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# An Attempt to Establish the Factors Which Influence the Determination of the Foreign Language Curriculum in Illinois Public Junior Colleges

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AN ATTEMPT TO ESTABLISH THE FACTORS WHICH

INFLUENCE THE DETERMINATION OF THE FOREIGN

(TITLE)

LANGUAGE CURRICULUM IN ILLINOIS PUBLIC

JUNIOR COLLEGES

BY

ROGER WALTER HELLINGA

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

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CHARLESTON, ILLINOIS

1970

YEAR

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CHAPTER I  
INTRODUCTORY REMARKS

One of the major concerns in the area of foreign language education is articulation between the different levels of instruction. One of the factors which influence articulation is the apparent lack of standardization of foreign language curriculums. That such a lack of uniformity does in fact exist will be demonstrated later. Were a standardization to exist it would eliminate much of the confusion which now confronts the student who wishes to transfer from one level of education to another. e.g. from high school to college, from junior college to senior college. If it were possible to identify the factors which are the cause of this lack of uniformity, the factors which cause one language to be offered at one school and not at another, it would help to improve the situation and bring about a greater degree of articulation.

The need for articulation between the junior college and the four year college is greater than at any other level, since the junior college is expected to provide its students the equivalent of the first two years of the four year academic program. The present interest in, and the rapid growth of the junior college systems increase the

need for improved articulation with this level of instruction, inasmuch as an ever increasing number of students will be entering the four year schools from these institutions.

The identification of the factors which might determine the choice of the foreign language curriculum at the junior college level in Illinois could also be of value in other ways; a) Knowledge of these factors could possibly be used to encourage the growth of the foreign language programs at the junior college level in the state and effect smoother articulation from high school to junior college as well as from junior college to senior college; b) The knowledge of the curriculum determinants for foreign languages might also shed some light on the possible curriculum determinants in other academic areas; c) Knowledge of the curriculum determinants at this level might aid our understanding of the curriculum determinants at other levels, especially the secondary; d) The determination of the factors which affect the foreign language curriculum in Illinois might be of value in the understanding of the same factors in other geographic areas.

In order to ascertain the status of foreign language curriculums in the junior colleges in Illinois, a survey of the catalogs of these institutions was undertaken. This survey revealed that there was a definite lack of unity in the foreign language offerings from institution to institution. (Appendix A) French, German, Russian, and

Spanish were the languages most commonly listed as being offered. Seven of the schools surveyed listed these four languages as comprising their foreign language curriculum. One school listed French, German, Hebrew, Italian, Japanese, Russian, Spanish, and Swahili as comprising their foreign language curriculum. Another school listed Italian in addition to French, German, Russian, and Spanish. One junior college listed French, German, Italian, Spanish, and Swedish, but not Russian. Another school offered French, German, Italian, and Spanish, but also excluded Russian. Ten junior colleges offered only two languages. Of these ten, two offered French and German, while the other eight offered French and Spanish. Two institutions offered only one language. The lack of uniformity observed throughout this survey is pointed up by the fact that, of these two institutions, one offered French and the other offered Spanish. A similar survey of junior college catalogs made by Rassogianis on a nation-wide basis indicates that this lack of uniformity is typical of the nation as a whole and not peculiar to Illinois.<sup>1</sup>

Since it has been established that a lack of standardization exists in the area of foreign language curriculum at the junior college level, it is natural that the next

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<sup>1</sup>John C. Rassogianis, "A Study of Foreign Language Offerings in Selected Public Junior Colleges of the United States", (unpublished master's thesis, Northern Illinois University, 1965).



step would be to attempt to determine what the causes of this situation might be. The identification of the factors which caused these inconsistencies was felt to be of value and is the purpose of this study. This investigation was, however, subject to certain limitations.

Only those public junior colleges under the supervision of the Illinois Junior College Board were surveyed. Despite the fact that the Illinois Junior College Act, which established the Illinois junior college system, was only passed into law in 1965, the junior college system in Illinois is in a state of rapid growth and change. The existing junior colleges are growing and changing at a rapid rate and new junior colleges are being formed. This situation has both positive and negative connotations for this study. Since the junior college system is relatively new, the decisions as to which languages would be offered and the factors which prompted these decisions are still fresh in the minds of the people connected with them. Also, the individuals who actually made the decisions are more likely to be at the institutions and available for questioning. However, because the junior colleges are in a state of change, this tends to limit the validity of the study to the period of time in which it was made; and the factors which are indicated as important now may be superseded by other factors at a later date.

A further limitation upon the validity of this study

is that the perceptions of the determinants of the curriculum among junior college staff members are not completely consistent.

"Faculty members in the sciences, social sciences, languages, and mathematics perceive the influence of the four-year colleges as most important. Administrators and teachers of business, technical subjects, fine arts, and physical education ranked the administration, the students, and the state department of education as being of prime importance.<sup>2</sup>

Thus, the results of the study will necessarily be influenced by the sources of information chosen.

In the course of this study, certain terms will be used with specific meanings: a) The term "junior college" refers to those two year public institutions under the supervision of the Illinois Junior College Board; b) A trend has been called "positive" if it is numerically greater than the mid-point of the range of possible responses and has been called "negative" if it is numerically less than the mid-point of the range of possible responses; c) A trend in the response will be called "significant" if it is .25 or greater above or below the mid-point of the range of possible responses. It will be called "very significant" if it is .50 or greater above or below the mid-point of the range of possible responses;

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<sup>2</sup>Blocker, Plummer and Richardson, The Two Year College; A Social Synthesis, (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965) pp. 204-205.

d) The consistency of the reponse will be termed "adequate" if the standard deviation is 1.00 or less.

## CHAPTER II

### RELATED RESEARCH

The first step in the attempt to ascertain the curriculum determinants at the junior college level was a survey of the published literature dealing with the question. This survey did not include periodicals published before July of 1969, inasmuch as it was felt that material prior to this date would have had no effect upon the junior colleges of Illinois, which had been created, for the most part, after the passage of the Public Junior College Act of 1965.

In this survey it became obvious that the offerings of a junior college would certainly be influenced by the perceived purpose of the institution. As to the purpose of the junior college, there appeared to be general agreement that the institution should meet the needs of three groups of students: 1) the academically oriented students who intend to transfer to a four year college or university at the end of their junior college program; 2) the technically or vocationally oriented students for whom the junior college is terminal and leads directly to employment; and 3) those students who wish general, cultural offerings

-serving the purpose of self-enrichment and/or recreation.<sup>3</sup>

From the evidence of the survey of Illinois junior college catalogs cited in the first chapter, it would appear that most of the schools consider foreign languages to be part of the academically oriented curriculum. However, that some institutions regard foreign languages to be a part of the culturally oriented curriculum can be deduced from the existence of conversational foreign language courses at several of the junior colleges. Thus it appears that while the junior colleges feel that it is consistent with their perceived roles to offer foreign language courses, nothing in those perceived roles would tend to give weight to the choice of one language over another. The one possible exception to this statement is that the institution, in its desire to serve the transfer student, might model its academic curriculum on the curriculums of the four year colleges and universities. The degree of importance which is attached to this college or university preparatory role can be seen in this statement of E. W. Rowley who was at the time, dean of the Joliet Township Junior College: "We are certain that for many years to come, one of the chief functions of the Joliet Junior

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<sup>3</sup>See James A. Starrak and Raymond M. Hughes, The Community College in the United States, (Ames, Iowa, 1954), pp. 101-102.

See also Ward N. Block, "The Role of the Junior College in the Structure of Higher Education in Illinois from the Viewpoint of the Office of the Superintendent of Public Instruction", Illinois State Normal University Bulletin, XLVIII, (November, 1950), p. 25.

College will be the adequate training of its students who intend to work toward a higher degree."<sup>4</sup> In the minds of many educators, "it would appear necessary that the community college make available a curriculum as nearly like the first two years of a four year college or university as possible".<sup>5</sup>

Other published opinions also indicate a general belief that the four year schools exert a great influence on the curriculum of the junior college, especially that portion of the curriculum intended for the academically oriented student.<sup>6</sup> One specific instance where the curriculum of a junior college was directly influenced by the four year institutions may be seen in the case of Illinois Central College in East Peoria. Here the course descriptions and degree requirements were rewritten by the guidance counselors "with a view to articulating them with the private and state supported four year colleges and universities in the area".<sup>7</sup>

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<sup>4</sup>E. W. Rowley, "Experiences of the Joliet Junior College in Preparing Students for College and University Study", Illinois State Normal University Bulletin, XLVIII, (November, 1950), p. 25.

<sup>5</sup>W.M. Perel and Philip D. Varico, "The Community College and the College Parallel Program:", Journal of Higher Education, XL, (January, 1969), p. 47.

<sup>6</sup>See Blocker, Plummer, and Richardson, op. cit., p. 203. See also Hobarð H. Heller, "The Role of the Junior College in Illinois in Preparing Students for College and University Study", Illinois State Normal University Bulletin, XLVIII, (November, 1950), p. 18.

<sup>7</sup>Glenn Roberts, "The Counselor and the Curriculum", Junior College Journal, XXXIX, (February, 1969), p. 74.

The entrance requirements of the four year colleges and universities are another factor which one would expect to exert a great influence on the transfer curriculum of the junior colleges. However, this factor no longer seems to be of great importance due to a trend in four year institutions to relax their admission requirements for the graduates of a junior college.<sup>8</sup>

While most educators admit the existence of the college and university influence on the junior college curriculum, many feel that this influence can and should be limited. According to Algo D. Henderson, "It would be an unfortunate backward step if the junior college of today were once again to become a shadow of its neighboring university, to which many of its students will transfer".<sup>9</sup> It was the opinion of Hobart H. Heller that, "the integration and articulation of the local junior college should be with the secondary school and the local community, not with the senior college".<sup>10</sup> His belief is typical of those who regard the junior college as an upward extension of the secondary school rather than a downward extension of the college or university.

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<sup>8</sup>James W. Reynolds, The Junior College, (New York, 1965), p. 33.

<sup>9</sup>Algo D. Henderson, "Decisions Ahead for Junior College Administrators", Junior College Journal, XXXII, (January, 1962), p. 246.

<sup>10</sup>Hobart H. Heller, "The Role of the Junior College in Illinois in Preparing Students for College and University Study", Illinois State Normal University Bulletin, XLVIII, (November, 1950), p. 18.

Although the college and university influence was the factor most often mentioned as affecting the junior college curriculum, several other factors were mentioned as being curriculum determinants. Also mentioned were; privately supported organizations, such as the National Science Foundation and the Kellogg Foundation; professional education organizations, for example, the N.E.A.; publishers and producers of educational materials; governmental agencies (through their requirements for financial assistance); legislators; businesses; civic and lay groups, such as the Illinois Agricultural Association, or lay advisory committees established in the community by the college; individual classroom teachers; local attitudes and traditions; social and economic patterns; the type of student enrolled; and even the physical plant and equipment.<sup>11</sup>

Before any attempt could be made to determine which of the above mentioned factors, if any, were affecting the foreign language curriculum at the junior college level in Illinois, it was necessary to identify the individuals or groups who actually made the curriculum decisions. Legally, the responsibility for all aspects of the program of any junior college rests with the local, elected board of education. It was the opinion of John I. Goodlad that

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<sup>11</sup>Woodson W. Fishback, "The Process of Curriculum Determination", Illinois Education, LI, (December, 1962), pp. 157-160.  
Also see Blocker, Plummer, and Richardson, op. cit., p. 203.



