

**A COMPARATIVE STUDY OF THE STATE ADOPTED TEXTS FOR FIRST  
AND SECOND YEAR SPANISH IN TEXAS HIGH SCHOOLS**

**THESIS**

**Approved:**

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**A COMPARATIVE STUDY OF THE STATE ADOPTED TEXTS FOR FIRST-  
AND SECOND-YEAR SPANISH IN TEXAS HIGH SCHOOLS**

**THESIS**

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**By**

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## INTRODUCTION

"No matter how you turn the globe, you will always be facing some part of the world where Spanish is spoken. Today the most important Spanish-speaking countries lie in our own hemisphere."<sup>1</sup>

Texans long ago realized the importance of Spanish in our heritage and in our future relations<sup>2</sup> with the former Spanish colonies, especially those to the south of us. This sensible understanding has been reflected in the laws that have been passed by our legislature to provide free textbooks for the study of Spanish in the grades and in high school.

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<sup>1</sup>  
Edith Moore Jarrett and Beryl J. M. McManus, El camino real, Book One (Boston, 1946), p. xi.

<sup>2</sup>  
"The Spanish part of us is now more than four hundred years old, for the Spaniards came into this hemisphere more than a hundred years in advance of the Pilgrim Fathers; and silent witnesses of a Spanish past still remain in Saint Augustine, Florida; in New Orleans, Louisiana; in San Antonio, Texas; in Santa Fe, New Mexico; and in Los Angeles, California. The ancient fort, the cathedral, the city hall, the arsenal, the palace, the mission, the stuccoed wall, the outside stair, the massive lock and hinge, the iron grill and latticework, the iron-railed balcony, the fan-shaped window and arched door, all recall cities of Spain. The patio belongs to Moorish Spain." [Lillian Greer Bedichek and Arturo L. Campa, Mastering Spanish (New York, 1945), p. 1.]

It will be the purpose of this study to examine the state-adopted texts for the teaching of Spanish in Texas high schools, with a view to discovering (1) the method of approach used by the authors in presenting the materials, (2) the elements stressed by each author, (3) the balance between language study and cultural background material achieved by each author, (4) the extent of the vocabulary for each of the two years, and (5) to evaluate each text in series and to try to arrive at a conclusion as to which would seem to answer best the needs of Texas school children.

## CHAPTER I

### AN ANALYSIS OF THE FIRST-YEAR BOOKS

To begin the study it is necessary to make an analysis of each of the books. This analysis will include the following:

- I. Title of book, author, publisher, and date of publication.
- II. Number of pages and general appearance.
- III. Authors' aims as given in the preface.
- IV. Number of lessons.
- V. Method of approach.
  - A. Order of presentation of materials in the lessons.
  - B. Description of exercises.
- VI. Grammar.
  - A. Number of points introduced in each lesson.
  - B. Manner of presentation.
- VII. Vocabulary.
  - A. Number of words.
  - B. Method of presenting new vocabulary in each lesson.
- VIII. Cultural material.
  - A. Where introduced.
  - B. How introduced.

- C. Type.
- D. Information given.
- E. Pictures.
- F. Maps.
- G. Songs.

#### IX. Appendix.

El mundo español, Volume I, was written by Lilia Mary Casis of the University of Texas, Rebecca Shinn Switzer and Arthur Wallace Woolsey of the Texas State College for Women, and Salomay Lauderdale Harrison of San Antonio High Schools. The latest edition was published by D. C. Heath and Company in 1947.

The book contains five hundred and nine pages that seem crowded because the print is small. It is designed with reference to traditional Spanish art. The cover is adapted from a twelfth century silk cloth that is now in the Victoria and Albert Museum in England.

According to the authors' preface, the aims for this book are "to provide a fundamental course in the use of the Spanish language and to give a comprehensive view of the Spanish-speaking world, with its history, culture, customs, and its importance in the world today."

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<sup>1</sup>  
El mundo español, Volume I (Boston, 1947), p. vii.

The book is divided into forty-three lessons that may be used to develop both oral and written Spanish, but the emphasis is on the oral approach. This oral approach is achieved in several ways:

1. By everyday interrogations, such as ¿Dónde está? ¿Quién es?
2. By the use of conversational exercises in each lesson and insistence upon oral drill. The conversation may be questions, sentences, or games based on the vocabulary and idioms of the lesson.
3. By much reading material given in dialogue form.
4. By the use of roll call materials for group drill and review.
5. By the dramatization of situations met in daily life.

The authors use an inductive method of approach in presenting the lessons. Eight assignments at the beginning of the book stress pronunciation. These assignments may be used as eight lessons, or they may be omitted. Exercises for the teaching of the sounds are included for the teachers who want to begin with this section.

Immediately following the section on pronunciation there are twelve lessons in Spanish that center about the following questions of daily use:

1. What is your name?
2. Who is it?
3. Where is it?
4. What is there?
5. What color is it?
6. What do you have?
7. How many are there?
8. Which are-----?
9. Whose is it?
10. What is the date?
11. What time is it?
12. How are you?

The first six lessons begin with a story or a reading lesson in Spanish. A vocabulary of the words needed to understand the reading lesson is given next. Then points of grammar stressed in the lesson are explained. The materials of the lessons usually appear in the following order:

1. A reading selection.
2. A vocabulary of new words.
3. Points of grammar illustrated with examples.
4. Questions based on the reading lesson.
5. Exercises based on the reading lesson and on the points of grammar.

The first three points of grammar are presented in the first assignment; two are presented in the second assignment; one is presented in the fourth.

After the eighth assignment, which ends the section on pronunciation, from one to four points of grammar are presented in each lesson. At the end of the sixth lesson we find Laboratory Exercise I which is a review of the first six lessons. The review begins with a reading selection in Spanish that is followed by questions and exercises based on the reading material.

Lessons ten, eleven, and twelve omit the points of grammar. A second review follows lesson twelve. This review, prepared in the same way as the first, covers the vocabulary and the grammar of the first twelve lessons. Five more general reviews are given, one after lesson nineteen, one after lesson twenty-six, one after lesson thirty-one, one after lesson thirty-eight, and one after lesson forty-three.

Formal conjugation of verbs is introduced in the thirteenth lesson. Beginning with this lesson the authors often give additional reading matter and exercises in the lessons. The last of the one hundred and four principles of grammar stressed in the book appear in the forty-third lesson. Each point is explained separately by examples, and exercises at the end of the lessons stress the use of these principles. The grammar includes the future and conditional tenses of the indicative mood.

The authors say that "the words of the basic active vocabulary (750) have been included because of

their practical value, their high frequency in recent vocabulary studies, and their relation to the material read.<sup>2</sup>"

These words are usually repeated several times in the lessons in which they are introduced, as well as in later lessons. New words are first introduced in the reading lesson, and a formal vocabulary follows immediately. Each lesson contains a word study to help the student relate the new words to English words and to Spanish words he has already learned. If a word occurs in only one reading lesson, the translation is given immediately in parentheses. The English translation for any other new word, except apparent cognates, is given in a footnote so that the student can enjoy the reading without having to stop and look up words.

The vocabulary at the end of the book contains eight hundred and sixteen drill words and verb stems and three hundred and fifty-five others. Drill words are those used in reading lessons, in headings, and in proper names not explained in the text.

The reading lessons are grouped under six general headings as follows:

1. El mundo español.

2. España.
3. Las Antillas.
4. México.
5. La América del Sur.
6. España en los Estados Unidos.

The first group of lessons, El mundo español, concentrates on a number of easy topics of conversation that will give the student enough background about the Spanish-speaking world to proceed with the more technical subjects that follow. The second, España, contains stories such as the following:

1. Los dos viejos y el ratón, a poem using examples of the preterit tense.
2. En el comedor, a description of a dining room used to introduce the imperfect tense.
3. El barro, a description of the pottery industry of Spain.
4. Appreciation of Spanish Culture, a lesson in English about collections of Spanish art, literature, history, philosophy, and similar materials that may be found in New York.
5. Mi familia, a description of a typical family of Spain.
6. Mis parientes, a vocabulary lesson.
7. Otras industrias de España, several ways of making a living in Spain.
8. Santiago de Compostela, the legend of the tomb

of Saint James.

The third group of lessons, Las Antillas, contains the following:

1. The Story of the West Indies. This lesson in English tells a little of the history and geography of the islands.
2. El diamante robado, the legend of the capitol building of Havana with its famous diamond given in dialogue form.
3. El río de Cagüitas, a story of a river near Puerto Rico.
4. Por avión, a vocabulary lesson for airplane travelers.

The fourth group, México, contains stories that give some national types, such as

1. En el casino.
2. El sarapero.
3. El charro.
4. La china poblana.
5. La leyenda de la china poblana.
6. La tehuana.
7. La tortillera.

This section also includes the seasons, the months of the year, a little about letter writing, and a description of a train ride from Puebla to Oaxaca.

The fifth group, La América del Sur, contains the following stories:

1. A Bird's-eye View of Argentina.
2. The Land of the Pampa. This description of Argentina is in English.
3. Buenos Aires, the old city and the modern city.
4. On the West Coast of South America.
5. Llamas.
6. The First Spaniards in South America.
7. Atahualpa.
8. Panama Hats.
9. Pan-American Day.
10. Simón Bolívar.
11. A Tearoom in Bogotá.
12. Ancient Inhabitants of Chile.
13. Lautaro.
14. A Trip to Santiago de Chile.

The sixth and last section, España en los Estados Unidos, contains the following stories:

1. California y los nombres españoles, an explanation of the meaning and origin of some of the Spanish place names in California.
2. Las golondrinas de San Juan Capistrano.
3. Las perlas de Isabel Herrera, one of the stories that have been handed down for years.
4. La encina de Vizcaíno o de Serra, the story of the charter oak of the Spaniards.
5. América sin España, which names some of the Spanish influences that have made America what

what it is.

6. El primer hacendado de Arizona y del sudoeste, the story of the first rancher of the Southwest.
7. La indita, the story of an Indian girl who married a Spaniard.
8. El oro maldito de las montañas de Santa Ana, the legend of some hidden gold in the Santa Anna Mountains in Texas.
9. Bandera and Angelina, stories of the origin of names for two counties in Texas.

This book contains twenty-one photographs, many pen-and-ink illustrations, six maps, and twenty-three songs and poems.

The appendix has four main divisions. The first is a general bibliography that gives sources of information about Spanish-speaking countries and the names of centers of information about films, music, records, and slides. The second division gives the translations of the poems and songs that are used in the book. The third division, called Para la clase, is a list of common classroom expressions with their translations and a list of Spanish names. The fourth division gives information about verbs and includes models for the regular conjugation, and for orthographic and radical-changes, and contains the conjugation of twenty-two common irregular verbs.

Voces de las Américas, Book One, was written by

Walter Vincent Kaulfers of Stanford University and was published by Henry Holt and Company in 1947. Thornton Clark Blayne of Menlo School and College helped with the research. The five hundred and twenty-seven pages of the book contain several sizes of print. The many pictures and illustrations keep the pages from appearing crowded.

Mr. Kaulfers has no preface for his book, and he gives no direct aims. He divides the forty-eight lessons of the book into six main parts and calls each lesson an Exploración. Part One is made up of twelve introductory exploraciones that concentrate on accent, pronunciation, and simple conversation. Each begins with an explanation in English of the words or idioms stressed in the lesson. Exercises for oral drill in using the expressions follow, and each lesson has one or more word studies that emphasize their recognition and correct pronunciation. The twelve lessons stress the following things:

1. How to order a meal.
2. How to ask a favor.
3. How to read road signs.
4. How to tell one's name and how to spell it.
5. How to tell time.
6. How to describe the weather.
7. How to discuss a theater program.

Part Two, Our Heritage, contains ten explora-

ciones. Each of the first eight lessons of this group begins with an iniciación. This initiation is a group of sentences given both in Spanish and in English. By learning these sentences thoroughly the student should be able to understand the entire exploración without having to look up any words. Also, beginning with this section, the stories are in Spanish. The order of the presentation is the same as in the other lessons. Word studies and exercises follow each reading lesson, and often there are two or three short stories in Spanish with word studies or exercises in each lesson. The twenty-first exploración is a review of Part Two, and the twenty-second is a review of both Part One and Part Two. Each of the other sections of the book is presented in the same way. The last lesson of each group is a general review.

Grammar, which is to be taught inductively by repeated oral drill rather than by memorizing rules, is given only in questions and answers and in exercises. After the last lesson of the book there is a section containing "the topics of grammar that are most often taught as the basic essentials of first-year Spanish in the eighteen largest cities of the United States."<sup>3</sup> This grammar is outlined as it occurs in the lessons

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<sup>3</sup>  
Voces de las Américas, Book One, p. 369.

and goes through the future and conditional tenses of the indicative mood. For example, Exploración Thirteen contains the first formal grammar study, and number thirteen of this section of the book explains the principles presented in Exploración Thirteen. There are explanations for the grammar of each of the forty-eight lessons of the book.

The basic vocabulary of one thousand, three hundred and fifteen terms was chosen by "an actual count of 2,400,000 running words."<sup>4</sup> There are one thousand, two hundred and thirty-nine less common words listed, making a total of two thousand, five hundred and fifty-four words in the vocabulary. In the lessons new words are given in the iniciación at the beginning of each lesson.

Interesting realia in the book includes Palace Theater advertisements for a week, news items and advertisements taken from newspapers, road signs, and pictures of Augustin Lara and Jose Iturbi with articles about each. There are songs that include the National Hymn of Mexico, Allá en el rancho grande, and La golondrina; and the names of recordings and the companies that sell them are a part of the lesson.

Almost every story in the book contains some

<sup>4</sup>  
Ibid., p. i.

valuable information about the history, art, current happenings, literature, music, or customs of Spanish America in articles short enough for the student to get the information without becoming tired.

The book is divided into six main parts. The first twelve lessons, called Introductory Explorations, were described on page thirteen above. Part Two, Our Heritage, contains the following ten lessons in Spanish:

- 1. Where Is Spanish Spoken?
- 2. Are You a Fan?
- 3. Strawberry or Vanilla Ice Cream?
- 4. Do You Like Spanish Architecture?
- 5. Would You Like To Sing?
- 6. Do You Like Indian Art?
- 7. Are You Dressed in Style?
- 8. Our Spanish Heritage.
- 9. Spanish in Daily Life.
- 10. What Do We Know About Spanish?

These lessons discuss the Spanish-speaking world, sports, Spanish architecture, music and instruments, Indian art, wearing apparel, and the Spanish influence in the United States.

Part Three, Who Are the Other Americans? is made up of the following seven lessons:

- 1. What Is There of Interest in Latin-America?
- 2. The Tourists' Paradise.
- 3. How Did They Get Their Names?

4. What Are the Spanish-Americans Like?
5. How Are the Countries of Spanish-America Different?
6. How Do They Earn Their Living?
7. What Do We Know About Spanish?

Part Four, The Forefathers of the Indians, consists of six stories and legends about the Aztecs, the Mayas, and the Incas. These are as follows:

1. Who Were the First Americans?
2. The Aztec Origin of the Capital of Mexico.
3. Children of the Sun.
4. The Last Aztec, A Tragedy in Two Scenes.
5. Atahualpa, A Drama in Four Scenes.
6. What Do We Know About Spanish?

Part Five, Views of Spain in the New World, contains the following stories:

1. The Mother Country.
2. Spain in the New World.
3. Souvenirs of the Mother Country.
4. Who Are the Spaniards?
5. Voices of the Past, A Radiogram.
6. How Much Have We Learned?

Part Six, With Liberty and Justice for All, contains some of the history of Mexico and of the men who are famous in her history. The stories are as follows:

1. Voices of the Americas, A Radiogram.

2. The Abraham Lincoln of Mexico.
3. Long Live Mexico! A Radiogram.
4. The March of Time.
5. Good Neighbors in Action.
6. Views of the Future in the Present.
7. How Much Have We Learned?

Almost every page of this book has pictures illustrating things mentioned either on that page or in that particular lesson. Two colored maps show North and South America and Spain and Portugal. Two maps in black and white show places of Spanish origin in the United States and the time of day in different parts of the world.

The appendix contains a summary of verbs for conversation and material for oral question and answer drills using the verbs. An index called "Keys to Spanish" gives the page on which one may find such things as how to count in Spanish, how to express possession, how to describe people, places and things.

El camino real, Book One, was written by Edith Moore Jarrett of Fillmore High School, Fillmore, California, and Beryl J. M. McManus of Los Angeles City Schools, Los Angeles, California. It was published by Houghton Mifflin Company in 1946.

There are five hundred and twenty-two pages in the book. The print is clear and large enough to be read easily, and the pages do not appear crowded. The

cover has an attractive scene of a China Poblana, a charro, and a burro, with a church in the background.

The authors have named their book El camino real because Spanish culture came to us along el camino real, the name given to each old trail that led from Mexico to Spain's newer colonies. In stating their aims the authors say, "Just as those old trails connected Spain with what is now our country, so nowadays the learning of Spanish is necessary as a connecting link with our neighbors to the south. Thus, although there is no royal road to learning, this new camino real will try to lead you smoothly to an appreciation of your heritage, of a living language, and of the neighbors whose goodwill is so important to us. In this book we shall learn especially about the common heritage and ways of living of all Spanish-speaking peoples, whether they live in old Spain or in the New World."

In the introduction to the book there are four groups of common expressions to be learned before the formal study of Spanish begins. These expressions include greetings and farewells, a list of names, how to make introductions, classroom expressions, numbers, how to tell time, the days of the week, dates, and expressions to be used in restaurants.

