

A STUDY TO DETERMINE THE UTILIZATION OF FOREIGN LANGUAGES
BY PROFESSIONAL GEOGRAPHERS OF THE UNITED STATES

By

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PREFACE

Americans, generally, are not as "language-conscious" as people of other nations. By this I mean that far fewer Americans take the time to equip themselves with a second, or third language than peoples of foreign countries. This is, perhaps, due to our geographic location which does not allow us easy social intercourse with foreign peoples.

Foreign language interest in the United States is indicated, principally, by the number of students studying languages and the number of foreign language publications printed or distributed in the country. There are other indicators of language interest, but these are probably the two most readily ascertained.

Interest in foreign languages varies from its highest during wartime to its lowest at times when Americans just forget about the rest of the world and concern themselves only with things American. Some writers believe there is a cycle in this interest and disinterest, one writer has placed the cycle of interest as reaching a precarious height about every ten years only to slowly slip again into a low of disinterest.

Today, as the United States assumes the role of a world leader, I believe Americans should realize that our efforts to obtain cooperation with other people rests on our ability to understand them as they are and not as we imagine them to be. The best way to understand them is to know their language, which is a manifestation of their thinking.

I first became aware of the real consequences of language barriers while stationed in Europe and Asia with the army. This first-hand

experience with the problem prompted me to tackle as many languages as I could handle when I returned to college. Although majoring in geography, I have spent a lot of time studying the French, Russian, and German languages. I sincerely believe that my understanding of geography and its implications has been greatly furthered by my knowledge of languages. My experience in the two disciplines prompted me to find out if other geographers were getting the real "story" by using languages in their researches and day-to-day work. This study is the result of my curiosity and I believe it has demonstrated that foreign language knowledge is a vital asset to anyone wishing to understand the peoples and nations of the world.

I owe a great deal of gratitude to Dr. Robert C. Fite, who has guided and aided me during this study. Dr. Ralph Birchard is due my thanks for his most helpful suggestions and criticisms. I am deeply indebted to Professors Bailey, Afanasiev, and Griffith, of the Language Department, for their guidance along the sometimes difficult path of language knowledge. The study would not have been possible without the patient cooperation and understanding of my wife, Jean.

Robert Lee Mendenhall

Stillwater, Oklahoma
April 16, 1956

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Purpose of the Study	1
	Languages of the World	3
	The Interlinguists	6
	A Previous Survey	14
II.	COLLECTION AND COMPILATION OF THE DATA	16
	Method Used in Obtaining the Data	16
	Data Concerning the Participants	18
III.	ANALYSIS OF THE DATA	22
IV.	SUMMARY AND CONCLUSION	41
	BIBLIOGRAPHY	46
	APPENDIX	48

LIST OF TABLES

Table		Page
1.	The Chief Languages of the World	4
2.	Language Abilities of the American Geographical Society Staff, December 1953	15
3.	Employment of Participants	19
4.	Highest Degrees Held by Participants	20

LIST OF ILLUSTRATIONS

Figure		Page
1.	The Languages of North and Central America	7
2.	The Languages of South America	8
3.	The Languages of Europe	9
4.	The Languages of Asia	10
5(a).	The Native Languages of Africa	11
5(b).	The Colonial Languages of Africa	12

CHAPTER I

INTRODUCTION

Purpose of the Study

Are foreign languages necessary, helpful, nice to know, or unnecessary to the professional geographer in the United States? To answer this question is the purpose of this study. In the course of this study the theme of utilization is considered as the criterion for reaching any conclusion. The writer concedes that almost any conclusion reached must, of necessity, be attended by certain qualifications. However, a conclusion as to the necessity, or what shade of necessity, of foreign language knowledge to professional geographers is the objective of this study.

Geography is a scientific discipline involving the study of the earth and its relationship to man and his activities. The objective of geographic study is to explain man's past, present, and future economic and social development as it is related to the natural environment.

Geography, as a recognized scientific discipline, is relatively young in the United States. Only in recent years has the field gained in stature and increased its following. However, in Europe geography has long held its place among the sciences. This fact is illustrated by the number of professional geographers listed by the International Geographical Union. Europe has 1,657 individuals professionally engaged in the field, or over half the world total. This figure for European

geographers does not include those of Russia and some of the satellite countries as they did not answer the questionnaire sent out by the International Geographical Union in compiling its Directory. The United States has 930 geographers, followed by Asia with 401, Latin America has 296, and Africa lists 92.¹

Many of the basic writings of the foreign geographers are still to be found only in the original language of the writer. Further, many writings today are not translated into English, but remain in the language of the writer. It is evident, then, that for American geographers to keep informed professionally they must be able to read these works in the original. The writer does not wish to infer that American geographers are behind in their writings and must rely on foreign sources. But to be truly professional in his outlook and research, the American geographer should study the works of the foreign researchers.

Because his work is so involved with foreign lands and peoples, it is apparent that a truly professional geographer must know some foreign language in order to effectively function. The writer concedes that much has been written in English about foreign lands and peoples, but much more has been written in other languages.

In literature researches all literature concerning a subject should be consulted in order to complete the study. The inability of a researcher to locate a translation of a foreign language document, precludes his use of the information contained therein, unless he can translate the material, or have someone else translate it for him. It is believed that many of these writings are left out of researches because of this problem.

¹International Geographical Union, World Directory of Geographers (New York: UNESCO, 1952).