"...the board, representing the people according to its charge from the people, determines school policy." It was the task of the administration and staff to clarify, refine, and implement those decisions.<sup>12</sup> This view of curriculum development was, however, not generally accepted. The majority of the published opinions, while accepting the board as the final authority on curriculum development, saw the administrators as the curriculum leaders.<sup>13</sup> According to this position, the administrator was the person who determined the curriculum with the board in a position to accept, reject, or modify the recommendations of the administration.

In summary, it can be said that the published opinions indicate that the junior college, in its desire to serve the academically oriented student, has allowed its curriculum to be greatly influenced by the four year colleges and universities. Although other factors have been mentioned as having an effect on the curriculum, the overwhelming majority of the opinions expressed indicated the four year colleges and universities to be the strongest of the curriculum determinants. The second area in which

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<sup>12</sup>John I. Goodlad, "Curriculum Decisions; By Whom and For What?", Nations Schools, LXXV, (March, 1965), p.66.

<sup>13</sup>See Margaret Ammons, "An Empirical Study of Process and Product in Curriculum Development", The Journal of Educational Research, LVII, (May-June, 1964), pp. 451-457. Also see Arthur M. Cohen, "Developing Specialists in Learning", Junior College Journal, XXXVII, (September, 1966), pp. 21-23.

there was a degree of unanimity of opinion as to the identity of the determiners of the curriculum: The administrators were generally viewed as the leaders in curriculum development.

## CHAPTER III

### PROCEDURE

The first step in this survey of the junior colleges of Illinois was the construction of a questionnaire which could serve as an instrument to secure the information pertinent to the factors which might influence the junior college foreign language curriculum. It was decided that a structured questionnaire would be used because it was felt that such a questionnaire would elicit the maximum response. It was therefore necessary to establish a list of specific factors on which the respondents were to be questioned. Each of the possible factors which had been mentioned in the published material (cf. Chapter II) was considered, and those factors to which the greatest degree of importance had been attached and which could be applied to the junior college level were chosen for inclusion. To those factors chosen from Chapter II were added certain other factors which it was felt might affect the curriculum of the Illinois junior colleges at their present state of development. The final list of factors, around which the questionnaire was constructed is as follows: 1) The influence of the local community, including such factors as local tradition, the recommendations of lay committees, etc.; 2) The influence of the student body, their perceived

needs and/or desires; 3) The influence of the four year colleges and universities, including the factors of preparing junior college students for admission to four year schools and that of the prestige inherent in offering the same courses available at the senior institutions; 4) The influence of the junior college staff, both the faculty and the administration; 5) The influence of the local, elected junior college board of education; 6) The influence of the availability of qualified instructors for specific languages; 7) The influence of the curriculum of the area's secondary school(s); 8) The influence of the financial resources of the newly established junior colleges; and 9) The influence of the physical facilities on the curriculum of the junior colleges, many of which have not yet been established in permanent facilities and are holding classes in temporary, in many cases, inadequate space.

It was decided that the respondents should be given a range of response for each of the factors in order that the relative strength of each factor might be determined. The possibility that an important factor had been overlooked was provided for by the addition of space in which the respondent could write in any other factor considered to be relevant to the survey. Space was also provided for this additional factor to be rated according to relative weight. Both the providing of four possible responses for each question and allowing space for additional factors to be supplied by the respondents were part of an attempt

to overcome the weakness of a structured questionnaire, viz. that the responses tend to be limited to those provided in the instrument itself.

The final instrument consisted of two different types of questionnaires. The first type (Form A) focused upon the influence of the chosen factors in the decision to offer a specific language (for example, German). The second questionnaire (Form B) dealt with the procedure which would be followed in choosing which language to offer, if it were to be decided that the school should offer another language. The decision to make use of two forms was made in order to provide a means of cross checking the responses and to reveal any possible variance from the method of curriculum decision used in the past.

The first questionnaire (Form A), which dealt with specific languages, consisted of a) two preliminary questions, b) the main question dealing with the nine factors which might affect the foreign language curriculum, and c) the space for the respondent to add any factor he felt should be added to the nine positive in the questionnaire. The first preliminary question asked whether or not the specific language was offered at the school; the second preliminary question asked how many hours (semester or quarter) of the specific language was offered. The main question asked to what extent the factors under consideration influenced the decision to offer or not offer a specific language. The nine factors were then listed, followed by the space for

other factors suggested by the respondents. After each factor, four possible responses were provided, from which the respondent was to choose the most appropriate. The four possible responses which were provided for the respondent were: 1) "very important", 2) "important", 3) "slight importance", and 4) "not considered".

The second form (Form B), which dealt with the hypothetical decision to offer an additional language, consisted of three items. The main question, which established the hypothetical situation, was followed by the list of possible factors which might influence such a decision. These factors were worded as possible courses of action and the respondent was to decide upon the degree of probability that such a course of action would be followed. The respondent was to check one of four possible answers: 1) "very probable", 2) "probable", 3) "not probable", and 4) "highly unlikely". As in Form A, a space was provided in this section for the respondent to write in any additional factors and to evaluate them on the same scale as those factors provided on the questionnaire. The remaining two items asked the respondent to indicate which of the factors in the main section were the three most important and the three least important. It was hoped that these two items would make it possible to further determine the relative weight of each of the possible factors.

These instruments were sent to the deans of instruction, or the administrator holding a similar position, at each of

the junior colleges on the fifteenth of September, 1969. This date in the middle of September was chosen because it coincides with the opening of the Fall term for the majority of Illinois junior colleges. The questionnaire was sent to the deans of instruction for two reasons. First, as has been reported in Chapter II, it is generally accepted that the leadership in the determination of the curriculum is part of the responsibility of the administration. Second, while it is true that the administration often looks to the faculty for assistance in curriculum development, it was not felt that the instrument should be addressed to the foreign language teachers of the junior colleges because any decision to offer the language would have been made before the teacher of that language had been hired. Therefore, the teacher might not be aware of the factors which might have influenced the decision as to language offerings.

Each of the envelopes mailed to the forty-three junior colleges recognized by the Illinois Junior College Board contained: a) one copy of a letter explaining the survey and the questionnaires and requesting the cooperation of the individual to whom the instrument was sent, b) a minimum of five copies of Form A (one copy for each of the languages: French, German, Russian, and Spanish, along with one blank copy in case still another language was offered by the school, c) one copy of Form B, and d) a pre-stamped, pre-addressed return envelope. For the

forty-three schools surveyed, thirty-two, or 74.41 per cent, returned completed questionnaires and one school responded that they were unable to supply the desired information.<sup>14</sup> Some of the schools, however, returned the survey in an incomplete form. In these cases, one or more of the questionnaires were returned unanswered although the other forms were completed. There were no obvious reasons for this incompleteness. It is for this reason that there is a difference in the number of responses for the different forms.

The number of responses to Form A varied with the language with which the questionnaire dealt. There was a response of thirty, or 69.76 per cent of the schools surveyed, to the Form A questionnaires which asked about the factors which influenced the decision to offer French and a response of twenty-seven, or 63.83 per cent for German. The Form A questionnaires for Spanish received a response of thirty-one, or 72.09 per cent, while Russian had twenty-two completed responses (51.19 per cent). Other languages (Italian, Hebrew, Japanese, and Swahili) also received responses. Four,

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<sup>14</sup>The questionnaires were returned blank with the following note: "I am enclosing the questionnaires mailed to this college without completing them because we are not in a position to supply the requested data. Decisions to implement the offerings of French, Spanish, German, and Italian - the only F.L.'s presently offered - were made before the present teachers were on the staff. With reference to the possibility of adding other foreign languages there is at present no plan to supplement present offerings. No criteria have been discussed to date."



or 9.30 per cent of the junior colleges, answered the Form A questionnaire for Italian. Hebrew and Japanese each had a response of one completed questionnaire (2.32 per cent). There were, in addition, two responses, for a total of 4.65 per cent, for Swahili.

The response for Form B was thirty-one, which is 72.09 per cent of the junior colleges surveyed.

The response to all questionnaires was deemed large enough that the results could be considered representative and meaningful.

CHAPTER IV  
ANALYSIS OF THE RESULTS

Inasmuch as the response to the questionnaires was deemed adequate to provide interpretations which would be representative of the junior college system of Illinois, the returns were tabulated and analyzed. The returns for Form A were first grouped according to language and analyzed, then the total response to Form A was analyzed. This was followed by the analysis of the returns for Form B. The final step in this analysis was to summarize the results for each of the individual factors, using the responses to both Form A and Form B.

A. Analysis of Form A for Individual Languages.

1. French

There was a response of thirty completed questionnaires for French. This was a response of 69.76 per cent of the total number of schools surveyed. To the preliminary question as to whether or not the language was offered at the junior college, twenty-six, or 86.66 per cent of those responding, answered "yes" and none of the schools answered "no". Four schools (13.33 per cent of those responding) did not answer this question. The main question attempted to elicit responses to specific, possible curriculum determinants.

a. The first of the possible factors which the respondent was to evaluate was that of the influence of the community. Seventeen of the respondents (56.66 per cent) indicated that this factor was either "very important" or "important", the two responses which have been designated as positive for the purpose of this study. Nine of those seventeen (30.00 per cent) felt that this factor was very important and eight (26.66 per cent) felt that it was important. Ten of the responses indicated that the factor of community influence had been either of "slight importance" or "not considered" (the two possible responses which, for the purpose of this analysis, have been designated as negative) in the decision to offer or not offer French at their school. Of this number, seven (23.33 per cent) checked the response "slight importance" and the remaining three, or 10.00 per cent, checked "not considered". There were three of the schools, or 10.00 per cent, which, although they had completed this questionnaire, did not answer this question. In order to compute a mean response to this question, it was necessary to establish numerical values for the upper and lower limits of each of the possible responses. The upper limit for the response "very important" was set at 4.00 and the lower limit at 3.01. For

"important" the upper and lower limits were 3.00 and 2.01 respectively. The range for the response "slight importance" was between 2.00 and 1.01 and that for "not considered" was between 1.00 and 0.01. The mean response to this question for the factor of community influence was then computed to be 2.35, or approximately one-third of the way into the "important" range.