There are thirty-eight chapters or lessons in

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the book. Each lesson begins inductively with a story in Spanish followed by English translations of expressions used in the story, and the student is asked to find in the reading Spanish equivalents for each of the English expressions. There are questions in Spanish based on the content of the story. These questions, which sometimes come before the formal study of Spanish and sometimes after, are to be answered with complete Spanish sentences.

From one to four points of grammar are explained in each of thirty-two lessons with a total of one hundred and fourteen points for the entire book. The grammar includes the compound tenses of the indicative mood. Each point has an exercise following it so that the student may get immediate practice in using it. Each of these thirty-two lessons also contains a short review of some point of grammar stressed in an earlier lesson, a drill on pronunciation, and a vocabulary for the lesson. Five of the chapters are formal studies of vocabulary; six are review chapters.

The vocabulary of the book contains one thousand and fifty-four words. This count does not include words translated in the reading text or explained in the footnotes, nor does it include any idioms. Nine hundred and forty-three of the words are taken from the first fifteen hundred words in Buchanan's Graded Spanish Word Book.

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This book has a wealth of cultural material. As a background, these stories are given in English:

1. Spain's Heritage.
2. Andalucia, Home of the Conquerors.
3. Spain Comes to America: Mexico.
4. Spain Comes to America: Peru.
5. Mexico in the Making.
6. South of the Rio Grande.
7. Great Days in Mexico.
8. Along el camino real.

The first, Spain's Heritage, tells about the Romans who lived in Spain almost fifteen hundred years ago, and who gave to Spain her language, peace, laws, roads, aqueducts, and stone bridges that are still in use. Andalucia, Home of the Conquerors, discusses the invasion and control, and many of the things the Moors gave to Spain are mentioned. One of the best known monuments is the Alhambra.. The history of the overthrow of the Moors is given briefly. Then the authors start from Andalucia on the royal road that brought to us the Spanish culture of our Southwest. Spain Comes to America tells how Spain came to Mexico and Peru and what she found there. Pictures of such things as el árbol de la noche triste are added to increase the interest of the stories of the Spanish conquest. The outstanding people who made most of Mexico's history, Cortez, Padre Hidalgo, Benito Juarez, Maximilian and

and Carlotta, and Porfirio Diaz, are each discussed briefly. Mexico's most important holidays are mentioned, and the reason for their observance is explained. The Inca capital of Cuzco is described and some of its history is given. Then the authors tell how the Spanish culture was brought to our own United States along el camino real that still runs from St. Augustine in Florida to San Diego in California. Famous landmarks along the way are described.

The Spanish reading lessons discuss el burro, a schoolroom, the siesta, the saint's day of Pablito, a market place, letter writing, the national lottery, typical fiestas, Christmas in Spain and Mexico, houses of Spain, the gypsies of Spain, stories of Tenochtitlan, California, and South America, legends of the Alhambra, Spanish and Mexican foods, Indian art, and the Mexican custom of serenading.

There are one hundred and sixteen pictures, five maps, and eight songs with music in the book. The first division of the appendix is a ten page bibliography of books about Spanish-speaking countries. The second division gives the names and addresses of companies and agencies that sell or rent films, music, pictures, dances, recipes, travel guides, newspapers and magazines, plays, directions for making costumes, curios, calendars, and crossword puzzles. Next there are a verb appendix, a section on pronunciation, and a

group of thirty-eight supplementary English-Spanish exercises, one based on each chapter of the book. These exercises may be used for testing or for additional oral or written drill.

Acquiring Spanish was written by Arturo L. Campa, Professor of Spanish in the University of New Mexico, Vera Rogers and Frances Hagood of the Public Schools of Fort Worth, Texas, and Pedro A. Cebollero of the University of Puerto Rico. It was published by the MacMillan Company in 1944.

There are four hundred and fourteen pages in the book. These pages are slightly smaller than those of the other books, but the print is large enough to be read easily.

The authors do not give any definite aims. They explain that "the text presents a method of approach which is based upon the quite obvious fact that once a student is convinced that he knows more about a given subject than at first he suspected, he is likely to continue to explore and to be interested in that subject."<sup>6</sup>

Acquiring Spanish contains forty-five lessons. Each has been designed as a unit around a set of idioms or a phase of grammar. The authors stress the oral approach and design the exercises to fix attention on

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the reading matter. The reading, with examples of points to be stressed, introduces the lesson. Directly after the reading, there are a vocabulary of new words used in the reading text, a list of idioms if any new ones occur in the lesson, a list of verbs used in the lesson, an explanation of the new grammar, and the exercises. These exercises, based on the reading text, include the points of grammar and their construction. They may be used for either oral or written drill; and they may be Spanish questions, sentences, words to be translated into Spanish, or word studies.

The first ten lessons of the book do not mention grammar, but they contain definite constructions. For example, the exercises of the first lesson ask for certain forms of a verb of the first conjugation and the use of a few adjectives and adverbs. The fourth lesson is built around the telling of time and the date. Ninety-eight points of grammar are given in the entire book, and the points go through the conditional tense of the indicative mood. Each lesson after the tenth contains from one to four new points. There are nine general reviews in the book, one after each fifth lesson. Each of these reviews begins with a story in Spanish. Exercises based on the story include translation, questions to be answered with complete sentences or with sí or no, a word study, and a vocabulary study. After the formal study of grammar begins, the reviews

also cover the points of grammar included in the five-lesson group.

The Spanish vocabulary of one thousand, five hundred and twenty-seven words includes the "basic vocabulary and idioms recommended in Kenniston's 1941 revision: A Standard List of Words and Idioms. Local color words and cognates constitute the remainder of the vocabulary used in the text." <sup>7</sup> The local color words are those that are characteristic of certain localities. In order to increase the student's vocabulary range, the authors have used many cognates.

Nine stories in English provide a background for the study of Spanish. The stories are listed here below:

1. Pan-Americanism, which provides a brief review of the background of the Americas whose common interests and common ideals we refer to when we speak of Pan-Americanism.
2. Our American Neighbors, an article which tells about the Spanish conquistadores and the Indians who never considered the Rio Grande a boundary; but who plied their trading and hunting over the Southwest and laid the foundation for the close friendship we are now trying to strengthen.

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<sup>7</sup>  
Ibid., p. vi.

3. American Heroes, written in two parts, includes Simon Bolivar, Jose de San Martin, Bernardo O'Higgins, Jose Marti, and Benito Juarez, the Lincoln of Mexico.
4. The Mexican People describes the Aztec and Mayan civilizations, and narrates the origin of the mestizos. Since the plaza is the center of much social activity, the authors felt it necessary to include something of it here, too.
5. Mexico, D. F. gives a brief description of Mexico City and its places of interest for tourists.
6. Cervantes is a biographical sketch.
7. The First American Books tells a little about Juan Pablo who printed the first books in America. The authors say that his first books were printed in Mexico City in 1539, less than twenty years after Cortez conquered the city.

Stories in Spanish are given in groups of five.

The first group concentrates on classroom expressions and how to tell time. The second group stresses the seasons, months, days of the week, and certain verbs. The third group tells about the family, names the parts of the body, and describes a picnic. The other groups, based more on Spanish America and Spain, describe the troubador and the national lottery and give several

Mexican legends and some true stories based on historical happenings.

The eighty-six pictures of the book are scenes from Spanish-speaking countries. The authors have used no songs or maps in the book. The appendix has a list of the verbs used in the text with their classification as regular, irregular, radical-changing, or orthographic-changing. The second part of the appendix contains rules of conjugation for verbs, rules of pronunciation and of punctuation.

Spanish for Today was written by Mary Weld Coates of Lakewood High School, Lakewood, Ohio, and was published by Harper and Brothers in 1942. The book has four hundred and thirty-six pages. The print is clear and the pages do not seem crowded; however, the book is not attractive because it contains very few pictures and colors.

Miss Coates says that "the purpose is to offer a four-fold foundation and to give the student the ability to read, write, speak, and to understand a little of the language; and at the same time to acquaint him with the Spanish-speaking world."<sup>8</sup>

The book is divided into forty units or lessons. The general method of approach is inductive with the emphasis on correct pronunciation. Each of the first

twenty-nine units is arranged in the same way. A very short reading lesson is given first and is followed by a very long vocabulary. A long list of questions based on the reading material follows the vocabulary. The answers to these questions may be written, but emphasis is on their oral use. The points of grammar are next. Several points may be included in one unit, but each is presented separately with an exercise to apply it given immediately. Finally, a group of sentences is to be translated from English to Spanish. These come at the end of the unit and include all the points of grammar covered in the unit.

This book covers all of the grammar that a student is expected to get in a two-year course. The first twenty-nine units cover the points usually given in a first-year book; Unit Thirty is a review of the indicative mood; and Units Thirty-one through Thirty-six are a study of the subjunctive mood. The last six units mentioned supply rules for the uses of the subjunctive, the tenses of the subjunctive mood, and exercises for applying each rule and each tense. Unit Thirty-seven is a review of both the indicative and the subjunctive moods.

Besides the three thousand, one hundred and fifty-four words given in the regular vocabulary of the book, two lessons are made up of supplementary words. The author defends the lengthy vocabulary on the ground

that students need a large vocabulary for conversation, and her book stresses oral Spanish. She wants the students to acquire sufficient vocabulary to be able to use it in acquiring more. Often several synonyms are given. She also wants the students to be able to speak with or write to any person who speaks Spanish, whether he be from Mexico, Nicaragua, Chile, or Spain.

Unit Thirty-eight of the book lists a number of Spanish idioms; Unit Thirty-nine gives a list of proverbs; and Unit Forty is a special group of words that do not occur in the regular lessons. These "special vocabularies" give names of the following:

1. Los animales.
2. Los árboles.
3. Las piezas del automóvil.
4. Las bebidas.
5. El carácter.
6. La carne.
7. La carrera (u oficio).
8. Las partes de la casa.
9. Los cereales.
10. En la ciudad.
11. En la cocina.
12. El cuerpo.
13. La distancia.
14. Los deportes.
15. Las enfermedades.

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16. El estado financiera.
  17. La familia.
  18. Las flores.
  19. Las frutas.
  20. El gobierno.
  21. El humor.
  22. La iglesia.
  23. Los insectos.
  24. Los instrumentos.
  25. Las joyas.
  26. Los juegos.
  27. Las legumbres.
  28. Las materiales.
  29. Los muebles.
  30. Los nombres.
  31. Para describir.
  32. Los pájaros.
  33. La persona.
  34. El periódico.
  35. El peso.
  36. Las piedras preciosas.
  37. La ropa y tela.
  38. El transporte.
  39. Los útiles (efectos de escritorio).
  40. La vida social.
  41. La guerra y la paz. This includes the Pledge  
to the Flag.

These vocabularies are added as a challenge to the best students. "When we speak of flores and Student A wishes to say 'nasturtiums', he may find it in Unit 40, item 18. Student B wishes to say that his father is a banker. It is there in Unit 40, item 7. A newspaper in the room will certainly require that the reader turn to Unit 40, item 41, the war and peace vocabulary. It is the day of the big game. See Unit 40, item 13 (los deportes)."

The reading material gives very little information. The selections are short and merely present the vocabulary and points of grammar the author wishes to bring out in each unit. There are sixteen pages of pictures. The author includes no songs, poems, or maps in her book.

A supplement to the book contains materials for nineteen special occasions of the year, as follows:

1. Año Nuevo.
2. Los Reyes.
3. El natalicio de Lincoln.
4. Para el día de San Valentín.
5. Washington.
6. El natalicio de José de San Martín.
7. El carnaval.
8. La Semana Santa.

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<sup>9</sup>  
Ibid., p. xx.

- 9. El primero de abril.
- 10. El día de las Américas.
- 11. La fiesta del libro.
- 13. El día de las madres.
- 14. Memorial Day.
- 15. El día de la raza.
- 16. La víspera de todos los santos.
- 17. Las elecciones.
- 18. El día de la acción de dar gracias.
- 19. La Nochebuena y la Navedad.

## CHAPTER II

### AN ANALYSIS OF THE SECOND-YEAR BOOKS

The authors of the books for the first year's study have also prepared or helped to prepare books to be used for the second year of Spanish. The analyses of these second-year books will follow the same steps as the analyses of the first-year books, and the books will be presented in the same order. That is, El mundo español, Volume I, was presented first in Chapter I; and El mundo español, Volume II, will be presented first in this chapter, and so on.

El mundo español, Volume II, was written by Lilia Mary Casis of the University of Texas, Rebecca Shinn Switzer and Arthur Wallace Woolsey of Texas State College for Women, and Salomay Lauderdale Harrison of San Antonio High Schools. This third edition of the book was published by D. C. Heath and Company in 1947.

There are four hundred and ninety-nine pages in the book. The print is small, and this makes the pages appear crowded. This volume, like the first, was designed to represent traditional Spanish art. The cover is adapted from the same twelfth-century silk cloth as the cover of the first-year book.

The authors state in the preface that the aim has been "to present a picture of the Spanish world,

with special emphasis on the Americas and their relation to Spain and the United States. They have stressed the teaching, in a simple and practical manner, of the fundamental principles of the Spanish language, in the belief that the ability to speak, understand, read, and write the Spanish language is the best key to American solidarity.<sup>1</sup>

The book is divided into thirty-eight lessons grouped under four main headings: Orientación, México, España en las Américas, and Hacia la Cruz del Sur.

The lessons are designed to develop both oral and written Spanish; however, the emphasis is on the oral approach as in Volume I. This oral approach is achieved in several ways:

1. By the use of dialogues in the reading lessons.
2. By the use of conversational lessons.
3. By the use of a group of questions based on the reading text.
4. By the continuation of the word study started in Volume I, with emphasis on cognates and related Spanish words.
5. By giving special attention to the study of idioms.

Again the authors use an inductive method of

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<sup>1</sup>  
El mundo español, Volume II, p. viii.

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approach. Each lesson begins with a reading selection in Spanish and often includes more than one in the lesson. The first selection in each lesson is followed by a vocabulary, an explanation of the points of grammar stressed in that particular lesson, and a group of exercises. The first exercise in each group is a number of questions based on the reading. It is to be used for conversation. The next exercises include a word study, drills on grammar, and sentences to be translated from English to Spanish. This "clinching" exercise is always the last.

The Orientación is made up of twelve lessons designed for either a review of the first-year course or an orientation in reading and conversation. If the teacher desires, he may omit this section entirely.

The first general review and three achievement tests come at the end of the Orientación. The first achievement test covers nouns, pronouns, and adjectives; the second covers regular and radical-changing verbs; the third covers vocabulary, conversation, and pronunciation. These tests may be given at the beginning of the year to help the teacher decide whether or not to omit this first section of the book.

The book contains eight achievement tests in all. Three come at the end of the Orientación; one comes at the end of each of the other sections of the book; one is near the middle of the long section, España en las

Américas; and one is at the end of the book to review the entire book.

Seventy-eight points grammar are stressed in this second year's work. Some of the points are a review of things learned in the first year; the new points are on the use of the subjunctive mood. From one to four points are given in each lesson, and the new points are explained after their introduction in the reading matter.

There are one thousand, six hundred and ten words in the basic vocabulary of Volume II. The words omit adjectives ending in --ísimo, adverbs ending in --mente, regular past participles, obvious cognates, and words that occur in only one lesson. The authors say that about three-fifths of the words occurred in Volume I of the series, and that more than four-fifths of the words and practically all of the idioms were taken from Keniston's Standard List of Words and Idioms, 1941. Other guides in choosing the words were their high-frequency count, their occurrence in Volume I, and their usefulness in illustrating the relation of  
<sup>2</sup>  
certain words.

The reading material of the book portrays the unfolding of Spanish culture and the Spanish language in America from Isabell's vision to modern Mexico,

Argentina, and Chile. This material is in the three main sections after the Orientación. The first of the sections, España en las Américas, emphasizes the role of Spain in the development, in the culture, and in the institutions of the New World. Some of the stories are as follows:

1. La vieja España.
2. Los perros y los caballos en América.
3. Las canciones españolas del sudoeste.
4. Una fiesta española.
5. España en la Florida.
6. Tipos hispánicos.
7. España en California.
8. España en Nuevo México.
9. El día de los inocentes.
10. Don Quijote de la Mancha.

Some of the most interesting stories in the third section of the book, México, are:

1. Los sarapes de México.
2. El dieciséis de septiembre.
3. Sor Juana Inés de la Cruz.
4. El cinco de mayo.
5. La fiesta del Cristo de la Capilla.
6. Vamos a Xochimilco.
7. Los volcanes antiguos y nuevos.
8. Historietas mexicanas.

The last section, Hacia la Cruz del Sur, deals

with Central and South America. It contains the following stories and legends about these two parts of America:

1. El gran poeta visita su patria (Nicaragua).
2. Fiesta en Guatemala.
3. La Cruz del Sur.
4. La Avenida de las Delicias.
5. San Martín.
6. El gaucho legendario.
7. El gaucho moderno.
8. Historietas sudamericanas.

There are twenty-three photographs and ninety-seven pen-and-ink illustrations, three maps, and twenty-six songs and poems in the book. The appendix contains a bibliography of sources of information about Spanish-speaking countries, the translations of the songs and poems of the book, a section on pronunciation, and a section on conjugation of verbs.

Voces de las Españas, companion volume to Voces de las Américas, was written by Walter Vincent Kaulfers of Stanford University and was published by Henry Holt and Company in 1947. There are four hundred and twenty pages in the text and a seventy-six page dictionary that takes the place of the vocabularies in the other books. It gives definitions of words as well as translations. The print of the book is of several sizes. Even though some of the pages seem

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somewhat crowded, the book as a whole is easy to read. The true-to-life pictures, the colored maps, and the green borders of some of the pages help to make the book outstandingly attractive.

