employs the third largest number of Americans.
- France is the fourth largest destination of foreign investments in the world.
- Overall, the French export more per capita than the Japanese and more than twice as much as the Americans. France is overall, the fourth largest exporting nation of the world.”

According to the US Department of Commerce, the US imported over \$30 billion in goods from France in 2001. Nearly half of these imports (\$14.5 billion) were in Machinery And Transport Equipment (as opposed to just \$302 million in food products and \$1.6 billion in beverages). That placed France 9th on the list of top suppliers of US imports behind Canada (\$216 bil.), Mexico (\$131 bil.), Japan,(\$126 bil.) China (\$102 bil.), Germany (\$59 bil.), the UK (\$41 bil.), South Korea (\$35 bil.), and Taiwan (\$33 bil.).

According to the World Tourism Organization’s report “Tourism Highlights 2002,” Europe was the most popular continent for tourists (400 million tourists or 58% of world tourism) and France was the most popular destination country (76.5 million tourists or 11%- see below).

	(million)		Growth rate (%)	Market share (%)	
	2000	2001*	2001*/2000	2000	2001*
World	696.8	692.6	-0.6	100	100
Africa	27.2	28.4	4.3	3.9	4.1
Americas	128.5	120.8	-6.0	18.4	17.4
East Asia and the Pacific	109.2	115.2	5.5	15.7	16.6
Europe	402.5	399.7	-0.7	57.8	57.7
Middle East	23.2	22.7	-2.5	3.3	3.3
South Asia	6.1	5.8	-4.5	0.9	0.8

Source: World Tourism Organization (WTO)© \*Data as collected by WTO September 2002

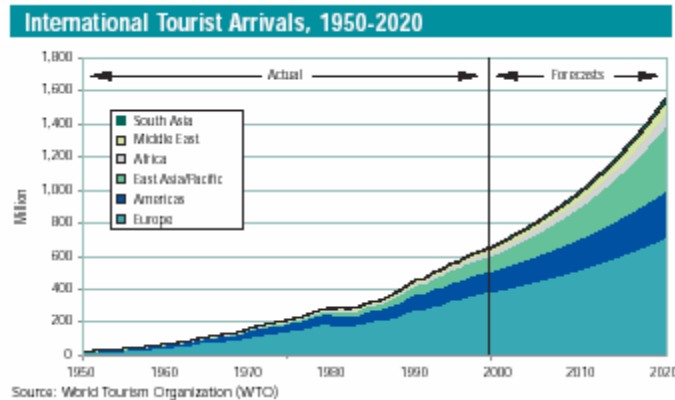
Rank	International Tourist Arrivals (million)		% Change	Market share	
	2000	2001*	2001*/2000	2001*	
1	France	75.6	76.5	1.2	11.0
2	Spain	47.9	49.5	3.4	7.1
3	United States	50.9	45.5	-10.7	6.6
4	Italy	41.2	39.1	-5.2	5.6
5	China	31.2	33.2	6.2	4.8
6	United Kingdom	25.2	22.8	-9.4	3.3
7	Russian Federation	21.2	-	-	-
8	Mexico	20.6	19.8	-4.0	2.9
9	Canada	19.7	19.7	0.2	2.8
10	Austria	18.0	18.2	1.1	2.6
11	Germany	19.0	17.9	-5.9	2.6
12	Hungary	15.6	15.3	-1.5	2.2
13	Poland	17.4	15.0	-13.8	2.2
14	Hong Kong (China)	13.1	13.7	5.1	2.0
15	Greece	13.1	-	-	-

Source: World Tourism Organization (WTO)© \*Data as collected by WTO September 2002

The report states:

“Worldwide tourism receipts in 2001 decreased by US\$ 10 billion (2.8 per cent). Almost half of all the world’s tourism receipts are still earned in Europe. It is followed by the Americas (26.4 per cent market share), which leads all regions in receipts per arrival at US\$ 1,015. The United States remained the unchallenged leader with more than US\$ 70 billion in international tourism receipts, Spain is firmly in second place with almost US\$ 33 billion (increase of 4.5 per cent), followed by France, Italy and a newcomer on the list of five top earners – China with US\$ 17.8 billion (increase of almost 10 per cent). China took fifth spot from the United Kingdom, which was also eclipsed by Germany. The United Kingdom and Australia suffered substantial declines, but Turkey increased its tourism income by 17 per cent...

