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Cultural Materials in Representative German Textbooks Used in the Chicago Public High Schools During the School Year 1938-1939

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CULTURAL MATERIALS IN REPRESENTATIVE
GERMAN TEXTBOOKS USED IN THE
CHICAGO PUBLIC HIGH SCHOOLS
DURING THE SCHOOL YEAR
1938-1939

BY

ELMER C. COBLE

A Thesis Submitted in Partial Fulfill-
ment of the Requirements for the
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Chicago
1940

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Two antithetical movements in foreign language teaching are evident from a survey of the field. One of these is the intensified interest of students in cultural materials; the other, the removal of foreign language entrance requirements by colleges and universities. The future of foreign language teaching seems to depend upon the ability of instructors to recognize and to emphasize the former viewpoint.

1. The Problem

Statement of the problem. It was the purpose of this study (1) to tabulate the cultural elements used in certain German high school textbooks; and, by such tabulation, (2) to furnish objective evidence to teachers and administrators concerning the amount of emphasis placed on foreign civilization in these textbooks.

Importance of the study. Foreign language teachers, through their organ, the Modern Language Journal, are repeatedly voicing the aims of modern language teaching. Constantly they enumerate, among other aims, the desire to accomplish the teaching of Sprachgefühl,¹ together with an appreciation of the people and country whose language is being studied. However, such a philosophy of instruction deals with intangibles, which, without the proper supplementary instruction by the teacher, are often ne-

1. An intuitive sense of what is correct and idiomatic in a foreign language.

glected. This study seeks to foster the accomplishment of the above philosophy by indicating the number and type of cultural elements contained in various German textbooks on the high-school level. Only with such a foundation is it possible to make a wise selection of the materials of culture.

One of the oft-repeated aims of foreign language teaching is to bring about a better understanding between the peoples of various nations.

Ellwood states the general situation very succinctly:

If a social unity of more than a merely animal sort is to be attained, certain purely subjective elements must also be taken into account. For in all conscious human groups it is the mental attitude of the individuals toward one another which is the final decisive factor which decides whether a group shall maintain its unity or be disrupted. There are, for example, the feelings, sentiments, ideas, beliefs, and opinions of the group. Not only must these be more or less conscious of this similarity, that is, they must develop mutual sympathy and understanding. From mutual sympathy and understanding, moreover, arise confidence and reciprocal trust which make possible still closer coordination between the members of a group (8:42).

Many voices of modern language teachers are added to those in the field of psychology and sociology, pleading for a closer human understanding to be achieved by adequate instruction in foreign language. Ficken says, "We have been too content to assume that a less provincial attitude develops somehow indirectly, mysteriously but rather automatically through a foreign-language course that is in some vague way good for people"(9:313). This is a rather broad accusation that modern language teachers and their supervisors have been negligent in the performance of their duties. Arnold

presents the possibilities of cultural teaching and the problem of textbook choice:

The selection of textbooks either locally or by the state is necessarily of great significance in revision of the course of study. In states where certain texts ~~are~~ prescribed, even as to choice of reading material, the teacher is not free to adapt either the content or the technique to the new objectives. In other systems, the courses of study may present only the minima of grammar, reading, and vocabulary to be covered in successive years, leaving a flexibility in the order of presentation which makes the course adaptable to new methods (1:8).

A flexible course of study taught by well-trained instructors has always been a criterion for foreign language teaching. It is this type of course that can best be adapted to the introduction, at proper intervals, of cultural materials which will imbue the students with the desired attitudes and sympathetic appreciations of other peoples (16:89).

The past attempts to bring about such a desirable understanding have been diffuse and varied. Ficken says that "Information regarding foreign civilization has long been considered an important cultural element.... We shall probably be more discriminating in the choice of our early texts when we become more conscious of the worth of this criterion" (9:311).

Cole offers a logical criticism of the types of texts used in foreign-language classes in his statement:

Since knowledge of an interest in the foreign country whose language is being studied is desirable, the material contained in reading texts must be more carefully scrutinized than has been the custom. A beginning has been made in the analysis of texts to ascertain their cultural content. Hitherto, readers have been selected more because of the

simplicity of their story than because of their value in portraying the foreign country. On this basis it might be remarked that certain old favorites may be dropped such as Columba in French, treating as it does life in Corsica, Ampara in Spanish and L'Arrabiatta in German, the scenes of which are laid mainly outside the country in whose language they are written (5:78-79).

In presenting another viewpoint of the purpose of cultural materials in language teaching, Cole warns that their use must be considered as a means to an end, and that the aims of the language course will, in turn, determine how and when such materials will be used:

Realia are but one means to an end. In any course of study the real aims must be continually before the teacher. He must set up the outcomes desired, then he must choose the method and select the devices that will most surely attain these outcomes. An enthusiastic teacher may be tempted to abuse realia. Class interest in French legends, German art, and Spanish songs must not swerve him from his real aims. If the outcome desired is an ability to read, realia material must help develop this ability, not simply offer an agreeable distraction. If it is an ability to write the foreign language, realia must be used sparingly, principally as a relief from the monotony of grammar. If it is a knowledge of the foreign country and its people, the use of realia is highly important and helpful; careful planning is necessary, however, and a proper articulation with other phases of the work. One must not allow the devices to obscure the end desired (5:255).

Other authorities are more partial to the cultural side of language instruction. Among them, MacClintock claims the cultural side to be of primary importance. He says:

The primary purpose of the teacher is a cultural and social one, but cultural in a much

more fundamental sense than that in which we ordinarily understand the word. Anthropologists and sociologists have been more and more, in recent years, emphasizing the all importance of culture, of civilization in social organization and behavior. By culture, of course, I need not point out that the anthropologist means the pattern of social behavior. Certainly the theory of great hereditary and racial influence has been discarded; we do not even know what the word 'race' means. Anthropologists have not been able to work out definite criteria. They have tried cephalic measurements, pigmentation, Bertillon measurements, religion, and language as racial criteria, and each has proved entirely unsatisfactory...What really binds men together then, what really makes a nation, is their culture, the ideals and standards they have in common. Each culture, each civilization has a driving force, an ethos, a distinctive quality which is the thing that makes a German German, a Frenchman French, or an Italian Italian, and this it is our business to understand and convey (18:192).

The obligation of the modern language teacher in this regard is emphasized by MacClintock as follows: "I do not suppose there has ever been a time when the teacher of modern foreign language has had a greater opportunity to serve the state" (18:193).

A survey of the literature of the past fifty years reveals that the high-school curriculum is in a state of evolution. A view of the present situation, without an historical summary, would indicate little progress. Yet, prominent educators are constantly endeavoring to make high-school subjects more helpful and usable. The Joint Committee on Curriculum presents the problem of curriculum alteration thus:

Progress in education as in other things is not always a smooth line of advance. When unusual circumstances and conditions combine to challenge critical and creative thinking, they sometimes bear fruit in new insight and discovery. When the new is in conflict with the old, there is often a long

period in which it is resisted. Controversy and agreement and defense in due time usually give way to a more basic search for values and to the formation of hypotheses for trial and test in which the new is rejected or refined and applied (12:60).

Schoolmen have worked singly and together, to make necessary changes in the curriculum. A brief account of a research project in foreign languages is typical of this philosophy. The Committee on Modern Languages in a Changing World, organized in New York City, and having as its purpose the preparation of a syllabus which was to recognize the newer curriculum trends, posited as its aims the integration of the study of the language, customs, art, music, literature, history, and geography of a foreign nation. The Committee emphasized the interrelations between foreign civilization and that of the United States; it stressed the points of contact between the foreign language and the students' native tongue, and thus promoted the broadening and deepening of the learners' knowledge of English. Students were allowed to pursue a wide range of activity -- readings, dialogues, songs, memorization, and acquaintance with cultural material. Such a syllabus practically eliminated all emphasis on formal grammar and insisted rather on fluency (14:387-395).

Another example of curriculum change which emphasizes cultural and civilizational elements is the program at Elmhurst College, Elmhurst, Illinois. Professor E. Heye Dummer who has conducted this cultural course comments upon it in The Modern Language Journal as follows:

To be or not to be is the vital question today with regard to the teaching of the foreign civilization in the modern language courses in high school and college. It has been ably

pointed out that an integrated study of the various branches of the foreign country's civilization has important values. To list the arguments in favor of the inclusion of this significant item in modern foreign language work will be necessary. Several years ago President McCracken of Vassar stated that when the modern language course incorporates a knowledge of the foreign country in all its aspects, one may expect it to be required of all high school students in the United States. President Butler of Columbus suggested re-naming our language departments and adopting the title: Department of Spain, or Department of Germany, etc. This scholar would emphasize thereby that the culture of France, Italy, Spain, or Germany, etc., is as important as the language of the respective countries...It is gratifying to know that modern foreign language departments - and especially German departments of several large colleges and universities - have introduced a special course devoted to the foreign civilization and frequently labeled Kulturkunde (6:179-185).

A forceful example of the endeavor to reform foreign-language teaching comes from New York and severely attacks the traditional aims employed in foreign-language teaching:

Don't drill paradigms; don't translate English into a foreign language as a formal exercise; don't give formal analysis of unimportant language facts; don't stress rules and exceptions; don't use technical grammatical terms; don't make grammatical explanations of formidable matter; don't interrupt a pupil to make corrections (7).

On the other hand:

Music, games, literature, and plays tell more about a people and a language than many volumes of formal grammar, which is after all only a consensus of opinion as to how a language should be talked or written. But it is the talking and writing that counts. Too much of our language teaching has been inherited

from the days when dead languages were not only the required baggage of all educated men, but also a means of making boys suffer for their own good (7).

This is a strong plea for alteration of teaching methods. It advocates a better understanding of foreign people through the study of their language and of the cultural elements embodied in that language.

Harris makes a fitting statement concerning the importance of cultural materials in the larger problem of curriculum change, when he writes:

But a moment's reflection upon the uncertainties and inequalities of life on the one hand, and commonly lamented divorce of the school from the stream of life, on the other hand, should be enough to convince the honest student that our curricula, so far, have done very little to affect the course of society or to improve the quality of interests and desires of individuals (13:12).

In summarizing, Ficken gives us an evaluation of the aims and probable results of cultural teaching by stating:

Culture in the last analysis consists of the inculcated attitudes and spontaneously practiced behavior-patterns which characterize the significant living of well integrated personalities. 'Culture', in the words of Duhamel's famous definition, 'is the fine effect left in us by that which we have forgotten' (9:314).

2. Definitions of Terms Used

Cultural Materials. Cultural materials may be defined as data of any sort which may be employed for the cultivation of an individual's understanding of a certain aspect of civilization. Such data may be presented either as propaganda or as realia.

Propaganda. Propaganda may be defined as any doctrine, system, or idea spread by an organized or concerted group, effort, or movement.

Moehlman, in describing the working of propaganda, says:

These problems arise from the attempt of special interest groups to extend their influence and program by direct and indirect propaganda methods. Propaganda cannot be talked or laughed away, but must be considered in the broadest sense as a definite means, or device, that has considerable permanence in human relations. In both its direct and indirect forms, it is not new, but goes back into the dim past of man's history....The practices are as old as mankind, but modern knowledge and invention have developed new techniques and created new problems (20:53).

