

**Report of the Task Force on Early Foreign Language Education  
(October 25, 2001)**

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**Executive Summary:**

The Task Force recommends that Spanish be added to French as a choice, starting in the 7th grade. Students who begin French in elementary school and successfully continue it through the 9th grade would, as before, receive credit for French 1 and 2 at the end of 9th grade; students who begin Spanish in the 7th grade and successfully continue it through the 9th would receive credit for Spanish 1 and 2. We see this development as a possible first step to an even earlier introduction of Spanish but feel that a more gradual change is prudent, given the disruptions and added costs that even it implies.

**History of the Task Force:**

In October, 2000, on the initiative of the Principals' Leadership Group, the Superintendent appointed a Task Force on Early Foreign Language Education and charged it with determining the viability and desirability of adding a Spanish program in either the Richmond School or the elementary schools. The Task Force was also to consider a series of other questions that pertain to early language instruction.

The original Task Force members were Susan Boyle, Bruce Duncan (chair), Mindi Goodling, Lorraine Kelly, Penelope Prendergast, Rita Severinghaus, Kristin Sullivan, and Don Watson, but the group was invited to include others as it saw fit. Early on, Kristin Sullivan and Don Watson resigned, citing other commitments. Cynthia Bognolo, Susan Copeland, Ermelina Hernandez, Antoinette Jacobson, and Jean Vigneault then joined the group. We approached various other community members, as well, some of whom attended one or two meetings, but they found the time commitment too great.

Most of the Task Force members are professional language teachers. All of them are fluent in more than one language, and all feel strongly that such mastery is vital to education. At the same time, there was a potential for conflict within the group, not only because anyone is naturally inclined to promote the languages he or she knows, but also because any recommendation could have an impact on some members' jobs. Nevertheless the general commitment to foreign language education wholly outweighed any parochial concerns, and the discussions remained collegial at all times.

Over the year, the Task Force met 15 times. Terry Thompson joined us once to discuss administrative issues. Veronica Darer, Visiting Assistant Professor of Spanish at Wellesley and a trainer of teaching assistants at Harvard, conducted an extended session on issues of language pedagogy (A former Spanish teacher at Hanover High, she generously donated her time). We also polled other selected schools in the region about their language programs. Finally, through the resources of the Superintendent's Office, we surveyed households in Hanover and Norwich to gauge community sentiment towards changes in the language program. We are grateful to Linda Fowler, Professor of Government at Dartmouth, for her advice in formulating the survey. The high rate of return — we tabulated 830 responses, many of which contained thoughtful comments in addition to the standard answers — shows the strength of the community's interest in the issue.

Throughout our deliberations, we referred to the list of questions contained within our charge. Slightly reformulated, these were:

- 1) At what level should language study begin?
- 2) If only one language could be offered at the elementary and middle school levels, what should it be?
- 3) If Spanish were substituted for French under the current arrangement, what would the consequences be at the elementary, middle, and high school levels?

- 4) What would be the consequences of offering a choice between two languages at the elementary and/or middle school levels, and how would this affect the high school language programs?

- 5) What would be the effects of requiring students to take both Spanish and French at the elementary and middle school levels, either together or in sequence?

- 6) To what extent is the advantage gained from studying a second language transferable to a third? In other words, will those students who continue with French under the present system necessarily advance further in their linguistic studies than will students who switch to another language?

*Beginning Assumptions:* At an early meeting we defined seven assumptions that we already shared. These points of consensus, in no particular order, are:

1. Whatever we finally propose, it will be based on our conviction that any language program must above all be strong and rigorous and appropriately challenging to all learners.

2. In a perfect world, schooling would from the very beginning feature total immersion in several languages across the curriculum, but this model is not practical for Dresden.

3. The earlier one starts learning another language, the better, although many claims about young children's ability to learn languages in a school setting are exaggerated. We would welcome a program that began before 4th grade, but we do not give that desideratum a high priority.

4. Whatever we propose will assume long-term community support.

5. The most crucial element in language learning is motivation. Students must be convinced that the goal is worthy, and that they have the means to achieve it. Such motivation has many sources: the school administration's genuine commitment to a program, high standards, effective teaching, encouragement from family and community, and meaningful contact with cultures associated with the target language.

6. Our primary task is to consider the introduction of Spanish into earlier grades. We are expected and intend to make a specific recommendation. At the same time, however, we will also try to characterize a variety of alternative scenarios. In any case, it is incumbent on us to consider the wider implications of any proposal.

7. Studies about other cultures are valuable, but they do not replace language learning as an educational goal.

## Learning Languages in School:

The many reasons for learning another language fall into two categories: 1) those that stress the educational value of acquiring any second linguistic system, and 2) those that consider the utility of knowing a particular language.

1) Knowledge of any language beyond one's mother tongue is crucial to intellectual development. This assumption lies behind the foreign language requirement found at most colleges and universities in the United States and at virtually all educational institutions in the rest of the world. Ordinarily, *any* real language, including American Sign, can fulfill this obligation, which rests on the notion that every linguistic system embodies a unique way of thinking and knowing. In mastering another such structure, we encounter new approaches to such fundamental concepts as time, space, reality, and human interaction. The effects of this experience are immeasurable: we expand our conceptual horizons, gain a greater capacity to understand other cultures deeply, and acquire a new and enriched perspective on our own language and thought. The effect is so profound that not just verbal, but even math SAT scores rise with each year of foreign language study, regardless of the language taken.<sup>1</sup>

2) There are also utilitarian reasons to learn another language: to communicate with a particular person or group, to enhance our job prospects, to get to know a certain culture, to become acquainted with our own heritage, to gain access to specific information, or to enjoy a work of literature. Here a particular language is appropriate to the particular purpose. A Peace Corps volunteer in Nigeria will probably learn Hausa, someone moving to Miami should pick up Spanish, a budding opera singer will want to know Italian, and a student of Homer needs to read Ancient Greek.

Of course these categories overlap and support each other. We are more likely to learn a language well when we have frequent opportunities to use it for a purpose we consider worthwhile, and we are more likely to seize such opportunities when we have mastered a language. At the other extreme, people who say that English is sufficient literally do not know what they are missing.

Deciding which languages a public school should offer is, however, less clear, since a combination of factors applies. The number of native speakers in the world would seem to be one consideration. On that basis, Mandarin Chinese, with 885 million native speakers, would be the obvious choice, with English and Spanish (332 million) tied for a distant second. Bengali, Hindi, Portuguese, Russian, Japanese, German, Wu Chinese, Javanese, and Korean would all come before French (72 million). And Latin would not be considered at all.<sup>2</sup> Yet another approach is to look at what languages other countries teach in their schools. Not surprisingly, English dominates, but French and German are those mostly likely to be found in the next two places.<sup>3</sup> Then again, a world-

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<sup>1</sup> See "Knowing Other Languages Brings Opportunities", published by the Modern Language Association

<sup>2</sup> See [www.sil.org/ethnologue/top100.html](http://www.sil.org/ethnologue/top100.html).