WTO’s *Tourism 2020 Vision* forecasts that international arrivals are expected to reach over 1.56 billion by the year 2020... The total tourist arrivals by region shows that by 2020 the top three receiving regions will be Europe (717 million tourists), East Asia and the Pacific (397 million) and Americas (282 million), followed by Africa, the Middle East and South Asia....



East Asia and the Pacific, South Asia, the Middle East and Africa are forecasted to record growth at rates of over 5 percent per year, compared to the world average of 4.1 per cent. The more mature regions Europe and Americas are anticipated to show lower than average growth rates...

Europe will maintain the highest share of world arrivals, although there will be a decline from 60 per cent in 1995 to 46 percent in 2020. By 2010 the Americas will lose its number two position to the East Asia and the Pacific region which will receive 25 per cent of world arrivals in 2020 with the Americas decreasing from 19 per cent in 1995 to 18 per cent in 2020.”

### Successes of the Saint Ignatius French program

In 2001, the AP French Literature course was introduced as a third option for Level IV students. By 2002, this class grew to have a larger enrollment than either AP French or Spanish Language. The percentage of Level III students continuing on to Level IV classes has risen from nearly half (48% in 2000) to almost two-thirds (see table below).

Since 2000, all students of French at all levels have participated in **Le Grand Concours** or the National French Contest. In four years, our average school score has risen by nearly 5 points in Levels 1, 2, and 4 on the 80-question test and this year 19 of our students received State or National recognition including two National Winners.

#### National Winners:

**Level 1A:** Johnathan Mulhall (Rank: 11)

**Level 4A:** Brendan Cottington (Rank: 8)

#### Top 10 in Ohio:

##### Level 1A:

Jonathan Mulhall (Rank: 8)

##### Level 3A:

Frank Pucci (Rank: 9)

##### Level 4A:

Brendan Cottington (Rank: 5)

Anh Tran (Rank: 9)