b. The second factor to be evaluated on Form A was that of the influence of the student body on the foreign language curriculum. Twenty-four of the responding schools (79.99 per cent) responded positively to this factor. Ten of the twenty-four (33.33 per cent of the total number of those schools responding) indicated that this factor was very important in their choice of French in their foreign language curriculum while fourteen (46.66 per cent of the respondents) evaluated the factor as being important. Ten per cent of the respondents (a total number of three) responded to this question in the negative range. Two schools (6.66 per cent) felt that the factor of student body desire was of slight importance and one (3.33 per cent) indicated that this factor had not been considered. There was also one write-in response. This school responded with: "We felt that our students would want French". Two

schools, or 6.66 per cent, did not respond to this item. The mean response was 2.72 which falls in the upper third of the "important" range.

c. The next factor on the questionnaire was the influence of the professional staff of the institution including both the administration and the teaching faculty. To this item twenty-six of the schools (86.66 per cent) responded in the positive range. Fifteen, which is 50.00 per cent of the response to this questionnaire, felt that the influence of the faculty and administration was "very important" and 11 others (36.66 per cent) felt that this factor was "important". There was only a ten per cent negative response. Two schools indicated that this factor was of "slight importance", (6.66 per cent). One school, (3.33 per cent) indicated that the factor was "not considered" in the decision to offer French. One school did not respond to this question (3.33 per cent). The mean response fell at 2.53, in the middle of the "important" range.

d. The fourth of the factors to be investigated was the influence of the local, elected school boards which control the junior colleges in Illinois. To this item there were twelve (39.99 per cent) positive responses. Five of the positive responses (16.66 per cent) were in the "very important" area and the other

seven, or 23.33 per cent, were in the "important" category. Twelve of the questionnaires (40.00 per cent) were returned with negative responses. Only two schools (6.66 per cent) felt that this factor was of slight importance, but one-third of the schools surveyed (ten responses, 33.33 per cent) indicated that the desires of the board were not considered in the addition of French to the curriculum, and another respondent had written in that the board was not consulted in choosing to offer the language. Five of the respondents (16.66 per cent) did not answer this question. The computed mean response was in the middle of the "slight importance" range at 1.50.

e. The next item attempted to evaluate the influence of the four year colleges and universities on the curriculum determination in foreign languages. To this question there was a positive response of twenty-three responses (76.66 per cent) of which eleven responses (36.66 per cent) were for "very important" and twelve responses (40.00 per cent) were "important". There were five (16.66 per cent) negative responses. One school (3.33 per cent) indicated that the factor was of "slight importance" while the remaining four (13.33 per cent) responded with the choice of "not considered". There were two questionnaires (6.66 per cent) in which this

item was not completed. The mean response was 2.57, in the upper half of the "important" range.

f. The sixth area to be investigated was the availability of a qualified instructor as a curriculum determinant. There were twelve positive responses, which equals 40.00 per cent of the total number of responses to this questionnaire. These responses were divided evenly among "very important" and "important" with six schools (20.00 per cent) choosing each. Sixteen of the responses (53.33 per cent) were negative. Seven of the responding schools (23.33 per cent) felt that the factor was of "slight importance". Another nine (30.00 per cent) felt the factor was "not considered". Two of the respondents did not answer this item (6.66 per cent). The mean response was 1.78.

g. To the next item, which attempted to estimate the influence of the curriculum of the area high schools on the junior college curriculum, there was a positive response of sixteen schools (53.33 per cent). Five of the responses were "very important" (16.66 per cent) and eleven of the responses were "important" (36.66 per cent). The negative response was thirteen schools (43.33 per cent). There were seven "slight importance" responses (23.33 per cent) and six "not considered" (20.00 per cent). One school (3.33 per cent) did

not respond to this item. There was a mean response of 2.01.

h. Item number eight, asking about the factor of financial resources as a curriculum determinant, received a positive response of twelve, or 40.00 per cent, of which three, or 10.00 per cent, were "very important" and nine, or 30.00 per cent, were "important". The negative response amounted to 43.33 per cent (13 presponses). There were two schools, or 6.66 per cent, which indicated that this factor was of "slight importance". However, eleven schools indicated that this factor of financial resources was not "considered" (36.66 per cent). Five schools (16.66 per cent) did not answer this question. There was a mean response to this item of 1.66.

i. The next item to be considered concerned the factor of physical facilities as a curriculum determinant. Ten schools (33.33 per cent) answered this item in the positive range. Two schools (6.66 per cent) checked the response "very important" and the additional eight responses (26.66 per cent) said that this factor was "important". There was a negative response of seventeen. Five of this number (16.66 per cent) indicated "slight importance" as their response and twelve (40.00 per cent) said the factor was not considered in the decision. There



were three questionnaires in which this item was not answered (10.00 per cent). The computed mean response was found to be 1.50.

j. In the space provided for the respondents to write other factors which they felt were important and were not on the questionnaire, the following comments were made: "The need for language requirement of a community college student", checked as being "very important"; "To offer courses that a liberal arts student would want or need to transfer to a four year school", checked "very important"; and "To complete offerings to meet a wide variety of needs of a wide variety of students", checked "very important".

## 2. German

The response in Form A for German was twenty-seven or 63.83 per cent. The response to the first question as to whether the language was offered yielded: eighteen (66.66 per cent) "yes", five (18.51 per cent) "no", and four (14.82 per cent) made no response.

a. In the section of the questionnaire which evaluated the individual factors the first factor considered was community influence. To this factor, for German, there was a positive response of fifteen schools, (55.54 per cent). This response was divided into seven (25.92 per cent) "very important" and eight (29.62 per cent) "important". The negative response was eleven (40.73 per cent). Five respondents

(18.51 per cent) selected the "slight importance" response and six (22.22 per cent) "not considered". There was one questionnaire which had no response to this item (3.70 per cent). The mean response was 2.07.

b. The factor of student body desire received a positive response of 77.77 per cent (twenty-one responses). Nine of these responses (33.33 per cent) were "very important" while the remaining twelve (44.44 per cent) were "important". The negative response to this factor equaled a mere 14.81 per cent (four responses). Three schools, or 11.11 per cent, answered, "slight importance" and only one school (3.70 per cent) answered "not considered". One respondent wrote in, "We thought our students would not want German". One respondent (3.70 per cent) left this item unanswered. The mean response for this item was 2.22.

c. There was a positive response of twenty schools (74.07 per cent) to the factor of faculty/administration influence on the offering of German. The number of respondents who selected "very important" as their response was nine, or 33.33 per cent. Eleven respondents, or 40.74 per cent, felt that this factor was "important". The negative response was five schools (18.25 per cent). The response of "slight importance" was selected by four of the respondents (14.82 per cent),

while "not considered" was the choice of only one school (3.70 per cent). Two schools did not respond to this item (7.40 per cent). The mean response was found to be 2.58.

d. For German, the response to the factor of influence of the school board was evenly divided with twelve respondents (44.44 per cent) selecting one of the positive choices and an equal number selecting an answer in the negative range. The number of respondents choosing each of the possible answers was: "very important" - four (14.82 per cent), "important" - eight (29.62 per cent), "slight importance" - two (7.40 per cent), and "not considered" - ten (37.03 per cent). On three of the questionnaires, this item was not answered (11.11 per cent). Although the number of responses was evenly distributed, with as many positive responses as negative, due to the manner in which the responses were divided within the positive and negative ranges, the mean response was negative at 1.75.

e. The fifth factor evaluated was the influence of the four year institutions on the junior college curriculum. Of those schools responding to this questionnaire, seventeen, or 62.96 per cent, answered in the positive range. Six responses (22.22 per cent) were "very important". Eleven (40.74 per cent) were "important". Seven schools answered this question in

a negative manner (25.92 per cent). Only one of these responses was "slight importance" (3.70 per cent) the other six (22.22 per cent) answered "not considered". The number of non-respondents to this question was three (11.11 per cent) and the mean response was positive at 2.16.

f. The sixth factor on the questionnaire was the availability of an instructor. The positive response amounted to twelve responses (44.44 per cent). The response "very important" was chosen by four of the schools (14.82 per cent) while "important" was selected by eight (29.62 per cent). The negative response was thirteen schools (48.14 per cent). Of this number, three (11.11 per cent) answered with "slight importance" and ten (37.03 per cent) answered with "not considered". Two schools did not respond to this question (7.40 per cent). The mean response was 1.74.

g. The factor of the influence of the area high schools' curriculum received a positive response of twelve, or 44.44 per cent. "Very important" was selected by three of the schools (11.11 per cent) and "important" was chosen by nine (33.33 per cent). However, the negative response was slightly higher at thirteen (48.14 per cent). Broken down, the negative response was: "slight importance" - six

(22.22 per cent) and "not considered" - seven (29.62 per cent). This question was not answered by two of the respondents (7.40 per cent). The computed mean response was 1.82.

h. The eighth item dealt with by this questionnaire was the influence of the financial status of the institution on the decision to offer or not offer German as part of the foreign language curriculum. There was a positive response made by thirteen of the schools; this equals 48.18 per cent of the schools responding to this questionnaire. This positive response consisted of five "very important" and eight "important" responses (18.51 per cent and 29.62 per cent respectively). The negative response (eleven schools, 40.74 per cent) consisted of three "slight importance" responses (11.11 per cent) and eight "not considered" responses (29.62 per cent). Three of the respondents (11.11 per cent) did not respond to this item. The mean response for the factor of financial ability for German was 1.70.

i. The ninth item on this questionnaire asked about the influence of the physical facilities on the language curriculum. To this question the positive response was 25.92 per cent, or seven schools. There were four schools (14.82 per cent) which indicated that this factor was "very important" in the decision

whether to offer German. There were three schools selecting the response "important" (11.11 per cent). Seventeen schools (62.95 per cent) answered this item in the negative range. Five of the respondents indicated that this factor was of "slight importance" (18.51 per cent) while twelve (44.44 per cent) chose "not considered". Three schools (11.11 per cent) chose not to answer this question. The mean response to this item was computed to be 1.45.

j. In addition there were three write-in responses in the space provided. The first of these was, "Most of our junior college students would prefer French or Spanish (our opinion)". This was checked as being "very important". The second of the added responses was, "The needs of students for a language requirement". This was also checked "very important". The final item was, "We could possibly spread ourselves too thin by having too many foreign languages. We have French and Spanish". (Checked "important")

### 3. Russian

Of the junior colleges surveyed, twenty-two, or 51.16 per cent, completed Form A for Russian. Five of the institutions (22.72 per cent) indicated that they offered this language while fourteen junior colleges (63.63 per cent) answered that they did not offer Russian. Three respondents (13.63 per cent) did not indicate whether or not the language

was offered in their schools.

a. The first of the questions regarding the individual factors which influenced the decision to offer or not offer Russian dealt with the influence of the wishes of the community. Fourteen institutions (63.63 per cent) responded to this question in the positive range, with eight schools (36.36 per cent) choosing the "very important" response and six schools (27.27 per cent) selecting "important". There was a negative response from five of the schools responding (22.72 per cent). Three responses (13.63 per cent) were "slight importance". Two responses (9.09 per cent) were "not considered". One respondent wrote in that the desires of the community as to the languages to offer were "unknown" (4.54 per cent). Two institutions did not respond to this item on the questionnaire, (9.09 per cent). The computed mean response was 2.71.