Another viewpoint on the method of propaganda is stated by Carter, when he says: "Propaganda is addressed to the emotions and prejudices rather than to the intellect and judgment" (4:471).

In accord with this, Lumley tells us that "The 'stuff' of propaganda is very largely passionate conclusions out of the past which we are not supposed to verify, or passionate conclusions with reference to the future which are not subject to verification" (17:44). And again, he says: "Propaganda is promotion which is veiled in one way or another as to (1) its origin of sources, (2) the interests involved, (3) the methods employed, (4) the content spread, and (5) the results accruing to the victims"(17:301).

Still another side of propaganda is emphasized by Bogardus, in that: "An uncritical person thus falsely gets the idea that certain things are universal when in reality they are rare" (3:368).

Propaganda, however, is not always negativistic, as is stated by

Morgan, when he writes: "Propaganda is an attempt to plant an idea with the hope of action. It may be good or bad, as the action toward which it aims is good or bad, as it uses truth or falsehood, as it appeals to the best in us or the basest" (19:51).

To narrow the field from the broader aspects as given above to the specific problem of propaganda in textbooks, Beale, in answering the question, *Are American Teachers Free?* cites many examples of various methods in which external agencies bring pressure to bear for the use of textbooks which are favorable to their particular interests. Each locality emphasizes particular facts which are auspicious to its social heritage. However, in the case of foreign-language textbooks, such favoritism is ill-suited, when these books are being used by students in the United States (17:301).

Realia. Realia may be defined as tangible or visible objects peculiar to the country whose civilization is under consideration.

Ficken considers realia "to consist of activities and things, those infantile tricks, knick-knacks, ditties, stunts, 'frills and fads' - all the elementary appeals that are dignified in books with the general term realia, and which we tolerate when the virus of vitalization infects us" (9:311).

CHAPTER II

REVIEW OF THE LITERATURE

An extended study of the foreign language field reveals that prior to 1927 there were no experimental data dealing with the cultural material in textbooks. From 1927 until the present three pertinent studies have been found.

The Gilman Study. During 1926-1927, Gertrude Gilman, working under Professor Coleman of the University of Chicago, presented a study entitled The Cultural Material in the French Curriculum of Illinois High Schools (11:225-277). Her technique was as follows: Questionnaires were sent to eighty-two high schools having an enrollment of 500 or more students. Sixty-eight per cent of the schools replied. From the books enumerated in the replies, those most frequently used were selected to be examined for their cultural content. The list revealed the following types of textbooks: literary drama and fiction, grammars, and short stories. Of the literary group of eighteen books, all but four appeared before 1870; each of the remaining four was published between 1870 and 1888. Miss Gilman recognized varying degrees of importance in the cultural materials introduced. She says:

In order to determine the amount of informational material contained in various books examined, each reference to an existing condition unlike our own was noted. It is perfectly obvious that some references are

of more importance than are others. For instance, take the following examples: In one book the word Rheims used to illustrate the nasal sound (E). In another book it is contained in a passage which gives no indication of whether it is the name of a person, a place, or an institution, but a note is attached by the editor to the effect that Rheims is the name of a town in France famous for its beautiful Gothic cathedral. A third book might have in the text itself a statement similar to the one cited in the preceding sentence. Still another text might treat the matter in a more detailed manner, describing the cathedral at length. A fifth book might contain as well a picture of the cathedral or of the town, while a sixth text might have considerable material of a definitely explanatory or expository nature, such as facts about the cathedral, its style, the period of architecture to which it belongs, by whom it was erected, and its significance in the history of France (11:231-233).

These varying degrees of intensity of cultural expression are termed key-words. Miss Gilman gives a definition and an example of each. They are as follows: note, suggestion, allusion, mention, statement, picture, description, and explanation or exposition. These terms are to a very large degree self-interpretative, excepting the term note, which may cover any one or several of the other key-words.

Under the subject of categories, Miss Gilman selected from the content of each French book of her frequency list those elements of civilization which she considers to be cultural elements. She says, "After the material of the text was collected and appropriate key words applied in the manner described, the material was classified. It was divided into categories under general headings" (11:234).

There are fifty-one such headings, as follows:

Art	Industry and Agriculture
Benevolent and Moral Institutions	Inheritance and Succession
Bible	Interior Decoration
Bridges and Highways	International Law
Buildings	Language and Languages
Burial	Law
Business and Professions	Learned Institutions and Societies
Canals	Literature
Catholic Church	Marriage Customs and Rites
City Plans	Military Administration
Civic Improvement	Monuments
Classical Antiquity	Music
Clothing and Dress	National Characteristics
Cost and Standards of Living	Newspapers
Customs-Duty-Tariff	Physiognomy
Directories	Politics and Government
Education	Prisons
Finance	Public Buildings
Food	Public Health
Geography	Railroads and Transportation
Heraldry	Religions, Social Conditions
History	Social Life and Customs
Holidays	Superstitions
Hospitals	Theatres
Hotels and Taverns	Weights and Measures

These subject headings were prepared on the basis of those used in the dictionary catalogues of the Library of Congress, Second edition, Government printing office, Library Branch, 1919.

Miss Gilman mentions the following limitation to her study: "Emotional qualities such as honor, faith, love, courage, honesty, piety, and the like, because of the extreme subjectivity of their nature, can not be taken into account," and again she says:

It is difficult to determine the distinctive characteristics of a nation as revealed through its literature. One is often at a loss to know if a given quality belongs to one people as a whole and to them exclusively.

May not these characteristics be rather universal qualities, manifestations of which the author has noted in the life of a given character? If we grant that this last possibility is a fact, it is often evident that universal qualities are demonstrated in one manner in one country and by quite different manifestations in another (11:235).

Miss Gilman next analyzed each of the individual books. This analysis is summarized in a table which is supplemented by a discussion of the cultural and general qualities of each book. Miss Gilman concludes:

Teachers and editors should have a definite idea of the possible cultural material derivable from texts and they should have a more objective means of determining what this is in each case. In view of the fact that an analysis of this sort has never been undertaken before, not the least contribution made by this study is the development of a method. It is offered as a help to editors and to teachers in overcoming the difficulties that confront them when attempting to appraise the character and extent of the cultural material in a text with no more objective guide than their own opinions. In such cases the texts need not perhaps be examined in detail, nor with such precision as has been done in this study, but a general application of the method used here would undoubtedly be an improvement over the haphazard results achieved when educator and the publisher follow only tradition or their individual judgements (11:274).

The Kurz Project. Another study was made by Professor Harry Kurz and Grace Kurz. This is entitled "The Realia Found in the French Readers Used in College Courses" (15:281-324). This second study was published shortly after the one by Gilman. The list of books for examination was obtained by a questionnaire sent to two hundred representative institu-

tions in all the states of the Union. One hundred and five answers were returned; these provided data to show that many different books were in use. The authors group their results thus: books by a single standard French author, 185; readers, including selected stories, 58; books of expository information on France, 19; collections of poetry, 6; collections of plays, 6; total number of books reported, 274. A count showed that a large number of texts were being used in a few institutions, and a comparatively small number were in general use.

An interesting fact may be noted in the comparison of the Kurz and Gilman lists. This is that books most commonly used as elementary college texts were frequently employed as high school texts.

The authors eliminated from their college list all books included on the Gilman high-school list. From the remainder, the authors took arbitrarily the first ten books. As regards their selection, they state, "The value of such a list is twofold: it shows ten books in common use, and it provides an arbitrary method of selecting commonly used texts for examination" (15:283-284).

After an expository discussion of the ten books they conclude by saying:

These variations in the essential nature and purposes of the ten volumes should be borne in mind by the reader of the following pages, in order that the results of the inquiry as reported may not be interpreted as necessarily favorable or unfavorable to any one of the books cited. Without regard to their usefulness for any other reasons, these ten are considered here solely for their French cultural content (15:285).

Then, following the Gilman technique, the authors carry out the textbook analyses; however, they limit their number of key-words to six, their common categories to twenty-five. Each book was analyzed for its general content and summarized in key-words and categories; accompanying each analysis is a table which further explains the cultural content of the book.

In conclusion they submit a group of questions which are made apparent by the study. These are as follows:

1. Seventy per cent of the material examined is fiction; sixty per cent of it short stories. Are we overworking the short story?
2. How far do books of fairy tales, primitive folk tales and children's stories serve the purpose of French culture among college students?
3. When a book is selected for its humor, is the fun appropriate for young adolescents or for the more mature minds of college students?
4. In choosing a sustained story, romance or novel, should its contribution to French culture be considered as well as its exciting plot?
5. French poetry receives attention in only one of our ten readers. Should we use more poems?
6. Only one book on the list shows any variety in kind of material offered for reading. Do we need a greater variety of material? Should variety be found oftener within the covers of a single volume?
7. Some exercises in composition which follow a text make use of French realia, while others do not. How far is such inclusion desirable?
8. What interesting cultural and informational material might modify an over emphasis on fiction? Should it be derived from plays, poems, modern science, international sentiment, recent contributions to French criticism of literature, art, drama?

9. How can French interest in art, music, in beauty generally, be presented to college students through French courses? Our investigation shows a serious lack of such subject matter in the books prevailing in use.
10. One of our ten books presents medieval scenes, some of the provincial tales are of early traditional times, others are of the revolutionary period, and some are of the mid-century. Only three short selections can be called contemporary. What periods of French civilization or history are most desirable for their cultural influence upon students of the first two years of college French? (15:285)

The chief purpose of these authors is to arouse an interest and inspire others to continue the search for answers to their questions.

The Van Horne Study. The third study similar to the two preceding problems is entitled "The Cultural Content of Spanish Reading Materials at the Junior College Level," by Margaret and John Van Horne (22:327-363). These authors reveal the fact that their study, together with the previously mentioned studies by Gilman and Kurz, was to be carried out at the same time. Van Horne says, "It was our desire that the three investigations should be carried out concurrently and along generally similar lines" (22-327).

The selection of books for analysis was made by sending a questionnaire addressed to two hundred odd junior colleges. The writers say:

About half of these institutions sent in the information asked for. The texts were then examined and marked in accordance with the following system: the various cultural items were classified according to the subject headings used in library card catalogues. Thus we established (sometimes rather arbitrarily) categories such as art, building, geography, history, social life and customs, etc., twenty-five all told. Whenever one of these items was encountered in the text, it was classified under its

proper heading. It was also marked, with respect to its importance, as an "allusion," a "description," an "exposition," a "mention," a "picture," a "quotation," or a "statement." The mere occurrence of the word Barcelona was marked as geography, "mention." Brief information about Peter the Cruel was classified as history, "statement." A paragraph about a cathedral was labeled art, "description." The setting forth of some peculiarity in provincial or national life was termed social life and customs, "exposition." After all the texts had been reviewed in this fashion the items were collected and drawn up in tabular form. The resulting tables constitute the backbone of the investigation, and furnish the basis for discussion and conclusions (22:328).

In this problem the questionnaire replies furnished the names of books used by first and second year classes over a three-year period, 1923-1926.