<sup>3</sup> See a sample list at <http://www.cal.org/ericcll/countries.html>

wide perspective is not necessarily the most relevant. Few people would argue that U.S. school children should learn Mandarin rather than Spanish; approximately 31 million U.S. residents speak Spanish at home, and it is the primary language of the neighbors to the south.<sup>4</sup> Focusing on regions within the U.S., however, produces still other arguments. A country with 7.26 million French-speakers borders New Hampshire and Vermont,<sup>5</sup> and most of the 1.9 million U.S. residents who speak French at home are clustered in New England.<sup>6</sup> Thus the Hanover parking garage provides instructions in French — not Chinese, or even Spanish.

The various languages' popularity reflects not only the number of speakers, however. Normally, a mixture of economic, intellectual, and social traditions is also at work. 68% of Japanese school children learn German not only out of an admiration for German culture, but also because much of the Japanese legal system is adapted from the German. The number of Rhaeto-Romanic speakers in Switzerland, on the other hand, is declining because knowledge of that language seems to offer neither economic advantages nor social status. English has now replaced French as the dominant world language for a variety of reasons. While the British colonial heritage and America's economic hegemony have obviously helped to promote their countries' language, English has also acquired a momentum of its own, serving in many countries, often in butchered form, more as a marker of erudition or modernity than as a means of communication. Bulgarian rock bands sing in their own approximation of African-American dialect, while in Thailand, knowledge of an often unrecognizable English is prerequisite to advancement in the civil service.

Language enrollments at U.S. institutions of higher learning reflect a diversity of motivations, ranging from ethnic or practical considerations to intellectual tradition. "Spanish is in a class by itself, followed by French and German; Italian and Japanese; Chinese, Latin, and Russian; ancient Greek, American Sign Language (ASL) and biblical Hebrew; Portuguese, Modern Hebrew, Arabic, and Korean."<sup>7</sup> In K-12, the same sort of pattern holds.<sup>8</sup> Our survey of New Hampshire schools shows a similar distribution of the commonly-taught languages, except that the French and Spanish offerings are roughly equivalent.

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<sup>4</sup> See: [www.gltreach.com/globstats/refs.php3](http://www.gltreach.com/globstats/refs.php3)

<sup>5</sup> [www.odci.gov/cia/publications/factbook/geos/ca.html](http://www.odci.gov/cia/publications/factbook/geos/ca.html)

<sup>6</sup> See also Gerard J. Brault, *The French-Canadian Heritage in New England* (Hanover: UP of New England, 1986). In certain areas of New England, of course, Spanish and Portuguese are common.

<sup>7</sup> Richard Brod and Elizabeth B. Welles, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998," *ADFL Bulletin* 31 (Winter 2000), p. 22. The languages offered at Dartmouth assume a comparable distribution. The holdings in Dartmouth's library system, on the other hand, reflect American intellectual traditions: publications in English predominate, followed in order by German, French, Spanish, Chinese, Russian, Italian, Latin, Portuguese, Classical Greek, Modern Greek, Dutch, Japanese, Hebrew, Swedish, Arabic, Norwegian, Polish, Catalan, and Icelandic.

<sup>8</sup> Reports from the Center for Applied Linguistics and the Network for Early Language Learning

Virtually everyone agrees that early exposure to another language is beneficial — see the conclusions reached by a recent Center for Applied Linguistics study conducted for the Department of Education (<http://www.cal.org/ericcll/countries.html>); but here distinctions should be made. A Chinese child picking up English in a U.S. daycare center is not the same as an American first-grader receiving an hour a day of formal instruction in Chinese. In fact, some evidence indicates that learners between the ages of 10-15 have some advantages over younger children.<sup>9</sup> The Task Force noted that Hanover High School seniors tend to do as well on standardized tests in German, Latin, and Spanish, but that the earlier years in French give students of that language a firmer foundation in accent and vocabulary. At the same time, linguistic skills are highly transferable between languages. Someone beginning Spanish after learning French has a large advantage over a classmate for whom Spanish is the first foreign language. One source of this benefit is, of course, the similarity between these two Romance languages. But it is also the case that knowledge of even a wholly unrelated language helps us to learn another. Again, there is a general educational benefit gained from acquiring another linguistic system.

Earlier *is* better, but many other factors come into play. The most important of all is motivation: the desire to learn a language, for whatever reason, is the best predictor of an individual's success. Community, administrative, and parental support not only provide tangible resources, but they also send the equally vital message to students that the project is worthwhile. And, of course, quality of teaching is paramount. Every school system we polled cited teachers' competence, enthusiasm, and dedication as the primary factors in a program's success or failure.

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<sup>9</sup> See Robert Bley-Vroman, "The Fundamental Character of Foreign Language Learning," *Grammar and Second Language Teaching: A Book of Readings*, ed. William Rutherford and Michael Sharwood Smith (Boston: Heinle & Heinle, 1988), pp. 19-30. The Task Force benefited from the expertise of Victoria Darer, a faculty member at Wellesley and Harvard, on this and a number of other pedagogical questions. See Helena Curtain and Carol Ann Bjornstad Pesola, *Languages and Children: Making the Match* (White Plains: Longman, 1994 [2nd ed.])

## **The Survey of Hanover and Norwich Residents:**

After consultation with the Principals' Group and with Linda Fowler, Professor of Government at Dartmouth, the Task Force designed a questionnaire to be sent out to the residents of Hanover and Norwich. Its purpose was to gain some measure of the community's desire to see — and fund — changes in the schools' language offerings.

The response was excellent: we received replies from 541 households in Hanover and 289 in Norwich, representing a total of 1,600 voters. The respondents had 141 children in the Marion Cross School, 235 in the Ray School, 177 in the Richmond School, and 131 in Hanover High School. 50 children were in private schools, and 21 had other arrangements. The many older respondents reported having 607 children beyond high-school age who had attend Norwich or Hanover schools (see the tabulated results in Appendix A).

Given its resources and the large number of replies, the Task Force had to confine itself to a rough tabulation. The Superintendent's Office understandably decided that the cost of a sophisticated analysis would be prohibitive. Instead, some members of the Task Force hand-tallied the responses to the individual questions, producing very raw figures. Even those results must be viewed with caution. Since the surveys went out to households, they do not necessarily proportionally reflect the feelings of individual voters. When respondents indicated differences of opinion among household members (a not very frequent occurrence), the task force recorded the differentiated responses. Otherwise, a recorded response of "one" can represent any number of residents in a household.

In counting the results, the task force gained sympathy for election officials in Florida. While there were no hanging chads, we did have to cope with people who rewrote questions before responding or failed to indicate their response clearly. In such cases, we took our best shot at guessing the intention (see the analysis below). Sometimes, inconsistencies made it seem obvious that the respondent hadn't read a question correctly. For example, several people disagreed strongly with 3a but agreed strongly with 3b; nevertheless, in those cases we recorded the responses that were given.

The process of hand-tallies is tedious, and there are no doubt some inaccuracies in the totals. We would stress, however, that we were simply gauging community sentiment, not recording votes.

There were too many comments to record or even categorize. A number of them raised issues beyond the task force's charge, others injected specific pedagogical points best left up to school administrators. We indicate in the analysis below where we think the comments shed light on the numbers.

Nor was cross-referencing possible. We do not have any statistical measurements to characterize subcategories. In our hand-tallying process, we did gain some general impressions of correspondences, however. Most noticeably, people tend to hold up their own experience with language as the ideal: if they know one other language very well, they consider that the appropriate goal; if they know several languages moderately, that is preferable; if they speak French, that is the preferred language of instruction, etc.