The work of a geographer consists not only of study of written works, but also field work. It is difficult to conceive of a geographer performing field work in a foreign land without a knowledge of the indigenous language.

To a lesser degree, the ability to write in a foreign language is important as few American geographers have need or occasion to write in a foreign language. However, some American geographers do write for publication in foreign geographical journals. The best case for writing is that it develops a complete understanding of the language involved.

The criterion for determining just who is a "professional" geographer is quoted here for clarification: "One with special training in or scholarly contribution to the field, who devotes most of his time to geographic work."²

Languages of the World

There are in existence today about 2,796 different languages.³ This staggering figure is further raised to over 6,500 when the various dialects and systems of writing are considered.⁴

Of these 2,796 different languages only about 25 may be considered important; i.e., the languages of those peoples who have accomplished the most socially and economically. These languages and the places where they are utilized are displayed in Table 1.

Graphic representation of the world's languages is displayed further

²Ibid., pp. 7.

³Mario Pei, All About Language (New York, 1954), p. 58.

⁴"Languages of the World," The American Educator Encyclopedia (Chicago, 1952), Vol. VI, p. 2041.

TABLE 1
THE CHIEF LANGUAGES OF THE WORLD⁵

LANGUAGE	PLACES WHERE SPOKEN	NUMBER USING THEM
Arabic	Arabia, Southwestern Asia, Eastern and Northern Africa, including Egypt	29,000,000
Basque	Southern part of France; Northern Spain	950,600
Bulgarian	Bulgaria	6,078,000
Czech	Bohemia, Moravia, Silesia, Slovakia and Ruthenia. These districts comprised the Republic of Czechoslovakia, established in 1918; in March, 1939, it ceased to exist as a nation	8,528,000
Chinese	China (including all dialects)	488,573,000
Danish	Denmark and Northern Schleswig. Danish is also spoken by educated classes in Norway	3,707,000
Dutch	The Netherlands. A dialect form is spoken by the Boers of South Africa. About seven million more, in Holland's colonial possessions, also speak Dutch	8,950,000
English	The British Isles, Canada, Australia, New Zealand and officially in all the British colonies; the United States, and, to a large extent, in Alaska, Hawaii, the Philippines, Canal Zone, Guam and American Samoa	247,833,000
Flemish	Northern Belgium and certain sections of Holland	3,500,000
French	France and its dependencies, French Canada, part of Switzerland. Walloon, a French dialect, is spoken in Southern Belgium . . .	60,000,000
German	Germany; Luxemburg; Northern Switzerland; Northern Austria. There are also German-speaking peoples in other countries	78,947,000
Greek	Greece, parts of Asia Minor, Cyprus, Crete	6,936,000
Hindustani	Northern India	121,254,000
Italian	Italy and its islands; parts of Switzerland, France and sections of the former Austria-Hungarian Monarchy	43,700,000

Japanese	Japan	97,700,000
Norwegian	Norway	2,814,200
Persian	Persia (Iran)	15,000,000
Polish	The regions in Central Europe which, previous to September, 1939, comprised the Polish Republic. There is a large Polish-speaking population in the United States	32,000,000
Portuguese	Portugal, Brazil, dependencies of Portugal	48,800,000
Rumanian	Rumania; parts of the former Austria-Hungary, Russia, Serbia, Greece	19,400,000
Russian	Russia; Ruthenians of Galicia, Bukowina and Hungary	166,000,000
Serbo-Croatian	Jugo-Slavia (combining the former Serbia, Montenegro, Croatia, Slavonia, Bosnia and Herzegovina)	16,185,000
Spanish	Spain, Mexico, Central America, all countries of South America except Brazil, the West Indies and to some extent the Phillipine Islands	102,700,000
Swedish	Sweden	6,266,000
Turkish	Turkey; Southeastern Europe; Western Asia	16,160,000

⁵Ibid., p. 2042.

in Figures 1-5(b). Two maps of Africa have been included in order to show both the native and colonial languages of that continent.

The Interlinguists

The term interlinguist is used to denote a person who advocates, or teaches, a system of international language.