Strangely enough the author has not prefaced his book with any set of aims, but we do find an introductory Panorama which is intended to acquaint the student with the book. It gives an overall picture of what the book is about, where to find the meanings of unfamiliar words, where to find the explanations of points of grammar, reasons why some of the new grammar is not explained until later, what to do in order to satisfy one's curiosity in advance, and where to find easy explanations, examples, and exercises in addition to those given in this volume. This introductory panorama approaches the material inductively in the same pattern in which the other panoramas are presented.

The book is divided into thirty-six chapters called panoramas. Each lesson begins with an introduction in English followed by an iniciación in both English and Spanish. This iniciación, made up of ten questions based on the reading lesson, is intended to present all new words in the lesson so that the student will not need to look up any words. He is asked to read the questions aloud until he can give the English meaning just from hearing the Spanish read. Following the iniciación there is a group of short articles in

Spanish. These articles contain the answers to the questions of the iniciación. Each article is followed by some exercises to be done orally. The exercises aim to increase vocabulary, to teach sentence structure, to help organize thoughts in Spanish, and to teach the student to ask and answer questions.

The grammar is condensed in a section in the back of the book which contains "the topics that are most often taught as the basic essentials of intermediate Spanish in the eighteen largest cities of the United States."<sup>3</sup> These points of grammar are given in thirty-six divisions, one to correspond with each of the panoramas of the book. This section of the book gives a review of the grammar of the first year and all but the future tense of the subjunctive mood. Each point is supplemented with drills to aid in the learning.

Like the vocabulary of the first-year book, this vocabulary includes common forms of irregular verbs, numbers, cognates, and words that are used only once in the songs, poems, and games of the book. There are two thousand and sixty-eight terms most often found in modern Spanish as shown by an actual count of 2,400,000 running words, and one thousand, four hundred and twenty-seven less common terms, making a total of three thousand, four hundred and ninety-five words in

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<sup>3</sup>

Voces de las Españas, Book Two, p. 289.

the vocabulary. In each lesson new words are presented in the iniciación, and the English translation is given with them.

The book is so rich in cultural material that the six main divisions with their subtopics are named here below:

I. The Right To Be Human.

A. A Bird's-eye View of Latin-American Life.

- 1. Where Precious Stones Speak Their Own Language.
- 2. Where Business Is Mixed With Pleasure.
- 3. Where the Dead Stay Dead.

B. Views of Hispanic-American Life.

- 1. Where Love For One's Work Is Worth More Than Money.
- 2. How a Monument to Peace Can Start a War.

C. Other Lands, Other Customs.

- 1. The Immigrant's Paradise.
- 2. The Mysteries of the Telephone.
- 3. Where the Customer Is Always Right.

D. The Language of Good Humor.

- 1. The Boatman and the Philosopher.
- 2. Adam in Spain.

E. The Value of Knowing One's Limitations.

- 1. Jupiter and the Spanish Government.
- 2. Where Am I From?

## II. Customs and Holidays.

- A. The World's Most Expressive Language.
  - 1. The World's Fastest Language.
  - 2. The World's Most Picturesque Language.
- B. The Language of Good and Bad Luck.
  - 1. Beware of Friday, the Thirteenth!
  - 2. From the Sublime to the Ridiculous.
- C. The Language of Common Sense.
- D. The Language of Honor and Courtesy.
- E. Have a Nice Vacation.
  - 1. Holidays of October and November.
  - 2. All-Spanish Day.
  - 3. All Saint's Day.
  - 4. Merry Christmas!
- F. A Happy and Prosperous New Year.

## III. The Language of the Muses.

- A. The Language of Poetry.
- B. Voices of the Americans in Poetry.
  - 1. Julio Florez and Gabriela Mistral.
  - 2. The Patriotic Poet.
- C. The Language of Music and Love.
- D. The Spanish Language as a Mirror of the Centuries.
  - 1. The Oldest of the Modern Languages.
  - 2. Voices of the Past in Modern Spanish.
- E. Other Ways of Thinking.
  - 1. The Parents of Gender.

2. Echoes of the Past in Modern Spanish.

F. How Much Have We Learned?

IV. The Spanish-speaking World in Literature.

A. An Evening in the Palace of Fine Arts.

B. The Spanish-speaking World's Most Popular Play--Don Juan Tenorio.

C. The World's Most Famous Novel.

1. Miguel de Cervantes and "The Quixote."

2. Don Quijote and Sancho Panza.

3. The Fable of the Lion-Critic.

D. An Adventure from the "Quixote."

E. The Miracle of the Meadow.

F. How Much Have We Learned?

V. In the Hall of the Famous.

A. The Women's Hall of the Famous.

1. The Muses of the Conquistadores.

2. Muses of the Modern World.

B. Heroines of the Americas.

1. The Liberators of Women.

2. The New Generation.

C. The Men's Hall of Fame.

1. Arts and Social Sciences.

2. The Applied Sciences.

D. The Heralds of the Future.

1. The Challenge of the Future.

2. The Advance Scouts of the Future.

E. To Educate Is To Redeem.

1. New Schools for the New World.

2. The Town House.

F. How Much Have We Learned?

VI. In Search of the New World.

A. The Missionaries of the New Generation.

1. To Cure Is To Save.

2. Heroes of the New Generation.

B. The Keys to the "Golden Land."

1. The Treasures of the Golden Land.

2. Views of Social Life.

3. Picturesque Words.

C. The New Pan-Americanism.

1. The Good Neighbor Policy.

2. All for One.

3. Post Collect.

D. Bearerers of the Torch.

1. Americans All.

2. The Ideal American.

E. How Much Have We Learned?

1. What Do We Know About the Spanish-speaking World?

2. Can We Write in Spanish Well?

3. Can We Speak Spanish Well?

Voces de las Españas contains fifty-seven full pages of pictures. These pages are bordered with green to make them easy to find. There are many pen-and-ink illustrations, eight colored maps, four songs, and

eleven poems to help make the book attractive and usable.

The appendix contains a summary of verbs for reference. This includes regular and irregular, radical-changing and orthographic-changing verbs, and instructions about how to form the subjunctive mood.

El camino real, Book II, was written by Edith Moore Jarrett of Fillmore High School, Fillmore, California, and was published by Houghton Mifflin Company in 1947. There are six hundred and twenty-two pages in the book. The print is clear and easy to read, and the pages are uncrowded. The cover has an attractive South American scene.

The author does not give any direct aims. In the introduction to the book she says, "We must have an understanding and an appreciation of the Latin-American temperament and point of view and know their personal and national problems before we can become good neighbors ourselves."<sup>4</sup>

This is the second journey along the old caminos reales that were built by Spain in Central and South America as well as in Mexico and the United States. In this second year of study the following practical things are stressed:

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<sup>4</sup>  
El camino real, Book Two, p. xv.

1. How to use the telephone.
2. How to discuss one's automobile.
3. How to get along in hotels and restaurants.
4. How to read road signs and laundry lists.
5. Sports terms and beauty shop words.
6. Amusing and popular slang.
7. Letter writing.
8. Latin-American literature and writers.

The book contains thirty-seven chapters and four general reviews and is divided into four main parts. Part One begins with a story of Spanish customs that is reprinted from a Los Angeles newspaper. This part of the book is centered around "Spain in America," and contains nine chapters. Part Two, containing nine chapters also, is centered around "The Spanish Sea." Part Three, centered around the Andean countries and Paraguay, contains nine chapters. Part Four, centered around Chile, Argentina, and Uruguay, has ten chapters. Each part has an optional chapter and a review chapter.

Each lesson begins inductively in the following manner:

1. A reading selection in Spanish.
2. A list of new words and expressions.
3. Exercises based on the reading material. They may be completion, true-false, translation, or questions.
4. An explanation of new points of grammar with

drill exercises.

5. A word study that includes idioms.
6. A review of some point of grammar given in a previous chapter.
7. Jokes, sentences, or a short story to be read without looking up any words.
8. Sentences that may be translated into Spanish or that may be developed into a written theme in Spanish.

In Part One the author gives a thorough review of the grammar of the first year in thirty-three topics. The grammar for the second year, divided into sixty topics, includes all the tenses of the subjunctive mood.

The vocabulary contains one thousand, five hundred and fifty words. This 'dictionary' omits all cognates, regular past participles and gerunds unless they have new meanings, all regular adverbs ending in --ísimo when the adjective is listed, all feminine forms of given masculine nouns, words translated in stories unless used subsequently, and all unusual plot words given in chapter vocabularies but used only in that chapter. One thousand and fifty-four of the words were taken from the first fifteen hundred in Buchanan's Graded Spanish Word Book; nine hundred and twenty-two were used in Book One of this series.

Through the stories in the book the students become acquainted with Latin-America's favorite writers who give them pictures of the Latin-American countries in legends and fables, in tales of treasures, miracles, and adventure. Part One begins with a story reprinted from a Los Angeles newspaper that describes Spanish customs and the school children of the United States as they appear to the people of Mexico. It contains plans for a school boy of the United States to visit Spanish-America and starts him on his journey.

Part Two relates accounts of the conquistadores' search for the seven cities of gold; The Ghost of Cobblestone Point, one of the legends that has been handed down orally for generations; a group of stories for children; and letters written by the boy who is visiting the Spanish-American countries.

Part Three contains stories of the islands between the West Indies and the meeting point of the three Americas. Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, and Panama face east on the fabled sea; El Salvador, where Columbus first landed, has a western seacoast; Colombia and Venezuela look north from South America; and in the green crescent of the islands are Puerto Rico, Santo Domingo, and Cuba. This section of the book contains stories and legends of the treasures sought by the conquistadores, the sacrifices to the Aztec gods, earthquakes, hidden riches, Simon Bolivar,

and burro and airplane travel in South America. Francisco Barnoya Galvez from Guatemala tells about Cortez and his conquest of the Andean countries and Paraguay; Luisa Fonesca Recavarren (La cronica, Lima, Peru), tells some of the legends of the Incas, the "people of the sun;" E. Rosay tells about the conquest of Peru; Ricardo Palma explains the origin of quaint sayings and gives a legend of Peru; and Ernesto Morales of Argentina tells some fables and folklore of the Guarani Indians.

Part Four is about Chile, Argentina, and Uruguay. It contains stories about San Martin and his conquest as told by Ricardo Palma; a legend of Chile told by Ernesto Montenegro; the nitrate business in Chile and the laborers told by Victor Domingo Silva; some tales of the Pampa told by Manuel Uguarte; a horse-race story by Hugo Wast; and Cuentos de la selva, by Horacio Quiroga, that rate with Kipling's Jungle Tales.

Each place and each country mentioned in the book is illustrated with a small map and pictures. The pictures may be of natives, missions, famous buildings, dances, landscapes, products, animals, mountains, rivers, lakes, volcanoes, waterfalls, birds, and other typical things. Pictures of classified ads and popular magazine covers from Spanish-speaking countries add interesting realia. A few native songs are used.

The appendix contains three divisions. The first names each Latin-American country with its capital, its size in comparison with the United States, its population, and its important products. The second part gives the names of companies and agencies that sell and rent films, music, dances, and other realia. The third part gives rules for the conjugation of verbs, rules of grammar, and rules for pronunciation.

Mastering Spanish was written by Lillian Greer Bedichek, former head of the Spanish department of Austin High School, Austin, Texas, and Arturo L. Campa, Spanish professor of the University of New Mexico. It was published by the MacMillan Company in 1945. The book contains five hundred and twenty-six pages that are uncrowded and easy to read.

"The intent of the authors has been to engage the pupil's interest; to make the learning process an easy, pleasant one, thereby affording him the satisfaction which achievement brings; to repeat the basic vocabulary, forms, constructions, and idioms of both a first-year and of a second-year Spanish course without wearying him; to enlarge his vocabulary by stimulating his interest in words and word-families; to make him aware of his Spanish inheritance; and to develop in him a sympathetic understanding of the Spanish-speaking people."

The book is divided into forty chapters, each given in the following order:

- 1. A reading lesson in Spanish.
- 2. A vocabulary of new words.
- 3. Interesting expressions or idioms.
- 4. Verbs used in the lesson.
- 5. An explanation of points of grammar used.
- 6. Exercises based on the parts of the lessons.

These exercises include questions and answers, translations, and the conjugation of verbs.

The eight general reviews of the book are so arranged that one comes after each fifth lesson.

Grammar has been closely related to the reading lessons. There are one hundred and three points stressed in the entire book, with from one to five points in each chapter. It includes all but the future tense of the subjunctive mood. Many of the references to grammar include reviews of forms and constructions which were treated in detail in earlier lessons. Each point is given in such a way that the student can grasp it before taking up another.

The authors have given particular attention to standard word, idiom, and syntax lists. The vocabulary contains two thousand and twenty-five words. The authors say that more than forty-two per cent of the vocabulary lies within the one thousand word list of Buchanan, and that seventy per cent lies within the two thousand

word list. Most of the words which are outside the two thousand word list are either cognates or essential local color words that are thoroughly explained in the context or in footnotes. The idioms used in the book were chosen to meet the norms suggested in Buchanan's Word List and those in Keniston's Idiom List.

Reading material around which the book is built comes from the history and folklore of that part of the United States that knew Spanish influence for more than two hundred years. Texas, New Mexico, California, and Latin-American lands are represented. Seven stories written in English provide a background for the stories in Spanish. Those in English are as follows:

1. Spanish Background in the United States.
2. Sarmiento: Patriot and Educator.
3. The World's Greatest Cattle Ranch.
4. The Maya Indians of Yesterday and Today.
5. The Land and People of Spain.
6. Some Native American Plants.
7. Learning Spanish.

The stories in Spanish are about such things as buildings, laws, customs, dark skin, missions, words, literature, schools, and ranches that we have inherited from the Spaniards; legends, descriptions of Tehuantepec, Los Angeles, King's Ranch, Tucumcarri, and the story of Santos Vega as told by Martin Fierro.

This book contains forty pictures, two maps,

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and ten songs and poems. The appendix has only two parts, one supplying rules for the conjugation of verbs and the other supplying rules for pronunciation.

Estas Americas was written by Mary Weld Coates of Lakewood High School, Lakewood, Ohio, and was published by Harper and Brothers in 1944. It contains three hundred and seventy-four pages that are smaller than those of the other books, with a clear type that is easy to read.

In the foreword Miss Coates says that she has tried to keep faith

1. With her senior high school students who wanted in a second-year book some biography, legends, human interest, traditions, something of the customs of the people, fiestas, art, music, poetry, schools, family life of the Spanish Americans, something of Spain, the review of one grammar point in each lesson, a verb chart, modern photos, and a map of each country.
2. With the American Council of Education that calls for more biography, a wider representation of countries, an emphasis on the Pan-American Union, a neighborly and democratic attitude, and scholarly workmanship.
3. With her own beliefs that the cultural material in a foreign language be presented in that

language, and that the Spanish be that of everyday speech.

Miss Coates' book contains some seventy-five lessons and twenty-one main divisions. Each of the Pan-American countries is treated separately. General facts about Spanish America, such as the language, the customs, foods, arts, schools, animals, government, and the home are told first. Then the course leads entirely around South America, through Central America and Mexico to the Caribbean, and home to the United States. Each of the twenty-one sections is presented inductively in the following manner:

- 1. A reading selection about one of the countries.
- 2. A group of questions based on the reading.

The questions may be answered orally or in writing, but the author emphasizes the oral approach.

- 3. A map study of the country.
- 4. A word study.
- 5. A review of one of the points of grammar presented in Spanish for Today.
- 6. Stories about the country being discussed.

Each of the stories contains some study exercises like those mentioned above.

Each point of grammar presented in this book is a review of one that was presented in the first book of the series, Spanish for Today. There are eighty of the

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reviews in the book, and they include the uses of the indicative and the subjunctive moods, all of which were included in the first year.

The Spanish vocabulary contains three thousand, three hundred and thirty-five words. The author says, "The vocabulary is necessarily extensive, rich and varied, as the subjects included are, and as are the days in an interesting Spanish-speaking home or on the street or in a school, but each word is the simplest and most practical one for the idea."<sup>6</sup> Vocabulary is first presented in the reading; later an exercise entitled "Word Study" gives further drill in its use.

The first story in the book, América, is a summary of the story content of the book. Other stories are given in Spanish in the following order:

1. Spanish America. This section contains nine stories that describe the language, the home, the character of Spanish words, customs, meals, schools, art, government, and animals.
2. The Mother Country. This article mentions many things of importance: the regions of Spain, the Moors, the Cid and Babieca, Columbus, Ferdinand and Isabel, the generation of 1898, Pelayo, Cervantes, Calderon, Lope de Vega, and

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<sup>6</sup> Estas Américas, p. xvi.

many other things.

3. The Natives.
4. The Discovery.
5. Independence.
6. Argentina.
7. Chile.
8. Peru.
9. Bolivia.
10. Ecuador.
11. Colombia.
12. Venezuela.
13. Uruguay.
14. Paraguay.
15. Brasil.
16. Central America. This part contains a story about each of the seven countries.
17. Mexico.
18. Spain and the United States.
19. Pan-Americanism.

Estas Américas also contains eighteen pages of illustrations. Each country included is illustrated with a small map. No songs or poems are used in the book.