The returned surveys, now in the Superintendent's Office, will presumably be open to the public, should anyone wish to attempt a more sophisticated analysis of the results. Our tabulations are to be found in Appendix A.

### **Some General Observations on the Survey Results:**

Taking into account the comments as well as numbers, the Task Force made the following observations:

- A gratifyingly large percentage of residents of Hanover and Norwich report some knowledge of at least one foreign language; many claim to know several. French is most often cited, followed by Spanish, German, Italian, and then a host of others. In recording the answers to this question, we did not distinguish among levels of competence. Nor did we try to count the exact number of speakers (For a complete list, see Appendix A). We suspect that many people did not list Latin because the question referred to speaking; certainly the comments frequently expressed an enthusiasm for learning Latin. (See question 2b)

- Residents of the Hanover/Norwich district overwhelmingly consider language instruction to be a vital part of the school curriculum. Somewhat fewer were willing to set it equal to math or reading, however. In their comments, a few indicated that they stumbled over the word "crucial" in 3a — they would have agreed with "extremely important." (See questions 3a, 3b, 3c)

- People are divided or report no opinion on the question of whether or not it is better to learn one language well rather than several moderately well. Often their preference corresponds to their own experience — perhaps that same phenomenon contributes to the Task Force members' strong conviction that high proficiency in one language is preferable. But this belief has a theoretical justification as well. As stated above, the profound knowledge of another linguistic system provides an educational benefit unavailable in any other way. (See question 3d)

- Overwhelmingly, the respondents believe in starting language instruction as early as possible. (See questions 3e, 3h, 4a)

- Many residents declare themselves willing to absorb greater expenses in order to expand the language offerings, but there are also many who would object. In their comments, a number in the latter group pointed to the pending building project as a source of concern. Interestingly, many of the older respondents with grown children — and there were quite a few — felt strongly enough about the educational value of language learning, that they expressed a willingness to pay more. (See questions 3g, 4e, 4g)

- To pay for expanded language offerings more residents would rather increase taxes than cut existing programs, but their sentiments are not easy to gauge. In answering 3g, 3h, and 4i, a number of respondents added comments that differentiated between the two ways of paying for changes. We recorded them as "agree," but note here that a number of people in that category would choose "disagree" if that implied cuts in art, music, etc. Several people wrote that they would welcome cuts in the athletic program, but not elsewhere. Some comments suggest that those who would accept cuts in the French program to expand Spanish tend to assume that the same total expenses would simply be divided between the two. We ourselves doubt that the pie could be re-cut that neatly. (See questions 3g, 3h, and 4i)

- The community expressed various opinions about the relative importance of Spanish. Many people would like to be able to choose it earlier, some would be willing to scrap the current arrangement with French in order to have Spanish be the language offered in elementary school, and a few would prefer to make it the only supported language — some even suggesting that students pay to take instruction in any other. There is also very strong support for French, however, as well as individual pleas for other languages, especially Latin. A strong majority would not want to replace French with Spanish. (See questions 4c-j)
- There is little support for programs that introduce both French and Spanish, with half the time spent on each. The Task Force members were pleased to see that result, since we are even less enthusiastic about the idea. (See question 4d)
- In principle, the community approves of having a choice of languages, but there is disagreement about acceptable costs. (See questions 4e, 4f, 4i)
- The question on how well the current system works was ambiguous, and people interpreted it in different ways, as referring either to the system itself or to the quality of instruction. Agreement that the current system works well seems to be a vote of confidence in both aspects; disagreement, on the other hand, addressed sometimes one aspect, sometimes the other — or so some comments seem to indicate. Some people disagreed with the current system only because they thought languages should start earlier. A number of respondents who declared themselves unhappy with the current set-up added praise for the instruction in the elementary schools. Some others who were critical felt the instruction at the various levels was not rigorous enough or else, less frequently, too rigorous. (See question 4b)
- In general, both the comments and quantifiable answers emphasize a point to which the Task Force unanimously subscribes: no matter what specific form the language program assumes, it is absolutely vital that it be strong and rigorous and appropriately challenging to all learners.

### **The Recommended Option:**

The Task Force recommends that Spanish be added to French as a choice, beginning in the 7th grade. Students who begin French in elementary school and successfully continue it through the 9th grade would, as before, receive credit for French 1 and 2; students who begin Spanish in the 7th grade and successfully continue it through the 9th would receive credit for Spanish 1 and 2. We see this development as a possible first step to an even earlier introduction of Spanish.

The vote was seven for the motion, one against (Not all members were present). The dissenter objected not so much to the motion itself as to the narrowness of the Task Force's charge, feeling that we should have been in a position to recommend a more fundamental restructuring of the language offerings. The majority was not unsympathetic to this point of view — our discussions often took us into fundamental questions of pedagogy — but we in the end decided to limit ourselves to our mission as defined by the Principals' Group.

### **Reasons for the Recommendation:**

We chose the recommended option for several reasons:

1. There are, as noted above, strong arguments for giving Spanish a more prominent place among the language offerings. While only a minority of community members — and no one on the Task Force — would want to diminish the position of French, we agree that we should respond positively to those who wish to expand the teaching of Spanish.

2. People seem to feel that more choice is a good thing in and of itself. The recommended option increases the choices available to students at an earlier age, allowing them to concentrate more on Spanish if that is the language they pick.

3. We think that the community's support for this option would be strong enough that the quality of any of the language offerings would not have to be compromised. A half-hearted implementation, or one that imperiled the quality of other language offerings, would be totally unacceptable. The voters of Hanover and Norwich, we believe, would accept the financial consequences of maintaining a high quality of instruction while expanding choice.

4. Setting two years of Spanish (7th and 8th grades) equal to five years of French (4th-8th) in terms of credit is not so unreasonable as it might first appear. The transferability of general language skills militates against some of the discrepancy, as does the fact that students are developmentally able to handle increasing amounts of grammatical work as they get older. There is, of course, still not an absolute parity, but this option would bring things closer (see next point).

5. While achieving absolute parity between the languages by extending Spanish instruction into the elementary levels might ultimately be a desideratum, it seems prudent at this point to take just one step in that direction, confining the immediate disruptions to just the Richmond School (with later effects in the High School), rather than involving all four schools in the system — see the discussion of that option below.

6. It would be easier to integrate students entering the school system in 7th grade without previous language instruction, since they would have the option of beginning Spanish.

### **Negative Considerations:**

At the same time, the Task Force was aware that its recommendation implied a number of difficulties:

1. Hiring the necessary additional Spanish teacher(s) will probably not be easy. Because so many school districts around the country are increasing their Spanish offerings, qualified teachers are in very short supply. Some systems are resorting to unusual measures to get someone for their classrooms, including signing bonuses and recruiting trips to Puerto Rico — assumedly during the winter months. Others solve their recruitment problems by recycling teachers of other subjects who lack the appropriate linguistic skills. Dresden might find the search less difficult, but the Task Force

emphasizes that recruiting must be taken seriously: an inadequately-taught Spanish program in the middle school would be much worse than none at all.