#### Top 20% in Ohio and *Honor Certificate* recipients:

##### Level 1A

12 Nicolas Bushak

16 Colin Murphy

17 Marcel Alvarez

17 Jon Michael Manocchio

17 Mark Wilson

18 Taylor Smith

##### Level 2A

11 Santino Galizio

13 Evan Sheha

15 Austin Hall

##### Level 3A

18 Tan Carlin

20 Ted Parran

**Level 4A**

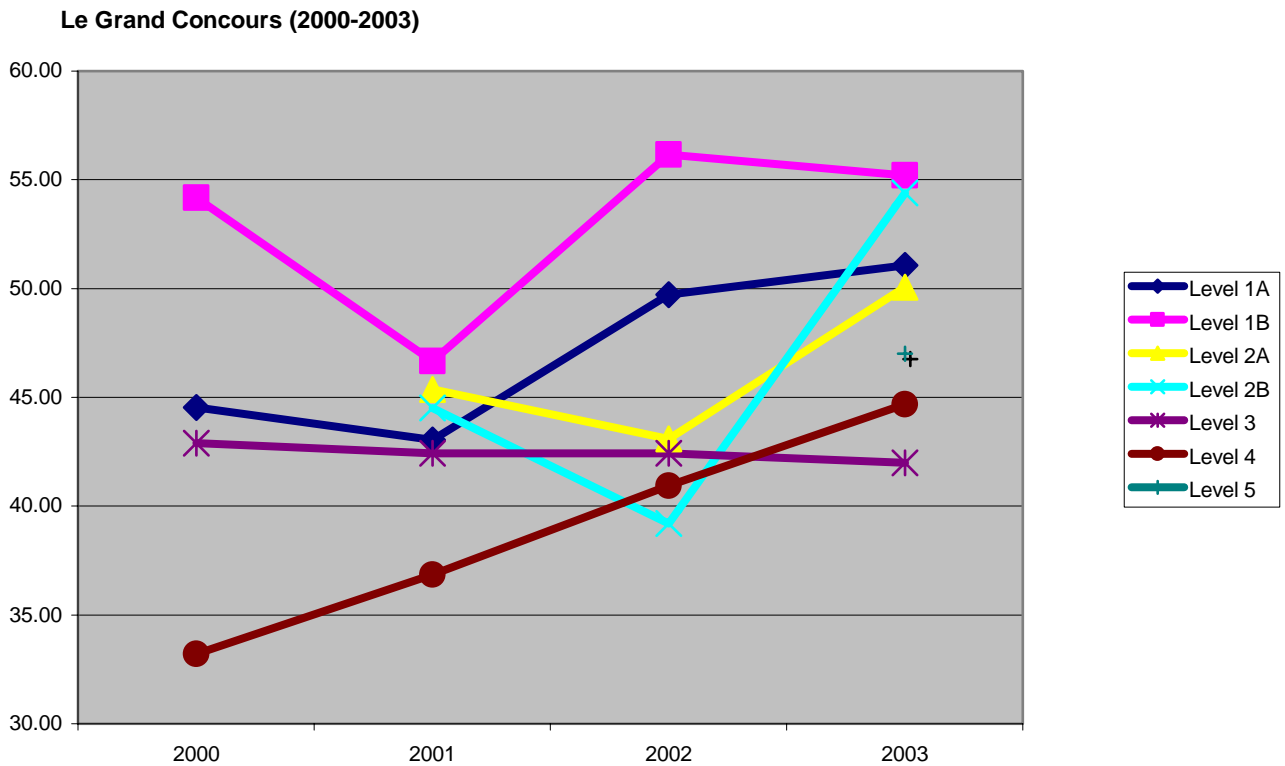
13 Renato Pereira-Castillo  
14 Daniel Maroun  
17 Andrew Horvath

**Level 5A**

20 Daniel Troha

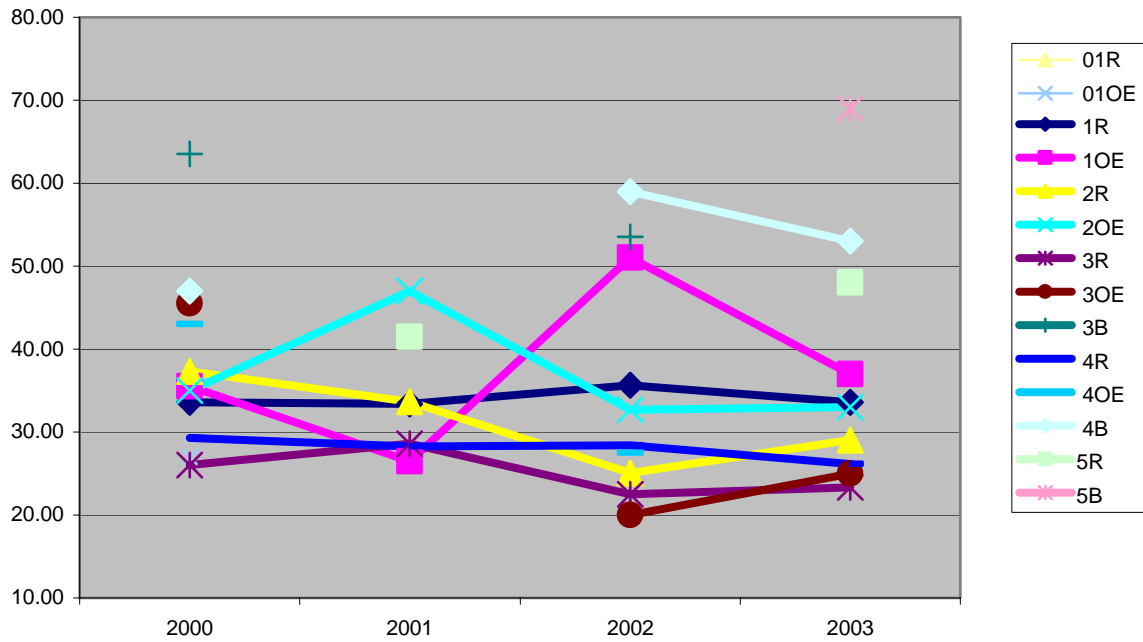
**La Maison Française de Cleveland** honored two Saint Ignatius students this year who won First and Third Place in its annual individual high school competition:

Daniel Maroun (1<sup>st</sup> Place)  
Ahn Tran (3<sup>rd</sup> Place)



	Level 1A	Level 1B	Level 2A	Level 2B	Level 3	Level 4	Level 5
2000	44.53	54.18			42.90	33.20	
<b>2000 Nat.</b>							
2001	43.05	46.67	45.36	44.50	42.43	36.86	
<b>2001 Nat.</b>	<b>46</b>	<b>55.00</b>	<b>47.00</b>	<b>55.00</b>	<b>51.00</b>	<b>45.00</b>	
2002	49.71	56.17	43.08	39.20	42.43	40.95	
<b>2002 Nat.</b>	<b>52.00</b>	<b>61.00</b>	<b>48.00</b>	<b>59.00</b>	<b>50.00</b>	<b>50.00</b>	
2003	51.07	55.20	50.05	54.40	42.00	44.68	47.00
<b>2003 Nat.</b>	<b>50.00</b>	<b>59.00</b>	<b>51.00</b>	<b>58.00</b>	<b>48.00</b>	<b>50.00</b>	<b>52.00</b>

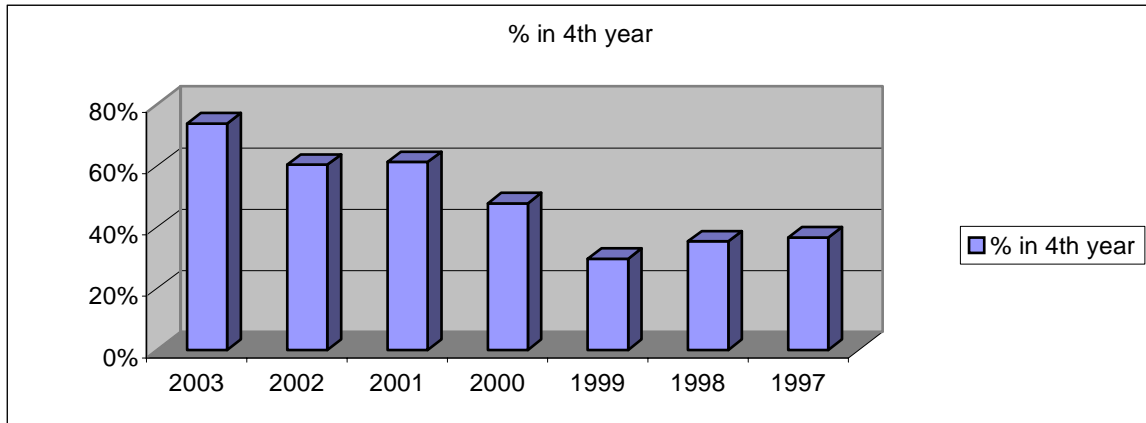
National Spanish Exam 2000 -2003



	01R	01OE	1R	1OE	2R	2OE	3R	3OE	3B	4R	4OE	4B	5R
2000	33.64	27.00	33.57	35.50	37.33	35	26.03	45.5	63.5	29.313	43	47.00	
<b>2000 Nat.</b>													
2001			33.42	26.50	33.68	47	28.57			28.25			41.50
<b>2001 Nat.</b>	<b>28.35</b>		<b>30.14</b>	<b>36.91</b>	<b>26.79</b>	<b>34.56</b>	<b>28.27</b>	<b>34.71</b>	<b>53.25</b>	<b>31.41</b>	<b>37.82</b>	<b>54.77</b>	<b>36.67</b>
2002			35.61	51.00	25.06	32.67	22.49	20.00	53.50	28.40	27.50	59.00	
<b>2002 Nat.</b>	<b>32.65</b>		<b>35.61</b>	<b>42.19</b>	<b>25.25</b>	<b>33.14</b>	<b>27.99</b>	<b>34.23</b>	<b>50.26</b>	<b>33.02</b>	<b>37.26</b>	<b>50.42</b>	<b>38.08</b>
2003			33.60	37.00	29.04	33.00	23.32	25.00		26.15		53	48.00
<b>2003 Nat.</b>	<b>0</b>		<b>35.28</b>	<b>41.88</b>	<b>33.26</b>	<b>40.64</b>	<b>28.8</b>	<b>35.84</b>	<b>52.34</b>	<b>30.96</b>	<b>36.94</b>	<b>50.76</b>	<b>41.08</b>

## Percentage of French students taking Level IV classes

	% in 4th year	IV total	III total
<b>2003</b>	74%	17	23
<b>2002</b>	60%	29	48
<b>2001</b>	61%	19	31
<b>2000</b>	48%	22	46
<b>1999</b>	30%	11	37
<b>1998</b>	35%	17	48
<b>1997</b>	37%	18	49



### Other Considerations

An argument can be made to allow “market forces” determine world language offerings. One of these forces would be student/parental choice. However, we have seen that there are fewer elementary schools offering world languages and that the majority of those that do only offer courses whose goal is merely to expose students to the language, not to develop the students’ proficiency in the language. This situation is confirmed in our school’s context by the fact that only a handful of incoming Freshmen each year score high enough on the Modern Languages Placement Exam to be in a Second Year language course.