The appendix consists of forty pages of information divided into two sections. The first part is a list of personal and geographical names that may be used as a review or as an achievement test. The

second part is a compendium of basic forms in Spanish. It includes nouns, articles, adjectives, adverbs, demonstratives, numbers, pronouns, word order, prepositions, double negative forms, verbs, and syllabication and stress.

## CHAPTER III

### FIRST-YEAR BOOKS COMPARED AND CONTRASTED

Three of the four authors of El mundo español are college teachers; the author of Voces de las Américas is a college teacher; one of the four authors of Acquiring Spanish is a college teacher, and another is a teacher in the University of Puerto Rico. One might think, then, that these three books would be better for college level than for high school level, yet the authors present the material for high school classes. The manner in which the authors present the material, beginning with very simple everyday expressions and gradually building up to more difficult forms, shows that they understand the needs of high school students and have planned the material so that a high school student can use it to advantage. Each of the books prepared by college teachers has at least one author or helper from a high school. Salomay Lauderdale Harrison, who helped prepare El mundo español, is a teacher in the San Antonio High Schools; Vera Rogers Maxwell and Frances Hagood, who helped to prepare Acquiring Spanish, are teachers in the public schools of Fort Worth, Texas; and Kaulfers collected the research materials for his book, Voces de las Américas, in collaboration with Thornton Clark Blayne of Menlo

School and College. The two consulted the eighteen largest cities in the United States in order to find the topics that are most often taught as the basic essentials in high school Spanish. Jarrett and McManus, authors of the first volume of El camino real, are both high school teachers from California; and Coates, the author of Spanish for Today, is a high school teacher from Ohio. We have a right to expect these two books to be more adaptable to high school use; however, the first three books mentioned show wiser planning in certain ways that will be pointed out in the evaluation. All the authors of El mundo español are from Texas; those of Acquiring Spanish are from Texas, New Mexico, and Puerto Rico; and those of El camino real are from California. Because these authors are from the Southwest and thus know intimately the Spanish background of our heritage, these books should fit into Texas schools better than the other two.

The three short titles, El camino real, El mundo español, and Voces de las Américas, are indicative of the purpose and content of the books and are much more appealing than those in English. El camino real is especially good because it suggests movement and activity. Acquiring Spanish and Spanish for Today were published before 1945. This knowledge may help to explain the use of English titles.

All of the books have been published within

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the past eight years; therefore, none of them should be too far out-moded in data and manner of presentation. However, things have changed so rapidly and so much in the past ten years that the books published not more than five years ago are better suited to the use of Texas school children.

The number of pages, exclusive of appendices and vocabularies, ranges from 341 in Acquiring Spanish to 454 in Voces de las Américas. Strangely enough, the two oldest books of the group contain the least number of pages. Spanish for Today has 371; El mundo español and El camino real have 499 each. Four hundred pages of text have been suggested as an excellent number of pages for a high school text.

The covers of some of the books seem durable and are quite attractive. The most picturesque of the group is that of El camino real that shows a conquistador leading a serenader, a china poblana, a charro, and a burro. The title and the pictures are definitely more indicative of the content of the book than those of any of the other books. The most dramatic cover of the lot is that of El mundo español. It is adapted from a twelfth-century cloth and contains so many lines and figures that it is more confusing than interesting. An explanation from the teacher is necessary before the student can appreciate it. Voces de las Américas and Acquiring Spanish each have covers that are not at all

spectacular or picturesque, but they are attractive. Each is blue and has very little decoration. The cover of Spanish for Today is the least attractive and durable of the group. It is a bright red that does not appeal to the students. Students of the writer were consulted in order to determine which book they preferred.

Three of the first-year books have an excellent grade of paper and two have an average grade. El mundo español, El camino real, and Voces de las Américas have glare-proof, cream-tinted paper; the paper of Acquiring Spanish has a slick finish that is not tinted; and the paper of Spanish for Today is neither tinted nor glazed.

There is very little difference in the sizes of three of the books, Spanish for Today, Acquiring Spanish, and El mundo español. Each of the first two mentioned is  $8\frac{1}{2}$  inches long and  $5\frac{1}{2}$  inches wide. El mundo español is  $8\frac{5}{8}$  inches long and  $5\frac{5}{8}$  inches wide. El camino real is  $8\frac{3}{4}$  inches long and six inches wide; and Voces de las Américas, the largest of the books, is  $9\frac{1}{2}$  inches long and  $6\frac{1}{2}$  inches wide. Edna E. Babcock, teacher of Spanish in the Seattle Public Schools, Seattle, Washington, says, "The size of the book has importance for pupils. Unless the Spanish book fits easily into a brief case along with other books, or slips readily into a pocket, or is of the

right proportions to hang at a jaunty angle from under the arm of a young 'brave' as he strolls along home with his girl friend, it will be left at school."<sup>1</sup> It is believed that the smallest of the books of this group are the best size for meeting the standards set by high school children.

All the authors have used an inductive method of approach with emphasis on the oral use of Spanish. A reading selection containing examples of each point that the author wants to stress begins the lesson. New vocabulary, explanations of grammar, and exercises for applying the principles of the lesson follow in the order given. Miss Coates, in Spanish for Today, deviates somewhat by presenting one point of grammar at a time in the lesson and following it immediately with sentences to be completed by applying the points. She gives additional exercises at the very end of the lesson so that the student can find out whether he understands the principles. Kaulfers, in Voces de las Américas, uses a more direct method than any of the other authors. His plan is to teach the grammar through practical use without giving any rules until the student is ready to ask for them.

Some of the authors state their aims very

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<sup>1</sup>  
"The Spanish Textbook," Hispania, V. XXXIII,  
p. 63.

clearly in the prefaces of the books. Others are not stated at all, but one has no difficulty in seeing what the authors are trying to do. Each intends to give the student a practical knowledge of Spanish and to promote goodwill towards Spanish-speaking people.

All of the authors have divided their books into more lessons than there are weeks in the school year, and all but Campa, in Acquiring Spanish, have made the lessons so long that each will require approximately a week's work. This does not allow time for adequate review and repetition. Acquiring Spanish is divided into forty-five lessons, but they are short enough that more than one can be completed each week, leaving ample time for review.

All the authors but Kaulfers, in Voces de las Americas, put a great deal of emphasis on the formal study of grammar. Each book contains the study of adjectives, adverbs, pronouns, prepositions, sentence structure, and the conjugation of verbs through the simple tenses of the indicative mood. El mundo español adds the compound tenses of the indicative mood and the present tense of the subjunctive mood; Acquiring Spanish and El camino real add the present tense of the subjunctive mood; and Spanish for Today adds all the compound tenses of the indicative mood and all but the future tense of the subjunctive mood.

There is need for a reduction of the vocabulary

burden of these texts, and there is need for a greater agreement among the texts regarding the particular words in the vocabularies. In the vocabularies of these five books there are 418 terms beginning with the letter "a." Only 36, or less than nine per cent of the terms are included in all five of the books. This is very hard for the student who changes schools and texts during the study of Spanish in the high schools of this state. The number of words in the vocabularies ranges from 1054 in El camino real to 3154 in Spanish for Today. The lengthy vocabularies include cognates, words used only once in songs and poems, words translated in the reading lessons, words explained in footnotes, regularly formed adjectives and adverbs, and the feminine forms of masculine nouns. The shorter vocabularies omit them. El camino real and Acquiring Spanish are built around controlled vocabularies that concentrate on the practical Spanish that school children of the Southwest need.

The reading material of four of these books provides important background material for the study of Spanish. A certain portion which gives comparisons and contrasts between our school children and those of Spanish-speaking countries is of such a nature as to bring about understanding and mutual respect between our people and the Spanish-speaking people of our state and of the nations to the south. This is a very impor-

tant function of the Spanish class. In Texas the presence of many Mexicans makes it necessary for our younger generation to grow up with an understanding of these "new" Americans. Texas becomes a proving ground for Pan-Americanism and for hemispheric solidarity. These books offer stories about the home, the school, the market, the products, and the customs of the Spanish-speaking countries in order to promote goodwill between us and the Spanish-speaking world.

All of the books but Spanish for Today offer background stories that carry the Spanish culture through Spain, Mexico, Central and South America, and the United States. Voces de las Américas begins with stories about the United States and our heritage from the Spanish influence. By beginning at home, Kaulfers arouses the interest of the class before going on to stories about Mexico, South America and Spain. Each of his reading lessons is short and contains much native atmosphere. El mundo español and El camino real begin with the Spanish history that led to the discovery of America and then go on with stories of how the early explorers settled Mexico, Central and South America, and our own Southwest, pointing out the Spanish influences in our daily lives. The reading material of El camino is based on historical and geographical information concerning Spain and the Americas. The stories are intended to be of such a

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nature as to create better understanding and appreciation of our southern neighbors, of their personal and national problems, and their nature and way of thinking, so that we may know how to become better neighbors.

The stories are distinctly "mexican" in flavor. The reading matter of Acquiring Spanish is not so extensive as that of El mundo español, El camino real, or Voces de las Américas; but it is just as interesting because it deals with things about which Texas school children would already know something, such as ranching, cattle, the Mexican people, and certain American heroes that include Benito Juarez.

Every nation has its national heroes; and because the deeds of some Spanish-American heroes have caused them to become international heroes, these authors have included short biographies of such figures in their books. Scattered over the Americas are ruins of Indian civilizations as old and as fascinating as any in the world; therefore, the authors have included stories of the Indians of yesterday and today. Ranching is an important occupation in the Southwest and the world's greatest cattle ranch is right here in Texas, so Campa included stories about ranching and the Kings' ranch in Spanish for Today. These authors want to make the students aware of their Spanish heritage; and since so many local color words of the Southwest are Spanish words, they have included many of them in their stories.

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The reading material of Spanish for Today is very different from that of the other books. It is very short, and it contains no cultural background material and nothing to arouse the imagination of the students. Its only function is to introduce new grammatical structures.

All of the authors include some reading material of the story type in English. Spanish for Today has approximately four pages of stories in English and twenty in Spanish; Acquiring Spanish has thirty pages in English and sixty in Spanish; Voces de las Américas has fifteen pages in English and seventy in Spanish; El camino real has thirty-eight pages in English and eighty in Spanish; and El mundo español has sixteen pages in English and one hundred and thirty in Spanish.

Each book offers some review material. El camino real has the best reviews because each lesson contains repasitos, little reviews of some vital parts of earlier lessons, in addition to six general reviews.

Illustrations are important for stimulating interest and imagination and enhancing the physical form of the book. Kaulfers' illustrations in Voces de las Américas are the most vivid of all. They illustrate the reading material of the book, they interpret the author by actually showing the things he is trying to point out, and they are usually placed very near the material they are meant to illustrate. Jarrett's, in

El camino real, are as good as those of Kaulfers, but they are not so numerous. Casis has used good pictures in El mundo español, but they are often placed so far from the material illustrated that the students fail to see any relationship. Campa, in Acquiring Spanish, uses good, clear pictures that are always close to the material illustrated and tie in with the lessons, but they are very few in number. Coates uses very few pictures in Spanish for Today and crowds them all onto sixteen pages of text with no regard to the reading or the lesson material.

None of the books has enough maps. Acquiring Spanish and Spanish for Today have none; Voces de las Américas has four; El camino real has five and El mundo español has six. Two colored maps in Voces de las Américas are the best of the lot, but the map studies of El mundo español are the most useful to the teacher and to the student. The maps of El camino are of little value because they contain no study exercises.

Kaulfers, in Voces de las Américas, and Jarrett, in El camino real, offer the greatest variety of realia. Songs with music, jokes, games, dialogues, dramas, and names of places where additional material can be obtained make these books very interesting. Casis, in El mundo español, offers the greatest variety of dramas for promoting enthusiasm. Again the oldest books of the group offer the least amount of realia.

For the convenience of the reader, the foregoing analyses are summarized in the form of tables on the following pages. Table I shows the author and title, the publisher, the copyright date, and the net price of each of the first-year books. Table II contains a summary of the general information given in this chapter and in Chapter I.

TABLE I

FIRST YEAR SPANISH BOOKS FOR TEXAS HIGH SCHOOLS,  
PUBLISHER, COPYRIGHT DATE, AND NET PRICE

	1	2	3	4
	Author and Title	Publisher	Copy- right Date	Net Price
0				
1	Casis, <u>El mundo español,</u> Third edition, <u>Volume I</u>	D. C. Heath	1947	\$1.95
2	Kaulfers, <u>Voces de las</u> <u>Américas, Book One</u>	Henry Holt and Company	1947	\$2.40
3	Jarrett, <u>El camino real,</u> <u>Book One</u>	Houghton Mifflin	1946	\$1.65
4	Campa, <u>Acquiring Spanish</u> <u>Book One</u>	MacMillan Company	1944	\$1.95
5	Coates, <u>Spanish for Today</u>	Harper and Brothers	1942	\$1.80

TABLE II

GENERAL INFORMATION ABOUT FIRST YEAR SPANISH BOOKS FOR TEXAS HIGH SCHOOLS

	Author and Title	Number of Lessons	Number of General Reviews	Number of Points of Grammar	Number of Words in Vocabulary	Number of Illustrations	Number of Maps	Number of Songs	Total Number of Pages
0	1	2	3	4	5	6	7	8	9
1	Casis, <u>El mundo español, Third edition, Volume I</u>	43	7	104	1171	21	6	22	509
2	Kaulfers, <u>Voces de las Américas, Book One</u>	48	5	58	2554	336	4	2	527
3	Jarrett, <u>El camino real, Book One</u>	38	6	114	1054	116	5	0	522
4	Campa, <u>Acquiring Spanish</u>	45	9	98	1527	86	0	0	414
5	Coates, <u>Spanish for Today</u>	40	3	152	3154	16 pages	0	0	436

## CHAPTER IV

### SECOND-YEAR BOOKS COMPARED AND CONTRASTED

The authorship of these second-year books is slightly different in two cases from that of the first-year books. El camino real, Book Two, is by Edith Moore Jarrett alone; and Mastering Spanish, companion volume to Acquiring Spanish, is by Lillian Greer Bedichek and Arturo L. Campa. Mrs. Bedichek is former head of the Department of Spanish in the Austin High School, so we have a right to expect her to know a great deal about the interests of Texas school children. The titles of these books, like those of the first-year books, are short and indicative of the content of the books; and all but one, Mastering Spanish, are in Spanish. Estas Américas, prepared to follow Spanish for Today, is more interesting than the first-year book because of the Spanish title.

Mastering Spanish, published in 1945, is a year newer than Acquiring Spanish; Estas Américas, published in 1944, is two years newer than its companion volume, Spanish for Today; and El camino real, Book Two, published in 1947, is a year newer than Book One.

Again the authors include too much material for one year's work. Teachers try to cover the pages and sacrifice the opportunity of teaching the material

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well; otherwise they feel that they are not making enough progress. This often results in a sense of frustration for both the teacher and the student. El mundo español and Mastering Spanish have 418 pages each; El camino real has 533 pages; Voces de las Españas has 392 pages; and Estas Américas has 374 pages. Miss Coates' book, Estas Américas, shows the best planning as far as the number of pages is concerned. It contains few enough that the material can be covered with time left for abundant review.

The covers and bindings of these books correspond to those of the first-year books in the series. El camino real again has the most picturesque and suggestive cover of the group. A Spanish priest, an Argentine cowboy, a llama, a Spanish senorita, and the statue of a conquistador all are colorful and suggest the march of Spanish progress through South America. The cover of El mundo español, adapted from the same twelfth-century cloth as that of Volume I, is very disconcerting, as has already been noted in an earlier chapter. The bindings of each of the books seems strong, yet they do not wear so well as they should. Four of the five books have an excellent quality of paper. It is both glare-proof and cream-tinted. The pages of Estas Américas, the oldest book of the group, reflect a great deal of light which is tiring to the eyes.

These second-year books are the same size as

their companion volumes for the first year. Estas Américas does not contain so many pages as Spanish for Today, while Mastering Spanish contains more material than Acquiring Spanish. In these second-year books Estas Américas and Mastering Spanish are the best size for easy handling according to the evaluation scale given in the next chapter.

Each author uses an inductive method of approach in presenting the lessons. As in the first-year books, the authors give a reading selection in Spanish, a vocabulary of new words in the lesson, an explanation of the grammar of the lesson, and finally, exercises for applying the principles used. All of the authors stress the oral use of the language. Kaulfers, in Voces de las Españas, uses the same direct method of approach as in his first-year book.

In this second year of work the authors aim to give a picture of the Spanish world with emphasis on the Americas; they aim to make the learning process easy and pleasant; and they aim to develop in the pupil a sympathetic understanding of the Spanish-speaking people. Kaulfers employs a more direct method than the other authors. In the first lesson of his book, Voces de las Españas, he expresses the hope that the students may not spend too much time speaking about Spanish in English, and that they may not pay attention to points of grammar until they have learned such points

through practical use.

These authors have shown wiser planning of the number of lessons of the books. The thirty-six lessons in Voces de las Españas and the thirty-seven in El camino real have been planned to allow for a close synchronization with the school calendar. El mundo español has thirty-eight lessons, and Mastering Spanish has forty. The lessons of the last book mentioned are generally shorter than those of the other three books mentioned above, and many of the lessons will not require a week's work. Estas Américas has approximately seventy-five lessons. Very few of them will require more than one day for completion, which means that the class will have time for a great deal of repetition and review.

Each book has some general review material. Mastering Spanish and El mundo español have eight each; Voces de las Españas has four; and El camino real has three. Every lesson of Estas Américas contains a short review of some point of grammar that was presented in the first-year book, but it contains no new grammar. The main part of the new grammar of these second-year books consists of principles for the use of the subjunctive mood.