2. A corollary to the previous point: we were advised by the Superintendent that capping courses is not an option, that the district would respond to unanticipated interest in any of its languages by increasing the number of sections. That means that the Richmond and High Schools would have to rely on the availability of qualified language teachers who would be willing to teach part-time on short notice or, if they are already working for the district, to rearrange their schedules (presumably creating other gaps to fill). The greater the student choice, the less predictability in scheduling offerings. It is also worth reminding ourselves that most subjects are taught in discrete units, but language teaching is meaningful only as a multiyear continuum.

3. The other side of #2 is that the likely reduction in the number of French sections would displace some current teachers, if not completely, then at least partly. Aside from the very real human consequences, there are administrative complications. This would immediately be the case in the Richmond School, then later in the High School.

4. First the Richmond School administration and then the High School would face other difficulties, as well, especially in the scheduling of new classes and finding rooms to put them in. The instruction of a language is most effective when a classroom is dedicated to it. Part-time teachers, who would presumably increase in number, actually reduce flexibility in some ways: someone contracted for two courses cannot be expected to teach one in the early morning and the other in the afternoon.

5. While the instructors might be considered fungible from an accounting point of view, there are certain set costs associated with offering a language at a new level, no matter what the enrollments; in addition to dedicated space, these include instructional materials, excursions and exchanges, faculty development programs, etc.

6. People who expect students to be able to add French to Spanish and study both languages in the Richmond School would likely be disappointed. So many factors impinge on the middle school schedule, including state-mandated requirements, that scheduling a second language, if not altogether impossible, would come at the expense of any electives.

7. Some consideration would have to be given to those students entering the school system at the high school level who want to begin Spanish.

### **Other Options That We Considered:**

1. The Hanover/Norwich schools would create a system of total immersion. Our favorite option, as opposed to the one we recommended, would be a wholly bilingual school system — English and any other language — in which all subjects might be taught in either one. A number of schools in the world operate this way, but we recognize that it will be a long time before Hanover and Norwich adopt this model.

2. A choice between French or Spanish would be introduced in the 4th grade. While this might be an appropriate goal at a later date, we saw too many complications for the present. First of all, there is less community support for such a large change, especially when it might compromise an apparently popular French program. Furthermore, all the problems that accompany our recommended option would be multiplied. The Marion Cross School and the Ray School would have to implement the change in parallel, despite their separate budgetary and administrative structures. The homeroom systems would also have to be radically changed. Right now, elementary homeroom groupings are constructed to create a balance of abilities, interests and learning styles within each class. These groups stay together throughout the day. Either the groups would have to be redefined according to language choice, abandoning other criteria, or both Spanish and French classes would have to meet simultaneously for each grade at a designated "second language period." That would in turn create a number of scheduling difficulties and require more dedicated rooms than are now available.

3. French and perhaps Spanish would begin before the 4th grade. As noted above, the Task Force decided as part of its "points of consensus" that "The earlier one starts learning another language, the better, although many claims about young children's ability to learn languages in a school setting are exaggerated. We would welcome a program that began before 4th grade, but we do not give that desideratum a high priority." The survey results caused us to revisit this question, since early language instruction is clearly popular with most members of the community. But if we moved the choice between French and Spanish to an earlier grade, we would compound the same problems that led us not to recommend a choice in 4th. To begin just French before the 4th grade would not involve most of the same complications, nor would it have an impact on our recommendation, but we still concluded that the added resources would be better employed elsewhere for the moment.

4. The present arrangement of language offerings would continue unchanged. While this option would be the easiest and least expensive, and while it would preserve a system that satisfies the majority of those surveyed, we still feel that our recommendation responds better to the community's preferences and to our own convictions.

**Appendix A: Survey Results**

1. *Residence:* Hanover 541 Norwich 289

2. Number of registered voters living in your household: 1600

2a. Do you or does another adult member of your household speak a language other than English? *[In recording the answers to this question, we did not distinguish among levels of competency. Nor did we try to count the exact number of speakers. The following figures indicate how many households report knowing other languages (in many homes, of course, more than one language is represented)].*

French: 488	Greek: 5	Korean: 1
Spanish: 274	Polish: 5	Malay: 1
German: 187	Swahili: 5	Mandika: 1
Italian: 64	Hungarian: 4	Navaho: 1
Russian: 29	Hindi: 2	Pidgin: 1
Chinese: 21	Indonesian: 2	Punjabi: 1
Japanese: 18	Norwegian: 2	Romanian: 1
Latin: 12	Turkish: 2	Sango: 1
Dutch: 9	Basque: 1	Serbian: 1
Portuguese: 8	Catalan: 1	Shona: 1
Hebrew: 7	Estonian: 1	Thai: 1
Arabic: 6	Finnish: 1	Welsh: 1
Danish: 6	Gaelic: 1	Urdu: 1
Swedish: 6	Haitian: 1	Ukranian: 1
Czech/Slovak: 6	Icelandic: 1	

2b. *Children:*

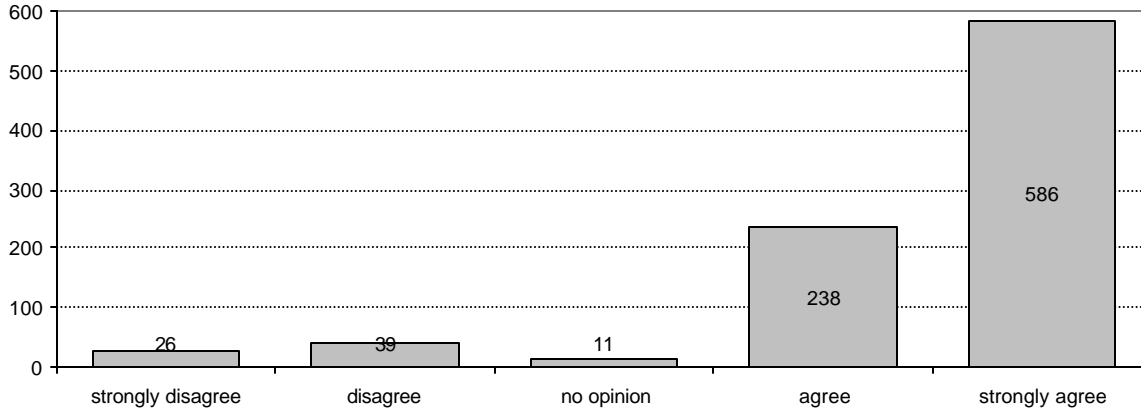
- Number of children in grades K-12 presently attending
  - Marion Cross School: 141
  - Ray School: 235
  - Richmond School: 177
  - Hanover High School: 131
  - private schools: 50
  - other: 21
- Number of children of pre-school age: 131
- Number of children beyond high-school age who attended schools in Hanover or Norwich 607

**3. Attitudes toward foreign-language instruction in general. Please indicate the extent to which you agree or disagree with the following statements:**

3 a) Foreign-language instruction is a crucial part of any education.