Since the vast majority of students come in with no experience with world languages and among those who have taken a language course only a small minority has taken proficiency based classes, one cannot assume that our “consumers” can make informed choices about language selection. In fact, informal surveys of Modern Languages students over the past decade reveal that most decisions are based off of perceptions of what they think are “easy” or “hard” languages.

While efforts have been and should continue to be made to give students their language preference if feasible, it is impossible to guarantee every student his language of first preference. Major shifts in language choices effect not just a single year, but effect scheduling and staffing for the four years during which a particular class advances through the Saint Ignatius curriculum. While there is some flexibility in Classics and Modern Languages staffing with individuals qualified to teach in other areas (English,

History, Health/PE) and languages not currently offered (German, Italian, Arabic), there is no one who can teach all three current language options and only three who can teach two of the three options. Even within a particular language, every staff member may not be qualified to teach all levels of that language. The fact that for at least 25 years we have asked incoming Freshmen to rank preferences for at least two if not all three languages is a reflection of these realities. The 2003 Freshman Schedule Request Form states:

*We will try to accommodate your first choice of language. We reserve the right to place you in your second choice due to number of requests. Simply placing the same language down twice or omitting a second choice also does not assure you placement on account of numbers.*

In addition to students and parents, the colleges and universities that our graduates will attend as well as the standardized tests our students must take to apply to these institutions must also be considered as “market forces.” As we have seen, French is solidly the second most widely studied foreign language in US colleges and universities. The foreign languages for which the College Board offers tests to high school students probably reflects this reality. There are twelve SAT II “Subject” tests in nine languages (see below). In Spanish, French, and German, there are Reading-only tests as well as tests with Listening. In Chinese, there is only a test with Listening. Spanish and French are by far the most commonly taken tests (with over 10,000 students annually) followed Chinese, Latin, Korean, and Japanese.