The number of words of the vocabularies varies a great deal in these second-year books. El camino has 1550 words, the least amount of the group; and

Voces de las Españas has 3495, the greatest number of the group. As was pointed out in Chapter II, all the authors but Coates explain how the vocabularies of their books were chosen.

A great variety of cultural background material is included in the reading lessons of each of these books. The stories of El mundo español center around Spain in the Americas and offers many dramas and dialogues for presenting the historical background of the stories. Voces de las Españas offers much history of Spain and of Spanish America in short stories written in a pleasing style. The second book of the camino real series follows the march of the Spaniards around the Caribbean Sea and through the countries of South America, and is filled with Mexican and Latin-American legends and folk-lore. The folklore creates a native atmosphere which helps to make the reading material valuable to the student and teacher. Mastering Spanish does not contain so many stories as the three books named above, but the stories it does contain are all significant. They include legends of the Southwestern part of the United States and are told in a simple, easy language. In the stories of Estas Américas Miss Coates has touched on interesting differences between the life of Latin-Americans and people from the United States in such a way as to arouse the students' interest. One important thing about her stories, as well as those

of the other authors, is the fact that they have presented just enough material to arouse the interest and stir the imagination of the students.

The authors who used a great many illustrations in their first-year books have done so in their second-year books also. In El mundo español, Volume II, the authors have used twenty-three good photographs, but they are placed too far from the material they are meant to illustrate, thus decreasing their value. Many pen-and-ink illustrations have been used also, but they fail to tie in well with the reading material. Kaulfers, in Voces de las Españas, uses fifty-seven full pages of photographs to help interpret his stories, and many pen-and-ink illustrations that are clever indications of the content of the stories. The 144 illustrations in El camino real are about one-third of a page in size which makes them attractive to the pupil. They illustrate the material of the lessons at the strategic points better than those of the other books. Bedichek, in Mastering Spanish, has used fifty large, clear photographs, but she has often placed them too far from the material illustrated for them to be of much value to the student.

These second-year books are lacking in maps and in map studies also. Mastering Spanish contains two maps, one of the United States and one of the Western Hemisphere; but they are of little value because they

have no explanations or reasons given for their being used in the book. Voces de las Españas has eight colored maps with map studies; El mundo español has only three maps, but it contains the best map studies of any of the books. Coates uses fifteen maps in Estas Américas, one for each country studied, with some short study exercises included. In El camino real Jarrett has included thirty-five very small maps to show the location of the countries studied.

In their second-year books these authors have used a few more songs and poems than in their first-year books, but the amount of other realia is about the same. Bedichek uses ten songs and poems with no music in Mastering Spanish; Casis in El mundo español, has twenty-six songs and poems with music for the songs and translations for both; Coates has used no songs or poems in Estas Américas; Jarrett, in El camino real, has four songs with music; and Kaulfers, in Voces de las Españas, has fifteen songs, but includes music for only one.

The foregoing analyses are summarized in the form of tables on the following pages. Table III gives the names of the author and publisher for each book, the copyright date of each, and the net price of each. Table IV gives a summary of the general information in this chapter and in Chapter II.

TABLE III

SECOND YEAR SPANISH BOOKS FOR TEXAS HIGH SCHOOLS,  
PUBLISHER, COPYRIGHT DATE, AND NET PRICE

	1	2	3	4
	Author and Title	Publisher	Copy- right Date	Net Price
0				
1	Casis, <u>El mundo español,</u> Third edition, Volume II	D. C. Heath	1947	\$1.95
2	Kaulfers, <u>Voces de las</u> <u>Españas, Book Two</u>	Henry Holt and Company	1947	\$1.95
3	Jarrett, <u>El camino real,</u> <u>Book Two</u>	Houghton Mifflin	1947	\$1.74
4	Bedichek, <u>Mastering</u> <u>Spanish</u>	MacMillan Company	1945	\$2.13
5	Coates, <u>Estas Américas</u>	Harper and Brothers	1944	\$1.74

TABLE IV

GENERAL INFORMATION ABOUT SECOND YEAR SPANISH BOOKS FOR TEXAS HIGH SCHOOLS

	Author and Title	Number of Lessons	Number of General Reviews	Number of Points of Grammar	Number of Words in Vocabulary	Number of Illustrations	Number of Maps	Number of Songs	Total Number of Pages
0	1	2	3	4	5	6	7	8	9
1	Casis, El mundo español, Third edition, Volume II	38	8	78	1610	23	3	26	499
2	Kaulfers, Voces de las Españas, Book Two	36	4	36	3495	57 pages	8	15	496
3	Jarrett, El camino real, Book Two	37	3	61	1550	144	35	4	622
4	Bedichek, Mastering Spanish	40	8	103	2025	40	2	10	526
5	Coates, Estas Américas	75	80	80	3335	18 pages	15	0	374

## CHAPTER V

### THE EVALUATION

This chapter is designed to evaluate the ten textbooks. In the preceding chapters the books have been analyzed in relation to the factors that are crucial in making one textbook more useful than another. Several sources have been used as guides in selecting criteria for the evaluation. Individual viewpoints regarding certain phases of any textbook were considered first.

Related Studies. Guy M. Whipple,<sup>1</sup> secretary of the National Society for the Study of Education, says, "The real test of the suitability of a book is the method of presentation. The content may be good, yet if the thoughts are not well coordinated, a student and some teachers will not be able to understand the meaning of the thoughts."

Referring to Spanish books, Edward Garcia,<sup>2</sup> Spanish teacher in Portland, Oregon, thinks that there

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<sup>1</sup> Guy M. Whipple, "The Selection of Textbooks," American School Board Journal, May, 1930, p. 51.

<sup>2</sup> Edward C. Garcia, "Achievement Tests for Vocabulary," Hispania, V. XI, p. 155.

should be about 1600 basic words for Spanish I and Spanish II combined.

<sup>3</sup>  
Claud Aycock, teacher of Spanish in Rocky Mount, North Carolina, believes that a first-year Spanish course should offer as realia maps, songs, poems, the Lord's Prayer, pictures, post cards, money, stamps; and as cultural material it should offer art, history, music, literature, customs, and current happenings.

<sup>4</sup>  
Edna E. Babcock, Director of Foreign Languages in the Seattle Public Schools, Seattle, Washington, is of the opinion that good Spanish textbooks should include as subject matter what the pupils think they want as well as what we know they need; as techniques, exercises which call for initiative and individual thinking on the part of the pupils, and more opportunity for a correlation of Spanish with other subjects; and as mechanical features, less emphasis on grammar, more colors in maps and illustrations, the use of clear type, softer shades of paper, more illustrations, maps, and charts that are up-to-date. She also believes that a

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<sup>3</sup>  
Claud Aycock, "What Can the High School Teacher Do To Increase Interest in Spanish?" Hispania, V. XIX. p. 376.

<sup>4</sup>  
Edna E. Babcock, "The Spanish Textbook," Hispania, V. XXXIII, pp. 61--63.

usable Spanish textbook for high schools would need to be written by a teacher with a background of high school teaching. She advocates a more effective method of incorporating grammar into the subject matter, more practical subject matter, the presentation of less material, and the elimination of long vocabulary lists of isolated words for memorization and numerous verbs for endless repetition in conjugations as well as paragraphs of stereotyped English sentences to be translated into Spanish.

<sup>5</sup>  
Harold D. Haley, in a thesis for a Master's Degree in Education from Texas Technological College, lists the following criteria for the selection of textbooks in general:

- I. Authorship.
- II. Content and Organization.
- III. Vocabulary and Reliability.
- IV. Method and Motivation.
- V. Teaching and Study Aids.
- VI. Mechanical Make-up.
- VII. Miscellaneous.

<sup>6</sup>  
Miss Faye Bumpus, gives this outline for the

<sup>5</sup>  
Harold D. Haley, Thesis: *An Analysis of Five Recently Published Textbooks in Civics*, 1939, p. 6.

<sup>6</sup>  
Faye L. Bumpus, *The Teaching of English as a Foreign Language, A Manual for Teachers*, (Instituto Cultural Peruano-Norteamericano, Lima, Peru, 1948), Appendix "B".

evaluation of textbooks:

- I. Name of book, author, and date of publication.
- II. Type of text (purpose) and educational level (grade).
- III. Physical Make-up.
  - A. Size and weight.
  - B. Cover and binding.
  - C. Illustrations.
  - D. Quality of paper.
  - E. Size of print and margins.
- IV. Content.
  - A. Organization.
    1. New material
    2. Review material.
  - B. Reading material.
    1. Quality.
      - a. Interest.
      - b. Difficulty.
      - c. Logical sequence.
      - d. Adequate repetition.
    2. Clarity.
      - a. Conciseness.
      - b. Correctness.
    3. Pedagogical suitability.
  - C. Vocabulary.
    1. Kind.
    2. Length.

3. Manner of presentation.
  - a. By graphic means.
  - b. By family groupings.
- D. Exercises.
  1. Variety.
  2. Quantity.
  3. Adaptability.
    - a. To individual differences.
    - b. To age and educational levels.
  4. Validity.
    - a. Correctness.
    - b. Inclusion of new material.
    - c. Ample review, repetition, and drill.
- V. Final Evaluation.
  - A. Fulfillment of purpose.
  - B. Pedagogical validity.
  - C. Personal reaction.
  - D. Availability.
    1. Price.
    2. Publication.

Developing Evaluation Scale. Using the sugges-  
7  
tions listed above, the author and four other teachers

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7  
Miss Martha June Morehart, Eastland High School, Eastland, Texas; Mrs. Susie B. Torres, Howard Payne College, Brownwood, Texas; Mrs. Jewell Ray Witt, Plainview High School, Plainview, Texas; and Mrs. Geraldine Johnston, Levelland High School, Levelland, Texas.

who have each had several years of experience in teaching Spanish in Texas worked out a scale for evaluating textbooks for high schools in Texas. Three of the teachers meeting for a forum discussion and two working individually agreed on the following factors as the most important to consider in selecting Spanish textbooks:

I. The Textbook.

- A. Title.
- B. Author.
- C. Publication data.

II. Physical Make-up.

- A. Number of pages.
- B. Size.
- C. Cover and binding.
- D. Quality of paper.

III. Method of Approach.

IV. Aims.

V. Content.

- A. Number of lessons.
- B. Grammar.
- C. Vocabulary.
- D. Reading material.
- E. Illustrations.
- F. Maps.
- G. Songs and poems.
- H. Other realia.

## I. Appendices.

The five teachers worked out a scale for evaluating each of the factors listed above as poor, fair, average, good, or excellent, and included in the scale, which is given below, the things they considered necessary for making each of the items either poor, fair, average, good, or excellent.

# SCALE FOR MEASURING HIGH SCHOOL SPANISH TEXTS

## I. The Textbook.

- A. Title. The title should be brief, appealing, on the level of the students' comprehension; and it should be indicative of the content of the book.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. A poor title is long, irrelevant, and gives no clue to the content of the book.
2. Fair. A fair title is cumbersome, with little indication of the content of the book.
3. Average. An average title may be in Spanish or in English; it is short and suggestive of the content of the book.
4. Good. A good title is brief; it is in Spanish; and it is indicative of the content of the book.
5. Excellent. An excellent title is short; it is in Spanish; it is indicative of the content of the book; and it suggests activity and arouses the interest of the pupil.

- B. Author. The qualifications of the author should include education, experience, and special preparation for writing the book.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. A poor author has no college degree and no teaching experience.
2. Fair. A fair author may have a degree but no practical experience in the teaching field and no understanding of adolescents.
3. Average. An average author may have a degree and a few years of teaching experience.
4. Good. A good author would have a

Master's Degree and several years of teaching experience on the level in which the book is written; he should have done some research and had some practical experience in a Spanish-speaking country.

- 5. **Excellent.** An excellent author should have a Doctor's Degree and several years of successful teaching experience on the level for which the book is intended; he should have done extensive research into the interests of students and the essentials of Spanish for them; and he should have an understanding of adolescent children.

C. **Publication Data.** The publication data should be new enough to present the latest word on the subject but not so new that it is of no value. The publisher should perhaps specialize in the publication of textbooks. The book should be published in the author's own country.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

- 1. **Poor.** A poor textbook would have been published more than fifteen years prior to the date of adoption.
- 2. **Fair.** A fair textbook would have been published not more than ten years prior to the date of adoption.
- 3. **Average.** An average textbook would have been published in the United States not more than six years prior to the date of adoption.
- 4. **Good.** A good textbook would have been published in the United States not more than four years prior to the date of adoption.
- 5. **Excellent.** An excellent textbook would have been published in the United States not more than three years prior to the date of adoption.

## II. Physical Make-up.

- A. Number of pages. The number of pages should be few enough to allow the student and the teacher to feel that progress is being made. The number of pages in this scale is exclusive of the appendices and vocabulary.

Poor	Fair	Average	Good	Excellent
!	!	!	!	!
1	2	3	4	5

1. Poor. A poor textbook would have more than six hundred or less than three hundred pages.
2. Fair. A fair textbook would have from five hundred and fifty to six hundred pages.
3. Average. An average textbook would have between five hundred and five hundred and fifty pages.
4. Good. A good textbook would have between four hundred and fifty and five hundred pages.
5. Excellent. An excellent textbook would have approximately four hundred pages.

- B. Size. The book should be compact and a convenient size for carrying.

Poor	Fair	Average	Good	Excellent
!	!	!	!	!
1	2	3	4	5

1. Poor. A poor size is approximately 4 inches by 5 inches.
2. Fair. A fair size is approximately 5 inches by 7 inches or 7 inches by 10 inches.
3. Average. An average size is about  $6\frac{1}{2}$  inches by  $9\frac{1}{2}$  inches.
4. Good. A good size is about  $8\frac{1}{2}$  inches by 6 inches.
5. Excellent. An excellent size is about  $8\frac{1}{4}$  inches by  $5\frac{1}{2}$  inches.

- C. Cover and Binding. The cover and binding should be attractive for attention and durable for wear. The life of the book and its usefulness depend on these things.

Poor	Fair	Average	Good	Excellent
↓ 1	↓ 2	↓ 3	↓ 4	↓ 5

1. Poor. A poor cover would be dull and of the same material as the text paper. The binding would be loose.
2. Fair. A fair cover would be of paper heavier than the text paper with a harsh color and a loose binding.
3. Average. An average cover would be of heavy cardboard with the pages of the text glued or sewed.
4. Good. A good cover would be of cloth with the pages sewed and glued. The color should be gay and in harmony with the content of the book.
5. Excellent. An excellent cover would be of cloth; it would be pleasing to sight and touch; and the design and color would be suggestive of the content of the book and in harmony with the use for which it is intended. The pages would be sewed and glued.

D. Quality of paper. The paper should be sufficiently strong for wearing well.

Poor	Fair	Average	Good	Excellent
↓ 1	↓ 2	↓ 3	↓ 4	↓ 5

1. Poor. A poor quality of paper is wood pulp which turns yellow and becomes brittle with age.
2. Fair. A fair quality of paper is India or Bible paper.
3. Average. An average quality of paper is slick-finished and heavy enough to permit no penetration of print on the reverse side.
4. Good. A good quality of paper is tinted and is heavy enough to prevent any penetration of print on the reverse side.
5. Excellent. An excellent quality of paper is cream-tinted and heavy enough to prevent any penetration

of ink on the reverse side.

III. Method of Approach. This is the manner in which the author sets out to present the material to the student.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. A poor method of approach is to present pure statistics and to place too much emphasis on the acquisition of a knowledge of technical grammar.
2. Fair. A fair method of approach is to give explanations of new points of the lesson with only written exercises.
3. Average. An average method of approach is to give only reading, conversational material, and written exercises.
4. Good. A good method of approach is inductive, leading to conversation. This would include a story, exercises, grammar, and teaching by games, pictures, jokes, and so on in each lesson.
5. Excellent. An excellent method of approach is a direct approach by means of conversation, games, pictures, films, and so on.

IV. Aims. The authors' aims should be to give the students what they want as well as what research shows that they need.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. A poor aim is to have no other thought than to "put over" the grammar.
2. Fair. A fair aim is to present the material by stressing written exercises.
3. Average. An average aim is to try to teach the student to read, to write, to speak, and to understand the language by emphasizing

about one-half oral work and one-half written work.

4. Good. A good aim is to try to create interest by stressing oral conversation more than written work.
5. Excellent. An excellent aim is to create interest by stressing oral application and to promote goodwill towards Spanish-speaking people and especially towards Latin-Americans.

## V. Content.

A. Number of Lessons and Reviews. The number should allow for a close synchronization with the number of teaching weeks or teaching days of the school year.

Poor	Fair	Average	Good	Excellent
↓ 1	↓ 2	↓ 3	↓ 4	↓ 5

1. Poor. Forty-five long lessons with no general reviews would be poor.
2. Fair. Forty long lessons with no general reviews would be fair.
3. Average. Thirty-five or thirty-six long lessons with three general reviews would be average.
4. Good. Between thirty and thirty-five lessons with six or more general reviews would be good.
5. Excellent. Not more than thirty lessons including six or more general reviews and some lessons that can be completed in less than a week would be excellent.

B. Grammar. The grammar content should consist of none but what is needed immediately and none that has no practical value. It should be effectively incorporated into the subject matter. The approach must be inductive.

