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FL Program Notes—Continued

Director in collaboration with the University Extension Division, will be used for outside readings, written assignments, and exercises. The course has three goals: to improve the participants' control of Spanish, to familiarize them with the findings of linguistic science, and to acquaint them with discussion techniques and the use of the *Study Guide* so that they in turn can lead other groups in their district.

HEROIC ERROR. A businessman from Coral Gables, wanting to tell a Spanish American client that a bank draft would follow shortly, asked his secretary to phrase a letter in Spanish. She obliged. Being a bright girl, she knew that a bank draft is a draft from the bank and that, if 'bank' is *margen* and 'draft' is *corriente de aire*, a 'bank draft' will be *una corriente de aire de la margen*. Why bother to learn languages when you know how to use a dictionary?

MOBILITY. Of 51 students of German at Elmira College in the fall of 1962, 14 lived and attended school in Germany for a year or more while their fathers were in military service or in a German branch of an American industry. The father of one student is a teacher who spent his sabbatical leave in the German-speaking section of Switzerland. Two were summer exchange students and others were summer tourists in Germany.

CHINESE AT MILWAUKEE. Fifty students at Granville High School are studying Mandarin Chinese after school but in a course that will give them academic credit. Their teacher, George Hoynacki, is a Polish-American who knows seven languages.

WHAT HIGH SCHOOL PUPILS STUDY. This report on 1957-58 programs, written by Edith S. Greer and Richard M. Harbeck and just published by the U.S. Office of Education, has some interesting FL data. Pupils were divided according to ability level and to credits completed in certain subject matter areas. Of *boys* in the top 5% in ability level, 14% earned more than three credits and 37% earned more

than two credits in FLs. In the top 15%, the corresponding figures were 10% and 27%. In the top 25%, they were 9% and 23%. In the middle 50%, they were 2% and 6%. In the bottom 25% they were .4% and 1%. Of *girls* in the top 5% in ability level, 26% earned more than three credits and 43% earned more than two. In the top 15%, the figures were 21% and 35%. In the top 25% they were 19% and 32%. In the middle 50%, they were 6% and 11%. In the bottom 25% they were 1% and 3%. Although there was seldom a FL graduation requirement, 50% of all pupils earned some FL credit. About 23% earned 1¼ to 2 credits; 15% earned more than 2 credits. FL study correlates with size of school: 59% of the pupils in the largest schools (over 500 pupils) earned FL credits, and only 20% in the smallest schools (under 200 pupils).

FLES. "FLES teachers frustrated by fifteen or twenty minutes per day would find a dream come true in a new research program on the Wisconsin State College Eau Claire campus. Third graders are receiving half-day instruction in Spanish from Mexican elementary teacher Srta. María del Rosario Lavín de los Santos. Prof. Ruth Thompson continues as regular teacher of subjects in English in the morning and coordinates the afternoon work in Spanish. Children are learning to use their Spanish for classes in arithmetic, music, art, and physical education. The program financed by the State College Board of Regents Fund is under the direction of Dr. Ernest Stowell. The goal is to find a better way of handling FLES more efficiently and at no additional cost—an important point from the administrative point of view. From the Oct. 1962 number of the *Bulletin* of the Wisconsin Assn. of MFL Teachers.

"WHY STUDY RUSSIAN?" This 16-page pamphlet gives some AATSEEL answers to the question. The case is ably stated. Published by the New York-New Jersey Chapter of AATSEEL, it may be ordered from Professor Helen Yakobson of George Washington University. Single copies at 25¢; 50 or more copies at 10¢ each.
DDW