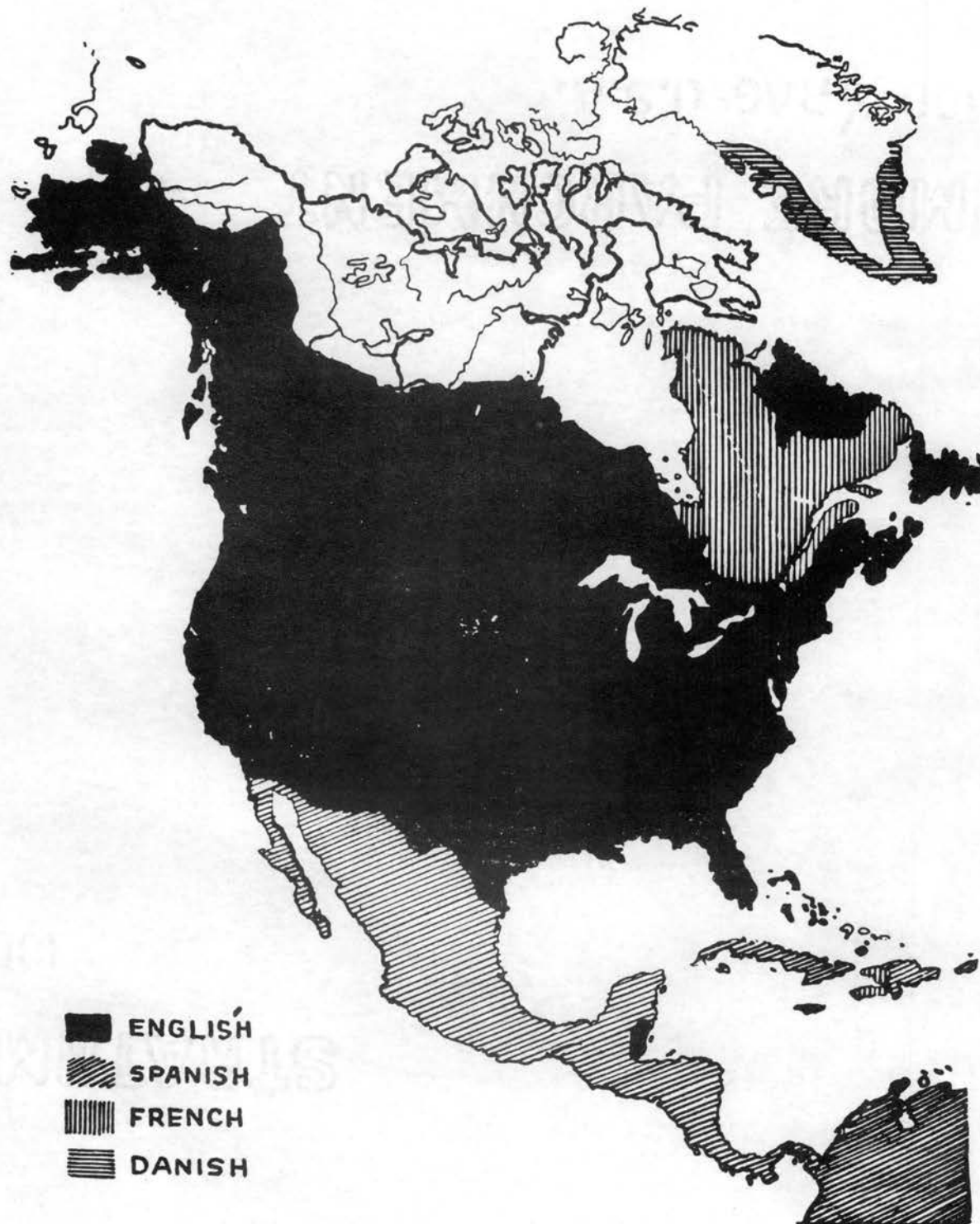
Language is probably the greatest invention of man, but, paradoxically it is also one of man's greatest frustrations. The word frustration is used here because the writer believes no other word applicable for the situation involving over 6,000 languages and one world. Today, as rapid communication and transportation are fast throwing the various peoples of the world into close cultural contact, a situation not unlike that which occurred at the Tower of Babylon is being compounded on a grandiose scale.

Misunderstanding, distrust and mutual dislike thrive under a situation such as this. If all men had spoken the same language throughout the course of history perhaps that story, as we know it, would not have been such a miserable story of war and grief.

The interlinguists, as disseminators of the "synthetic" languages, have been active for many years. The first artificial language of any practical use was Volapük. It was invented by a Catholic priest, Monsignor Johann Martin Schleyer, of Konstanz, Germany. Volapük's vocabulary consists of words taken from English, German and Latin. Although difficult to learn, for reasons of a cumbersome grammar, Volapük enjoyed a considerable success before it fell into disuse. The language was mostly written and read, as the ability to speak fluently was impossible even for its inventor.⁶

⁶George Connor, et al., Esperanto (New York, 1948), p. 19.

Figure 1
THE LANGUAGES OF NORTH AMERICA¹⁰



⁷Mario Fei. *The Geography of Language*. (New York, 1944), pp. 23-35.

Figure 2
THE LANGUAGES OF SOUTH AMERICA¹¹



⁸Ibid.