Poor	Fair	Average	Good	Excellent
↓ 1	↓ 2	↓ 3	↓ 4	↓ 5

1. Poor. A deductive method of approach or a loose inaccurate attempt to cover all tenses of the indicative

- and the subjunctive moods in one year is poor.
- 2. Fair. To devote the first pages of the text to stating rules of grammar and to introduce each new lesson with additional information on usage with no practical work is fair.
- 3. Average. A rather rapid approach at the beginning of the term without allowing time for adequate repetition is average.
- 4. Good. To begin with not more than one new point of grammar each day and to go into the finer points of verbs, nouns, pronouns, and so on, is good.
- 5. Excellent. Slow progress at the beginning of the book to allow for much repetition; the introduction of not more than two or three new points of grammar each week; and the inclusion of nothing unpractical is excellent. Practical grammar would include all tenses of the indicative mood of verbs and the present tense of the subjunctive mood in the first year and all tenses of the subjunctive mood in the second year.

C. Vocabulary. The vocabulary should be practical, idiomatic, and full of local color. There should be more correlation between authors.

Poor	Fair	Average	Good	Excellent
↓	↓	↓	↓	↓
1	2	3	4	5

- 1. Poor. A poor vocabulary would contain more than three thousand words chosen at random.
- 2. Fair. A fair vocabulary would contain approximately twenty-five hundred words of passive nature.
- 3. Average. An average vocabulary would have approximately two thousand related words, some active and some passive.
- 4. Good. A good vocabulary would have approximately fifteen hundred words in first and second year combined. The greater part would

be active and related and would contain many cognates.

- 5. **Excellent.** An excellent vocabulary would contain not more than thirteen hundred basic words for first and second year Spanish combined. It should contain cognates and local color words.

**D. Reading Material.** The reading material should be both active and passive for forming good study habits, for acquiring vocabulary, and for getting some knowledge of the Spanish-speaking countries through the language itself; and it should be practical and on the level of the pupil's interest. The subject matter should provide constant opportunity for development of a good Spanish accent, and it should be of sufficient variety to meet the needs of pupils of wide differences in mental ability.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

- 1. **Poor.** Poor reading material would be too difficult and too long and outside the pupil's range of interest.
- 2. **Fair.** Fair reading material would not be difficult, but it would not be on the level of the pupil's interest and would not contain enough repetition of basic words.
- 3. **Average.** Average material would be easy to read and on the level of the student's interest and ability, but it would be lacking in local color and not allied with new material.
- 4. **Good.** Good reading material would contain some local color and native atmosphere and adequate repetition of words; it would be clear, concise, correct; and it would stimulate interest.
- 5. **Excellent.** Excellent reading material would contain local color and native atmosphere and adequate repetition of new words; it would

be interestingly associated with the everyday life of the students and would bring out comparisons and contrasts between the lives of Texas school children and the school children of Latin-America.

E. Illustrations. Illustrations should be a vital part of the text. They should be placed as close as possible to the pages or paragraphs they are meant to illustrate; they should interpret the author, stimulate interest and imagination, and enhance the physical form of the book.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. No illustrations or meaningless decorations are poor.
2. Fair. Very few pen-and-ink sketches and no photographs is fair.
3. Average. A few photographs placed too far from the material illustrated are average.
4. Good. Good illustrations are true-to-life, associated with the content of the book, accurate, and placed near the material illustrated. There should be one for every four pages of text.
5. Excellent. Excellent illustrations contain colored pictures that are accurate, true-to-life, and are a part of the teaching material of the book. They are placed very near the material illustrated, and there is one for each three pages of text at least.

F. Maps. Maps should aid the reader in following the territory covered; they should be accurate and clear in print and in color, and there should be one included for each country studied.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. No maps or very small, over-

- crowded maps with not enough information would be poor.
- 2. Fair. Fair maps would be in black-and-white, less than one-half page in size, and would contain very little information.
- 3. Average. Average maps would be in black-and-white, not more than half a page in size; and would contain very little information.
- 4. Good. Good maps would be in black-and-white, full-page in size, and accurate. There would be one for each country studied.
- 5. Excellent. Excellent maps would be colored for arousing interest, full-page in size; they would give detailed information; and each country would be represented separately.

G. Songs and Poems. There should be more songs than poems. They should be used for creating interest and for aiding pronunciation.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

- 1. Poor. No songs and no poems would be poor.
- 2. Fair. More poems than songs, and each used as irrelevant space-fillers would be fair.
- 3. Average. An equal number of poems and songs related to the work but with no music or translations would be average.
- 4. Good. Some poems and songs of all countries represented with music and translations would be good.
- 5. Excellent. More songs than poems, given with music and translations and tied in with the lessons would be excellent. The songs should be mostly Mexican folksongs that Texas school children are likely to know or hear often.

H. Other Realia. Other realia should be included to enlist abiding interest through

play.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. No realia would be poor.
2. Fair. Only a few songs or dialogues would be fair.
3. Average. Some songs and music and suggestions for films and a Spanish club would be average.
4. Good. Songs with music, pictures, plays, films, slides, sheet music, and club programs would be good.
5. Excellent. Native songs and poems, pictures, games, puzzles, jokes, club programs and suggestions for celebrating Spanish holidays would be excellent.

I. Appendices. These should be few in number, carefully selected for content, not too complex in treatment, and somewhat non-technical in style.

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

1. Poor. No appendix would be poor.
2. Fair. Unorganized material with no headings and with the content carelessly selected would be fair.
3. Average. A selection of well-organized but complex material would be average.
4. Good. Carefully selected and organized material that is not complex would be good. Only the irregularities for irregular verbs would be included.
5. Excellent. Carefully selected material that is well-adapted to the use of the student would be excellent. It would contain all tenses of irregular verbs and all the essential rules for grammar, pronunciation, and punctuation, and any other information of value to the student or teacher.

After the evaluation scale was set up the five teachers rated each of the ten books according to the standards of the scale. Tables V and VI show the results of their combined ratings. Table V gives the average rating for each of the nineteen items and the total or average rating for each book for first-year Spanish. It shows that all books were rated average or above on title, author, publication data, number of pages, paper, size, and aims. Spanish for Today fell below average on cover, number of reviews, grammar, vocabulary, reading material, illustrations, maps, songs, other realia, and appendix. El mundo español fell below average on number of lessons and maps; Voces de las Américas fell below average on songs; and Acquiring Spanish fell below average on maps, songs, and other realia.

Table VI reveals that El mundo español rated average or above on all but number of lessons; Voces de las Españas rated above average on everything but vocabulary; El camino real rated average or above on everything but songs; Mastering Spanish rated average or above on everything but maps and other realia; and Estas Américas rated average or above on everything but vocabulary, illustrations, songs, and other realia.

Figures 1 through 10 give a graphic picture of the ratings of each of the ten books.

TABLE V

STATISTICAL RATING OR EVALUATION OF FIVE HIGH SCHOOL  
TEXT BOOKS FOR FIRST-YEAR SPANISH

	Author and Title	Characteristics Rated											
		1	2	3	4	5	6	7	8	9	10	11	
		Title	Author	Publica- tion	Data	Number of	Pages	Cover	Paper	Size	Method of Approach	Aims	Number of Lessons
0	1	2	3	4	5	6	7	8	9	10	11		
1	Casis, <u>El mundo español,</u> <u>Third edition, Volume I</u>	4.5	5.0	5.0	4.0	4.0	5.0	4.5	4.0	4.0	4.0	4.0	2.5
2	Kaulfers, <u>Voces de las</u> <u>Américas, Book One</u>	4.5	4.0	5.0	4.0	3.5	5.0	3.0	5.0	5.0	5.0	5.0	3.0
3	Jarrett, <u>El camino real,</u> <u>Book One</u>	5.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	3.0
4	Campa, <u>Acquiring Spanish</u>	3.0	5.0	4.0	5.0	3.0	3.0	5.0	4.0	4.0	4.5	3.5	
5	Coates, <u>Spanish for Today</u>	3.0	4.0	3.0	5.0	2.5	3.0	5.0	3.0	3.0	3.0	3.5	

TABLE V Continued

STATISTICAL RATING OR EVALUATION OF FIVE HIGH SCHOOL  
TEXT BOOKS FOR FIRST-YEAR SPANISH

	Author and Title	Characteristics Rated										Total
		Number of Reviews	Emphas- is on Grammar	Vocab- ulary	Reading	Illus- trations	Maps	Songs	Other Reals	Appendix		
0	1	12	13	14	15	16	17	18	19	20	21	
1	Casis, <u>El mundo español,</u> <u>Third edition, Volume I</u>	4.0	4.0	4.0	4.0	3.0	2.0	4.0	3.0	5.0	3.97	
2	Kaulfers, <u>Voces de las</u> <u>Américas, Book One</u>	3.0	5.0	3.0	5.0	5.0	3.0	1.0	4.0	5.0	4.00	
3	Jarrett, <u>El camino real,</u> <u>Book One</u>	4.5	5.0	4.0	5.0	4.0	3.0	4.0	4.0	5.0	4.39	
4	Campa, <u>Acquiring Spanish</u>	5.0	4.0	3.0	5.0	4.0	1.0	1.0	1.0	4.0	3.58	
5	Coates, <u>Spanish for Today</u>	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.58	

TABLE VI

STATISTICAL RATING OR EVALUATION OF FIVE HIGH SCHOOL  
TEXT BOOKS FOR SECOND-YEAR SPANISH

	Author and Title		Characteristics Rated										
			Title	Author	Publica- tion Data	Number of Pages	Cover	Paper	Size	Method of Approach	Aims	Number of Lessons	
0	1		2	3	4	5	6	7	8	9	10	11	
1	Casis, <u>El mundo español,</u> Third edition, Volume II	4.5	5.0	5.0	4.0	4.0	5.0	5.0	4.5	4.0	4.0	2.5	
2	Kaulfers, <u>Voces de las</u> <u>Espanas, Book Two</u>	4.5	4.0	5.0	5.0	3.5	5.0	5.0	3.0	5.0	5.0	3.0	
3	Jarrett, <u>El camino real,</u> <u>Book Two</u>	5.0	5.0	5.0	3.0	5.0	5.0	4.0	4.0	4.0	5.0	3.0	
4	Bedichek, <u>Mastering</u> <u>Spanish</u>	3.0	5.0	5.0	5.0	3.5	5.0	5.0	5.0	4.0	4.5	3.5	
5	Coates, <u>Estas Americas</u>	4.0	4.0	4.0	5.0	3.0	3.0	3.0	5.0	3.5	3.0	3.5	

TABLE VI Continued

STATISTICAL RATING OR EVALUATION OF FIVE HIGH SCHOOL  
TEXT BOOKS FOR SECOND-YEAR SPANISH

	Author and Title	Characteristics Rated										Total
		Number of Reviews	Emphas- is on Grammar	Vocab- ulary	Readings	Illus- trations	Maps	Songs	Other Realia	Appendix		
0	1	12	13	14	15	16	17	18	19	20	21	
1	Casis, <u>El mundo español,</u> Third edition, <u>Volume II</u>	5.0	4.0	4.0	4.0	3.0	3.0	4.0	3.0	5.0	4.08	
2	Kaulfers, <u>Voces de las</u> <u>Españas, Book Two</u>	3.5	4.5	2.5	5.0	5.0	4.0	3.0	4.0	5.0	4.18	
3	Jarrett, <u>El camino real,</u> <u>Book Two</u>	4.5	4.0	4.0	5.0	4.5	4.0	1.0	4.0	5.0	4.21	
4	Bedichek, <u>Mastering</u> <u>Spanish</u>	5.0	4.0	3.0	5.0	3.0	1.0	3.0	1.0	4.0	3.82	
5	Coates, <u>Estas Américas</u>	4.0	3.0	1.0	3.0	1.0	4.0	1.0	1.0	3.0	3.11	

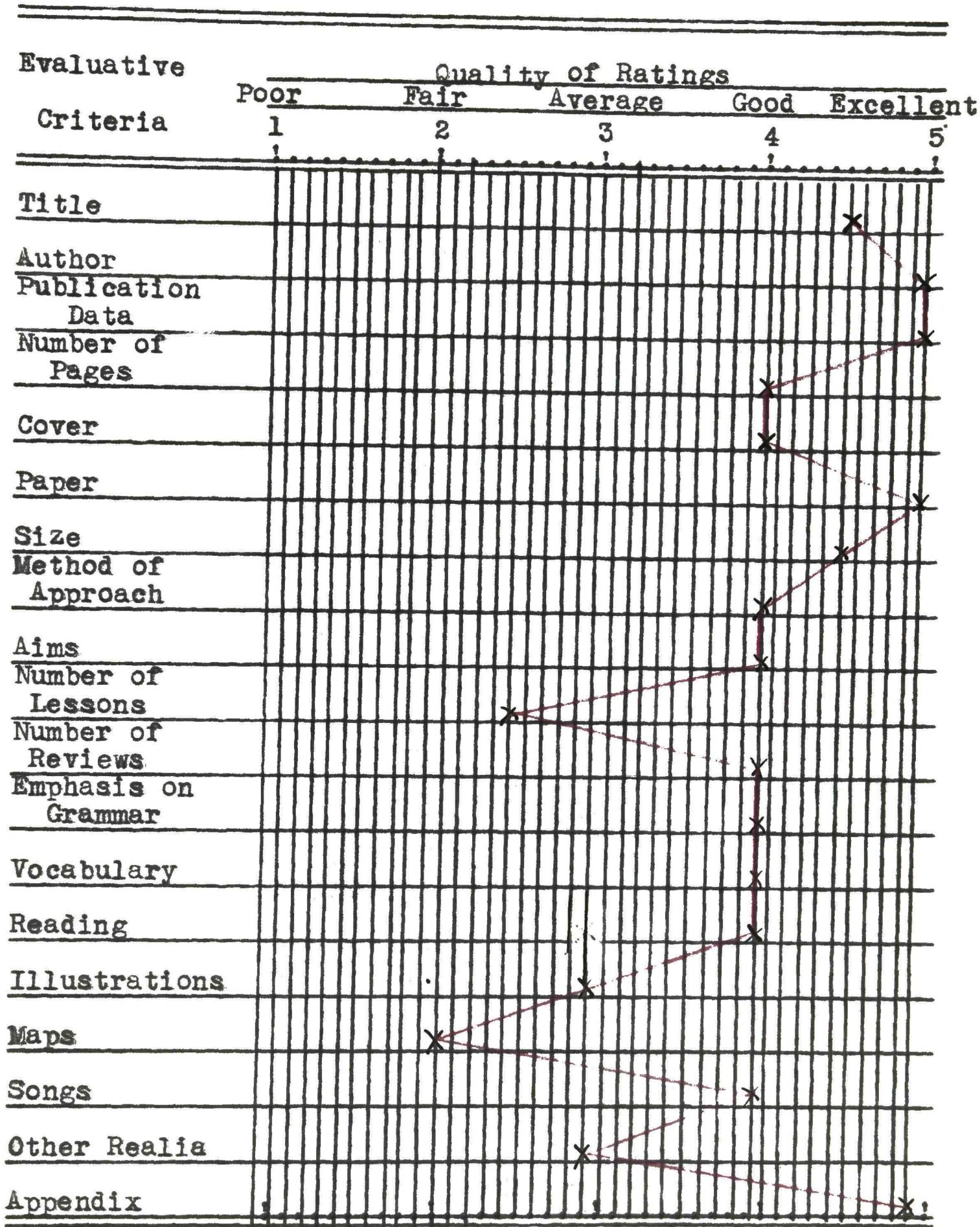


Figure 1. Casis, El mundo español, Third edition, Volume I.

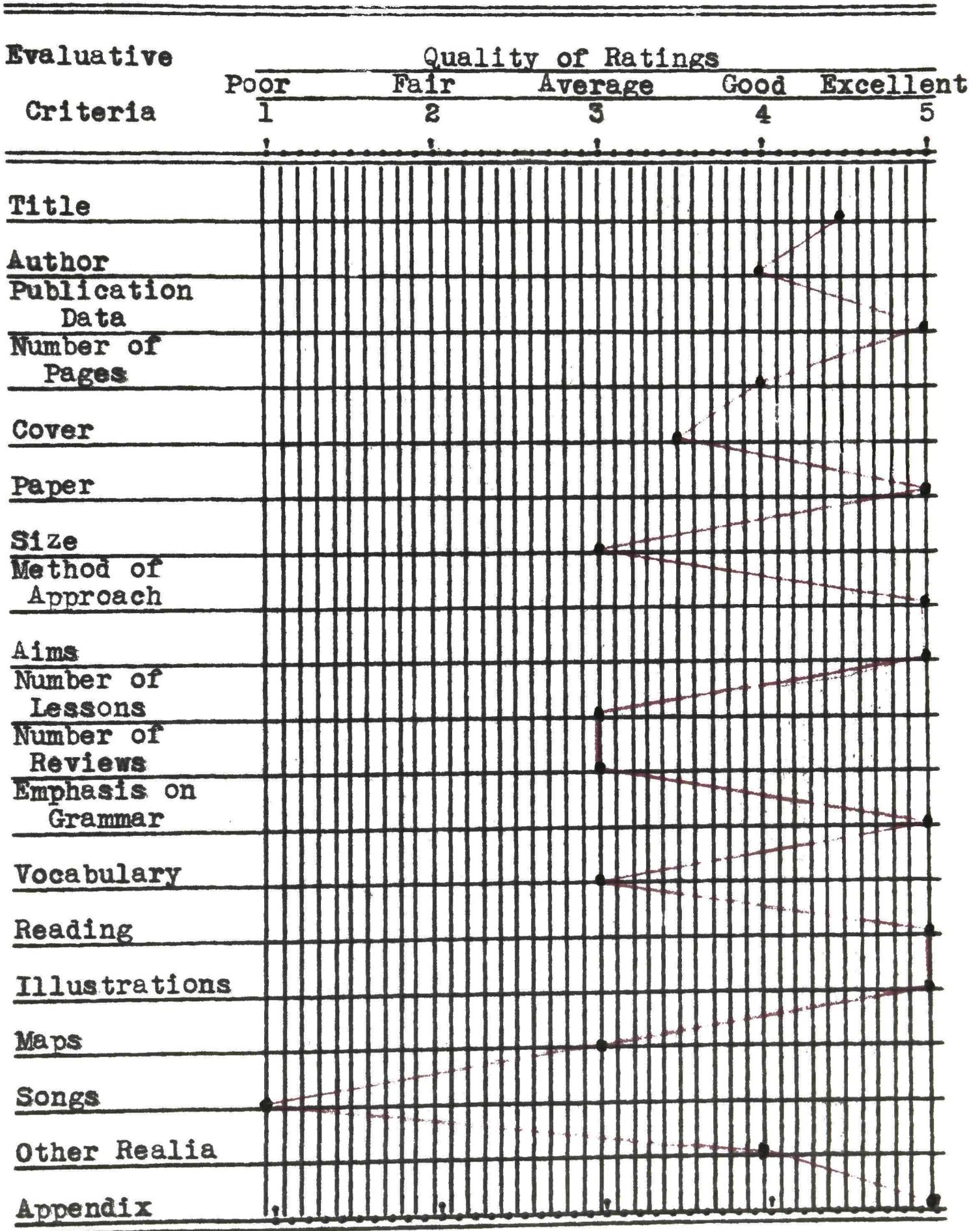


Figure 2. Kaulfers, Voces de las Américas.