b. The response to the second item, student body influence, was 81.81 per cent positive (eighteen schools having chosen responses in the positive range). Eleven of the positive responses (50.00 per cent) were "very important" and the remaining seven (31.31 per cent) "important". There was only one respondent who checked an answer in the negative range. This one response (4.54 per cent) was placed

at "slight importance". There were two respondents who wrote in answers to this item (9.09 per cent). The first of these write-in responses stated that the wishes of the student body were "unknown". The second such response was, "Students are not on campus but we thought the students would not want Russian". (i.e., student body was largely commuter rather than resident) One of the questionnaires had no response to this item (4.54 per cent). It was established that the mean response to this item was 3.02.

c. The third item on the questionnaire dealt with the influence of the faculty and administration. Twelve of the respondents, or 54.53 per cent, answered in the positive range. Five institutions (22.72 per cent) felt that this factor was "very important" and seven (31.81 per cent) felt that it was "important". There were seven negative responses (31.81 per cent) including four responses of "slight importance" (18.18 per cent), and three responses of "not considered" (13.63 per cent). Three junior colleges did not respond to this item on the questionnaire (13.63 per cent). The mean response was computed to be 2.32.

d. The next responses were in reference to the factor of the influence of the school board on the existence of Russian in the foreign language curriculum. Five of the junior colleges (22.72 per cent



of those responding to this questionnaire) gave responses which fell within the positive range. There was only one school which responded that this factor was "very important" (4.54 per cent). Four schools indicated that this factor was "important" (18.18 per cent). Thirteen of the responses (59.08 per cent) were in the negative range. Three schools (13.63 per cent) answered "slight importance" and ten schools (45.45 per cent) answered "not considered". There were four respondents who did not place an answer by this item (18.18 per cent). The mean response was found to be negative at 1.27.

e. The fifth factor on this questionnaire was that of the influence of the four year colleges and universities on the junior college curriculum. Twelve of the responding junior colleges answered this item in the positive range. This amounted to 54.54 per cent of the responding institutions. Two respondents (9.09 per cent) chose the response "very important" but ten (45.45 per cent) chose "important". Seven of the responses were negative and all seven (31.81 per cent) were "not considered". Three questionnaires had no response to this item (13.63 per cent). The mean response was 1.86.

f. For the Form A questionnaire dealing with Russian, the factor of the availability of an instructor received

a positive response of ten responses (45.45 per cent). Six of these responses (27.27 per cent) were "very important" and the remaining four (18.18 per cent) were "important". Nine schools answered this question in the negative range (40.90 per cent). Four of these negative responses (18.18 per cent of the total number of responses) were in the "slight importance" category. Five responses (22.72 per cent) were "not considered". There was no response to this item on three of the questionnaires (13.63 per cent). The mean response to this item was found to be 2.07.

g. The seventh item on this questionnaire dealt with the influence of the area secondary schools' curriculums. The response to this question was divided equally between the positive and the negative ranges of response. There were ten positive responses and there were ten negative responses; each equalling 45.45 per cent of the total number of responses to this questionnaire. The break down of response by individual categories was: "Very important" - four responses (18.18 per cent); "important" - six responses (27.27 per cent); "slight importance" - three responses (13.63 per cent); and "not considered" - seven responses (31.81 per cent). This item was not responded to by two of the schools (9.09 per cent). The mean response was computed to be 1.85.

h. The next item dealt with the availability of the needed finances as a determinant of the junior college curriculum. The positive response was seven responses (31.81 per cent); of which four responses (18.18 per cent) were for "very important" and three responses (13.63 per cent) were for "important". The eleven negative responses (49.99 per cent) consisted of three "slight importance" (13.63 per cent) and eight "not considered" (36.36 per cent). One respondent wrote in the response, "not investigated" (4.54 per cent). Three respondents did not answer this question (13.63 per cent). The mean response was determined to be 1.66.

i. The ninth factor on this questionnaire was the availability of physical facilities as a curriculum determinant. Six responses to this question (27.27 per cent) were on the positive end of the response scale; two (9.09 per cent) were "very important" and four (18.18 per cent) were "important". Thirteen schools, or 59.08 per cent of the total response, responded to this question on the negative end of the scale. There were three schools (13.63 per cent) which answered "slight importance" and ten schools (45.45 per cent) which answered "not considered" to this item. Three of the schools did not respond to this question (13.63 per cent). The mean response for this item was 1.39.

j. In the space for additional factors to be written in, one respondent made two comments: "We could possibly spread ourselves too thin by offering too many foreign languages. We offer French and Spanish." and "We felt our students would prefer French and Spanish and did not give much consideration to offering Russian." Both of these comments were checked on the form as being "very important".

#### 4. Spanish

There were thirty-one completed responses to Form A for Spanish. This is a response of 72.09 per cent. According to the responses to the first question, twenty-two of the responding schools (70.96 per cent) offered Spanish. Two schools (6.46 per cent of those responding) did not offer this language, and five schools (16.12 per cent) failed to indicate if they offered the language or not.

a. The first of the items in the second section dealt with the influence of the community on the junior college curriculum. Eighteen of the respondents (58.06 per cent) chose one of the two positive responses. Ten schools (32.25 per cent) chose "very important" and eight schools (25.80 per cent) chose "important". The negative response from twelve schools (38.70 per cent) was made up of nine "slight importance" responses (29.03 per cent) and three "not considered" responses (9.67 per cent). One school (3.22 per cent) did not answer this question. The computed mean

response was 2.33.

b. The second factor to be evaluated by this questionnaire was that of the opinions of the student body. Twenty-six of the schools answering this questionnaire (83.87 per cent) responded to this item by choosing one of the two positive responses. Eleven respondents (35.48 per cent) selected "very important", while fifteen respondents (48.38 per cent) chose "important". Only three institutions (9.67 per cent) selected a negative response and all three were the same, "slight importance". There were no responses in the "not considered" category. There was, in addition to these responses, one write-in comment: "We thought our students would want Spanish." One respondent (3.22 per cent) did not answer this question. The mean response to this item was computed to be 2.77.

c. To the factor of faculty-administration influence, twenty-two of the schools responding for Spanish selected one of the positive responses. This 70.96 per cent positive response was made up of twelve "very important" responses (38.70 per cent) and ten "important" responses (32.25 per cent). The negative responses was 19.35 per cent (six schools). Five schools (16.12 per cent) answered this question by checking the "slight importance" response while the last school chose "not considered". One school

(3.22 per cent) selected none of the responses provided on the questionnaire and wrote in the comment "not consulted". There were two schools which did not respond to this specific item (6.45 per cent). The mean response was 2.67.

d. The next factor covered by the form, that of the wishes of the school board, received only twelve positive responses (38.70 per cent). Of the twelve positive responses, four (12.90 per cent) were "very important" and eight (25.80 per cent) were "important". The negative response from fifteen schools (48.38 per cent) consisted of four (12.90 per cent) "slight importance" and eleven (35.48 per cent) "not considered". There were four (12.90 per cent) schools which did not respond to this item. The computed mean response was 1.67.

e. The fifth factor was the influence of the four year colleges and universities. Nineteen of the schools responding (61.29 per cent) checked answers in the positive range. Nine schools, or 29.03 per cent, selected the answer "very important". Ten schools, or 32.25 per cent, chose the response "important". The negative response to this item amounted to 25.80 per cent (eight responses). Three schools (9.67 per cent) checked the "slight importance" response while five (16.12 per cent) checked "not considered". Four schools (12.90 per cent) did not

answer this question. The mean response was 2.35. f. Fourteen respondents (45.16 per cent) selected positive answers to the question about the influence of the availability of teachers. There were seven schools choosing the response "very important" (22.58 per cent) and an equal number choosing "important". There were also fourteen schools (45.16 per cent) making their selection from the negative responses. The response was divided between "slight importance" and "not considered" with four responses (12.90 per cent) and ten responses (32.25 per cent) respectively. There were three schools not responding to this item (9.67 per cent) and the mean response was 1.89.

g. The factor of the influence of the area secondary schools was evaluated next. Fourteen respondents, or 45.16 per cent of those responding to this questionnaire, answered this question in the positive range with six respondents (16.35 per cent) selecting "very important" and eight respondents (25.90 per cent) choosing "important". There were thirteen responses (41.93 per cent) in the negative range. Eight of these (25.80 per cent) were "slight importance" and five (16.12 per cent) were "not considered". To this question, four schools (12.90 per cent) made no response. The mean response was computed to be 2.05.

h. The eighth factor on the questionnaire was that

of the financial resources of the school. There was a positive response to this question of twelve responses (38.70 per cent), which consisted of four "very important" responses (14.90 per cent) and eight "important" responses (25.80 per cent). The negative response (fifteen responses, 48.38 per cent) was made up of four "slight importance" responses (12.90 per cent) and eleven "not considered" responses (35.48 per cent). The number of those who did not respond to this item was four (12.90 per cent). The mean was found to be 1.68.

i. When asked about the effect of the physical facilities on the foreign language curriculum, ten of those responding (32.25 per cent) selected the positive range. Four (12.90 per cent) indicated that this factor was "very important" and six (19.35 per cent) indicated that it was "important". The negative response was 54.83 per cent (seventeen responses). The number of schools choosing "slight importance" was four (12.90 per cent) while the response "not considered" was chosen by thirteen schools (41.93 per cent). One again there were four schools (12.90 per cent) for whom there was no response to this question. Computation established the mean response to be 1.53.

j. The space for the respondent to add factors not covered in the questionnaire was used by three



schools. "The need for a language requirement of a community college student" was the comment of one of these schools. The others were: "To offer courses that students would want and need to transfer to four year schools" and "To offer a complete program to meet a wide variety of needs for a wide variety of students."

##### 5. Other Languages

Completed responses were also received for Hebrew, Japanese, Italian, and Swahili. The one response received for Hebrew indicated that the reason this language was not offered by the school responding was a lack of desire on the part of the community. There was one completed questionnaire returned for Japanese and it indicated that the reason for this language not being offered was also a lack of interest on the part of the community. Two questionnaires were returned for Swahili. One was from a school where the language was offered and the other from a school where it was not. These responses indicated that here, too, the community desires and, to a lesser extent, the desires of the student body were the factors causing the language to be offered or not offered. Four completed questionnaires for Italian were returned, all of them from schools offering Italian. Again the two factors carrying the most weight in the decision to offer the language were community desire and, to a lesser degree, student body interest.