Figure 3
THE LANGUAGES OF EUROPE 12

Figure 4
THE LANGUAGES OF ASIA¹³

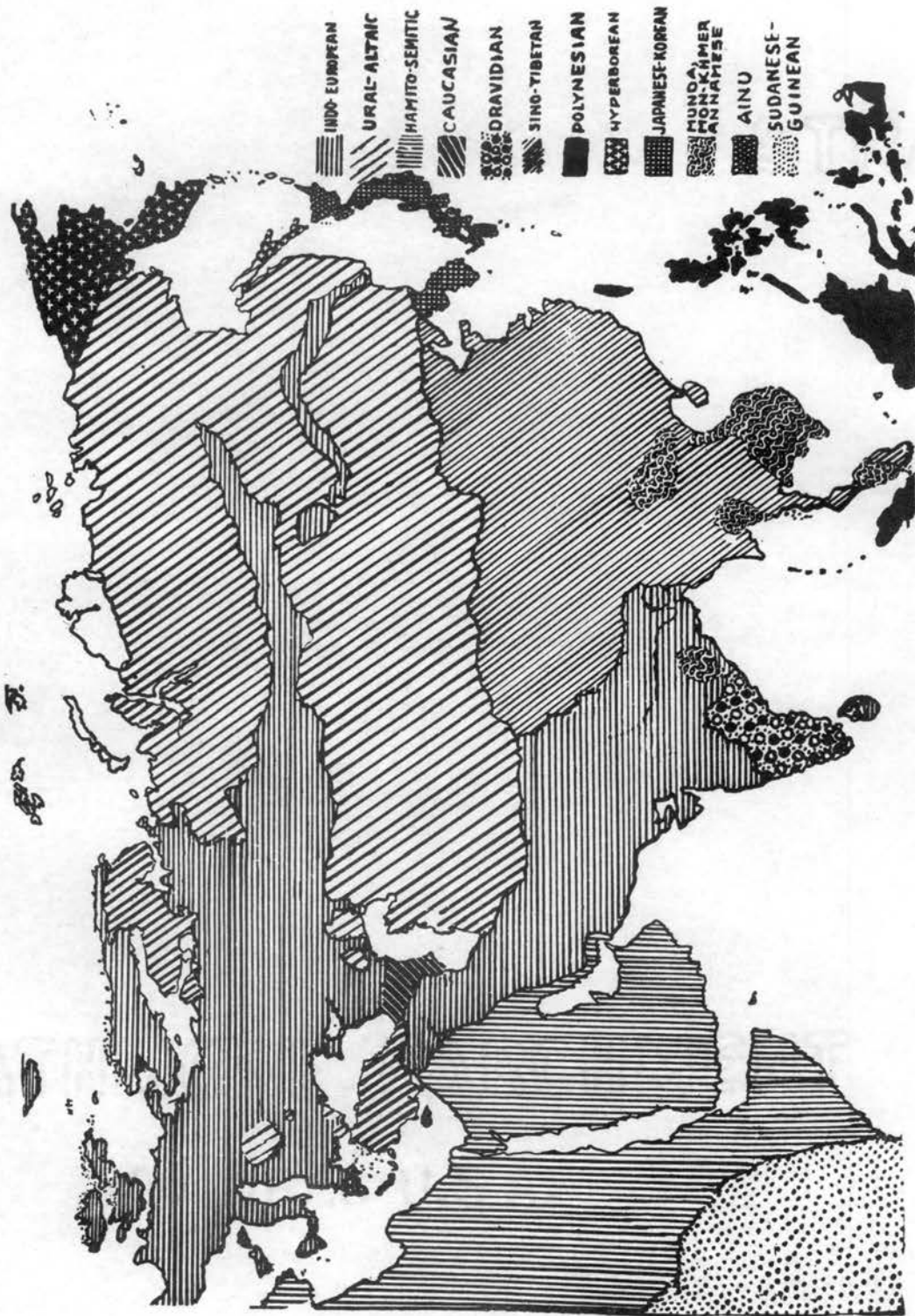