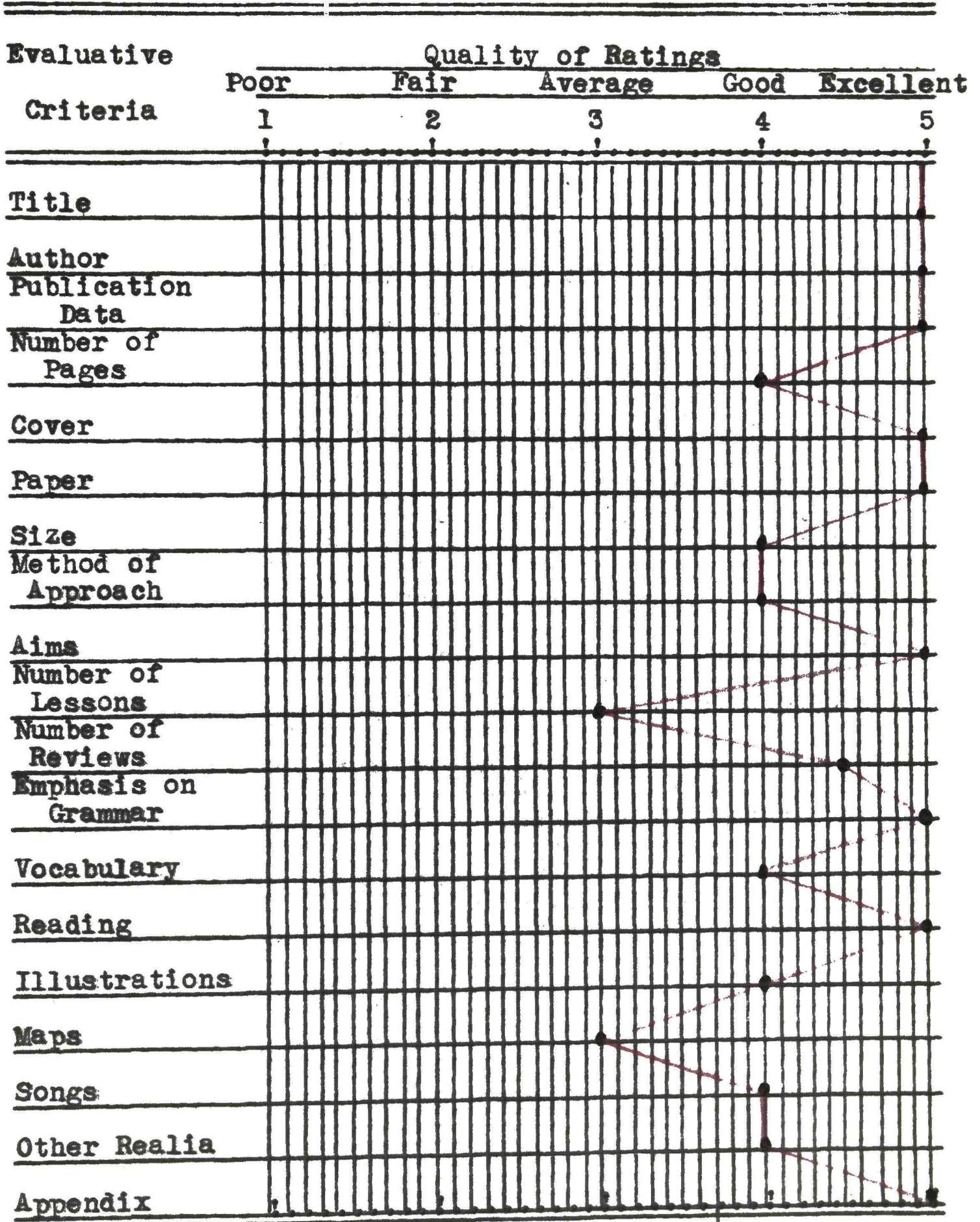


Figure 3. Jarrett, El camino real, Book One.

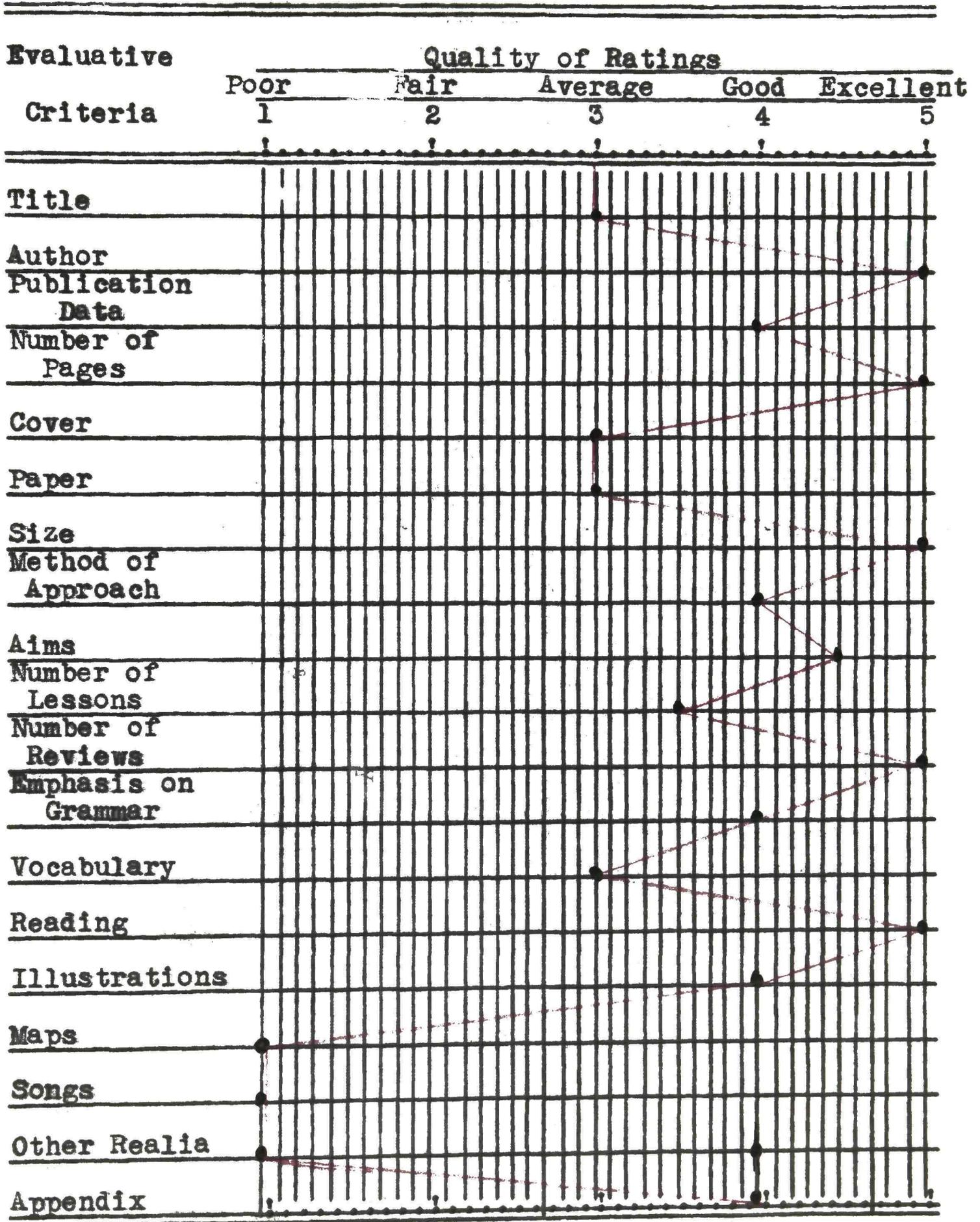


Figure 4. Campa, Acquiring Spanish.

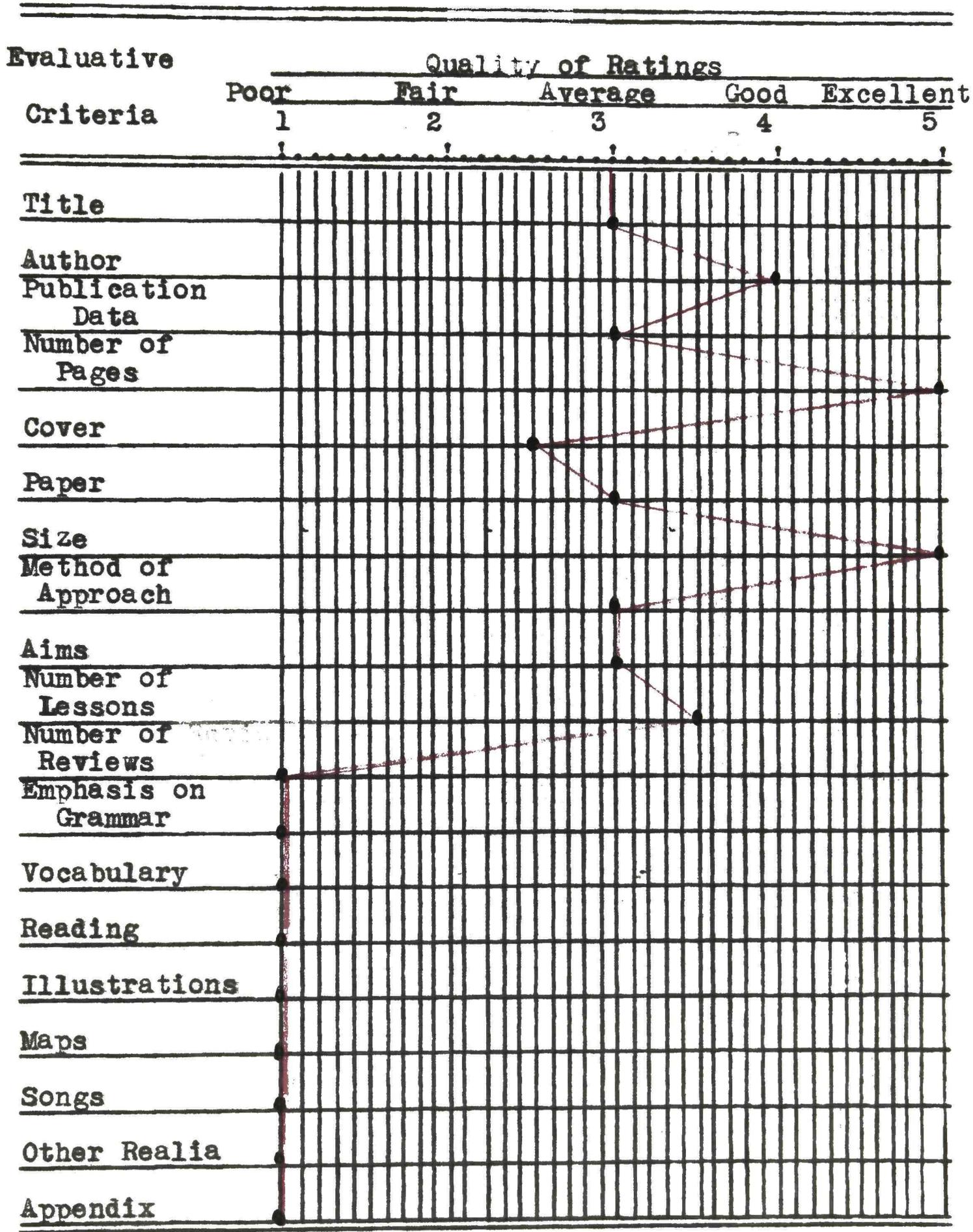


Figure 5. Coates, Spanish for Today.

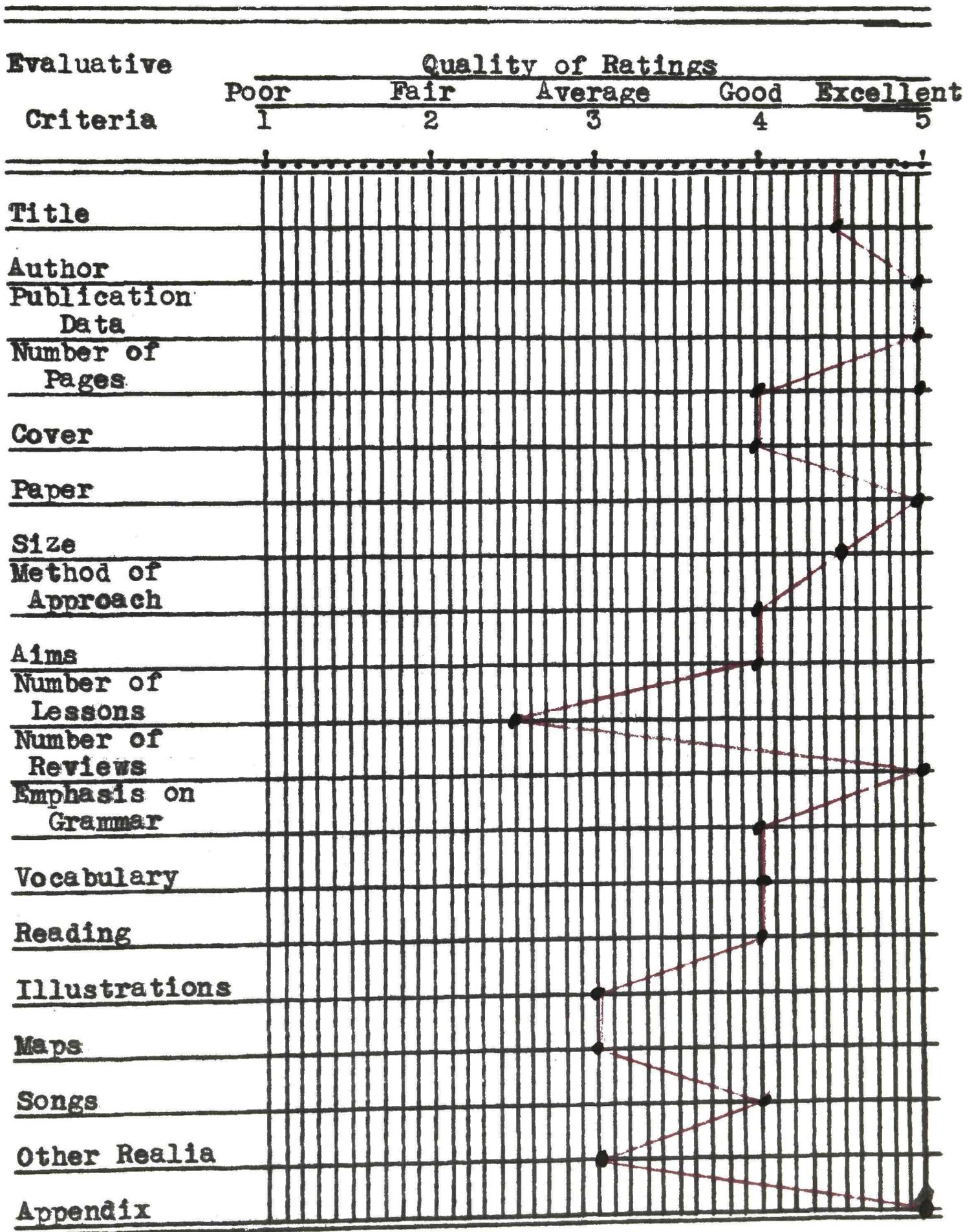


Figure 6. Casis, El mundo español, Third edition, Volume II.