## 8. Analysis of Form A for Combined Languages

The combined totals from Form A for all languages were then subjected to the same statistical procedures to which they had been subjected individually. This was done to provide an over-all picture of the responses. In addition to this combined analysis, these totals were used in the computation of a standard of deviation for each of the items on Form A, in order to give an indication of the reliability of the survey.

a. The total number of responses to the first factor covered in Form A, community desire, was 110. Seventy-two of the responses (55.45 per cent) were within the positive range. There were forty-two (38.18 per cent) "very important" responses and thirty "important" responses (27.27 per cent). The negative response was 34.18 per cent (thirty-eight responses). "Slight importance" received twenty-four for these (21.81 per cent of the total) and "not considered" received the remaining fourteen, (12.72 per cent). When computed, the mean response was found to be 2.50. The standard deviation for this item was 1.048.

b. One hundred and four schools responded to the second item on this questionnaire which dealt with the influence of the desires of the student body. Ninety-three of these, or 89.42 per cent, fell into the positive range. This number consisted of

forty-five (43.26 per cent) responses of "very important" and forty-eight (46.15 per cent) responses of "important". The negative response of eleven schools (10.57 per cent) consisted of nine schools (8.65 per cent) with responses of "slight importance" and two schools (1.92 per cent) with responses of "not considered". The mean response was 2.80 and the standard deviation was .2958.

c. The third item (faculty and administration influence) received a total of 104 responses of which eighty-three (79.80 per cent) were within the positive range. Forty-two (40.38 per cent) of these were "very important" and forty-one (39.42 per cent) were "important". Twenty-one of the responses (20.18 per cent) were negative with fifteen responses of "slight importance" (14.42 per cent) and six responses of "not considered" (5.76 per cent). The computed mean response was 2.64. There was a standard deviation of .7580.

d. There were ninety-seven responses to the item dealing with the influence of the school board. Forty-three schools (44.32 per cent) responded to this item positively. Fifteen of the questionnaires (15.46 per cent) carried the response "very important" and twenty-eight (28.86 per cent) carried "important" as their response. Fifty-five of the responses were negative (56.70 per cent). Twelve schools responded

with "slight importance" (12.37 per cent) and the remaining forty-three schools (44.32 per cent) chose "not considered". When computed, the mean response was established as being 1.67. The standard deviation was 1.1522.

e. For the fifth item, which dealt with the influence of the four year colleges and universities, there was a total response of 102 completed questionnaires. The positive response (seventy-two schools, 70.57 per cent) consisted of twenty-nine responses (28.43 per cent) "very important" and forty-three responses (42.14 per cent) "important". There was a negative response to this item of 29.40 per cent (thirty responses). Seven of the schools (6.86 per cent) answered this item by checking the "slight importance" response and twenty-three schools (22.54 per cent) checked "not considered". The mean response was 2.26 and the standard deviation was 1.0952.

f. To the item which dealt with the influence of the availability of a qualified instructor on the foreign language curriculum, there were 103 responses. The positive response was 48.52 per cent (fifty schools). Twenty-four respondents, or 23.30 per cent, selected "very important" as the most suitable of the responses. Twenty-six schools (25.24 per cent) selected the response "important". The negative response to this item amounted to fifty-three schools or 51.45 per cent

of the total response. There were eighteen responses of "slight importance" (17.48 per cent) and thirty-five responses of "not considered" (33.98 per cent). The computed mean response was 1.87. The standard deviation was established to be 1.1751.

g. One hundred and four schools responded to the seventh item on the questionnaire, the one dealing with the influence of the area secondary schools on the junior college. Fifty-three of the schools, (50.95 per cent) checked responses in the positive range. The response "very important" was selected by eighteen schools (17.30 per cent) while "important" was selected by thirty-five schools (33.65 per cent). Fifty-one schools (49.03 per cent) selected negative responses. This negative response consisted of twenty-five "slight importance" responses (24.03 per cent) and twenty-six (25.00 per cent) "not considered". The mean response was computed to be 2.00. The standard deviation was 1.0000.

h. Of the ninety-seven responses to the eighth item (the financial resources of the institution) forty-eight (45.23 per cent) were positive and fifty-three (54.53 per cent) were negative. The break-down of the response by categories was: "very important" - sixteen responses (16.47 per cent); "important" - twenty-eight responses (28.76 per cent); "slight importance" - thirteen responses (13.29 per cent);

and "not considered" - forty responses (41.23 per cent). The mean response was 1.70 and the standard deviation was 1.1459.

i. There were 101 completed responses to the ninth item. This item, which dealt with the influence of the physical facilities, had a positive response of thirty-three schools, or 33.60 per cent. The positive response was divided between the responses "very important" and "important" with thirteen schools (12.81 per cent) selecting "very important" and twenty-one schools (20.79 per cent) selecting "important". Sixty-seven schools (66.83 per cent) selected answers in the negative range with eighteen of these (17.82 per cent) choosing "slight importance" and forty-nine (48.51 per cent) choosing "not considered". The mean response was 1.48 and the standard deviation was 1.0988.

j. The option of a write-in response was made use of eleven times.

### C. Analysis of Form B Response

Form B, the questionnaire which asked the respondent to indicate if a given factor would be considered in the choice of a new foreign language to be added to the existing program, received a total response of thirty-one, or 72.09 per cent of the Illinois public junior colleges. The respondents selected one of the four following answers for each of the items: "very probable", "probable", "slight probability", and

"highly unlikely".

a. The first item on this form, which has been described in Chapter III, dealt with community influence. Twenty-five of the replies (80.64 per cent) were positive. Fourteen schools (45.16 per cent) answered that the consideration of this factor was a "very probable" step in the selection of a new addition to the foreign language curriculum. Eleven other schools (35.48 per cent) answered that the consideration of this factor was "probable". There were six replies to this question in the negative range (16.35 per cent), all of which were in the "not probable" category. None of the respondents answered that the consideration of this factor was "highly unlikely". The mean response to this item was 2.75. The standard deviation for the responses to this item was computed to be .7505.

b. The second question dealt with the factor of student body desire. Thirty of the replies (96.77 per cent) were positive. Twenty-three schools (74.19 per cent) indicated that it was "very probable" that this factor would be considered while seven schools (22.58 per cent) replied by checking the response "probable". None of the schools responded with an answer in the negative range. One respondent (3.22 per cent) did not respond to this item on the questionnaire. The mean response was found to be 3.26 and

there was a standard deviation of only .4129.

c. To the next item which dealt with faculty/administration influence, the positive response was 90.32 per cent, or twenty-eight schools. Nineteen schools (61.29 per cent) answered this question with the selection "very probable" and nine schools (29.03 per cent) chose "probable". There was only one response (3.22 per cent) in the negative range. This school selected the response "highly unlikely". The mean response was established at 3.08. This item had a standard deviation of .6604.

d. The fourth item dealt with the influence of the local, elected school board. Here only five responses (16.12 per cent) were within the positive range. Three schools (9.67 per cent) selected the response "very probable" and two schools (6.45 per cent) selected "probable" as their response. The negative response of twenty-three (74.18 per cent) consisted of eleven "not probable" responses (35.48 per cent) and twelve "highly unlikely" responses (38.70 per cent). Three schools (9.67 per cent) made no response to this question. The mean response was 1.35. The standard deviation was .9142.

e. The question about the influence of the four year colleges and universities received a positive response of 90.31 per cent (twenty-eight responses). There were eighteen schools, or 58.06 per cent of the schools



responding, choosing "very probable" as their response and ten schools, or 32.25 per cent, selecting "probable". For this item, there was no school selecting a negative response, but there were three schools (9.67 per cent) not responding. The computed mean response was 3.07 while the standard deviation was found to equal .4746.

f. The sixth item asked about the availability of qualified instructors as a factor influencing the choice of a foreign language by the junior college. This question elicited a positive response amounting to eighteen schools or 58.06 per cent. Seven of these responses (22.58 per cent) were in the "very probable" category. The remaining positive responses (eleven schools, 35.48 per cent) fell into the "probable" category. Ten of the responses to this item were negative (32.25 per cent). This included seven responses (22.58 per cent) for "not probable" and three responses (9.67 per cent) for "highly unlikely". In addition, two respondents (6.45 per cent) wrote in answers to this question. These responses were: "No problem, all available." and "Not an operative factor". One respondent did not answer this question (3.22 per cent). For this item, the mean response was 2.38 and the standard deviation was .9441.

g. The seventh item on Form B asked if the school would choose to offer a language because the area

high school(s) offered it. Sixteen responses (51.60 per cent) were within the positive range with five (16.12 per cent) responses of "very probable" and eleven (35.48 per cent) responses of "probable". Ten responses, or 32.25 per cent, were negative. The response "not probable" was selected by eight of the respondents (25.80 per cent) while two respondents (6.45 per cent) selected "highly unlikely". Two additional respondents (6.45 per cent) had write-in answers to this question. One of the respondents wrote in that this was "not an operative factor" and the other wrote in the word "possible" as his response. Three schools (9.67 per cent) did not make any response to this item. The mean response was established at 1.84. The standard deviation was computed to be .9422.

h. The eighth item was the converse of the seventh and asked if the junior college would offer a foreign language because the area high school(s) did not offer it. Seven schools (22.57 per cent) responded to this question in the positive range. One school responded that such a course of action was "very probable". This response equalled 3.22 per cent of the total response. Six schools, or 19.35 per cent, indicated that this course of action was "probable". Sixteen schools (51.60 per cent) answered this

question with responses in the negative range. The response "not probable" was chosen by 41.93 per cent of the respondents (thirteen schools). Three schools (9.67 per cent) selected the response "highly unlikely". Once again, the two responses "not an operative factor" and "possible" were written in by two of the schools (6.45 per cent). There was no response to this item by six of the schools responding to the questionnaire (19.35 per cent). The computed mean response was 1.71 while the standard deviation was .7193.

i. The space provided for the respondent's write-in answers was not used by any of the respondents to this questionnaire.

j. The tenth item asked the respondents to choose the three factors on the questionnaire which they felt to be the most important. The factor of community desire received sixteen responses (51.61 per cent); the factor of student body desire received twenty-six responses (83.87 per cent); the factor of faculty/administration opinion received twenty-two responses (70.96 per cent); the factor of the influence of the local school board received one response (3.22 per cent); the factor of the influence of the four year colleges and universities received sixteen responses (51.61 per cent); the influence of the availability of qualified instructors received six responses (19.35

per cent); the positive influence of the high school curriculum received one response (3.22 per cent); and the negative influence of the area secondary school also received one response (3.22 per cent). Although the respondents were each allowed to select three factors, some of the responding schools did not make use of their full quota of possible responses. Four of the possible responses were not used by those answering this question.

k. The eleventh item requested that the respondents select those factors which they felt were the least important factors listed. Here, community desire received five responses (16.12 per cent); student body desire received no responses; faculty/administration influence received one response (3.22 per cent); the influence of the local school board received twenty-one responses (67.74 per cent); the influence of the four year colleges and universities received three responses (9.67 per cent); the availability of instructors received twelve responses (38.70 per cent); the positive influence of the high schools received fifteen responses (48.38 per cent); and the negative influence of the high schools received twenty-three responses (74.19 per cent).

As was true in item ten, some respondents did not use all of the responses available to them. Fourteen possible responses were not used by those

completing the questionnaire and one of the respondents selected four items instead of three.

D. Item Analysis of Factors in Forms A and B

An analysis of the above information leads to the following interpretations.