In discussing the difficulty of application of the chosen technique, the authors say: "In order to be treated with rigid exactness, each text should be studied with minute thoroughness at the expense of more time and energy than the present investigators have had at their disposal. In the light of experience it would have been better to have devoted the same time and effort to a smaller number of books." They warn that "It is often doubtful whether we should include a certain reference under one or another category. Religion overlaps education and social life and customs; art overlaps buildings, institutions and monuments" (22:361).

A further point of criticism raised by the authors as regards the reliability of cultural material selections is, "Finally be it said that two reviews of the same text by the same person may produce decided variations" (22:361).

In discussing the practicality of their methods, the authors say:

It catches the distinctive features of clothing, food, law, worship, art, geography, history, and the like. It misses the subtleties. It fails to record pathos, tenderness, character, humor, adventure, style. It seizes the local, ~~and~~ the spectacular, and misses the exotic and the universal and the inherent (22:361).

In summarizing the results of their investigation, the authors say:

The statistics and conclusions embodied in the investigation of the cultural content of Spanish reading material at the junior college level, may operate as a guide to define, perhaps with the claim of some degree of accuracy, the amount of cultural material to be found in the most commonly used texts. It goes without saying that the small differences in the number of items as between two categories are of little or no importance. However, in spite of opportunities for subjectivity, in spite of inevitable oversights and outright errors, the total count is so large, and the technique has necessarily such consistency that the results, if only through cumulative effect and repetition, can hardly fail to point out at least the general manifestations of the more readily measurable elements in the cultural content (22:363).

Contributions of the Above Researches to this Study

The subject categories of the three studies are relatively similar. Van Horne acknowledges the aid to his study from the two others. He presents an admirably concise and comprehensive category list. This study, therefore, has taken suggestions from the list of Van Horne, making the necessary changes to apply to German civilization. A few of the categories determined for this study are identical with those of the Van Horne list. Several general, more inclusive terms have been employed to make a

shorter, more usable list.

The above studies claim difficulty in the classification of materials under proper categories. It has been the practice of this study to classify all cultural materials under all categories to which they make contributions. For example: A paragraph of exposition may contribute not only to the category, arts, but also to history and geography.

CHAPTER III

LIMITATIONS OF THE PROBLEM

This study considers only the objective side of cultural elements in each book. The plot, emotional elements, style and diction, as well as other more subjective elements that provide much to make a book worth while, are outside the scope of this study. However, the study of the books by one person only, makes these surveys reasonable uniform and accurate. Each book on the list has been read very carefully. Each sentence of each page was carefully read as such procedure was necessary to survey the thought content in the search for cultural materials in the individual sentence or paragraph. Although these analyses have been carefully made, that someone else would not have made exactly the same analyses is very likely; and there is a possibility that a re-analysis by the same person would produce somewhat different results. Yet this work has been done with the utmost care.

Technique of the Textbook Survey

Textbooks Used. A questionnaire was sent to each of the thirty-seven public high schools in Chicago in order to learn what German texts were being used. The letters, containing self-addressed envelopes and the questionnaire forms were mailed on February 20, 1939. Replies from thirty schools were received by the first day of April. A follow-up letter and second questionnaire, telephone calls, and personal solicitations obtained

the necessary data from four other high schools. These endeavors yielded a percentage of replies close to ninety-two. The list of books examined is made up of all books in use in the Chicago Public High Schools by classes which had a minimum membership of twenty pupils, all of whom were using the same book. (Table I)

TABLE I

Number of Times Each Textbook Was Used in Chicago Public
High School Classrooms

Title	Count
HAGBOLDT, <u>Readers One to Ten</u>	2493
JACKSON, <u>A New Approach to German</u>	2149
GREENBERG and KLAFTER, <u>Elements of German</u>	875
FOSTER, <u>Geschichten und Märchen</u>	658
BETZ-PRICE, <u>A First German Book</u>	571
SCHMIDT-GLOKKE, <u>Deutsche Stunden</u>	513
ZIEGLSCHMID-ACKERMANN, <u>Creative German</u>	297
STORM, <u>Immensee</u>	282
BACON, <u>A New German Grammar</u>	232
HOLZWARTH, <u>Gruss aus Deutschland</u>	185
BAGSTER-COLLINS, <u>First Book in German</u>	175
" BLÜTGEN, <u>Das Peterle von Nürnberg</u>	146
" KASTNER, <u>Emil und die Detektive</u>	142
THIESS, <u>Abschied vom Paradies</u>	108
MANKIEWICZ, BRANDT, <u>Deutscher Alltag</u>	68
" STOKL, <u>Alle Fünf</u>	63
COCHRAN, <u>Practical German Review Grammar</u>	62
AUERBACH, <u>Brigitta</u>	57
HAGBOLDT and KAUFMANN, <u>A Modern German Grammar</u>	55
SCHILLER, <u>Wilhelm Tell</u>	52
ZSCHOKKE, <u>Der Zerbrokene Krug</u>	50
SUDERMANN, <u>Frau Sorge</u>	46
" GERSTÄCKER, <u>Germelshausen</u>	40

TABLE I (Continued)

Number of Times Each Textbook Was Used in Chicago Public
High School Classrooms

Title	Count
HILDENBRANDT, <u>Fritz Freeman Wird Reporter</u>	32
BETZ HOLZWORTH, <u>A Second German Book</u>	30
GOETHE, <u>Hermann und Dorothea</u>	25

In developing a technique for the analysis, it was necessary to select from the content of each book all expressions which suggest German culture. These expressions are sometimes very casual and again very explicit. For example, a picture of the Reichstag building is accompanied by a very clear exposition and an account of its political significance, or, a page picture of the cathedral at Worms may have nothing except the name below the picture. It is obvious that some provision should be made for this evident difference in intensity.

Gilman differentiates the varying degrees of intensity by key-words, a shorter and more understandable term than words of varying intensity (11:232). This study adopts the same procedure. However, though the key-words suitable to this particular study were similar to those used by Gilman, they were altered and reduced in number to make them more suitable for the present project. Webster's dictionary gives hint as a synonym for both allusion and suggestion; in view of this, the latter of the two terms was eliminated. Likewise, exposition and explanation are synonyms;

therefore, elimination of explanation is deemed advisable, since exposition is a broader term which includes explanation. After this revision, the list of key-words is identical with the key-word list used by Kurz. It is necessary to acknowledge the borrowing of his list. They are as follows: allusion, description, exposition, mention, picture, and statement. Key-words, therefore, indicate the differences of intensity with which the categories are expressed.

Van Horne divides the cultural materials of his study into those found in the text itself and those found in the notes (22). Since some of the books examined in this study are supplied with many helpful notes, it has been the aim of this research to show by means of tables where the cultural materials are to be found, in the main text or in the editorial treatment.

The categorical headings which occur in German books are somewhat different from those arising in French and Spanish books. There are twenty-three that have become apparent in the analyses of this list of German books: agriculture, art and artists, arms, buildings, currency and measures, climate, clothing and dress, decorations and orders, education, geography, government, history, industry, language, literature, music, provincial life, recreation, religion, science, social conditions, social customs, and transportation. Categories, therefore, are the different elements of German civilization.

Definition of Terms. The key-words and categories used in this study are defined in the following terms:

Key-Words

1. Allusion has been used whenever a word, phrase, or a sentence makes a hint or suggestion for the teacher or pupil. For example, "The Admiral of the Dump Heap," a chapter heading from Hildenbrandt's Fritz Freemann Wird Reporter, page 75, suggests two possible leads: first, the navy; second, social conditions.

2. Description implies a mind picture; for example, the description of the dress and rigid discipline of the bell boy in Hildenbrandt's novel, page 59. Also, a complete song or poem, making a contribution to German culture has been classified under description.

3. Exposition is a careful explanation of a condition or process. For example, in Deutsche Stunden, page 127, under the heading, "German Islands," is the following: "Helgoland is a small island in the North Sea. Formerly it belonged to England. Helgoland is very small and has the shape of a triangle...."

4. Mention is the mere naming of a word. For example, "Then the auto turned the corner," taken from page 82 of Emil und die Detektive. The term "auto" merely points out a mode of transportation.

5. Picture refers to cultural pictures or maps of Germany or parts of Germany. For example, the map on the cover and fly leaf of Elements of German, First Year.

6. Statement denotes a short relation of fact. For example, "Austria's capital, Vienna, lies on the Danube," in Elements of German, Book One, page 88.

7. Notes are listed under the heading in the right hand column of the key sheets, and include those sections of text books headed Notes and all other forms of exercises which have been added by the authors and editors.

Categories

1. Agriculture refers to all forms of rural life in which the raising of produce or husbandry of animals or fowl is carried out. Special attention is paid to practice rather than theory.

2. Arms covers any reference to wars, battles, guns, soldiers or the naval armament.

3. Art and Artists designates pleasing design in buildings, in paintings, in statuary, in public or private grounds, and in natural scenery.

4. Buildings refers to all types of man-made structures used for industry, habitation, or social promotion.

5. Currency, Measures refers to media of exchange, measures of produce and measures of distance.

6. Climate refers to the weather at any time of the year in the section of Germany under consideration.

7. Clothing, Dress designates customs and fashions of dress in the many different sections of Germany.

8. Decorations, Orders refers to medals, awards, and special forms of dress used to reward distinguished service.

9. Education refers to any type of instruction, any teaching that influences mind training.

10. Geography designates any physical part, place, or section of Germany.

11. Government is used to denote all reference to the German government, laws, government buildings and officials.

12. History designates any reference to the past in German history.

13. Industry is used to refer to all kinds of occupations, individual and collective.

14. Language denotes the peculiarities and idomatic expressions which bring forth German cultural expression.

15. Literature refers to any written literature of the past or present which has distinctiveness and German origin.

16. Music is used to denote songs, ballads, operas, and all other instrumental music of German origin.

17. Provincial Life refers to customs, habits, dialects, and other peculiarities that make many sections of Germany distinctive and tenacious of their peculiarities.

18. Religion denotes any reference to forms of worship, places of worship, and participation in worship.

19. Recreation is used to refer to sports and other kinds of amusement such as operas, theaters, parks, museums, and Wander Vogel.²

20. Science refers to applied physics and chemistry and their application to problems of industry.

21. Social Conditions denotes practices in daily routine of life, as in dress, speech, treatment of dependents, in food types and time of partaking, periodic celebrations, and religious life.

22. Social Customs points out any individual, family, community or national practices.

23. Transportation denotes any form of travel or agency for transfer of people, animals, produce, or merchandise.

2. Wander Vögel - Roving bands of youth, who put up at youth shelters and gather fellowship and travel experience.

CHAPTER IV

ANALYSES OF SELECTED TEXTS

The books enumerated here are those found by compilation of the questionnaire data mentioned in an earlier chapter. These carefully selected books constitute a list of the German texts which were being used during the spring semester of 1939 in more than nine-tenths of the Chicago Public High Schools.

One of these, the Hagboldt Readers, is in reality a set of ten short books, each of which has over fifty pages, making a total of over 500 pages for these ten books.

The other twenty-five texts are quite varied as to type, dates of authorship, dates of publication for text book use, and adaptability for class use in the teaching of German culture. (Table II)

It is this scope and variety which gives the study a real purpose, to seek the amount and kinds of cultural elements in this group of rather widely differing books.