strongly disagree	disagree	no opinion	agree	strongly agree
26	39	11	238	586

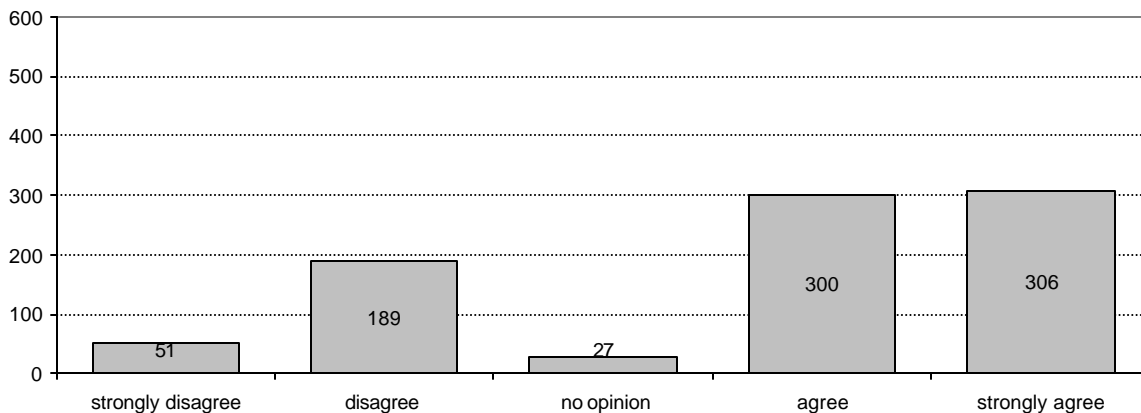
**3a. Foreign-language instruction is a crucial part of any education**



3 b) Foreign-language instruction should be considered as important as the teaching of math and reading.

strongly disagree	disagree	no opinion	agree	strongly agree
51	189	27	300	306

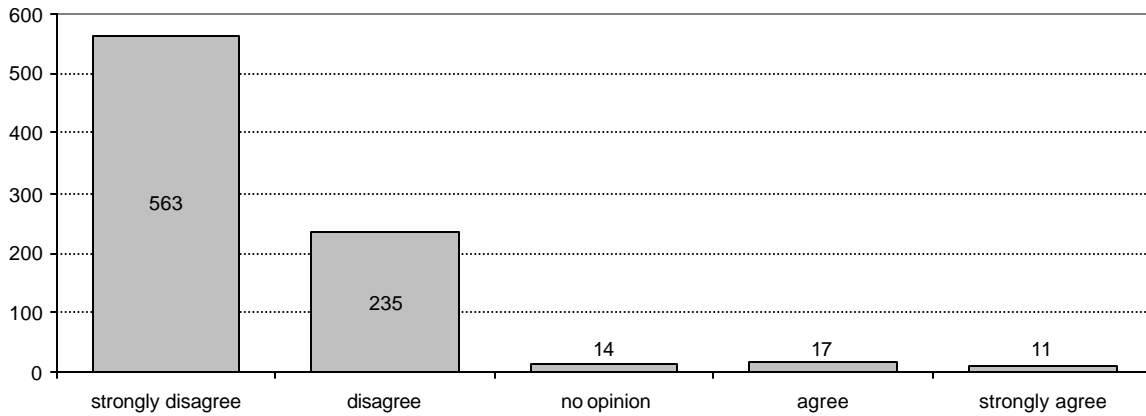
**3b. Foreign-language instruction as important as math and reading**



3 c) Since everybody knows or ought to know English, learning another language is not very important.

strongly disagree	disagree	no opinion	agree	strongly agree
563	235	14	17	11

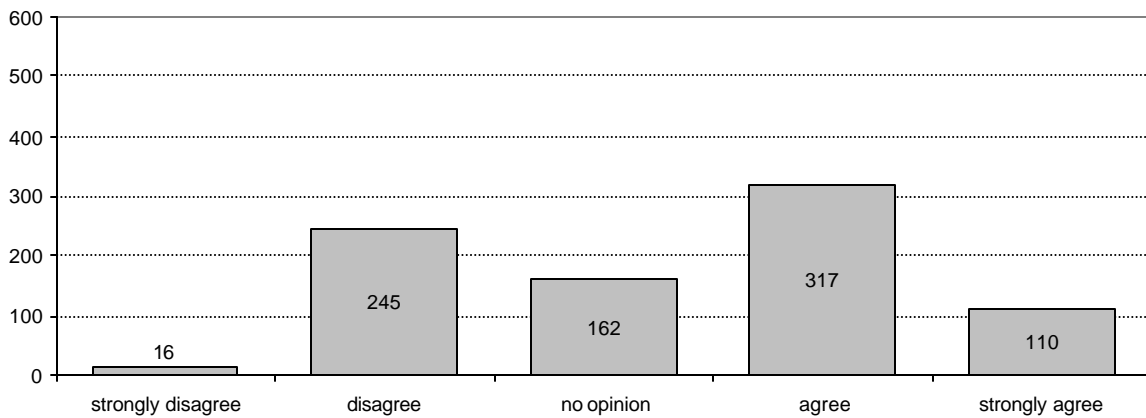
**3c. Learning another language is not very important**



3 d) It is better to learn one foreign language in depth than several moderately well.

strongly disagree	disagree	no opinion	agree	strongly agree
16	245	162	317	110

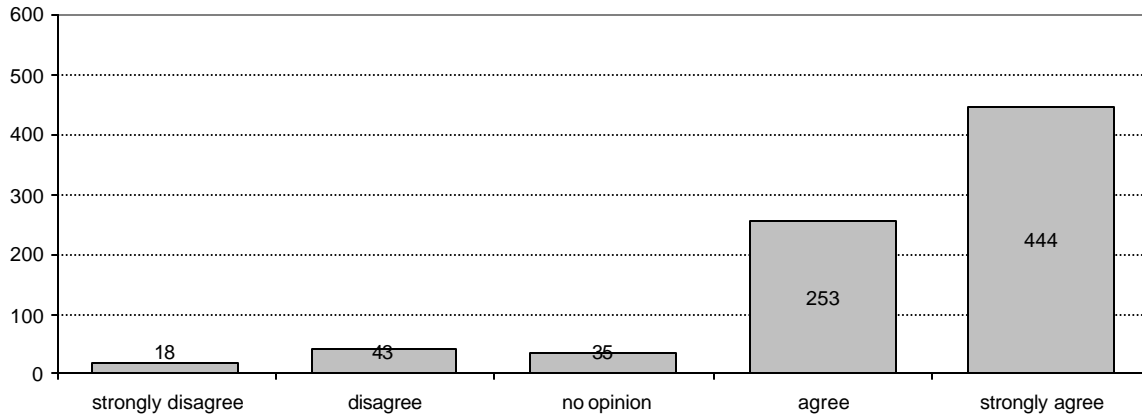
**3d. Better to learn one foreign language in depth than several moderately well**



3 e) The earlier foreign-language instruction begins, the better.

strongly disagree	disagree	no opinion	agree	strongly agree
18	43	35	253	444

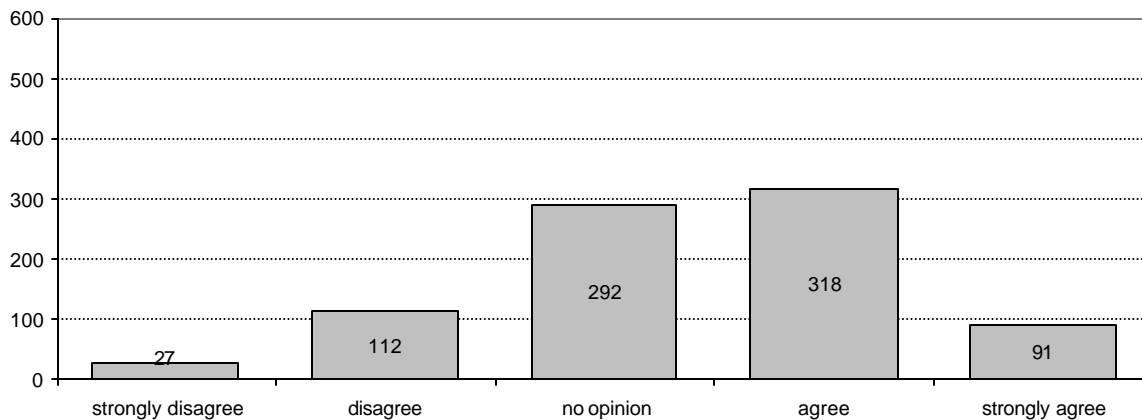
**3e. The earlier foreign-language instruction begins, the better**