1. The factor of community influence is shown by the survey to be significant and positive. The evidence which leads to this conclusion is as follows: the responses to Form A show a significant positive trend. The responses for French, Russian, and Spanish all had the greater response in the "very important" category (the responses for the specific languages were: French - 30.00 per cent, Russian - 36.36 per cent, and Spanish - 32.25 per cent), and the greatest response for German was also in a positive category with a 29.62 per cent response for "important". Each of the languages had better than half of their total response in the two positive categories. French had a positive response of 56.66 per cent, German a positive response of 55.54 per cent, Russian a positive response of 63.63 per cent, and the positive response for Spanish was 58.06 per cent. All of the responses for Hebrew, Japanese, Swahili, and Italian were in the "very important" category. The mean response for each of the languages to this question about the community influence on the curriculum was in the positive range. The mean responses for French (2.35) and Spanish (2.33) were not only positive but also significant. The mean response for Russian was 2.71 which was both positive and very significant. The combined

mean response for all languages of 2.50 was also positive and very significant. However, the standard deviation of 1.048 was a little too large to show adequate consistency of response to this item.

The Form B responses dealing with the factor of the influence of the community indicated a very significant, positive trend. The greatest response was in the category of "very probable" with 45.16 per cent of the respondents selecting this response on the questionnaire. The majority of the responses were positive with 80.64 per cent of the respondents choosing one of the positive responses. The mean response was found to be 2.75 which is positive and very significant. In addition, 51.61 per cent of the responding schools indicated that this factor of community desire was one of the three most important factors to be considered in choosing a foreign language to add to the curriculum. The standard deviation for this item on Form B was .7505, which is well below the acceptable upper limit.

2. The responses to Form A for the factor of the student body desires show a very significant positive trend. Three of the four most commonly offered languages had their greatest percentage of responses in the "important" category with French, German, and Spanish having responses of 46.66 per cent, 44.44 per cent, and 48.38 per cent respectively in this category. The category of greatest response for Russian was "very important" with 50.00 per cent having selected this

answer. For all languages, the majority of the response fell in the positive range, (French - 79.99 per cent positive, German - 77.77 per cent positive, Russian - 81.81 per cent positive, and Spanish - 83.87 per cent positive). Every one of the responses to this item for Swahili and Italian were "very important". (There were no responses to this question for Hebrew and Japanese.) The mean responses for each of the four major languages were within the positive range with those of French (2.75), Russian (3.02), and Spanish (2.77) being very significant. The mean response for German (2.22) while positive, was not far enough into the positive range to be labeled significant. The combined mean response for all languages, however, was positive and very significant (2.80). The standard deviation for the response to Form A was .2958 which shows great consistency in the responses and is well within the required range.

The responses to Form B were also characterized by a very significant, positive trend. The greatest response was found in the "very probable" category with 74.19 per cent of the schools selecting this response. The total positive response to this item was 96.77 per cent. There were no responses to this question in the negative range, but 3.22 per cent of those who responded to this questionnaire did not respond to this specific question. The mean response to the Form B item which dealt with the factor of student body desire was positive and very significant at 3.26. This factor was selected by 83.87 per cent of the respondents as one of the three most

important. Here again the standard deviation (.4129) was found to be well within the acceptable limit of 1.0000. On the basis of the above information, the factor of the student body desire was labeled positive and very significant.

3. The factor of faculty/administration influence is indicated by the evidence to be positive and very significant. The responses to Form A show a very significant trend toward the positive. Two of the four most commonly offered languages had the highest percentage of their responses in the "very important" category. French had a "very important" response of 50.00 per cent and Spanish had one of 38.70 per cent. The answer which received the greatest number of responses for German and Russian was "important" with 40.74 per cent and 31.81 per cent respectively. All four of the major languages had an absolute majority of their responses fall within the positive range (French 86.66 per cent, German 74.04 per cent, Russian 54.53 per cent, and Spanish 70.96 per cent). All of the responses for the other languages were also positive. The computed mean responses were also positive. The mean responses for French (2.53), German (2.58), and Spanish (2.67) were all positive and very significant. The mean response for Russian (2.23) was also positive and significant. The computed mean response for all languages was 2.64 which is positive and very significant. The standard deviation was within the accepted range at .7580.

Form B also provided evidence of a very significant positive trend. The greatest response on this question came



at the "very probable" level with 61.29 per cent of the respondents selecting this answer. The total positive response was 90.32 per cent. The mean of 3.08 is very significant and positive. It was felt by 70.96 per cent of the respondents that this factor was one of the three most important and the standard deviation was acceptable at .6604.

4. The factor of elected school board influence is shown by the evidence to be negative to such a degree as to be significant, although a lack of consistency in the response would tend to make this conclusion questionable. The response to Form A indicates a strong negative trend. The greatest frequency of response for this question for all languages was at "not considered". There was an absolute majority of negative response, however, only for Russian (59.08 per cent). The responses for French (40.00 per cent negative, 39.99 per cent positive) and German (44.44 per cent positive, 44.44 per cent negative) were evenly split. There were more negative (48.38 per cent) than positive (38.70 per cent), but no absolute majority was achieved. The other languages had three-fourths of their responses in the negative range, and one-half of the responses were at the "not considered" level. The mean response for each of the languages was negative with those for French (1.50) and Russian (1.27) very significant and those for German (1.75) and Spanish (1.67) significant. The computed mean response for all languages (1.67) was negative and significant. However, the standard deviation of

1.1522 is too great to show an adequate degree of consistency.

The responses to this factor of school board influence on Form B are negative and very significant. The greatest response was at the "highly unlikely" level with this answer selected by 38.70 per cent of the responding schools. The majority of the responses was negative (74.18 per cent). The mean response was 1.33 (negative and very significant). Sixty-seven point seventy-four per cent of the responding schools selected this factor as one of the three least important factors to be considered in choosing a language to add to the curriculum. On Form B, the standard deviation was .9143, which is approaching the upper limit of acceptability.

5. The factor of the influence of the four year colleges and universities is indicated by the evidence to be positive and significant, although there is disagreement as to degree between the two questionnaires. Form A shows a positive trend, but there is a great deal of inconsistency in the returns. For each of the four most commonly offered languages, the area of greatest response was "important", with this answer being chosen by 40.00 per cent of the respondents for French, 40.74 per cent of the respondents, for German, 45.45 per cent of the respondents, for Russian, and 61.29 per cent of the respondents for Spanish. While the majority of the responses for French, German, Russian, and Spanish are positive, (French-76.66 per cent, German 62.96 per cent, Russian-54.54 per cent, and Spanish -61.29 per cent) the majority of the responses for

the other, less commonly offered languages are all in the negative range. The mean responses show no consistency from language to language. The mean for French (2.57) is positive and very significant. The mean for German (2.16) is positive but not significant. The mean for Spanish (2.35) is positive and significant, and the mean for Russian (1.86) is negative but not significant. However, the total computed mean response of all languages is 2.26, which is positive and significant. The standard deviation, however, is, as could be expected from the above, greater than acceptable at 1.0952.

The response to Form B is positive and very significant and does not show the inconsistency which characterized the response to Form A. The response chosen with the greatest frequency was "very probable". In fact, this response received an absolute majority of the response (58.06 per cent) with the total positive response amounting to 90.31 per cent of the schools answering this questionnaire. There were no negative responses to this question; the remaining 9.69 per cent having not responded to this item. The computed mean response was 3.07, which is positive and very significant. It was indicated by 51.61 per cent of the responding schools that this factor was felt to be one of the three most important. The standard deviation was computed to be a low.4746.

6. The results of this survey for the factor of instructor availability are ambiguous. Form A shows a negative trend, but it is not large enough to be considered

significant. The area of greatest response was at the "not considered" level for French (30.00 per cent), German (37.03 per cent), and Spanish (32.25 per cent), but was at the other end of the scale at "very important" for Russian (27.27 per cent). Only on the questionnaire for French was there an absolute majority of response for either positive or negative (53.35 per cent negative). The responses for German (44.44 per cent positive, 48.14 per cent negative), Russian (45.45 per cent positive, 40.90 negative), and Spanish (45.16 per cent positive, 45.16 per cent negative) were almost evenly split, as were the responses for the other languages. Only one of the mean responses was significantly high or low. The mean for German (1.74) was negative and significant. The means for French (1.78) and Spanish (1.89) were both negative but not enough to be significant. The mean for Russian (2.07) was positive but not significant. The mean response for all languages was computed to be 1.87, negative but not significant. The standard deviation of 1.1751 was too high to be accepted.

The Form B responses were positive and significant. The area of greatest response was at the "probable" level (35.48 per cent). The majority of the respondents selected answers from the positive range (58.06 per cent), and the mean response was established at 2.38, which is positive and significant. However, 38.70 per cent of the responding schools selected this factor as one of the three least important. In spite of this apparent inconsistency the standard deviation for this

item was within the acceptable range at .9441.

7. The response to the factor of the influence of the foreign language curriculum of the area high school(s) was also ambiguous. The response of greatest frequency varied for the different languages. For French and German, it was "important" (French 36.66 per cent and German 33.33 per cent). The area of greatest response for Spanish was evenly split between "important" and "slight importance" with each receiving 25.08 per cent of the responses. For Russian, the response receiving the greatest number of check marks was "not considered", which was selected by 31.81 per cent of the respondents. French was the only language for which there was an absolute majority of the respondents selecting either positive or negative responses. Here 53.33 per cent of those responding chose answers in the positive range. German(44.44 per cent positive, 48.14 per cent negative), Russian (45.45 per cent positive, 45.45 per cent negative), and Spanish (45.16 per cent positive, 41.93 per cent negative) were evenly divided between positive and negative responses. The less offered languages had responses which were approximately three-fourths negative. The computed mean responses (French-2.01, German-1.82, Spanish-2.05, and Russian-1.85) indicated a complete lack of trends with two positive and two negative and no one of them significant. The standard deviation for this item was exactly 1.0000.

This factor of secondary school influence was covered by two items on Form B. The first of these asked if the

junior college would offer a language that the area high school(s) offered. The greatest response to this question was at the "probable" level with a response of 35.48 per cent. There was a 51.60 per cent positive response to this question, but the mean response was 1.84 which is negative although not significant. This factor was chosen by 48.38 per cent of the responding schools as one of the three least important. The standard deviation was .9422, showing an adequate though not great consistency of response. The second item on Form B dealing with the influence of the secondary school(s) curriculum asked if the junior college would offer a language which the area high school(s) did not offer. The greatest response to this question was at the "not probable" level (41.93 per cent). The majority of the responses (51.60 per cent) were negative and the mean response was 1.71, which is negative and significant. The factor was chosen by 74.19 per cent of the respondents as one of the three least important factors to be considered in selecting a foreign language to add to the curriculum. The standard deviation was an acceptable .7193.