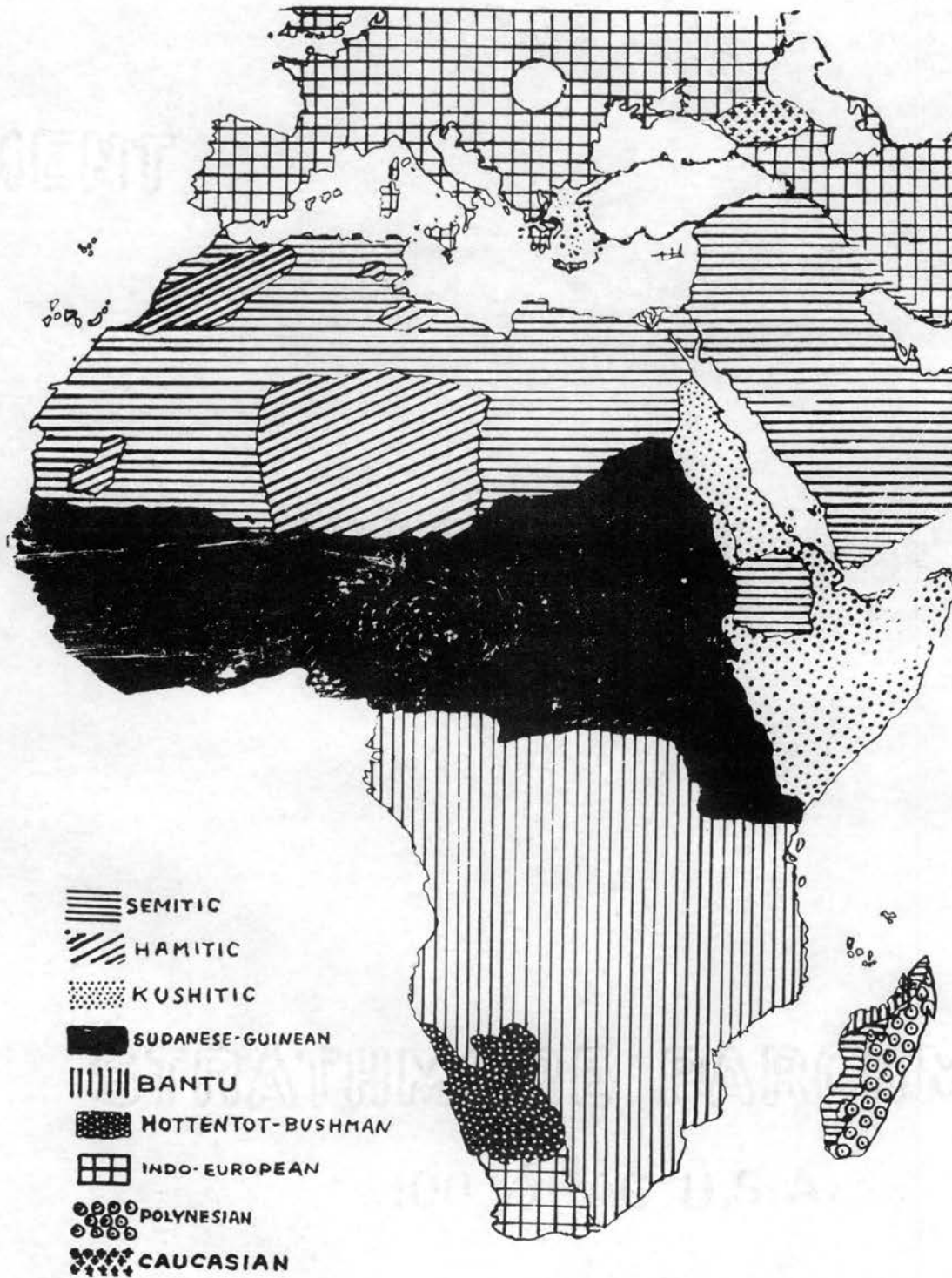
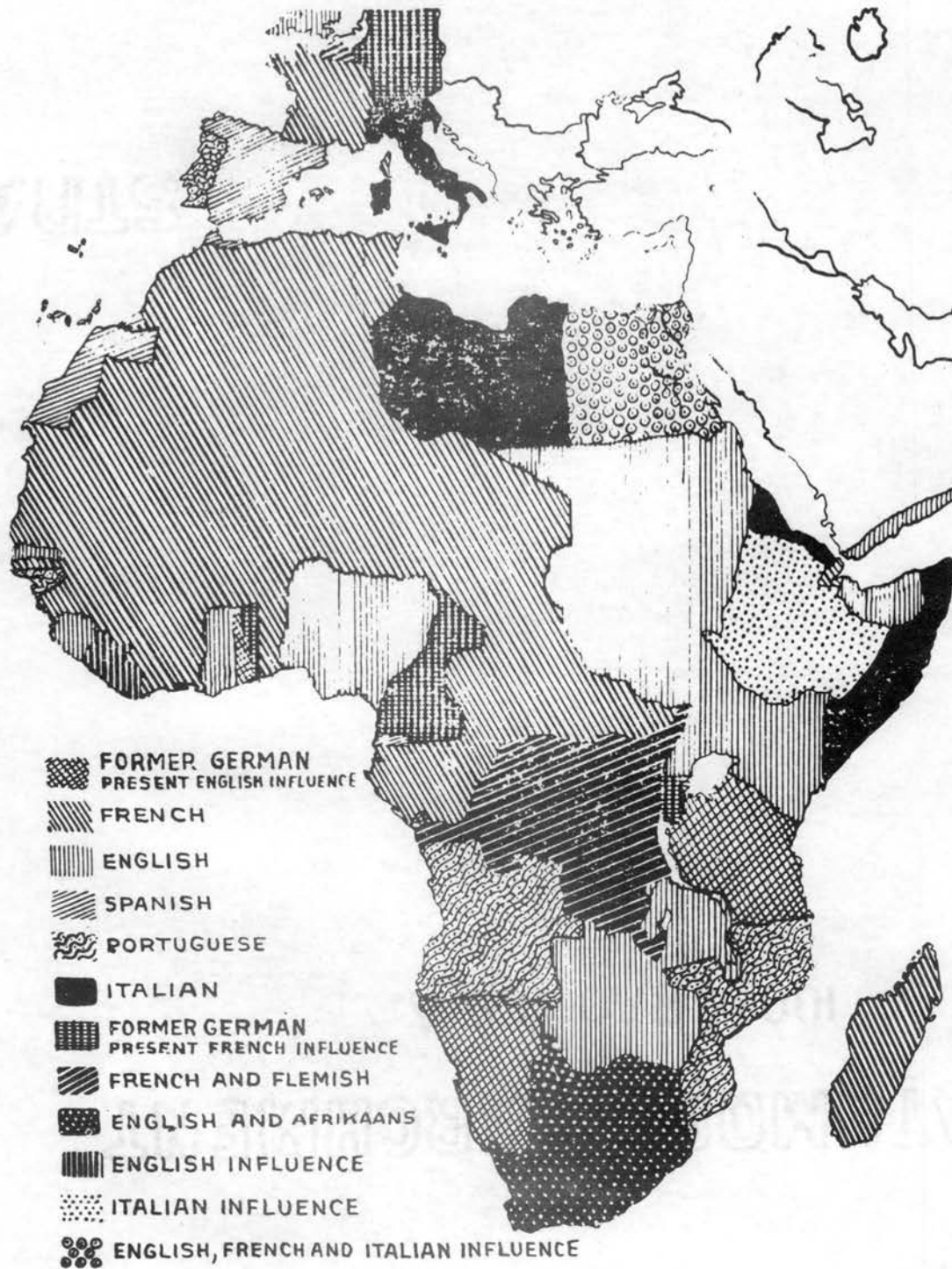