Analysis of the Book List. The list of books may be divided into nine different classifications. They are as follows: (a) complete course books, eight, (b) dramas, one, (c) composite books, two, (d) graded reader series, one, (e) grammar reviews, two, (f) narrative poems, one, (g) novelettes, seven, (h) novels, three, (i) short story groups, one (Table III).

Of the twenty-six books, seventeen have a single authorship, eight have two authors, and one book has a different author for each of its forty-eight articles.

Ten of the books (slightly less than two-fifths of the total) are classified under the general heading Grammars. The other general term is Readers and Classics. Under this second heading are located sixteen of the twenty-six books. This is slightly more than three-fifths of the total number of books. (Table III)

The books on this list were written, for the most part, in the last thirty years. There are seventeen such texts. Thirteen of them were written within the last ten years. Seven of the books are of nineteenth century authorship and two of them were produced during the eighteenth century.

TABLE II

Book List in Order of Dates of Authorship

Title	Date
GOETHE, <u>Hermann und Dorothea</u>	1797
ZSCHOKKE, <u>Der Zerbrokene Krug</u>	1799
SCHILLER, <u>Wilhelm Tell</u>	1804
STORM, <u>Immensee</u>	1849
GERSTÄCKER, <u>Germelshausen</u>	1862
AUERBACH, <u>Brigitta</u>	1873
SUDERMANN, <u>Frau Sorge</u>	1887
FOSTER, <u>Geschichten und Märchen</u>	1896
BLÜTGEN, <u>Das Peterle von Nürnberg</u>	1907
STÖKL, <u>Alle Fünf</u>	1909
BAGSTER-COLLINS, <u>First Book in German</u>	1912
HOLZWARTH, <u>Gruss aus Deutschland</u>	1913
BACON, <u>A New German Grammar</u>	1916
HAGBOLDT and KAUFMANN, <u>A Modern German Grammar</u>	1927
THIESS, <u>Abschied vom Paradies</u>	1930
MANKIEWICZ, BRANDT, <u>Deutscher Alltag</u>	1931
JACKSON, <u>A New Approach to German</u>	1932
GREENBERG and KLAFTER, <u>Elements of German</u>	1932
SCHMIDT-GLOKKE, <u>Deutsche Stunden</u>	1932
HAGBOLDT, <u>Readers One to Ten</u>	1933
BETZ-HOLZWARTH, <u>A Second German Book</u>	1933

TABLE II (Continued)

Book List in Order of Dates of Authorship

Title	Date
KÄSTNER, <u>Mail und die Detektive</u>	1933
ZIEGLSCHMID-ACKERMANN, <u>Creative German</u>	1934
COCHRAN, <u>Practical German Review Grammar</u>	1934
BETZ-PRICE, <u>A First German Book</u>	1935
HILDENBRANDT, <u>Fritz Freeman Wird Reporter</u>	1936

TABLE III

Books Grouped Under Different Classifications

COMPLETE COURSE BOOKS	DRAMAS	COMPOSITE BOOKS
1.A New Approach to German 2.Elements of German 3.A First German Book 4.Deutsche Stunden 5.Creative German 6.A New German Grammar 7.First Book in German 8.A Second German Book	1.Wilhelm Tell	1.Gruss Aus Deutschland 2.Deutscher Alltag
GRADED READER SERIES	GRAMMAR REVIEWS	NARRATIVE POEMS
1.Hagboldt Readers, One to Ten	1.A Practical German Review Grammar 2.Modern German Gram- mar	1. Hermann und Dorothea
NOVELETTES	NOVELS	SHORT STORY GROUPS
1.Immensee 2.Das Peterle von Nürnberg 3.Emil und die Detektive 4.Alle Fünf 5.Brigitta 6.Der Zerbrochene Krug 7.Germelshausen	1.Frau Sorge 2.Fritz Freeman Wird Reporter 3.Abschied vom Paradies	1.Geschichten und Märchen

Cultural Materials in Hagboldt Readers, One to Ten. This series of ten readers has been treated as one unit. Peter Hagboldt is the editor of the series.

Book One, Allerlei. The text contains 38 pages, followed by 15 pages of exercises. It introduces 500 common words and 30 idioms. The author's aim is to ground the pupil in a given number of words and idioms. There is no attempt made to introduce German culture by means of realia.

Book Two, Fabeln. The text contains 40 pages followed by 12 pages of exercises. The book is a group of fables retold by the editor. It adds 150 words and 38 idioms to those of Book One. The author states that the great fables are the condensed wisdom of the ages. There is no mention of culture that is peculiar to Germany.

Book Three, Anekdoten und Erzählungen. The text includes pages 1 to 40 and exercises from page 41 to page 54. It adds 95 words and 28 idioms. These selections are stories and historical accounts, which necessarily contain items of German culture.

Book Four, Eulenspiegel und Münchhausen. The text includes pages from 1 to 40 followed by twelve pages of exercises. The book adds 80 words and 21 idioms. It treats of two fictitious national heroes and has numerous references to German civilization.

Book Five, Fünf berühmte Märchen. The text has 40 pages and 10 pages of exercises. It adds 50 words and 30 idioms. The five well-known fairy tales are quite lacking in cultural elements.

Book Six, Fortunas. The text contains 40 pages which are followed by exercises from page 41 to page 53. It adds 101 words and 26 idioms. This

is a fairy tale involving much travel, with money and riches to complicate the plot. There is a moderate enumeration of cultural references.

Book Seven, Das Peterle von Nürnberg. The text covers 42 pages, followed by 9 pages of exercises. The editor adds 134 words and 29 idioms. This story, revised for the sake of simplicity, has a religious background, which accounts for a large number of references to religion.

Book Eight, Das Geheimnisvolle Dorf. The text includes 40 pages together with 12 pages of exercises. The book is the simplified form of Gersttöcker's Germelshausen. It is retold in its entirety with plot and story incidents unchanged. The cultural content is, therefore, the same for the two books. The counts, which are quite numerous, refer to the social life, customs, and dress in villages.

Book Nine, Das Abenteuer der Neujahrsnacht, is Zschokke's story retold and edited by Hagboldt. The text includes pages from 1 to 42 and exercises from page 43 to page 50. Here the editor adds 90 words and 24 idioms. This is a short story, carefully simplified, to add to the total count a definite number of new words and idioms. The adventures of a New Year's Eve give many examples of social customs, social conditions, and of dress.

Book Ten is Ein Sommer in Deutschland, by Leopold. The text covers pages 1 to 40. Exercises follow from page 40 to page 54. This book has been rewritten and simplified by the original author to a proper grade level for this series of readers. It adds 105 words and 21 idioms. This makes a total of ten books containing 1375 words and 273 idioms. This book of travel through Germany makes mention of the history, geography, artistic developments, industry, and scenery. It is quite replete with cul-

tural elements, widely scattered.

In summarizing, geography - mention has the highest count, but religion - exposition also ranks high. (Table IV) All key-words have counts except picture. Other high ranking categories are industry, social conditions, history, and social customs.

The ten books have a total of 513 pages of text and exercises. The cultural count for reading exercises which do not include any pictures or maps is high in comparison with an equal number of pages from other readers or classical texts.

TABLE IV

Cultural Material in Hagboldt Readers One to Ten

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture	1			3			2						6
Arms				6		1				2			9
Art & Artists		2	3	7		1				1			14
Buildings	1	2	2	9									14
Currency & Measures				10		1				1			12
Climate			1	2									3
Clothing & Dress													
Decorations & Orders													
Education	1	1	1	4									7
Geography		3	19	30		6				12			70
Government	4	1	5	4			6			2			22
History	1	3	10	12		6				2			34
Industry			6	17		2				10		3	38
Language													
Literature		1	3	3									7
Music				3		3				2			8
Provincial Life		1		2									3
Religion	2	5	3	27		2				5			44
Recreations		4	1	1									6
Science													
Social Conditions		4	13	7		9				2			35
Social Customs			4	15		8				2			29
Transportation		1	2	4						3			10
TOTALS	10	28	73	166		39	8			44		3	271

Cultural Material in Eugene Jackson's "A New Approach to German."

The text covers pages 1 to 350, the appendix pages 351 to 362, and the vocabularies pages 363 to 399. This book presents to high school students the elements of German pronunciation, grammar, and reading. It is divided into one hundred lessons, so simply presented, the author states, that the average student who happens to be absent from class will have little or no difficulty in making up the lesson without the aid of the teacher. The author aims to have students get Sprachgefühl¹ through conversational exercises, but there is no mention of any aim to teach realia or any kind of cultural materials in connection with Sprachgefühl.

There is, however, a good fund of cultural material incorporated within the book. The key-word picture and the category geography have the largest count, although buildings, art and artists, and social conditions each rank high and almost every other category has some counts. Only the categories climate, clothing and dress, and decorations and orders have no cultural items. (Table V)

Although the cultural count of this text is less than that in Deutsche Stunden, the spacing and forceful presentation of the materials make it a very usable book.

1. See page 1.

TABLE V

Cultural Material in Eugene Jackson'sA New Approach to German

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture	1												1
Arms		1	1		1								3
Art and Artists			1		15								16
Buildings					13								13
Currency & Measures						1							1
Climate													
Clothing and Dress													
Decorations & Orders													
Education			2	1	2	2							7
Geography	3	1	2	6	1	3							16
Government			1										1
History		1	5		3								9
Industry			1		6	4							11
Language		1	5	1		4							11
Literature		2	6			2							10
Music		1	5			1							7
Provincial Life					1								1
Religion			1		1	1							3
Recreations					1								1
Science			1		1	2							4
Social Conditions			2	1	7	3							13
Social Customs	2			2	1	5							10
Transportation					3	3							6
TOTALS	5	7	33	11	56	31							143

Cultural Material in Greenberg and Klafter's "Elements of German."

The text covers pages 1 to 258 and the vocabularies pages 261 to 287. The key-word picture is predominant and is the chief means of bringing realia to the student in an appreciable form. (Table VI)

Reading passages in the first two-thirds of the book are well supplied with realia materials. These, in conjunction with the many pictures and songs, lend a true German atmosphere. The last third of the book has the story Hansel and Gretel, Red Riding Hood, and other fairy tales, which do not lend themselves to cultural aspects. However, the distribution of cultural items is quite plentiful up to the point where fable begins. In comparison with others, this book is well adapted for the inculcation of German civilization.

The highest cultural count is found under picture - art and artists; buildings, education, and social customs all have the same count, slightly less than the first mention, art and artists. There is a goodly number of other items widely scattered. All key-words are in use except description, and all categories except currency and measures, decorations and orders, government, and language.

It appears from the number of pictures and related accounts that this book might be used as propaganda to promote tourist trade in Germany.