**SAT II test national totals**

	2002	2001	2000	1999	1998	1997	1996
<b>Spanish</b>	27,244	26,557	26,244	26,246	25,155	25,035	26,617
<b>Spanish L.</b>	4,979	5,105	4,872	4,671	5,279	6,543	7,247
<b>French</b>	11,387	11,412	12,000	12,230	12,408	13,010	13,884
<b>French L</b>	2,369	2,492	2,500	2,454	2,849	4,138	5,386
<b>Chinese L.</b>	5,113	4,990	4,657	4,297	3,918	3,428	2,865
<b>Latin</b>	3,176	2,995	2,904	2,973	2,805	2,699	2,696
<b>Korean</b>	2,555	2,370	2,220	2,128			
<b>Japanese</b>	1,371	1,270	1,155	1,141	1,070	1,174	1,379
<b>German</b>	931	875	1,035	950	941	994	1,170
<b>German L.</b>	779	938	919	814	907	1,045	1,248
<b>Hebrew</b>	806	761	799	726	774	761	848
<b>Italian</b>	515	484	465	495	495	560	616

The College Board offers seven Advanced Placement tests in four languages (Spanish, French, German, and Latin- see below). AP Spanish Language is by far the most widely taken (over 70,000 in 2002). However AP French Language is taken by nearly twice as many students as AP Spanish Literature and is taken by more students than AP German Language, AP Latin Literature, AP Latin Vergil, and AP French Literature combined.

### Advanced Placement (AP) Exam national totals

Total Students	1995	1996	1997	1998	1999	2000	2001	2002
AP French Language	12,805	13,448	13,605	13,721	15,031	15,493	16,533	17,372
AP French Literature	1,507	1,498	1,523	1,618	1,547	1,655	1,668	1,697
AP Spanish Language	37,680	41,550	45,966	51,424	58,340	51,816	70,949	74,240
AP Spanish Literature	5,089	5,655	6,134	6,975	7,998	6,762	9,992	10,895
AP German Language	3,067	3,258	3,297	3,493	3,584	3,784	4,116	4,171
AP Latin Literature			1,654	2,050	2,208	3,439	2,414	2,857
AP Latin Vergil			2,761	3,306	3,398	2,337	3,764	3,740

### Conclusion

A single section of Level I of a foreign language has four years of curricular consequences. By Level III, a single section cannot support a strong Fourth Year curriculum and AP program. By allowing a language to have only one section in a given year severely cripples the program and within three years can kill it. The drop from three to two sections of French III in 1993 resulted in the end of the French Honors program the following year. The effect of having a single section of French I in the Fall of 2000 has been the loss of the AP French Language course in the 2003-2004 school year.

Father Pedro Arrupe, in his address to the "Tenth International Congress of Jesuit Alumni of Europe," in Valencia, Spain on July 31, 1973, said:

*To point out in very general fashion that there are injustices in the world – something which everybody knows without being told – that is not enough... Having stated principles, we must go to a map of the world and point out the critical points – geographical, sociological, cultural – where sin and injustice find their lodgment... To do this, technologies are needed as instruments of analysis and action, and ideologies are needed to program analysis and action so that they will actually dislodge and dismantle injustice...*

If we as a school value diversity and preparing our students to have a world view in order to be Men for Others who will be Open to Growth and who are Committed to Doing Justice, we must offer a foreign languages curriculum that reflects global realities. We must maintain a balance of modern and classical languages, not merely offer a single language, either modern or classical.

It is therefore proposed that a "floor" or minimum of two sections of each of the three language options be established. As a result, this may require imposing a "ceiling" on the number of sections of the other languages within a given year.