3 f) The Hanover/Norwich schools currently provide effective foreign-language instruction.

strongly disagree	disagree	no opinion	agree	strongly agree
27	112	292	318	91

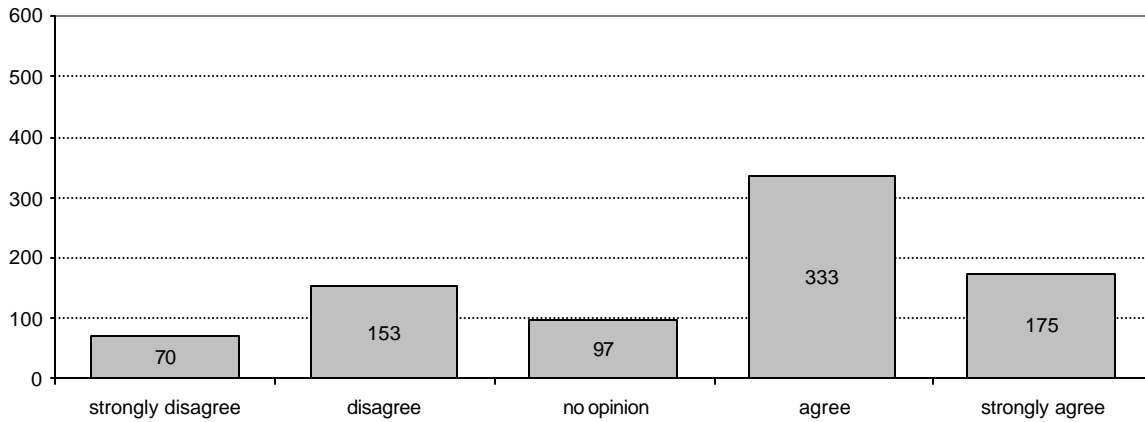
**3f. Schools currently provide effective foreign-language instruction**



3 g) As a general principle I/we would support an expansion of foreign-language offerings in the schools, even if that required a budgetary increase and/or the cutting of other activities.

strongly disagree	disagree	no opinion	agree	strongly agree
70	153	97	333	175

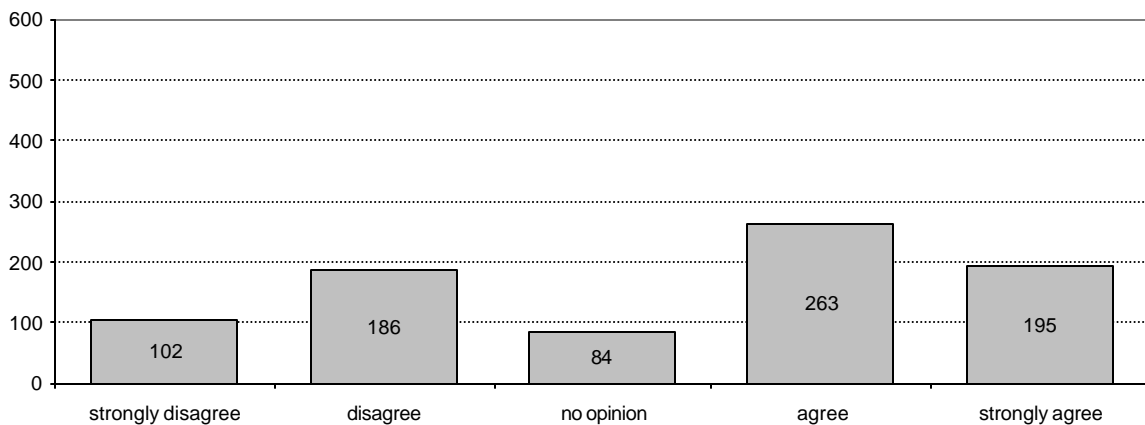
**3g. Support expansion of foreign language offerings even if increase required**



3 h) I/we would support starting foreign-language instruction earlier than in the 4th grade, even if that required a budgetary increase and/or the cutting of other activities.

strongly disagree	disagree	no opinion	agree	strongly agree
102	186	84	263	195

**3h. Support starting foreign language earlier than in the 4th grade**

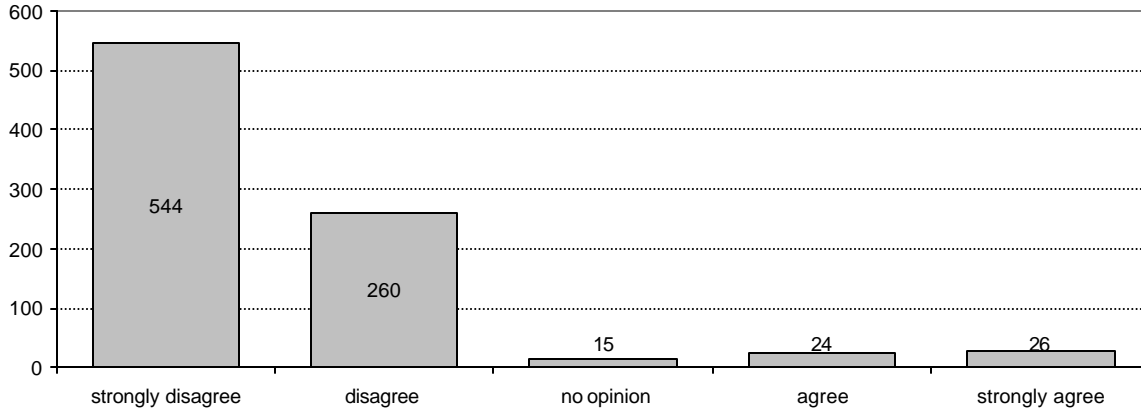


**4. Specific scenarios. Please indicate your agreement or disagreement with the statements below:**

4 a) Foreign language need not be offered before 9th grade.