TABLE VI

Cultural Material in Greenberg and Klafter's
Elements of German

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture					1								1
Arms				1									1
Art and Artists	1		1		19								21
Buildings					18								18
Currency and Measures													
Climate			1		4								5
Clothing & Dress					6								6
Decorations & Orders													
Education	1		3	2	10	2							18
Geography	1		1	3	8	2							15
Government													
History				1	8	1							10
Industry				1	8	3							12
Language													
Literature	1		3	1	2								7
Music			4	1		1							6
Provincial Life					2								2
Religion					1	1							2
Recreations				1	8								9
Science					3								3
Social Conditions					2	1							3
Social Customs			3	3	9	3							18
Transportation					4	1							5
TOTALS	4		16	14	115	15							164

Cultural Material in Foster's "Geschichten und Marchen." The text covers pages 1 to 103. The exercises continue from pages 105 to 162, and the vocabularies from page 163 to page 181. This is a beginner's reader of stories, most of which are fairy tales and give very little possibility for cultural elements. Most of those shown in the table have reference to kings, queens, princes, and princesses. (Table VII)

There are only thirty-four counts all told. Government - mention is the highest. The other few references are widely distributed.

This book of 103 pages has the fewest cultural counts of all books in its class (short stories).

TABLE VII

Cultural Material in Foster'sGeschichten und Marchen

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture				1									1
Arms				1									1
Art and Artists													
Buildings				2									2
Currency & Measures													
Climate													
Clothing & Dress													
Decorations & Orders													
Education				1									1
Geography	1												1
Government	4			9		2							15
History													
Industry													
Language													
Literature													
Music	1												1
Provincial Life													
Religion													
Recreations				1									1
Science													
Social Conditions	3			5		1							9
Social Customs				1		1							2
Transportation													
TOTALS	9			21		4							34

Cultural Material in Betz-Price's "A First German Book." The text covers pages 1 to 514, the exercises pages 515 to 527, and vocabularies pages 531 to 575. Nineteen categories combine with the key-word picture (Table VIII). They serve very well to keep a German atmosphere throughout the grammatical instruction. The categories art and artists and buildings are particularly emphasized. The text is very comprehensive. Much reading matter is included to elucidate each grammatical step, and many sections of part two contain cultural readings interestingly presented.

The outstanding counts are picture - art and artists and picture - buildings. However, history, clothing and dress, geography and religion are quite high in count, chiefly by the help of picture and mention. All the key-words are represented except allusion and all categories except agriculture. It has no count under notes. The large count of 252 for 527 pages of text and exercises is high in comparison with other books of this type. This book, with its high picture count, may be used with the right kind of interpretation to promote the tourist trade in Germany.

TABLE VIII

Cultural Material in Betz-Price'sA First German Book

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms		1			1	1							3
Art and Artists					50								50
Buildings					41								41
Currency & Measures				2	1								3
Climate					1								1
Clothing & Dress					18								18
Decorations & Orders					1								1
Education					1								1
Geography				13	5								18
Government					1	2							3
History		1	3	1	16	3							24
Industry			2	2	11								15
Language				1									1
Literature				1	4	1							6
Musie			1	1	4	3							9
Provincial Life					4								4
Religion			2	4	11	1							18
Recreations					3								3
Science					2								2
Social Conditions				2	9	1							12
Social Customs			3	2	6								11
Transportation			3		5								8
TOTALS		2	14	29	195	12							252

Cultural Material in Schmidt-Glocke's "Deutsche Stunden." The text covers pages 1 to 301 and the vocabularies follow from page 303 to page 365. This is a direct method book. The first section treats of the everyday life and surroundings of American students; the aim, the authors say, is to create a German atmosphere from the start. The second section is given over to fables, stories, and fairy tales.

The third section attempts to give a systematic introduction to cultural materials. The simple method of presentation makes repetition of the materials possible and profitable.

The fourth section emphasizes realien instruction through stories and tales.

As the chronological table shows, this is a contemporaneous book with Jackson and with Greenberg and Klafter, but the bunching of the cultural material in the last two sections is a contrast to the more even distribution of German cultural materials in the other books. The table of cultural materials shows geography - statement to be the most numerous, although others have a rather high count. History - statement follows closely; art and artists - picture, and buildings - picture rank next in order. The large number of remaining counts is fairly well distributed through all categories and through all key-words except description. (Table IX)

As a complete course text this book has a medium number of cultural items.

TABLE IX

Cultural Material in Schmidt-Glocke'sDeutsche Stunden

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture					2	5							7
Arms	1		1		1	1							4
Art and Artists	1		1		10	2							14
Buildings					10	2							12
Currency & Measures					1								1
Climate					2	3							5
Clothing & Dress					1	2							3
Decorations & Orders			1		2								3
Education				1		2							3
Geography	2		4	5	3	16							30
Government	2			1	1	1							5
History			2	3	6	10							21
Industry						6							6
Language			4										4
Literature	1		4			1							6
Music	1		3	2	2	5							13
Provincial Life			2		2	7							11
Religion	2		1	1	1	1							4
Recreations			1	1	1	1							4
Science				1		3							4
Social Conditions			1		1	4							6
Social Customs			1	1	5	4							11
Transportation			2		4	3							9
TOTALS	10		28	16	56	80							190

Cultural Materials in Zieglschmid and Ackermann's "Creative German."

The text covers pages 1 to 346, the exercises pages 349 to 364, a grammar survey includes pages 366 to 403 and vocabularies pages 406 to 460. This book is well interspersed with cultural elements in the form of interesting accounts dealing with German sports, schools, geography, literature, history, music, science, and industry. The cultural count is well distributed with emphasis on geography. * This study also shows the key-word exposition large in count. Geography-mention has the highest count. Statement ranks high but it is scattered well among ten of the categories. Six of the twenty-three categories have no count; agriculture, currency and measures, climate, decorations and orders, language, and recreation. All others range from one count to sixty-seven; one count for arms, clothing and dress, and provincial life; the following, science and religion, five each; music, six; social customs, seven; transportation, nine; buildings and literature, ten each; art and artists, eleven; industry, thirteen; social conditions, fourteen; history, twenty-four; education, twenty-five; geography, sixty-seven. The table summary shows this book to be one which has been carefully planned to impart German culture.

(Table X)

TABLE X

Cultural Material in Zieglschmid and Ackermann's
Creative German

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms			1										1
Art and Artists			1		8	2							11
Buildings					8	2							10
Currency & Measures													
Climate													
Clothing and Dress			1										1
Decorations, Orders													
Education			8	7		10							25
Geography			2	50	2	13							67
Government				1									1
History	6	2	14		1	1							24
Industry			2	3		8							13
Language													
Literature	4	3	2	1									10
Music	4		2										6
Provincial Life			1										1
Religion			3		2								5
Recreations													
Science			2	1	2								5
Social Conditions			9	1	1	3							14
Social Customs			4	1		2							7
Transportation			2		3	4							9
TOTALS	14	5	54	65	25	47							210

Cultural Materials in Storm's "Immensee." The text covers pages 3 to 51 and the notes pages 53 to 79. The exercises include pages 81 to 139 and the vocabularies pages 141 to 214. This short novel is, as the table reveals, rather lacking in cultural references (Table XI). Social Customs, with fourteen counts, leads, followed by literature with ten items. Other categories have very low counts. Six of them have no counts; they are: agriculture, arms, government, language, provincial life, and science.

Under the key-word classification, mention has the largest count in the textual part of the book, but under editorial material exposition leads with twelve counts.

Perhaps a novel of this length, 51 pages, in order to keep its charm and interest, cannot include any greater amount of cultural material.

Possibly a book as popular as this one can be more amply supplied with cultural elements through the supplementary exercises. In this book nearly one-half of the cultural items are found in the editorial section.

TABLE XI
Cultural Material in Storm's
Immensee

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms													
Art and Artists					1								1
Buildings					1			2		1			4
Currency & Measures				2									2
Climate				4									4
Clothing and Dress		1		1									2
Decorations, Orders				1									1
Education				2						2			4
Geography		1					1						2
Government													
History									3			1	4
Industry									1	1		1	3
Language													
Literature		4		2					4				10
Music									2				2
Provincial Life													
Religion	1						1			1			3
Recreations				1									1
Science													
Social Conditions		2		1									3
Social Customs		5	1	1					2	2		3	14
Transportation				2									2
TOTALS	1	13	1	17	2	0	2	2	12	7	0	5	62

Cultural Material in Bacon's "New German Grammar." The text covers Easy Readings, pages 1 to 118; songs, pages 120 to 129; grammar, pages 131 to 391; and vocabularies pages 1 to 51. This book treats of Germany and German civilization in times before the World War.

The first section of the book, Easy Reading, is well named. This arrangement helps the author to present Germany and the Germans very well. Throughout this whole reading section of 129 pages, there is a constant flow of German realia. These elements are vivified by many pictures, poems, statements, and songs. By placing the easy reading material first in the book, the author maintains his aim of placing emphasis on reading, understanding, and appreciation. But the grammar section of this book is largely formal grammar with very little cultural elements. The more recent books have nearly the same amount of cultural elements, scattered throughout the grammar and reading sections, giving a more even distribution. However, under good teachers and favorable conditions, this book can be useful in teaching German culture.

Of the 371 cultural references picture has 260; description, 38; mention, 30; statement, 23; allusion, 11; exposition, 9 (Table XII). All the categories, likewise, have counts ranging from one for science to 57 for social customs. This wide distribution of the large cultural count shows quite forcefully the value of this text.

TABLE XII

Cultural Material in Bacon'sNew German Grammar

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture				2	6								8
Arms	1			1	9	1							12
Art and Artists			2	2	26								30
Buildings			3	3	27	1							34
Currency & Measures	1		1	3	1								6
Climate				1	10								11
Clothing & Dress	1			3	32	1							37
Decorations, Orders					3								3
Education	2	1			13	4							20
Geography	5			5	3	4							17
Government				1	5	1							7
History				1	14	1							16
Industry				1	16	2							19
Language		10				1							11
Literature	1	15		1									17
Music		11		1	2	1							15
Provincial Life					5								5
Religion		1	2	1	4								8
Recreations				1	9								10
Science					1								1
Social Conditions					18	1							19
Social Customs			1	2	49	5							57
Transportation				1	7								8
TOTALS	11	38	9	30	260	23							371

Cultural Material in Holzwarth's "Gruss aus Deutschland."

The text covers pages 1 to 121; exercises, pages 123 to 162; and vocabularies pages 165 to 190. This reader presents a large amount of material about Germany. The text relates the experiences and sight-seeing trips of an American family in Germany. A son stays in Germany after the other members of the family return home. During his three years of study, much about German culture, customs, and art are revealed through letters, supplemented by pictures. The notes have no cultural content.

Picture and social customs each have the largest single counts, but the combinations, statement - social customs and picture - buildings each have a count of nineteen (Table XIII). Many other counts are widely distributed among other categories, aided chiefly by picture, statement, and mention.

The table for this book testifies to the large fund of cultural material.

TABLE XIII

Cultural Material in Holzwarth'sGruss Aus Deutschland

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture						1							1
Arms	1				3								4
Art and Artists					17								17
Buildings	1				19	3							23
Currency & Measures				1		2							3
Climate	2					4							6
Clothing and Dress					2								2
Decorations, Orders					1								1
Education					1	4							5
Geography	1			16	3	1							21
Government					3	2							5
History					2								2
Industry					7	4							11
Language				1		1							2
Literature	1												1
Music	1												1
Provincial Life					1	4							5
Religion	1			1	2								4
Recreations						1							1
Science					1								1
Social Conditions				1	4	8							13
Social Customs	2		1	3	6	19							31
Transportation					11	2							13
TOTALS	10	0	1	23	83	56							173

Cultural Material in Bagster-Collins' "First Book in German."