8. The factor of financial resources was indicated by the evidence to be negative but not significantly great. The highest percentage of Form A response was at the "not considered" level for French (36.66 per cent), Russian (36.36 per cent), and Spanish (35.48 per cent), while the highest percentage of response for German was divided equally between "important" and "not considered", with each receiving 29.62

per cent of the responses. No absolute majority was evidenced for any language but a slight negative trend was visible. Three of the major languages had a slightly larger negative return than positive (French-40.00 per cent positive, 43.32 per cent negative; Russian-31.81 per cent positive, 49.99 per cent negative; and Spanish-38.70 per cent positive, 48.38 per cent negative), while the fourth demonstrated an equally slight trend toward the positive (German-48.14 per cent positive, 40.74 per cent negative). All of the responses for the other languages were negative. The means for all languages were negative, and those for French (1.66), Russian (1.66), and Spanish (1.68) were far enough from the center to be significant. The mean for German (1.70) was also negative but not significant. The mean response for all languages (1.68) was negative and significant. The standard deviation was computed to be 1.1484, which indicates an inconsistency in the response. There was no item on Form B dealing with this factor.

9. The factor of availability of physical facilities was judged to be negative and significant. The greatest response was at the level of "not considered" with 40.00 per cent of the French, 44.44 per cent of the German, 45.45 per cent of the Russian, and 41.93 per cent of the Spanish responses selecting this category. For each of the languages, the majority of response was in the negative range. The return for French was 56.66 per cent negative, that for German, 62.95 per cent, for Russian, 59.08 per cent, and for Spanish, 54.83 per cent

negative. All of the computed means were negative. Three of the mean responses (French-1.50, German-1.45, and Russian-1.39) were negative and very significant, and one mean response, (Spanish-1.53) was negative and significant. The computed mean response for all languages was 1.48, which is negative and very significant, but the standard deviation was 1.0988, which is slightly larger than desired and indicates a lack of uniformity in the response.



## CHAPTER V

### CONCLUSIONS

This survey of the Illinois junior colleges, an attempt to ascertain what factors determine the foreign language curriculum, has yielded a division of the proposed factors into three categories: those factors which, according to the evidence of the questionnaires, do influence the junior college curriculum; those factors which, according to the same evidence, do not influence the junior college curriculum; and those factors for which the evidence is ambiguous.

The factor indicated by the respondents as having the strongest influence was the needs and desires of the students, as they were perceived by those individuals who made the curriculum decisions. There was no evidence of any systematic attempt to determine what the specific desires of the students might be, but the desire on the part of the junior colleges to serve their students was of primary importance.

The factor which received the second largest positive response was the influence of the faculty/administration. This response confirms the published opinions reported in Chapter II that the administrators of a school are its curriculum leaders, and in their determination of the curriculum they are aided and advised by the faculty. Further research

is now needed to establish the relative roles of these two groups, the administration and the faculty,

The influence of the community was also one of the factors which were indicated by the response to have an effect upon the process of curriculum determination. According to the evidence gathered by this survey, the community desires are the third most important factor in the selection of the foreign language curriculum, but it is interesting to note that, in the case of the less commonly offered languages, it was this factor of the community desire which determined whether or not the language was to be offered. Because this factor, community desire, encompassed such a broad number of factors, further research must be carried out to establish exactly what elements of the community directly influence the curriculum and to what degree.

The influence of the four year colleges and universities, the factor which received the most attention in the published literature, was also found to be a significant influence on the junior college curriculum, but at a level far below that of the three previously mentioned factors. Once again the less commonly offered languages do not follow the trend established by the other languages and have uniformly negative responses to this factor.

Thus, for French, German, Russian, and Spanish, the factors having the greatest influence are (in order of descending importance): the needs and/or desires of the student body, the belief of the faculty/administration that

the language should be offered, the desire of the community that the language be offered, and the influence of the curriculum and requirements of the four year colleges and universities. But, for the less commonly offered languages of Italian, Swahili, Hebrew, and Japanese, only the factors of community desire and student body desire were operative. The four year colleges and universities and the faculty/administration had no effect on the decision to offer or not offer these languages.

Those factors which the data categorize as having little or no effect on the foreign language curriculum were: the local, elected board of education; the physical facilities; and the financial status of the institution. The local school board, although it has the legal responsibility and authority over all aspects of the junior college, has allowed other elements, for the most part the administration, to make the curricular decisions and has been generally content to accept or reject decisions made by others.

The factors of physical facilities and financial ability of the institution were shown by the data to have very little influence upon the curriculum. Such influence as was exerted by these two factors was of a limiting nature. The lack of finances and/or physical facilities is indicated as having the power to prevent a language from being offered and/or added to the present curriculum, but if the institution had the necessary money and space, nothing in these two factors could be construed as favoring one language over another.

There were two factors investigated by the survey for

which the returns were ambiguous.viz. secondary school influence and instructor availability. There was no trend visible in the responses to those items dealing with the influence upon the curriculum of the area secondary school(s). The response was evenly split between those who felt that this factor was influential and those who felt that it was of no influence. The response was so evenly divided that the mean response for all languages to Form A was at the exact mid-point of the range of possible response. The two items dealing with this factor on Form B revealed that there was a greater probability that a language offered by the area high school(s) would be selected as part of the curriculum by the junior college than one which was not offered by the secondary school(s).

The responses dealing with the factor of instructor availability as a curriculum determinant were also ambiguous with responses on both sides of the mid-point. While the mean response for three of the languages on Form A was negative, the mean response for one language on Form A and the mean response to Form B were positive, though none of the means were high or low enough to be significant.

Both of these factors, the curriculum of the area high school(s), and the availability of qualified instructors, need further research to establish why they seem to have an influence on the curriculum on some of the junior colleges and have no influence on others. The possibility that the two factors are, to a certain extent, interrelated in that where the high

school(s) offer the language they act as a source of instructors for the junior college, should also be investigated.

Thus, of the nine factors listed on the questionnaires, four: the desires of the community, the needs and desires of the student body, the influence of the faculty/administration, and the influence of the four year colleges and universities, were established as having an effect on the foreign language curriculum of the junior college. Three factors (the local, elected school board, the physical facilities, and the financial status of the school) were determined to have no significant influence on the foreign language curriculum and two (the curriculum of the area high school(s) and the availability of instructors) could not be established as having a significant influence or as not having a significant influence.

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APPENDIX A

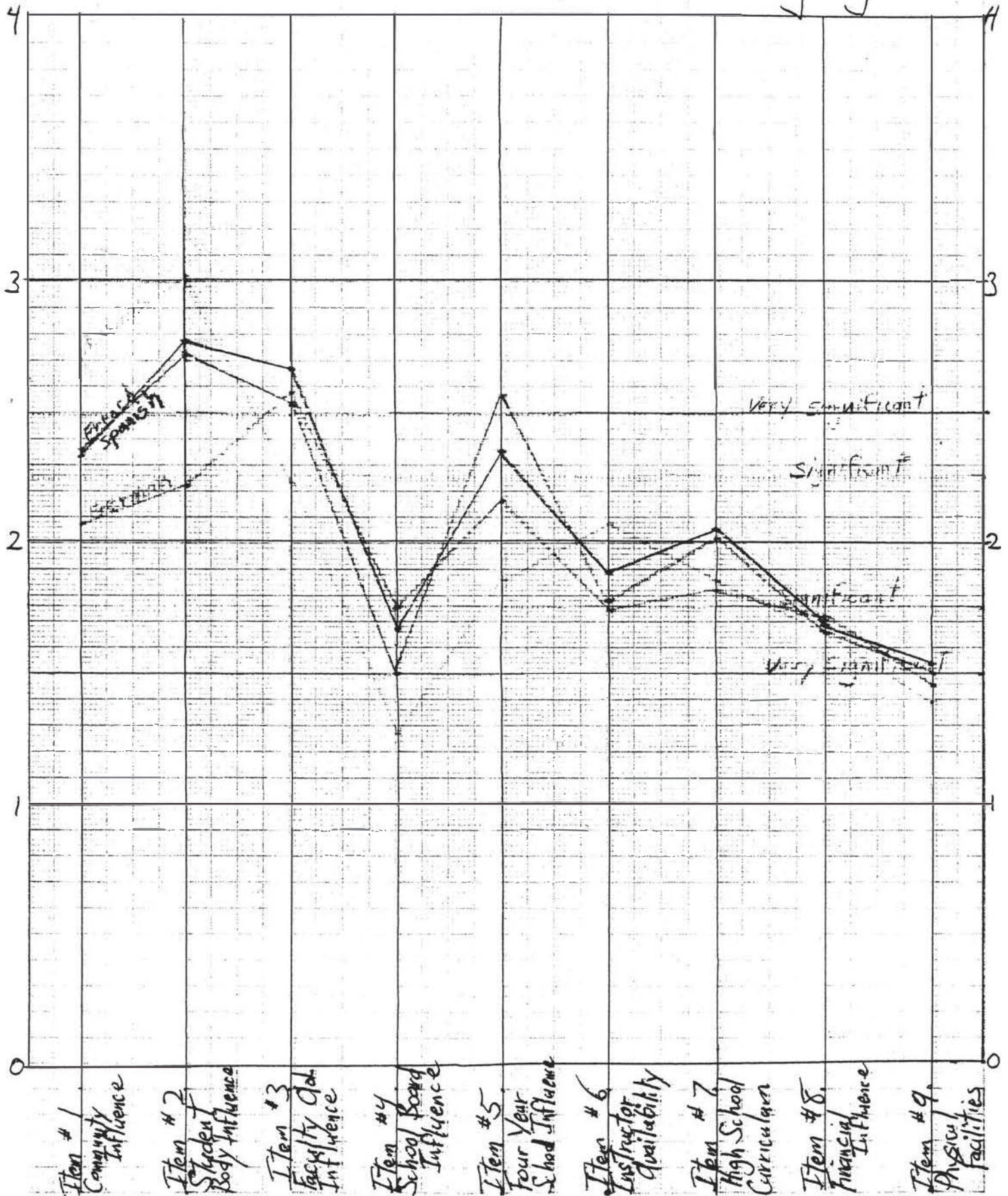
The Foreign Language Offerings at the Illinois Public  
Junior Colleges 1969-70

	French	German	Russian	Spanish	Others
Belleville Area College	x	x	x	x	
Black Hawk College	x	x	x	x	
Black Hawk College East	x			x	
Chicago City College nine branch campuses	x	x	x	x	Hebrew Italian Japanese Swahili
Danville Junior College	x			x	
College of DuPage	x	x	x	x	
Elgin Community College	x	x	x	x	
William Rainey Harper College	x	x	x	x	
Highland Community College	x	x		x	
Illinois Central College	x	x		x	
Illinois Valley Community College	x	x		x	
Joliet Junior College	x	x		x	Italian Swedish
Kankakee Community College				x	
Kaskaskia College	x	x		x	
College of Lake County	x	x		x	
Lincoln Land Community College	x	x		x	
John A. Logan College	x	x		x	
Lake Land College	x			x	