strongly disagree	disagree	no opinion	agree	strongly agree
544	260	15	24	26

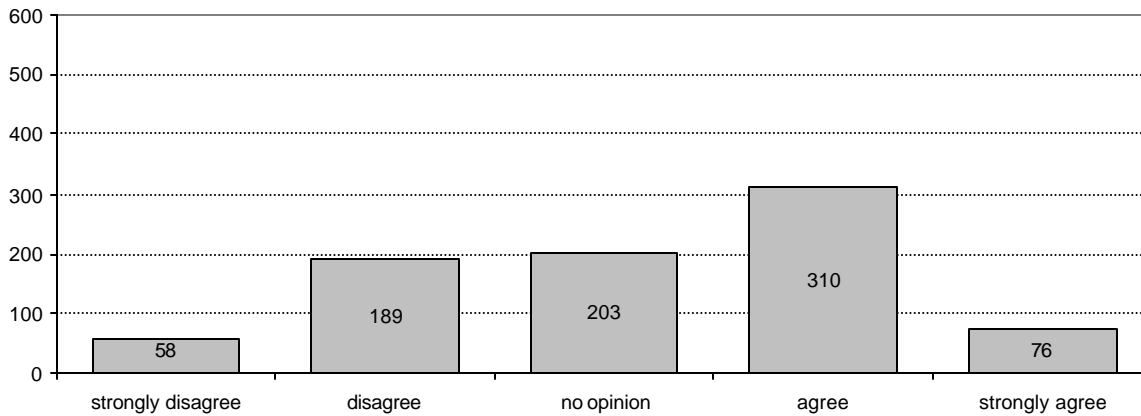
**4a. Foreign language need not be offered before 9th grade**



4 b) On the whole, the present system works well (Remember that French language instruction now begins in the 4th grade and continues through high school. In the 9th grade, students can add or substitute instruction in German, Latin, and Spanish.)

strongly disagree	disagree	no opinion	agree	strongly agree
58	189	203	310	76

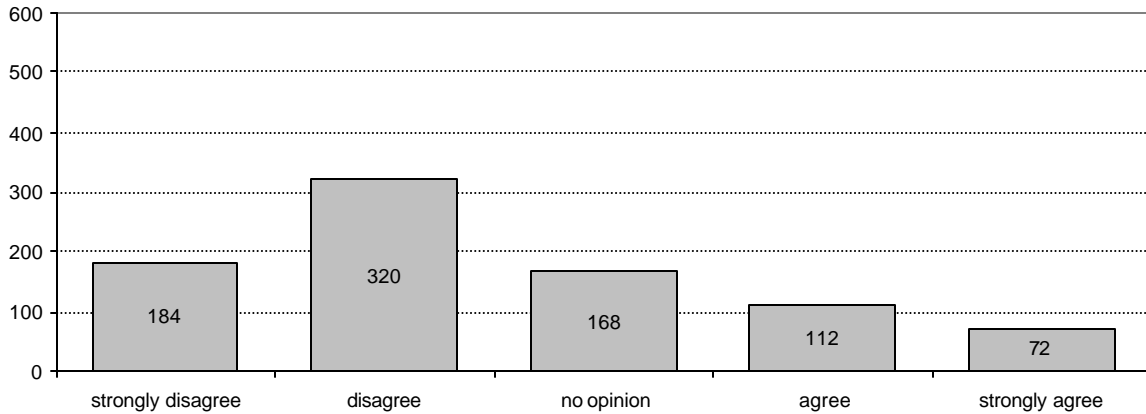
**4b. On the whole, the present system works well**



4 c) Spanish should replace French in 4th-8th grade.

strongly disagree	disagree	no opinion	agree	strongly agree
184	320	168	112	72

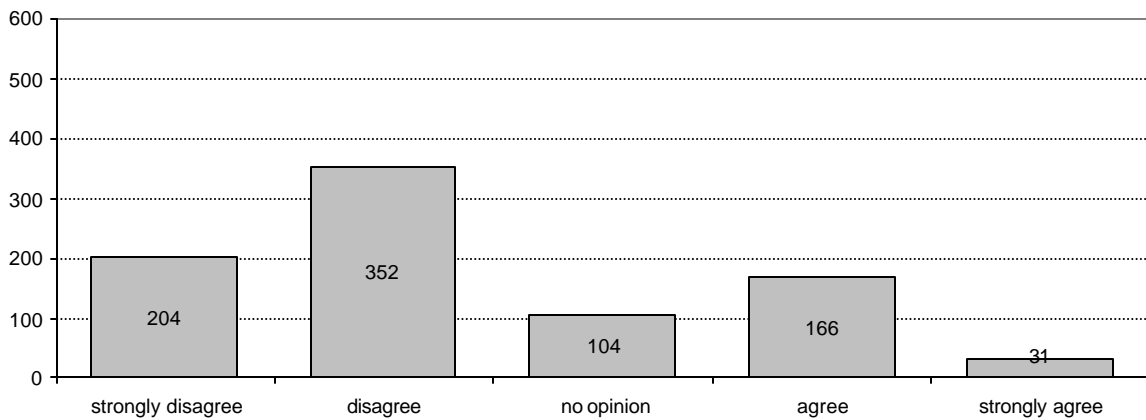
**4c. Spanish should replace French in 4th-8th grade**



4 d) All 4th graders should be introduced to both French and Spanish, with half the time spent on each.

strongly disagree	disagree	no opinion	agree	strongly agree
204	352	104	166	31

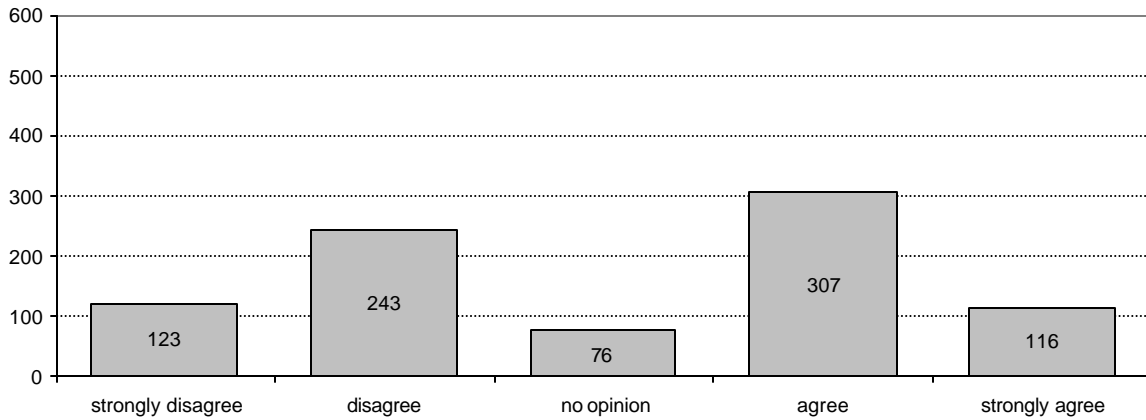
**4d. All 4th graders should be introduced to both French and Spanish**



4 e) A choice between French and Spanish in the 4th grade is desirable, even if that means an increase in the school budget.