The text covers pages 1 to 263, the appendix pages 265 to 296, and the vocabularies pages 297 to 342. This book is a complete course text, which aims to give by drill and repetition a thorough grounding in German. For the number of pages, the number of cultural counts is rather limited. This condition arises from the fact that the materials of each lesson are repeated in different exercises. In most lessons this repetition amounts to ten. All categories but four are represented (Table XIV). Geography has the highest count, 24; fourteen categorical counts ranging from 1 to 7 make a total count of 43 for statement; and 11 categorical counts ranging from 1 to 14 give picture a total of 49.

The lengthy treatment of each lesson content minimizes the cultural count, and the smallness of this count is apparently due to this method of presentation of the language materials.

Emphasis in this book is placed on method rather than on cultural appreciation.

TABLE XIV

Cultural Material in Bagster-Collins'First Book in German

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture					1	3							4
Arms						6							6
Art and Artists					14								14
Buildings					12	1							13
Currency & Measures						2							2
Climate					1								1
Clothing and Dress					1								1
Decorations, Orders													
Education				1									1
Geography				14	3	7							24
Government	3			1		3							7
History					6	7							13
Industry	1			4		2							7
Language													
Literature					1								1
Music				1		2							3
Provincial Life													
Religion				2	2	3							7
Recreations				2									2
Science													
Social Conditions						2							2
Social Customs				2	1	2							5
Transportation				6	7	3							16
TOTALS	4			33	49	43							129

Cultural Material in Viktor Bluthgen's "Das Peterle von Nurnberg."

The text covers pages 1 to 55, exercises, pages 59 to 64, notes, pages 65 to 82, and vocabularies, pages 83 to 144. This short novel contains the rather large total cultural count of eighty-two (Table XV). This total is widely scattered, with slight emphasis on history - mention and buildings - description, which are the largest combinations.

The descriptions of buildings and churches, the introduction of religious characters, and an artist who paints religious pictures provide the rather large count under art and artists and religion.

Slightly more than two-fifths of the total count is included under the editorial treatment. This leaves almost one count per page for the 55 pages of the text.

There are forceful character delineations and impressive religious sketches which this study does not bring to light.

TABLE XV

Cultural Material in Viktor Bluthgen's
Das Peterle Von Nurnberg

Categories	Text						Notes						
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	TOTALS
Agriculture													
Arms		1						1					2
Art and Artists		3			2			1		1	5		12
Buildings		4			2	1				1	6		14
Currency & Measures													
Climate													
Clothing and Dress													
Decorations, Orders													
Education													
Geography				7									7
Government				5						3			8
History		1			2	1				4	1	6	15
Industry			1			1							2
Language													
Literature													
Music				1									1
Provincial Life													
Religion			4	1		2		1				1	9
Recreations													
Science													
Social Conditions			3										3
Social Customs			1	2	1	4		1					9
Transportation													
TOTALS		13	7	15	6	9		2	2	7	3	18	82

Cultural Materials in Kastner's "Emil und die Detektive."

The text covers pages 1 to 94, the exercises pages 95 to 134, and vocabularies pages 3 to 60. This short story, with its Berlin plot, moves so rapidly that the author has been able to insert very little cultural matter. Those items mentioned, as the table reveals, are well scattered over many of the categories (Table XVI). Government - mention is closely followed by transportation - mention, due to the fact that a pursuit was carried out by various means of conveyance; policemen and government officials are mentioned from time to time. The exercises in the editorial section have a city plan of Berlin and an explanation of the system of streets; this accounts for most of the few cultural counts under notes.

The highly interesting plot and admirable character delineations are qualities that this analysis does not reveal.

TABLE XVI

Cultural Material in Kastner'sEmil Und Die Detektive

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms				1									1
Art and Artists				1									1
Buildings				1	1								2
Currency & Measures	1	2		2			1			1			7
Climate													
Clothing and Dress				1									1
Decorations, Orders													
Education			1	3	1								5
Geography	1		1		1				1	7			11
Government			1	12		1							14
History				1		1			1				3
Industry				2		1				1			14
Language													
Literature													
Musical													
Provincial Life													
Religion													
Recreations				5	1								6
Science				1									1
Social Conditions				3									3
Social Customs	1	1	2	4		3				1			12
Transportation	1		1	10		1				3			16
TOTALS	4	3	6	46	4	7	1	2	13				87

Cultural Material in Thiess' "Abschied vom Paradies."

The text covers pages 3 to 134; notes, pages 137 to 158; exercises, pages 160 to 195; and vocabularies pages 197 to 282. This is an interesting novel by an author who understands children. It is about them primarily and shows their viewpoints in contrast to those of their parents and teachers.

There are 100 references to cultural materials, which are distributed over all of the keys except two (Table XVII). Almost half of the cultural count is found in the notes and exercises. The high count is literature - statement, with geography - mention close behind. Other items are quite widely distributed and include fourteen of the 23 categories. These are agriculture, climate, clothing and dress, geography, industry, literature, music, religion, recreations, social conditions, social customs, and transportation. The categorical counts range from 1 to 21.

The charm and deep interest of the story as a whole are not revealed herein.

TABLE XVII

Cultural Material in Thiess'Abschied Vom Paradies

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture			1	1								2	4
Arms													
Art and Artists													
Buildings													
Currency & Measures													
Climate			1	1		2							4
Clothing and Dress						2			2				4
Decorations, Orders													
Education												1	1
Geography				6						6		6	18
Government													1
History													
Industry	1		2	3		2						1	9
Language													
Literature	1			2		3	1		2	3		9	21
Music				2		1			1			4	8
Provincial Life													
Religion						1							1
Recreations			2	1		3							6
Science													
Social Conditions			4			2							6
Social Customs			3	2		2							4
Transportation				2		2							4
TOTALS	3		13	20		20	1		6	10		27	100

Cultural Material in Mankiewicz and Brandt's "Deutscher Alltag."

The text covers pages 1 to 146; exercises, pages 149 to 270; and vocabularies pages 1 to 93. Deutscher Alltag is a group of short articles from modern German life and civilization. The authors' purpose is, in their own words, to promote a deeper appreciation of German culture.

The text is composed of 48 selected stories, expositions, and descriptions, each written by a different author. This procedure has insured a great variety in types of composition, geographical location, extent of subject matter, and intensity of treatment.

Geography ranks highest with 46 counts (Table XVIII). Key-word statement with a count of 93 ranks above mention with a count of 76. In this type of book it is natural to find a large count in history, 37; industry, 32; buildings, 30; art and artists, 24; social customs, 18; social conditions, 13; all other categories have small counts except decorations, orders and science. All key-words have numerous counts except allusion, a fact very natural in this type of book. The table shows a large number of cultural counts in the notes. This text has a large amount of cultural material.

TABLE XVIII

Cultural Material in Mankiewicz and Brandt'sDeutscher Alltag

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture		1											1
Arms				1	1								2
Art and Artists		2	1	3	10	2			1			6	25
Buildings		2	1	6	12	2			1	2		4	30
Currency & Measures				3						2		1	6
Climate				1									1
Clothing and Dress				2									2
Decorations, Orders													
Education												1	1
Geography		2	1	4		3				3		33	46
Government					2	1							3
History		1	6	4	1	1			6	5		13	37
Industry		2	5	7	2	6				7		3	32
Language				1									1
Literature				1						1		1	3
Music				1					4				5
Provincial Life										2			2
Religion				6	1	1				3		1	12
Recreations		5		2	1	1							9
Science													
Social Conditions		4	4	1		4							13
Social Customs		3	2	3		2				3		4	17
Transportation				1		3							4
TOTALS		22	20	47	30	26			12	28		67	252

Cultural Material in Helene Stöckl's "Alle Fünf." The text covers pages 1 to 38, the exercises pages 39 to 44, the notes pages 45 to 56, and the vocabularies pages 57 to 101. An appealing short story of a doctor, who having promised a dying mother to care for her orphaned children, contrives to adopt all five of them. The simplicity of this short story is so closely concerned with the human elements that there are very few references to cultural materials (Table XIX). These few counts place emphasis on industry - mention.

The count is so small that the scarcity is made more evident by noting the actual counts. The only categories to appear are climate, government, industry, religion, social conditions, and social customs. Only three key-words are in evidence; they are exposition, mention, and statement.

TABLE XIXCultural Material in Helene Stöckl'sAlle Fünf

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms													
Art and Artists													
Buildings													
Currency & Measures													
Climate						1							1
Clothing and Dress													
Decorations, Orders													
Education													
Geography													
Government				1									1
History													
Industry				7									7
Language													
Literature													
Music													
Provincial Life													
Religion				1	3								4
Recreations													
Science													
Social Conditions				2		1							3
Social Customs					6	2							8
Transportation													
TOTALS			3	17		4							24

Cultural Material in Hagboldt and Kaufmann's "A Modern German Grammar." The text covers pages 1 to 154 and the vocabularies pages 155 to 192. This grammar has almost no provision for cultural material pertaining to Germany. Each chapter contains many stories used to illustrate the principles of grammar, but only a few make any suggestions about Germany. The authors of such a text, with so many narrative accounts to illustrate points of grammar, could very well have selected stories filled with cultural materials, by carefully choosing the proper narrative before rewriting it to illustrate the point of grammar. The possibilities are there but they are not utilized.

The cultural count is too small to justify tabulation.

Cultural Material in Schiller's "Wilhelm Tell." The Introduction covers pages 1 to 58 and the text pages 59 to 247. This classic drama, a lengthy one, has a moderate cultural count (Table XXI). Religion, so frequently introduced in the conversation of the players, ranks highest when augmented by the descriptions of churches and chapels.

Government ranks second because of the mentioning of the various governmental bodies and personal governmental representatives. Geography ranks next highest as there are frequent allusions, descriptions and several statements.

Other categorical counts are very small and nine of them have no count at all.

All key-words are in use. Statement, aided by religion, ranks highest, but mention, assisted by a scattered categorical count, ranks

next. Allusion, assisted mainly by religion, ranks third. Description and picture have ten counts each. Exposition has only three.

Comparatively, there is a small cultural count in this drama. However, the intense interest of the drama must be mentioned.

TABLE XXICultural Material in Schiller'sWilhelm Tell

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture						1							1
Arms					1								1
Art and Artists		1			2								3
Buildings		1			2	1							4
Currency & Measures													
Climate						1							1
Clothing and Dress		1			3								4
Decorations, Orders													
Education													
Geography	3	6		1	1	2							13
Government	4		2	7		4							17
History				1		2							3
Industry				5		2							7
Language													
Literature													
Music													
Provincial Life													
Religion	10	1		7		15							33
Recreations													
Science													
Social Conditions						1							1
Social Customs			1			3							4
Transportation					1								1
TOTALS	17	10	3	21	10	32							93

Cultural Material in Johann Zschokke's "Der Zerbrockene Krug."