Figure 5(a)
THE NATIVE LANGUAGES OF AFRICA¹⁴



¹⁴Ibid.

Figure 5(b)
THE COLONIAL LANGUAGES OF AFRICA¹⁵



¹²Ibid.

Interlingua, another difficult artificial language, was invented by Professor G. Peano of Turin University in Italy. The writer has tried Interlingua and believes that it is as difficult as Volapük. The vocabulary of Interlingua includes every word common to English, French, German, Spanish, Portuguese, Italian, Russian, Latin and Greek with Latin inflections.¹³

Esperanto was invented by Doctor Ludwik L. Zamenhof of Warsaw, Poland. It has persisted since the early 1900's as a practical and widely used interlanguage. Esperanto is partly an artificial language, but is constructed mostly from elements of the most important European tongues. Esperanto is by far the most widely used of the interlanguages. Esperantists claim that "several millions" have learned the language and "hundreds of thousands" are using it. In the field of publishing Esperanto boasts 7,500 books of all types, and 120 journals appearing in some 30 nations.¹⁴

The devices of the interlinguists are ingenious, but their work actually lacks any great sustained following. There are two reasons for this: first, it is probably just as easy to study the language of the country with which one is interested, rather than study an artificial language; second, the interlanguages cannot contend with the deep rooted feelings of national pride felt by people of their native language.

The interlanguages may have a future, but it is believed that their "one worldism," an idea with which they appear to be associated, will preclude their use by Americans for a long time.

¹³Academia Pro Interlingua, Key to and Primer of Interlingua.

¹⁴Connor, et al., p. 31.

A Previous Survey

In the course of this study the writer discovered that the professional geographers of the United States have been queried less than most other professions. Several studies of this type were discovered, dealing mostly with salary and working conditions.

The only previous survey dealing with foreign language knowledge among professional geographers was accomplished by the American Geographical Society of New York in 1953. The survey was conducted among members of the Staff of the Society only. The results of the survey are shown in Table 2. The writer does not know exactly how large the Society's staff actually is, but evidently an impressive number of them are familiar with foreign languages.

The American Geographical Society is a scientific research organization and its organ, The Geographical Review, is strictly a scientific publication. As the primary purpose of the Society is research, it is quite evident that the organization be staffed by people with foreign language knowledge. The Society studies foreign scientific publications and maps for information which would help fill the "gaps" in our geographic knowledge.

This earlier study indicates, generally, the same pattern discovered by the writer in this study. That is, that more geographers have a knowledge of the French and German languages than they have of others. Noticeably lacking are individuals with knowledge of the Arabic and Slavic languages.

Twenty-five languages are represented in Table 2, indicating that the Society is rather well equipped for its research mission.

TABLE 2
 LANGUAGE ABILITIES, A.G.S. STAFF, DECEMBER 1953¹⁵

Language	FLUENTLY			MODERATELY		
	Read	Write	Speak	Read	Write	Speak
1. Arabic	1	1	1			
2. Bulgarian				1		
3. Chinese				1	1	
4. Dutch	2	2	2	1		
5. Estonian	3	3	3			
6. Finnish	1	1	1			
7. French	14	6	8	26	13	10
8. German	9	9	9	14	1	4
9. Greek				1		
10. Hebrew				1	1	1
11. Hindustani				1	(presently studying)	
12. Italian	1	1	1	9	2	5
13. Latin	1					
14. Malay	1	1	1			1
15. Norwegian				2	1	1
16. Polish	1	1	1	1		1
17. Portuguese				2		
18. Rumanian				1		
19. Russian	3	3	3	1	1	
20. Serbian				1		
21. Siamese				1	1	1
22. Spanish	5	2	2	14	2	5
23. Swedish	1				1	1
24. Ukrainian					2	
25. Vietnamese				1	1	1

1 person has knowledge of 8 languages
 2 persons have knowledge of 7 languages
 2 persons have knowledge of 6 languages
 6 persons have knowledge of 4 languages
 5 persons have knowledge of 3 languages

¹⁵Letter, 16 January 1956, Wilma B. Fairchild, Editor, The Geographical Review.

CHAPTER II

COLLECTION AND COMPILATION OF THE DATA

Method Used in Obtaining the Data

The questionnaire method was used in gathering most of the data for this study. A list of questions was compiled by the writer with the idea of utilization being represented in each question. The questions were edited and summarily revised by Dr. Robert C. Fite and Dr. Ralph E. Birchard of the Geography Department. After the first revision the questions were put into the form of a trial questionnaire and reproduced. This questionnaire was introduced to members of the Geography Section of the Oklahoma Academy of Science during the Fall 1955 meeting at Oklahoma University. Members of the Academy were asked to "try out" the questionnaire and return it to the writer with any comments, corrections, and advice that they would like to offer. Many of their suggestions were incorporated in the final questionnaire.

The mailing list was taken from the World Directory of Geographers, 1952. The list of professional geographers of the United States totals 930, but only 911 questionnaires were mailed because some of those listed were known to be serving outside the country or had died since publication of the Directory.

The questionnaires were mailed, with a business reply envelope enclosed, during the first two weeks of January 1956. The questionnaires were sent by second class mail which precluded forwarding of the letter,

without additional postage, to those who had moved from the address listed in the Directory. This factor may have been responsible for the non-response of some addressees. However, many of the letters were forwarded indicating an interest in the questionnaire.

Of the 911 questionnaires mailed, 471 were returned answered, representing a return of 52 per cent. Ten were returned unanswered due to absence of the addressee and various other reasons. It is believed by the writer that this higher than average return represents the interest felt by geographers in the language problem.