strongly disagree	disagree	no opinion	agree	strongly agree
123	243	76	307	116

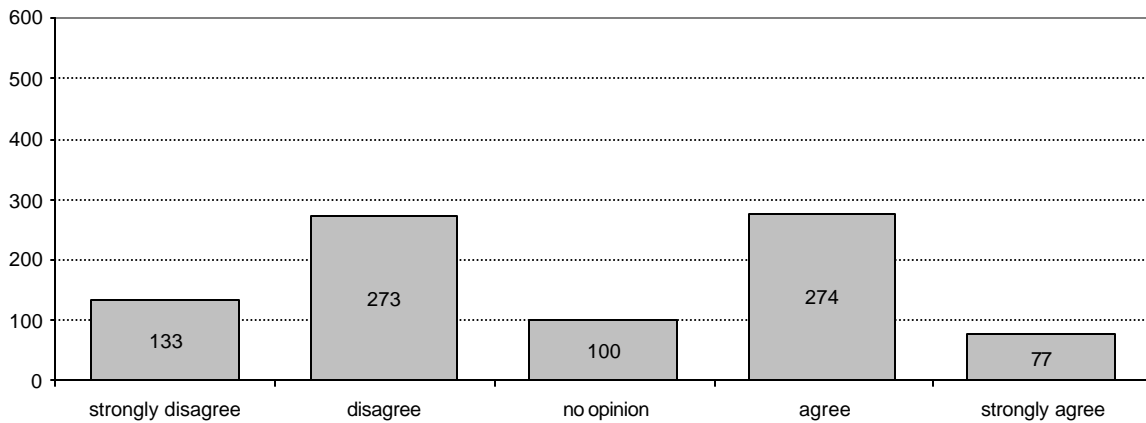
**4e. A choice between French and Spanish in the 4th grade is desirable**



4 f) A choice between French and Spanish in 4th grade is desirable, even if that means cuts in the French program.

strongly disagree	disagree	no opinion	agree	strongly agree
133	273	100	274	77

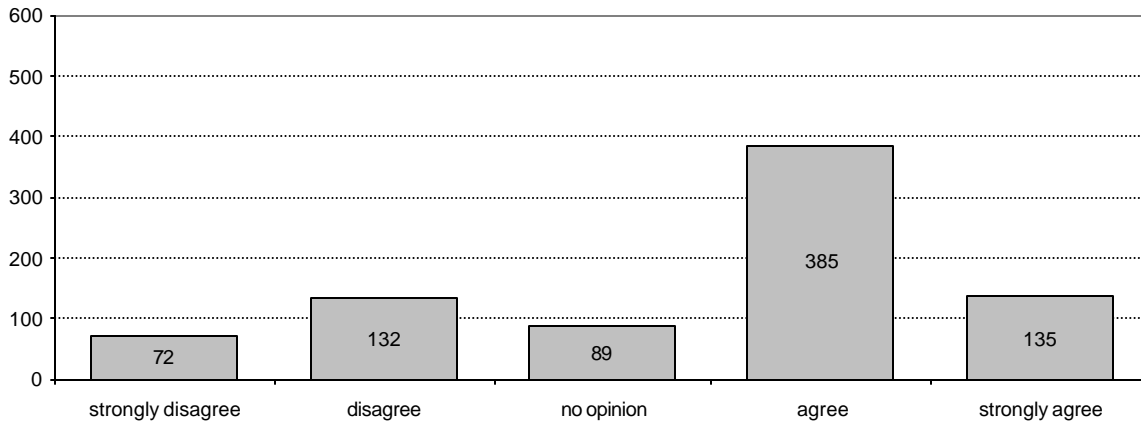
**4f. Choice between French and Spanish in the 4th grade even with cuts in French**



4 g) A choice between French and Spanish in the 7th grade is desirable, even if that means an increase in the school budget.

strongly disagree	disagree	no opinion	agree	strongly agree
72	132	89	385	135

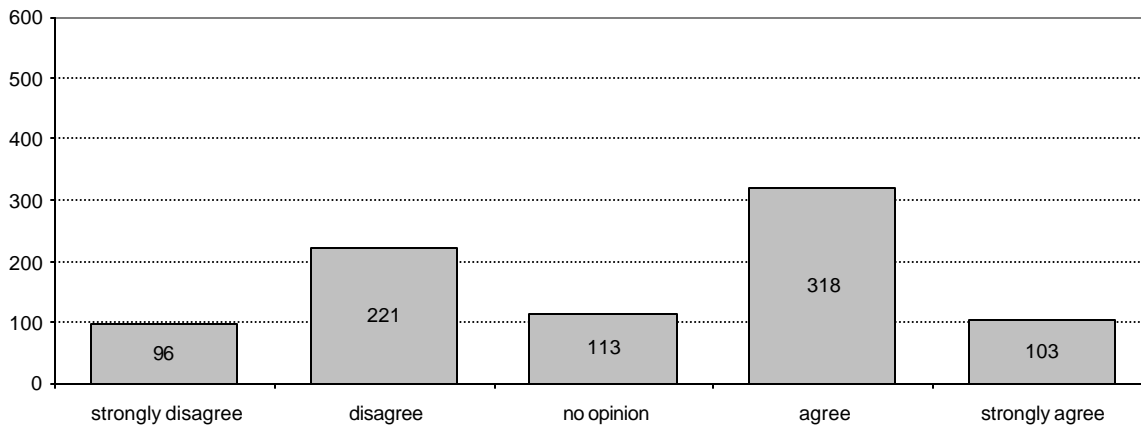
**4g. Choice between French and Spanish in the 7th grade even if budget increases**



4 h) A choice between French and Spanish in 7th grade is desirable, even if that means cuts in the French program.

strongly disagree	disagree	no opinion	agree	strongly agree
96	221	113	318	103

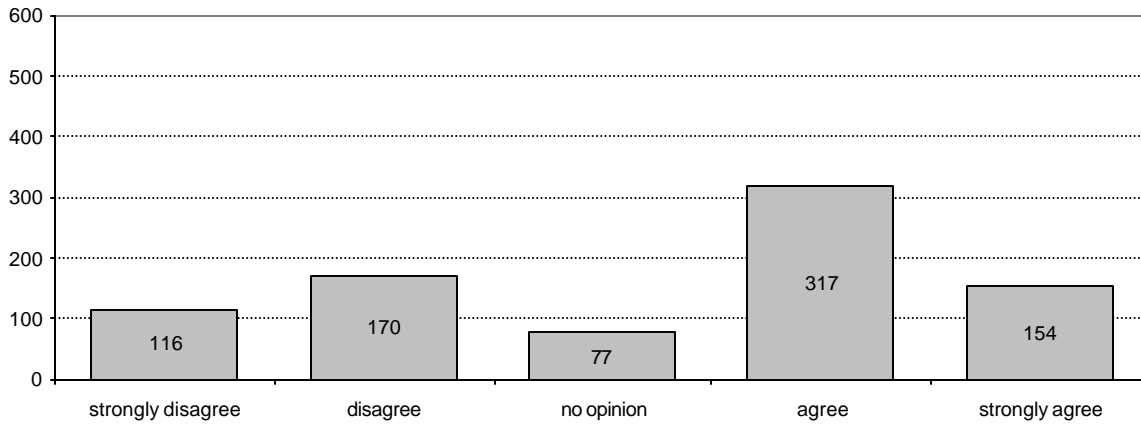
**4h. Choice between French and Spanish in the 7th grade even with cuts in French**



4 i) I/we would support the choice of Spanish instruction in addition to French in the elementary and middle schools, even if that required a budgetary increase and/or the cutting of other activities.

strongly disagree	disagree	no opinion	agree	strongly agree
116	170	77	317	154

**4i. Support choice of Spanish in addition to French even if budget increase or cuts**



4 j) I/we would support substituting Spanish instruction for French in the elementary and middle schools, recognizing that a period of adjustment would ensue, including French staff reductions and, later, enrollment variations at the high school level.

strongly disagree	disagree	no opinion	agree	strongly agree
218	290	97	140	92

**4j. Support substituting Spanish for French**