The text covers pages 1 to 60, notes pages 61 to 78, exercises pages 79 to 118, and vocabularies pages 119 to 160. These two short stories, although written in German, are about French people living in the Mediterranean sea coast section of southern France. They have, therefore, no elements of German culture. Although they are both very interesting, light, romantic tales, they contain no mention of German civilization; therefore, no chart has been made of the cultural count of the book.

Cultural Material in Sudermann's "Frau Sorge." The text covers pages 1 to 209, the notes pages 211 to 242, and the vocabularies pages 243 to 253. This novel of rural life reveals social and economic conditions in East Prussia. It depicts true peasant relationships and the rigors and trials of peasant life, all tempered with a charming romance.

The cultural count is quite small for a book of more than 200 pages (Table XXII). The largest count is found under social conditions. Social customs, religion, and agriculture outrank the other categories, eleven of which have no count at all. All key-words except picture have counts. Exposition outranks mention; statement has ten counts, allusion and description have only four and one respectively.

As one of the modern classics of German literature, Frau Sorge is not outstanding in the quality of cultural elements.

TABLE XXIICultural Material in Sudermann'sFrau Sorge

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture			2	6		1							9
Arms				1									1
Art and Artists													
Buildings													
Currency & Measures													
Climate		1	1										2
Clothing and Dress													
Decorations, Orders													
Education				3		2							5
Geography				4									4
Government			3										3
History													
Industry			1			1							2
Language													
Literature				1									1
Music				2									2
Provincial Life													
Religion	3		4	2		1							10
Recreations													
Science													
Social Conditions	1		11			1							13
Social Customs			5	3		4							12
Transportation													
TOTALS	4	1	27	22		10							64

Cultural Material in Gerstacker's "Germelshausen." The introduction covers pages 3 to 5, the text pages 7 to 57, the exercises pages 58 to 74, and the vocabularies pages 75 to 121. This book, a novelette dealing with rural villages, has a small cultural count (Table XXIII). Social customs has only 13. The key-word description has 10; exposition has 9; and mention, 9. There are also 8 statements.

The categories show the remaining counts in one's, two's, three's, and four's, scattered among eleven classifications: agriculture, art and artists, buildings, climate, history, industry, provincial life, religion, recreation, social conditions, and transportation. This leaves twelve categories without any counts, indicating that the sum total of cultural materials is limited.

TABLE XXIIICultural Material in Gerstacker'sGermelshausen

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Picture	Mention	Statement	
Agriculture				2							1		3
Arms													
Art and Artists			1			1							2
Buildings		1											1
Currency & Measures													
Climate				1									1
Clothing and Dress													
Decorations, Orders													
Education													
Geography													
Government													
History						1							1
Industry			1									1	2
Language													
Literature													
Music													
Provincial Life		1											1
Religion				3		1							4
Recreations		4											4
Science													
Social Conditions			1										1
Social Customs		3	6			3						1	13
Transportation		1		2									3
TOTALS		10	9	8		6					1	2	36

Cultural Material in Hildenbrandt's "Fritz Freeman Wird Reporter."

The text covers pages 1 to 125, and the vocabularies pages 128 to 194. This short novel, highly interesting, develops a series of events depicting the rise of a young newspaper reporter, who climbs from a messenger boy to the position of assistant editor. The author, a former newspaper man, makes the story very realistic with the adventures of newspaper reporters. A limited number of cultural elements are noted (Table XXIV). Mention - social conditions ranks highest. The other references to cultural elements are widely scattered among the other categories.

Keys, exposition and picture, have no counts. Only fourteen categories have small counts; those having counts are arms, two; currency and measures, five; clothing and dress, three; education, one; geography, one; government, one; industry, eight; literature, four; religion, two; recreations, five; science, one; social conditions, sixteen; social customs, five; and travel, two.

Mention should be made of the excellence and human interest of this novel.

TABLE XXIVCultural Material in Hildenbrandt'sFritz Freeman Wird Reporter

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture													
Arms				2									2
Art and Artists													
Buildings													
Currency & Measures				5									5
Climate													
Clothing and Dress		1		2									3
Decorations, Orders													
Education	1												1
Geography				1									1
Government	1												1
History													
Industry				6		2							8
Language													
Literature				4									4
Music													
Provincial Life													
Religion				2									2
Recreations	2			2		1							5
Science		1											1
Social Conditions		4		9		3							16
Social Customs				4		1							5
Transportation				2									2
TOTALS	4	6		39		7							56

Cultural Material in Betz-Holzwarth's "A Second German Book."

The text covers pages 1 to 402, questions, pages 403 to 415, and vocabularies pages 418 to 492. It has two divisions, a grammar review and a reader section. It assumes that the pupil already knows some German and, therefore, presents the grammar in concise form. The second part has a wide variety of graded readings, anecdotes, informational material (which treats geography, biography and history), a few short stories, and a small collection of poems. The number of picture, accompanied by descriptions and explanations, accounts for the large showing under picture (Table XXV). In turn, this key-word accounts for the large number in art and artists and buildings. The other key-words, excepting description, have moderate accounts. Geography - mention shows somewhat larger than the others.

The authors' avowed aim, to enable the pupil to read with ease and enjoyment, evidently accounts for the large amount of interesting cultural material which is very advantageously placed throughout the entire text.

The fact that almost all the categories are represented testifies to the scope of such materials.

TABLE XXVCultural Material in Betz-Holzwarth'sA Second German Book

Categories	Text					Notes					TOTALS		
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention		Picture	Statement
Agriculture				2	1								3
Arms	2		1	3	1								7
Art and Artists					49	1							50
Buildings			1		50								51
Currency & Measures				1									1
Climate													
Clothing and Dress					5								5
Decorations, Orders													
Education			3										3
Geography			8	25	5	15							53
Government					9	1							10
History			2		21	2							25
Industry					11	1							12
Language			1										1
Literature	1		1		1								3
Music	6			3	1	2							12
Provincial Life													
Religion	1			1	8								10
Recreations			2		6								8
Science			10		4								14
Social Conditions			5										5
Social Customs			6	1		1							8
Transportation					6	2							8
TOTALS	10		40	36	178	25							289

Cultural Materials in Goethe's "Hermann and Dorothea."

The text covers pages 1 to 95, the notes pages 99 to 119, and the vocabularies pages 121 to 167. This short story, a poem, is so full of the author's idea and philosophy of life that there is no great amount of German culture in it. There are a limited number of references (Table XXVI).

Ten of the fifty-eight references are found in the notes. Only four of the key-words are evident, allusion, exposition, mention, and statement. Only fourteen of the twenty-three categories are in evidence. Geography - mention is most prominent, with eleven and twenty-three counts respectively. Art and artists, buildings, climate, decorations, orders, education, language, music, provincial life, and recreations have no counts. The others which have counts range from one to eleven.

The excellence of the poem, with its high idealism and interesting style, is worthy of special mention.

TABLE XXVI

Cultural Materials in Goethe'sHermann Und Dorothea

Categories	Text						Notes						TOTALS
	Allusion	Description	Exposition	Mention	Picture	Statement	Allusion	Description	Exposition	Mention	Picture	Statement	
Agriculture	1		1										2
Arms	2		1				1					1	5
Art and Artists													
Buildings													
Currency & Measures				1									1
Climate													
Clothing and Dress			1	3									4
Decorations, Orders													
Education													
Geography				7		1			1			2	11
Government	3												3
History	1											1	2
Industry				5									5
Language													
Literature												1	1
Musical													
Provincial Life													
Religion	6			3		1							10
Recreations													
Science			1										1
Social Conditions			1	1								1	3
Social Customs			2			1						2	5
Transportation			2	3									5
TOTALS	13		9	23		3	1		1			8	58

Summarization of Analyses. The table of total cultural count reveals the number of items found in each of the texts, and shows the book list in the order of frequency of use in the classroom (Table XXVII). The totals of six of these are above two hundred, and one of them reaches 371. A glance at the data of these six books shows that they have been written rather recently and that they are moderately long. With two exceptions, the books with a count above two hundred are complete course books. The exceptions are Hagboldt's series of ten readers and one composite book.

There are, also, seven books with a cultural count of one hundred or more. Four of these are complete course books, one a travel serial, and two novelettes.

These groups total thirteen, or one-half of the number in the book list. The other half of the list ranges in cultural count from zero to ninety-three. The books with the lowest cultural count are two novels, six novelettes, one drama, one group of short stories, one narrative poem, and two grammar books.

The last half is the classical-reader section in which the cultural elements are over-shadowed by universal human qualities. Distinctive features can be introduced in this type of text only in the editorial section. Here that feature has not been emphasized.

TABLE XXVII

Total Cultural Count for Each of the Books
Arranged in the Order of Frequency of Use
in the Class Room

Title	Count
HAGBOLDT, <u>Readers One to Ten</u>	271
JACKSON, <u>A New Approach to German</u>	143
GREENBERG AND KLAFTER, <u>Elements of German</u>	164
FOSTER, <u>Geschichten und Märchen</u>	34
BETZ-PRICE, <u>A First German Book</u>	252
SCHMIDT-GLOCKE, <u>Deutsche Stunden</u>	190
ZIEGLSCHMID-ACKERMANN, <u>Creative German</u>	210
STORM, <u>Immensee</u>	62
BACON, <u>A New German Grammar</u>	371
HOLZWARTH, <u>Gruss aus Deutschland</u>	173
BAGSTER-COLLINS, <u>First Book in German</u>	129
BLÜTGEN, <u>Das Peterle von Nürnberg</u>	82
KÄSTNER, <u>Emil und die Detektive</u>	86
THIESS, <u>Abschied vom Paradies</u>	100
MANKIEWICZ-BRANDT, <u>Deutscher Alltag</u>	252
STÖKL, <u>Alle Fünf</u>	24
COCHRAN, <u>A Practical German Review Grammar</u>	3
AUERBACH, <u>Brigitta</u>	123

TABLE XXVII (Continued)

Total Cultural Count for Each of the Books
Arranged in the Order of Frequency of Use
in the Class Room.

Title	Count
HAGBOLDT and KAUFMAN, <u>A Modern German Grammar</u>	3
SCHILLER, <u>Wilhelm Tell</u>	93
ZSCHOKKE, <u>Der Zerbrockene Krug</u>	0
SUDERMANN, <u>Frau Sorge</u>	64
GERSTÄCKER, <u>Germelshausen</u>	36
HILDENBRANDT, <u>Fritz Freeman Wird Reporter</u>	56
BETZ-HOLZWARTH, <u>A Second German Book</u>	289
GOETHE, <u>Hermann und Dorothea</u>	58

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The data thus far analyzed show a wide variation in the amount and kind of cultural materials appearing in the twenty-six German textbooks used in the Chicago public high schools during the year 1938-1939.

The following summaries of specific findings, with emphasis on the total cultural count and high individual count, give proof that some books are rather potent in cultural content, others are fairly well supplied, some have only moderate amounts, and a few have none at all.

These findings, with the exception of those devoid of any count, show where emphasis lies, on what particular key-words and categories.

It is possible, also, to generalize from the degrees of cultural elements, and from the total count of each. From these findings, it is possible to survey the cultural count of each book and to decide whether the cultural content is harmful propaganda, moderate propaganda, beneficial propaganda, or only mild realia.