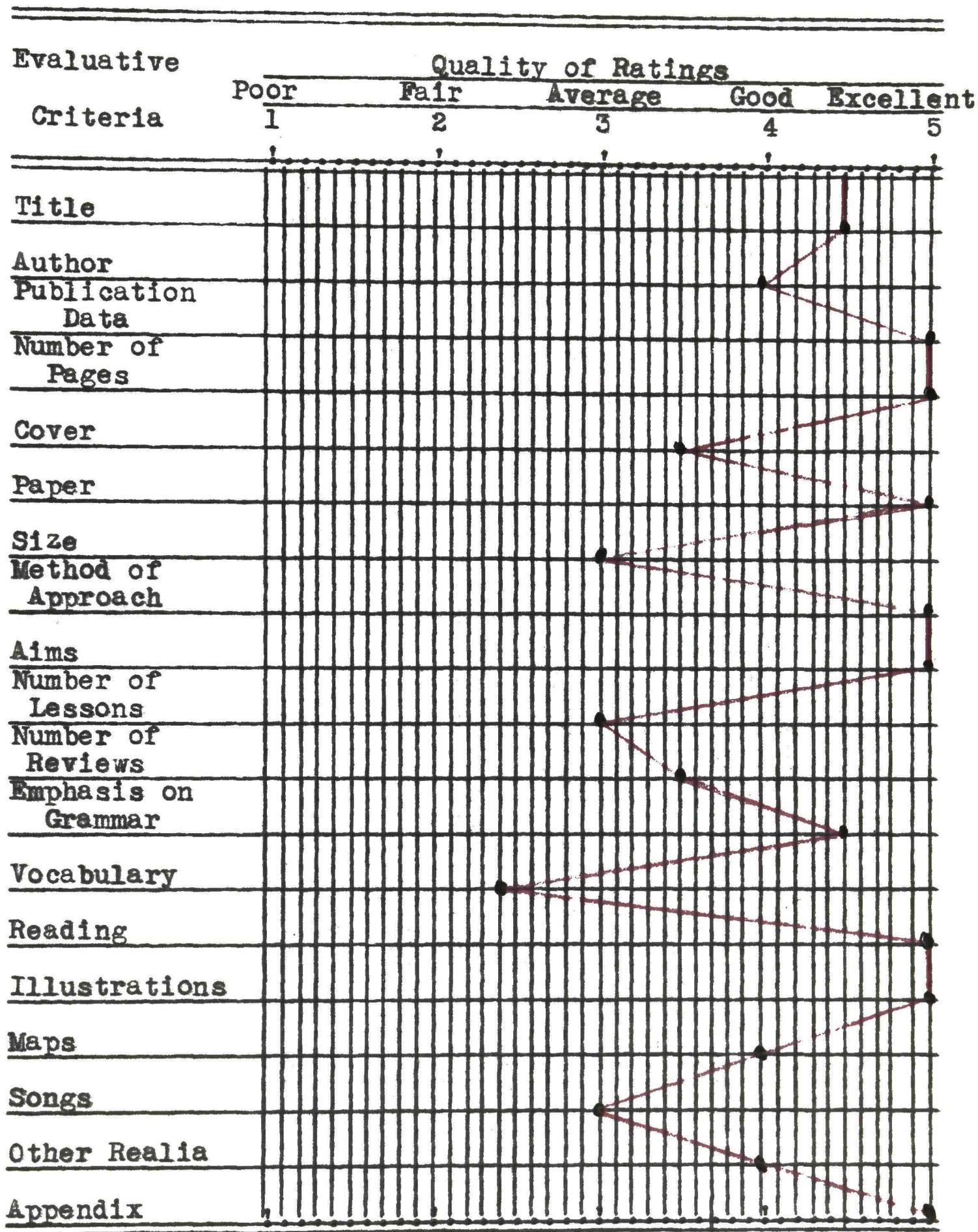


Figure 7. Kaulfers, Voces de las Españas.

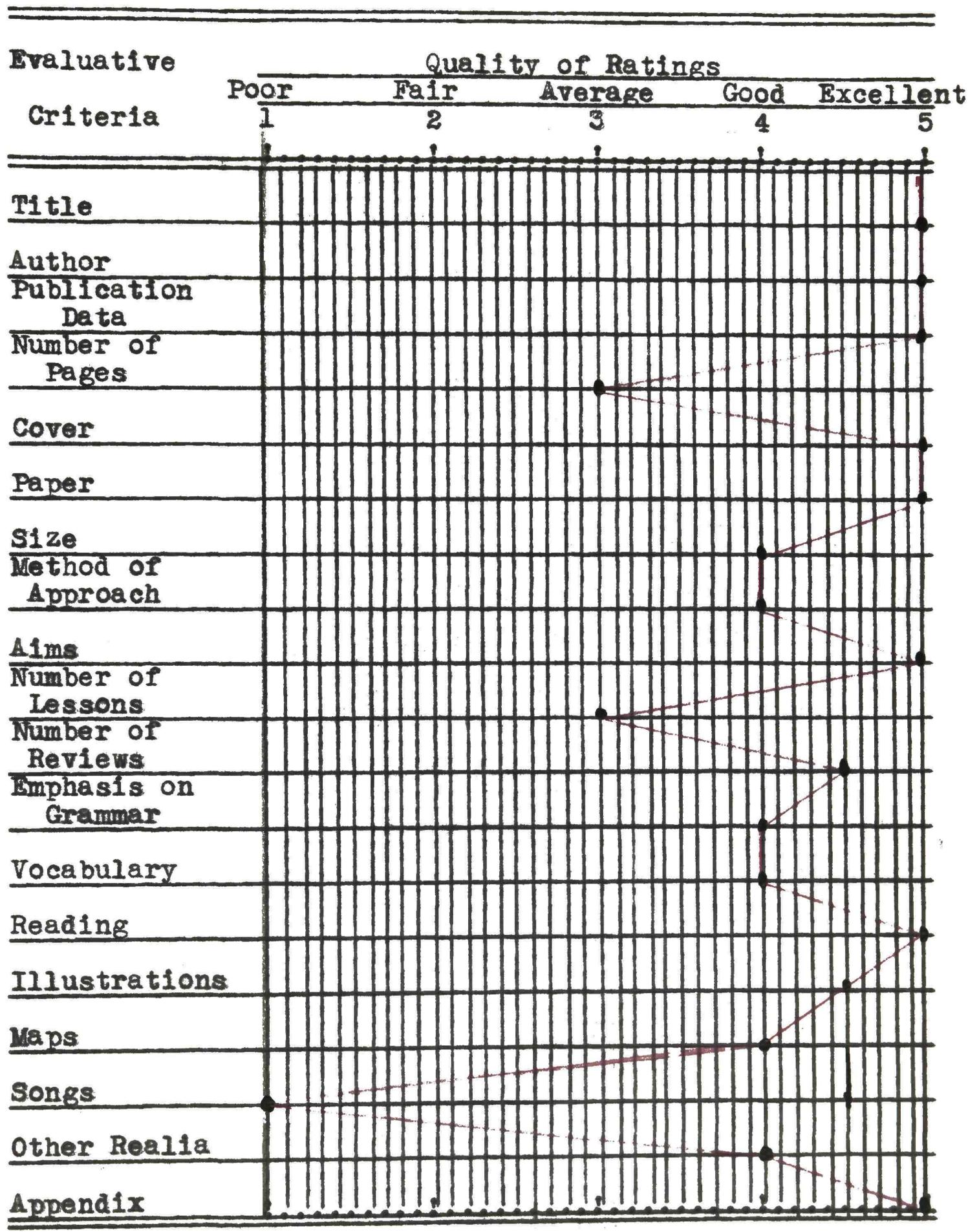


Figure 8. Jarrett, El camino real, Book Two.

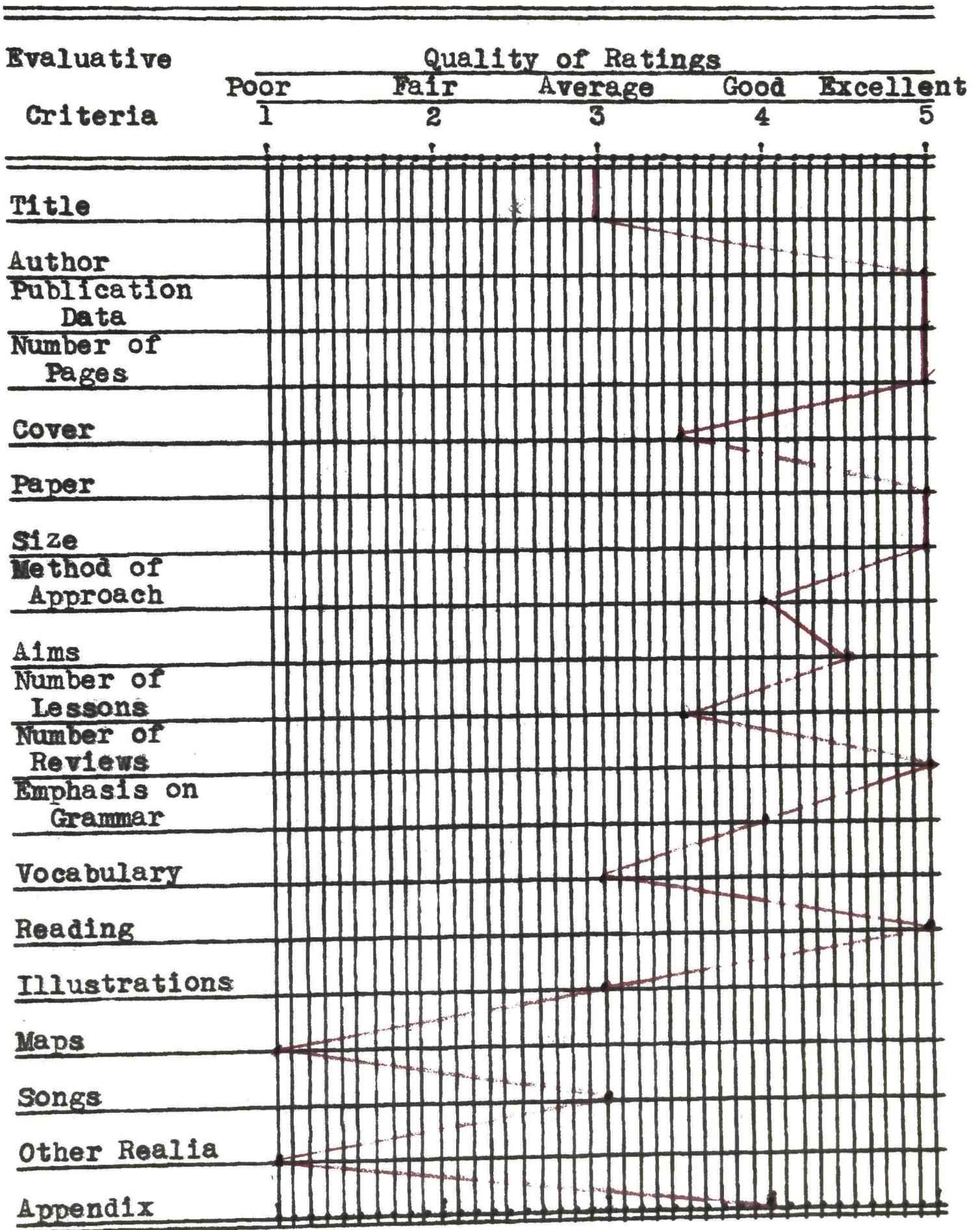


Figure 9. Bedichek, Mastering Spanish.

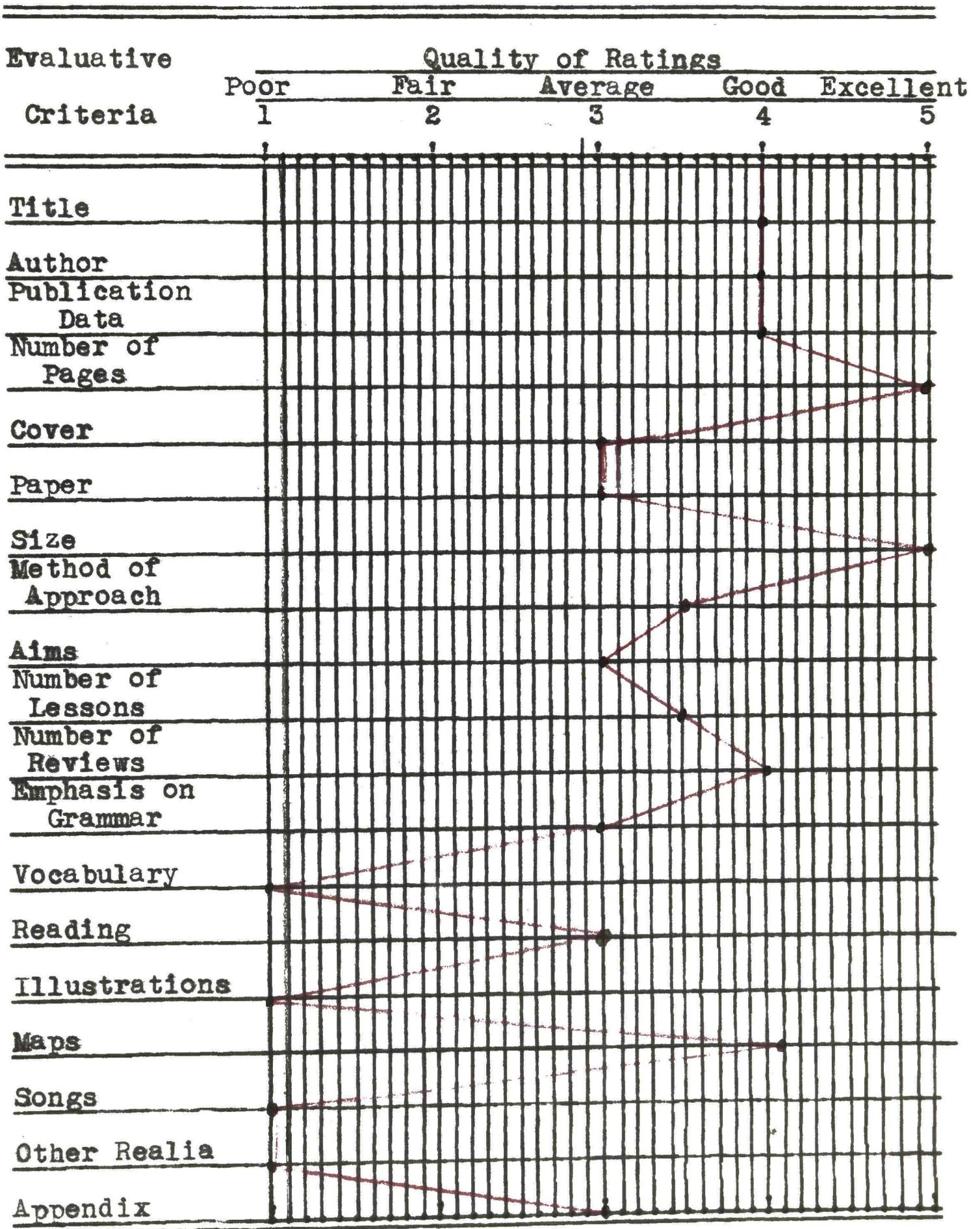


Figure 10. Coates, Estas Américas.

## SUMMARY AND CONCLUSIONS

It has been found from this study that each author has used an inductive method of approach in presenting the materials of the books and that each has stressed the oral approach. Mary Weld Coates, in Spanish for Today, has stressed the study of grammar more than any other one thing, but in her second book, Estas Américas, she stresses reading and cultural material and merely reviews the grammar presented in the first book. Each of the other authors has woven the study of grammatical principles of the books into the story material in order to achieve a satisfactory balance between the two. Only Kaulfers uses an approach in which he carefully avoids any direct references to the study of grammar except for practical purposes.

Each author has exceeded the 1300 words that are recommended as a basic active vocabulary for the first and second year of Spanish combined. Kaulfers and Coates have weakened their books by making their vocabularies too lengthy. The other authors have used much fewer words. By using their vocabularies both actively and passively, the teacher may feel that there are not too many words for high school students.

This study has revealed further that the camino real series ranks highest in the estimation of the evaluation committee, with the first-year book ranking

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a little higher than the second-year book. In the first-year book none of the items evaluated falls below average, and only two, the number of lessons and maps, are rated as average. In the second-year book the number of songs is rated as poor, thus making the book weaker than the first. The number of pages and number of lessons are ranked as average, and all other items are either good or excellent.

Kaulfers' books, Voces de las Américas and Voces de las Españas, are the second highest series. The second-year book rates a little higher than the first. The number of songs in the first book is the only item rated below average; the vocabulary in the second book is the only item rated below average.

The third group in the evaluation is the El mundo español series with the second-year book ranking somewhat higher than the first. In the first-year book the number of lessons and maps fall below average; in the second-year book only the number of lessons falls below the average mark.

Campa's Acquiring Spanish and Bedichek's Mastering Spanish rank fourth in the evaluation. Maps, songs, and other realia of the first-year book received a poor rating which caused this book to rank lower than the second-year book. In Mastering Spanish maps and realia each received a poor rating. All other items of the books rated average or above.

The fifth series in the evaluation is that of Coates, Spanish for Today and Estas Américas, with the first book falling much lower than the second. Ten of the nineteen items rated in the first book fall below average, and nine of the ten received a poor rating. The four items of the second-year book falling below average also received a poor rating.

It should be noted that the books published within the past five years rank much higher than those published earlier, and that Spanish for Today, published first, ranks lowest of the group. This would indicate that the latest publications are more adequately meeting new demands. The members of the evaluation committee agree that there is need for a greater use of maps, songs, and other realia, a reduction in the number of words in the vocabularies and in the number of pages, and that the number of lessons and reviews should allow for a closer synchronization with the number of teaching days.

The author feels that the scale of evaluation is the main contribution of this thesis. It is hoped that it will be of some benefit to Spanish teachers who are called upon to select textbooks for Texas schools.

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