An exact copy of the questionnaire and the accompanying cover letter are reproduced in Appendix A.

A serious attempt was made to use questions which would indicate language utilization. Many possibilities exist in the theme of utilization; for example, questions could have been posed concerning the exact nature of material read in a foreign language, such as climatology, physical geography, regional geography, etc. Other questions could have been used concerning frequency of use of a foreign language in the various mediums, such as reading, writing, and speaking. Question 5 concerns itself with regular reading of foreign language scientific journals, but the question could have been expanded to include books, pamphlets, newspapers, etc. Question 5 could be further expanded to offer alternate responses indicating the frequency of reading by the non-regular readers.

However, as the questionnaire is a much abused vehicle in many queries, the writer tried to keep the questionnaire as brief as possible. In spite of this, the final form resulted in three pages, four including the cover letter.

One of the attributes of a good questionnaire is that it can be

answered with a minimum of time and writing on the part of the questionnee. This was accomplished by placing boxes with the alternate responses for rapid scoring by the questionnees. However, Question 5(b), which asks the geographer to list the foreign language scientific journals he regularly reads, received a rather small number of answers. Most responses to this question were either no response at all, "many," "too many to list," or "a few," etc. A list of journals which could be checked would have aided in obtaining a more complete treatment of this question.

Question 7, dealing with foreign language utilization by geographers during past periods of wartime governmental service, could have been expanded to include questions dealing with specific job assignments in which foreign languages were used; i.e., cartography, intelligence, economic warfare, etc. Again, the necessity for brevity precluded additional questions.

The possibilities of additional questions and amplification of the existing ones are infinite. However, it is felt that, in its final form, the questionnaire accomplished its purpose.

Data Concerning the Participants

All participants in this study were, of course, professional geographers. Their various fields of employment are shown in Table 3.

Table 4 shows the highest degrees held by the participants. This table shows that most professional geographers hold the Ph.D. degree, followed by the MA and MS holders in that order. The period from 1925 to the present shows a steady increase in the number of degrees obtained by geographers.

This indicates that more people are entering the profession,

TABLE 3
EMPLOYMENT OF PARTICIPANTS

Education. . . .	371	Business.	22
Government . . .	30	Library Science .	6
None Indicated. .		42	

confirming a previous statement by the writer to the effect that geography is a comparatively new scientific discipline in the United States.

The writer wishes to explain that geographers entering the profession since publication of the Directory in 1952 were not included in the study as their names and addresses were not known.

TABLE 4
HIGHEST DEGREES HELD BY PARTICIPANTS

	1901	1903	1904	1905	1907	1911	1914	1915	1916	1917	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	Total
Ph D	1	1	1	3		3	4	1		4	1	3	2	3	1	4	4	6	5	8	10	5	1	6	11	88
Sc D																										0
D Ed																										0
AM															1					1			1			3
MA									1				1		1	2	4	1	2	2	2	6	2	1	3	28
MD																			1							1
ML																										0
MS													1	1	1	1	1		2	1		2	2		3	17
SM														1				1								0
BA																		1				1				3
BS																										1
AB																						1				1
Ph B																										0
Ph M																								1		1
None																										Not Given
Total	1	1	1	3	1	3	4	1	1	4	1	3	3	5	4	7	9	8	10	12	12	15	6	8	17	140

TABLE 4 (Continued)

	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	Total
Ph D	9	10	9	8	7	13	5	6	6	8	3	4	3	8	20	23	19	15	17	6	12	2	212
Sc D					1												1	1					3
D Ed													1				1	1	1	1			5
AM					1			2					1	2		2							8
MA		1	5	3	1	2	3	3	1	1		2	4	10	5	7	5	1			2		56
MD								1															1
ML														1									1
MS		1		2	1	2	4	1		1	1		2	3	3	2			1				24
SM													1		1								2
BA			1			1		1				1	1		1								6
BS			1	1									1										3
AB						1																	1
Ph B														1									1
Ph M																							0
None																							8 Not Given
Total	9	12	16	14	11	19	12	14	7	10	4	7	14	25	30	34	26	18	19	7	14	2	323

TOTAL page 20 140
 TOTAL page 21 323
 TOTAL Not Given 8

GRAND TOTAL 471

CHAPTER III

ANALYSIS OF THE DATA

In the following analysis each question and its responses are discussed individually. "Write in" comments of any significance are included when they seemed to be of interest.

Question 1

Have you ever developed a reading or speaking knowledge of a foreign language?

Yes	No
442	29

The large number of affirmative answers to this question indicates that during some period in their career most geographers have studied or acquired in some fashion the knowledge of a foreign language. The question is definitive and needs no detailed explanation. Questionees who answered the question in the negative were asked to skip the intervening questions and answer the last question only.

Question 2

Have you ever lived in an atmosphere where a foreign language was spoken in the course of daily living?

Yes	No	Unanswered
278	161	3

The large number of affirmative answers to this question was rather surprising to the writer, mostly because it was not known just how much "first hand experience" with foreign languages geographers have had. This is somewhat of an indicator of the fact that geographers do travel abroad and associate with the indigenes of the region being studied. Other factors are that some have served overseas, some were born abroad, and some were brought up in homes where the parents spoke a foreign language, or the people of their locale spoke a foreign language.

Question 3

Were you required to take an examination in a foreign language to obtain an academic degree?