Specific Findings in the Text Analyses

1. The Hagboldt Reader Series, consisting of ten books totaling 513 pages, has four books almost completely lacking in cultural elements. This is due largely to the treatment of fictitious characters and fairy tales. The rather large count in the remaining six could be greatly augmented by the selection of readings which do contain cultural elements.

2. A New Approach to German has a total count of 143. This is not large in comparison with other books of the same classification. However, this fund of cultural materials is well distributed. Picture, exposition, and statement rank high and thus lend weight to the cultural count.

3. Elements of German with 258 pages, has a total cultural tally of 164. Of these 115 are under picture. The emphasis on the other key-words is consequently very light. However, these are widely distributed in the categories to make a presentable amount of cultural material. This even distribution is one of the outstanding qualities of this book.

4. Geschichten und Märchen with 103 pages is a book of fables and fairy tales with a small number of cultural elements, 34.

5. A First German Book, containing 514 pages, has a very large count under picture, 195. This figure is over half the total count, but the balance is quite widely distributed.

6. Deutsche Stunden, with 301 pages, has a total count of 190, comparatively not very large. Picture in this book is secondary to the key-word statement. Exposition has the third largest count. These are three strong keys. Their cultural qualities have marked weight.

7. Creative German, with 364 pages, has a total count of 210. Although mention, a key of low intensity, has the largest count of all, the second largest count is found under exposition. Statement has a count nearly as large. Both of these are forceful keys so that the total count is large and of such quality that this book is well supplied with cultural elements.

8. Immensee, with 139 pages, has the rather low cultural count of 62. Over half of this count is in the exercise section, with the greatest number under mention, so that the amount of forceful cultural material is really small in number and weight.

9. New German Grammar, 391 pages, has a total cultural count of 371. Picture claims nearly five-sevenths of this total. The remainder of the counts is widely enough distributed to give a good balance. The picture preponderance gives one a good idea of a journey to Germany.

10. Gruss Aus Deutschland, with 162 pages, has a total count of 173. This is a very high total. Picture has the largest count but statement also ranks high. Since these two are most weighty in cultural classification, the large total is truly very significant and the text ranks very high, especially so for a book under the classification Reader.

11. First Book in German, with 263 pages, has a cultural count of 129. This is not a large total, and keywords picture, statement, and mention contain almost the total count. The small total with the absence of any counts for exposition or description lessens the force of the cultural units in this text.

12. Das Peterle von Nürnberg, with a total of 82 pages, including exercises and notes, has also a total of 82 cultural counts. A large number of these, 32 in fact, are classified under notes. Ten categories and five key-words appear in the cultural table, and the materials are advantageously placed in the text and exercises. The absence of allusion references and the relatively high count under description and statement tend to make the cultural quality high.

13. Emil und Die Detektive with 94 pages of text and 39 pages of exercises has a count of 86. Over half of this count is mention. Other key-word counts are exceedingly small. The total effect of the cultural count is, therefore, low.

14. Abschied vom Paradies, with text, notes and exercises, 195 pages, has a total count of 100. Statement ranks highest, mention is close behind; exposition has a small count. Description and picture are totally lacking so that the burden of cultural presentation falls to statement. This lack of more positive cultural presentation and the absence of picture lessen the weight of cultural materials in this book.

15. Deutscher Alltag, with 270 pages, has a total count of 252. This number is significantly high and, at the same time, forceful as there are no counts under allusion. With a quality count which equals almost one for each page of text, this book ranks very high in cultural elements.

16. Alle Fünf has 56 pages of text, exercises, and notes, but a cultural count of only 24. The scarcity of count coupled with the fact that most of these few are grouped under mention makes this book very low in cultural quality.

17. A Practical German Review Grammar from the standpoint of this study is not to be used as a textbook.

18. Brigitta with text, notes and exercises has 143 pages and a cultural count of 123. The large count here is under mention, but all the other keys have relatively high counts and spread over many different categories so that the cultural count is extremely worthwhile.

19. A Modern German Grammar is so lacking in cultural count that, from the viewpoint of this study, it should be stricken from the book list.

20. Wilhelm Tell, with a total of 247 pages, has a small cultural count, 93. These counts are well distributed over the complete list of key-words and most of the categories. This reveals a well balanced and varied amount of cultural material, although the total count is not large.

21. Der Zerbrockene Krug with no German cultural content should be eliminated from the list of books in use.

22. Frau Sorge has 209 pages of text and thirty-one pages of notes. There are 64 cultural counts, a rather small number for the number of pages of text and notes, especially when almost one third of the total is mention.

23. Germelshausen, with text and exercises, has 74 pages and a cultural count of 36. Except for mention, with a small count, the other keys are weighty ones, and the categories covered are distributed over half the field. These facts show the cultural count to be commendable.

24. Fritz Freeman Wird Reporter, with 125 pages, has a cultural count of 56. This apparently is moderately high, but mention has over half of these. This fact lessens the worth of the total cultural count.

25. A Second German Book, with 415 pages, has a total cultural count of 289. Picture covers over half of the total. Exposition, with a count slightly more than that of mention, balances the cultural elements and enriches the quality. The materials here are varied and usable.

26. Hermann und Dorothea has 119 pages of text and notes. The cultural count is 58. This is approximately one count for each two pages. However, the high key-word is mention, with nearly half the total count. This leaves a small remainder, the majority of which are allusion. Hence, the value of the cultural count in this text is comparatively weak.

General Findings

Propaganda in any of its more repulsive forms does not appear in any of these text books. The nearest approach to a mild form of propaganda is the preponderance of picture in several of the texts. This feature, undoubtedly, has an advertising effect that will tend to augment the tourist numbers to Germany.

Some books are so low in cultural count that they should be discarded from the list of books in use in the Chicago public high schools. Such books are: A Practical German Review Grammar, Modern German Grammar, and Der Zerbrockene Krug.

Several of the book analyses reveal that there is a decided lack of adequate note materials to make the cultural elements impressive and appreciable. For the most part, the complete course books are well written, and are so complete with cultural matter that no notes by the editor are needed. But, in other types of books, there is need for more explanatory passages, accompanied by pictures wherever they are feasible.

The table showing the date of publication of each book on the list reveals, by comparison with the cultural count, that the more recently published books, with few exceptions, are more amply supplied with cultural elements than those books published before 1910.

These findings reveal that the readers and classics, almost without exception, have little emphasis placed on the teaching of the cultural traits of the German people. However, they do paint true pictures and supply numerous character sketches of real and interesting human beings and social conditions that will arouse our interest and sympathy, no matter in what language the stories might have been written. The question arises at this point: Are these general human qualities sufficient to bring about a more sympathetic, harmonious international relationship? They are, without doubt, desirable literary qualities, but a better general human understanding can be attempted by bringing to the minds of the pupils a more vivid and detailed picture of the various factors that reveal the civilization and culture of the German nation.

This specific endeavor has been carried out in the more recently published German course books. Almost universally the books of this classification are supplied with many specific examples of civilization and culture.

The book analyses show that no two texts are similar in the amount and in the kinds of cultural material presented. At the same time, however, there is the evident possibility of combining these different types in varying amounts and in different proportions.

Conclusions

Although the subjective elements of the study are quite apparent, there is a decided objectivity in the thoroughness and carefulness with which the analyses, findings, and deductions have been obtained. There is, in the net result, a possibility of real aid to the author, editor, and user of German text books. The author and the editor can become more conscious of the cultural element in the writing and publishing of their texts; the teacher can be made more aware of the importance of, and the skill in imparting culture in class instruction.

Evidently, emphasis is necessary to show the value of cultural elements in teaching. Likewise, further study is necessary to accomplish understanding appreciation for the peoples of other nations.

Further research is needed, also, to learn how to combine the different elements and how far emphasis may be exerted to attain the maximum amount of instructional value, when guided by a proper psychological background.

Recommendations

1. The importance of the teaching of foreign civilization as an integral part of the language instruction has been emphasized in the foregoing pages, along with the fact that world conditions today indicate that this particular feature of foreign language teaching cannot be over-emphasized. Relations between nations having only language differences often become strained to the breaking point. Surely a deeper appreciation of the intrinsic qualities of one people by those of another nation is more conducive to a wholesome international relationship.

2. The editor and the author can, by careful study, improve the quality and type of cultural elements in German language texts so that teacher efforts can become more efficient, thereby conditioning a more wholesome opinion of foreigners by the language student.

3. This study reveals that there are some books that are quite well supplied with convincing items of German civilization. There are some with very few such qualities; and there are others that have no such items. It is recommended that the use of such books as texts in the public high schools of Chicago be discontinued, not because they lack intrinsic worth, but because there are possibilities that a well rounded course including cultural elements will make a more appealing and appreciative type of learning.

4. The apparent limitations of this study, and the narrow field from which the observations are made, leave open other avenues of approach to this same general field of research.

Possibly this endeavor may be the source of inspiration for others to make related studies, each contributing to the solution of a larger general problem, an aim of which will be a more impressive and effective foreign language instruction, heightened by an adequate amount of wisely chosen cultural materials.

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APPENDIX I

Tilden Technical High School
 4747 South Union Avenue
 Chicago, Illinois
 February 1, 1939

Dear Sir or Madam:

As a research problem for a Master's degree, I am estimating the amount and kinds of cultural materials found in the German text books used in Chicago high schools. Will you be so kind as to aid me by answering the following questions?

I. Do you offer courses in German? Yes No
 (Please return this form even though you check No)

II. Years of German offered. 1 yr 2 yrs 3 yrs 4 yrs

III. Grammars.
 1st year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

2nd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

3rd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

4th year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

IV. Readers and Classics.
 1st year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

2nd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

3rd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

4th year

_____	Approx. no. pupils using book	_____
80	" " " " "	_____
_____	" " " " "	_____

Thanking you most sincerely, I am

Very truly yours,

(Signed) Elmer C. Coble
Teacher of German

From _____ High School
Signed _____

Tilden High School
4747 South Union Avenue
Chicago, Illinois
April 19, 1939

Dear Fellow-Teacher:

I know that you are as busy as I, perhaps more so. Perhaps, too, the first questionnaire which I mailed to your school in February did not reach you. Hence this second request. The nature of my project requires this information from all thirty-seven high schools in Chicago. Thirty-one are in. Will you kindly fill out this question sheet and place it in the self-addressed envelope?

Very gratefully yours,

(Signed) Elmer C. Coble
Teacher of German

APPENDIX II

I. Do you offer courses in German? Yes _____ No _____
(Please return this form even though you check No)

II. Years of German offered. 1 yr _____ 2 yrs _____ 3 yrs _____ 4 yrs _____

III. Grammars
1st year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

2nd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

3rd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

4th year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

IV. Readers and Classics
1st year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

2nd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

3rd year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

4th year

_____	Approx. no. pupils using book	_____
_____	" " " " "	_____
_____	" " " " "	_____

From _____ High School Signed _____

The thesis, "Cultural Materials in Representative German Textbooks Use in the Chicago Public High Schools during the School Year 1938-39", written by Elmer C. Coble, has been accepted by the Graduate School with reference to form, and by the readers whose names appear below, with reference to content. It is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Arts.

John W. Scanlan, A.M.

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Rev. Austin G. Schmidt, S.J.

December 11, 1939