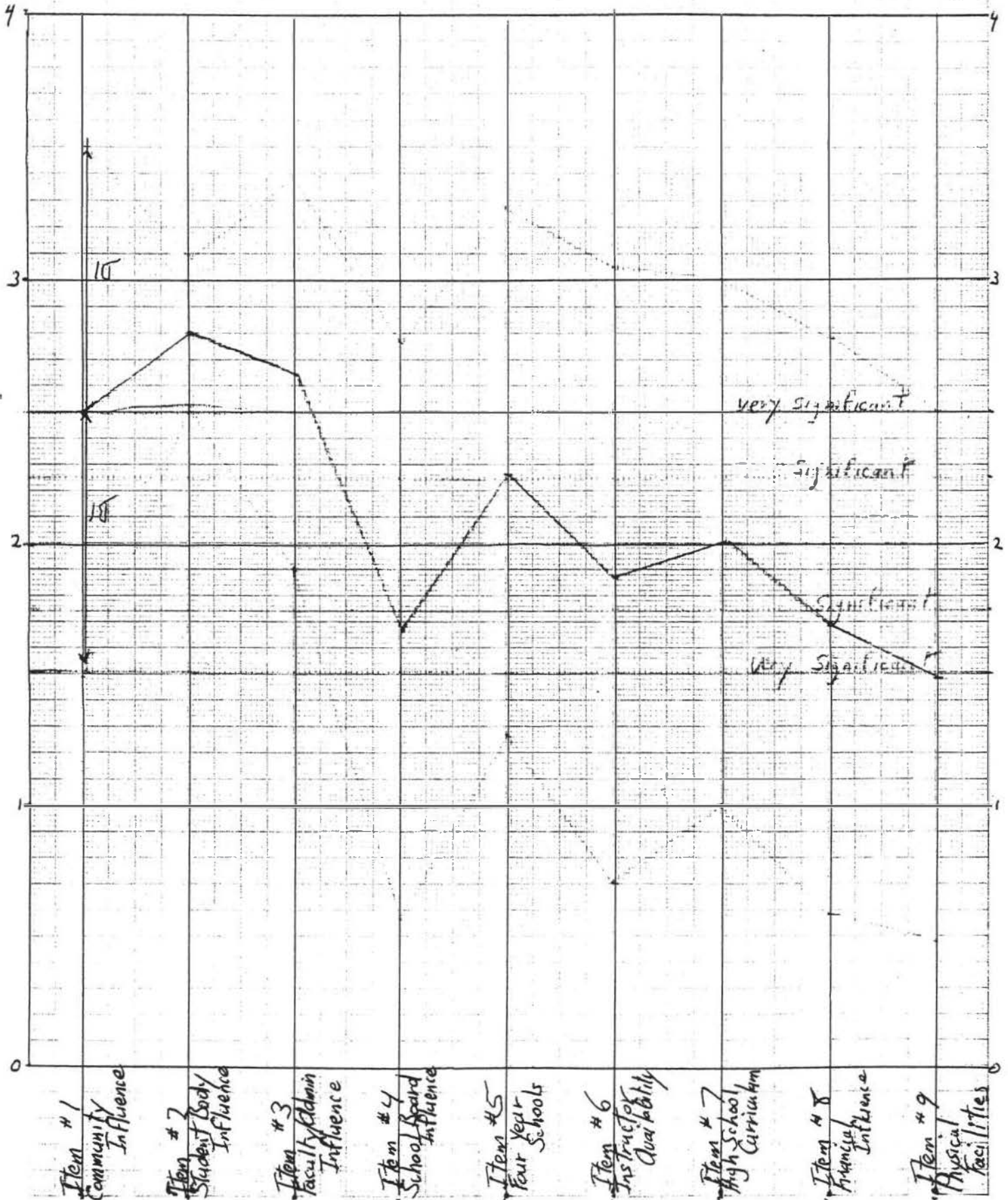


	French	German	Russian	Spanish	Other
Henry County College	x			x	
Moraine Valley Community College	x	x		x	
Morton College	x	x		x	Italian
Oiley Central College	x			x	
Parkland College	x	x		x	
Prairie State College	x			x	
Rend Lake College	x	x			
Rock Valley College	x	x	x	x	
Carl Sandburg College	x	x		x	
Sauk Valley College	x			x	
Shawnee Community College	x	x		x	
Southeastern Illinois College	x	x		x	
Spoon River College	x	x	x	x	
Thornton Community College	x	x		x	
Triton College	x	x	x	x	Italian
Waubesa Community College	x	x		x	
Wabash Valley College	x				

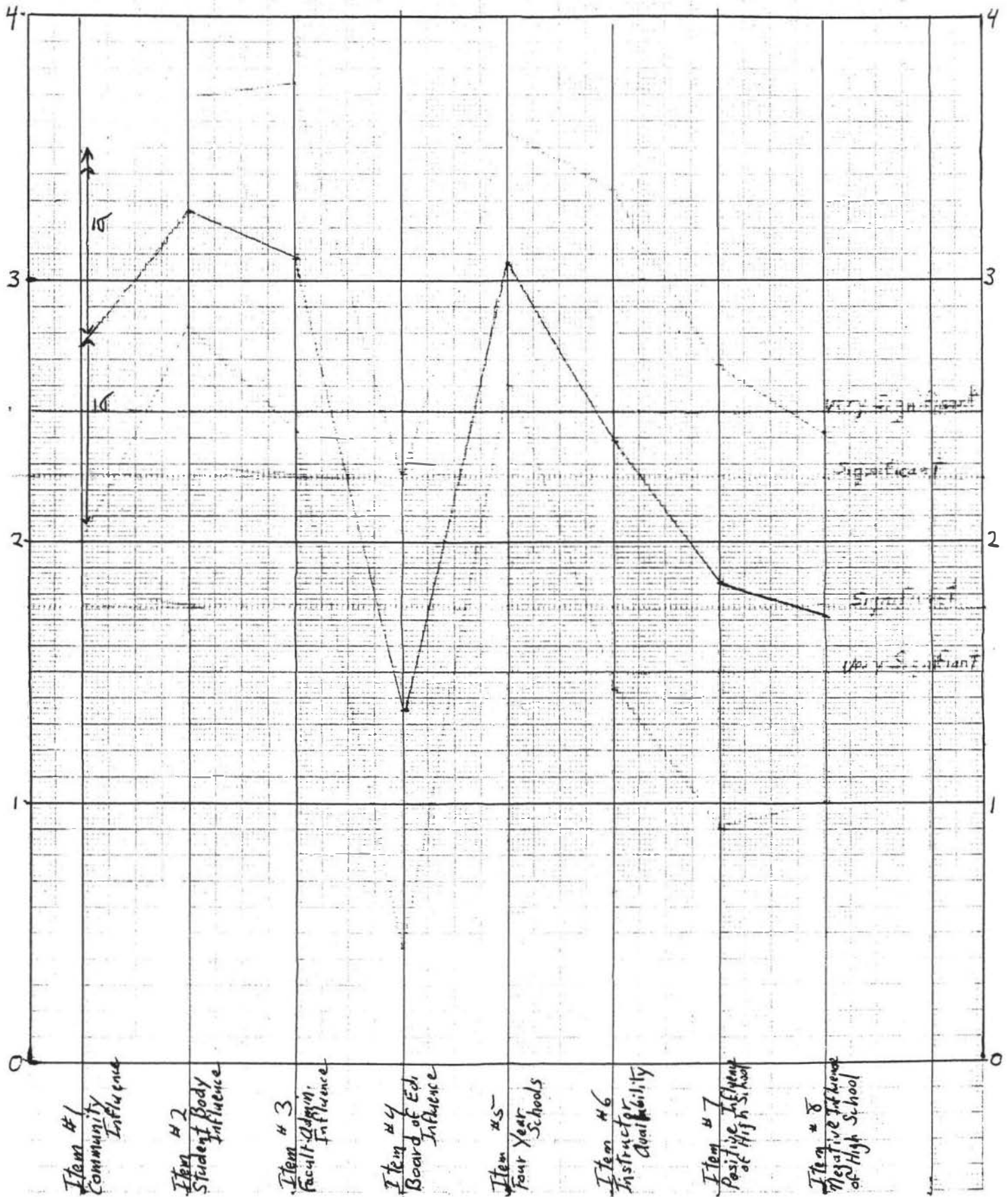
# Response To Form A (Individual Languages)



# Response To Form A (Combined and Standard Deviation)



# Response To Form B Mean and Standard Deviation



Does your school offer \_\_\_\_\_? yes \_\_\_\_\_ no \_\_\_\_\_

How many semesters (quarters) do you offer? \_\_\_\_\_

To what extent did the following factors influence the decision to offer (not offer) \_\_\_\_\_ at your institution? (Place a check in the appropriate area.)

	very important	important	slight importance	not considered
1 There was (not) a community desire to have this language offered.				
2 There was (not) a student body desire to have the language offered.				
3 There was (not) a belief on the part of the faculty and/or administrative staff that this language should be offered.				
4 There was (not) a desire on the part of the school board that this language be offered.				
5 There was (not) a feeling that offering this language would make our graduates more acceptable to the four year schools.				
6 There was (not) a qualified instructor readily available.				
7 The area high school(s) did (not) offer this language.				
8 There was (not) sufficient money available to offer this language.				
9 There were (not) adequate physical facilities available.				
10 other (explain)				

If your school were to decide to expand its foreign language program by offering an additional language, how would the language to be offered be chosen. Below are listed several possible courses of action, please check the degree of probability for their usage.

	very probable	probable	not probable	highly unlikely
1 We would check the community to see what they felt should be offered.				
2 We would check with the student body to see what they desired.				
3 We would check with the faculty/administration to see what they would recommend.				
4 We would ask the local board of education to decide and/or recommend a language to be offered.				
5 We would look to see what the four year school to which our graduates apply offer.				
6 We would check to see which languages had qualified instructors readily available.				
7 We would offer one of the languages that the area high schools offer.				
8 We would offer one of the languages that the area high schools do not offer.				
9 other (explain)				

10 Circle the numbers of the three possible courses of action which would be the most important in choosing the language to be offered.

1 2 3 4 5 6 7 8 9

11 Circle the numbers of the three possible courses of action which would be the least likely to be important in choosing the language to be offered.

1 2 3 4 5 6 7 8 9

Roger Hallinga  
536 Reynolds Dr.  
Charleston, Ill.  
Sept., 15, 1969

Dear Sir,

I am presently working toward my M.S. in Education degree at Eastern Illinois University and as part of my thesis work I am making a survey of the Illinois junior colleges in the field of Foreign Languages.

I would greatly appreciate it if you could take the small amount of time needed to fill in the enclosed questionnaires and place them in the pre-addressed, pre-stamped envelope for return to me.

There are two types of questionnaire included. You will find several copies of the first type, which deals with specific languages. There is one copy for each of the four most commonly offered foreign languages (French, German, Russian, and Spanish) along with one copy for each other foreign language which your most recent catalog shows you to offer. One extra copy has also been included in case your program has been expanded to include still another language.

There is only one copy of the second type of questionnaire which deals with the hypothetical choice of a language to expand the present program.

In filling out these questionnaires, please feel free to make any additions and/or comments you think may be valuable.

Yours.

Roger Hallinga