Yes	No	Unanswered
382	59	1

Question 3(a)

Which degrees?

BA or BS	MA or MS	Ph.D.
61	66	339

Question 3(b)

In how many languages were you required to take the examination(s)?

One	Two	Three	More than Three
48	330	21	1

Question 3(c)

Was/were your examination(s) in () French () German () Spanish
() Other (Specify)_____?

French	339	Hungarian	1
German	317	Chinese	1
Spanish	63	Portuguese	1
Latin	9	Hindi	1
English	8	Bengali	1
Russian	5	Finnish	1
Japanese	4	Turkish	1
Swedish	3	Indonesian	1
Greek	2	Norwegian	1
Dutch	2	Danish	1

As most of the questionees possessed the doctorate, the large affirmative response to Question 3 is understandable. Only five geographers indicated that they had obtained the doctorate without a foreign language examination. This large number of affirmative responses coincides fairly well with Question 3(a), in which 339 indicated that they took the examination for the Ph.D. degree.

Question 3(a) also reveals the fact that some colleges require a foreign language examination for the Bachelor's degree. The relatively small number who took foreign language examinations for the Master's degree is an indication that the foreign language requirement for this degree is not widespread among our graduate schools. In this question a number of questionees indicated that they had to take the foreign language examinations for more than one degree, this explains the larger sum in Question 3(a) when all the figures are totaled.

The large number of geographers answering that they took foreign language examinations in two languages indicates that two languages are the standard requirement in most graduate schools. The majority of those indicating that they only had to take the examination in one language had only the Master's degree. Only a few obtained the doctorate with one foreign language examination required. The geographer that took examinations in more than three languages obtained his degrees in Europe.

French and German are by far the most frequently required foreign

languages for graduate degrees in geography. The combinations of Spanish and French, or German and Spanish occur less frequently, but these combinations are significant in that they break away from the traditional French and German combination. Twenty different languages are represented in this question and they can be explained as having been required in cases of area specialization by the student; i.e., the institution allowed substitution for the traditional French or German, or other language requirements, in order to permit the student to learn the language of the area. The other explanation is that a number of the degrees were obtained in foreign countries where the language requirements for advanced degrees are different.

The value of the foreign language requirement for the doctorate is a much disputed question among educators of the United States.¹ Much has been said for and against the requirement, but in spite of the consternation the requirement still stands and has become tradition. A few universities and colleges have modernized the requirement in that they allow, to a certain extent, the student to select his languages. Another modification has been to require competence in one language, rather than a more superficial reading knowledge in two languages. Many would like to get rid of the requirement altogether and substitute other courses which they feel would be more valuable to the student.

This question provoked many comments from the questionees, a few representative comments are included here:

COMMENT 1. We at _____ are very much concerned with this language "problem." One of our perennial questions is: Should we give up a "second" language for those qualifying for the Ph.D., and insist

¹Lucien White, "What's Wrong with the Ph.D. Language Requirement," The Journal of Higher Education, Vol. XXV, No. 3, March 1950. And H. H. Remmers, "Standardizing Foreign Language Requirements for the Ph.D.," School and Society, Vol. 81, No. 2055, March 19, 1955.

on one, really learned and used, plus a "tool" e.g. Statistics, for those who come in with no background in any foreign language? So far, we are still requiring two languages, but often, one is merely a cram session to pass the test [Sometimes both are!] then "throw the book and never read it again."

COMMENT 2. All of our MA students must pass an exam in one language, unless they have a sufficient number of college credits. All Ph.D. candidates, of course, must pass exams in two languages, generally French and German. I have tried to have the University Committee concerned accept also Spanish and Russian in certain cases, for geography students, but thus far have not been very successful. If a man works in these fields it may thus mean one additional language.

COMMENT 3. I would also argue for full competency in one foreign language, as opposed to the usual situation in which there is only poor knowledge and utilization of two foreign languages.

COMMENT 4. There is certainly no question but what American geographers (and this is true of most American social scientists) need a better command of languages. Perhaps really severe requirements in one language rather than modest requirements in two would be more practical for most students.

COMMENT 5. I took a Ph.D. at _____ in 1905. The regulations then called for a reading knowledge of French and German, but the exam was very superficial. If it had been strict I might have flunked.

COMMENT 6. I also think that you omitted a very important question. That concerns the value of the Ph.D. language examinations and the time consumed in preparing for these exams. I firmly believe that the mere passing of such examinations does not indicate one's proficiency in a foreign language. I further believe that a person could spend his time in a more useful manner than by taking the usual cram course for his language.

COMMENT 7. Why defend the study of foreign languages on grounds of utility? The first obligation of any candidate for the degree in arts or philosophy is that he give evidence of broad and humane learning. How this is possible without some real competence in a language other than his own I can not imagine. Or has geography ceased to be a learned profession?

COMMENT 8. I have long had pronounced feelings against the foreign language requirement for the Ph.D. candidacy. Most teachers of geography have enough available references in English for the current needs. . . only those engaging in area research have time or necessity for reading in other languages. The time I spent in learning German and French would have been much more valuable if I had spent the same effort on statistics, economics, mineralogy, anthropology, and many other fields closely associated with geography.

COMMENT 9. . . . strongly object to the two-language casual reading requirement for the Ph.D. Recommend emphasis on one language, reading, writing, and speaking facility.

COMMENT 10. . . . language study is a requirement for a degree imposed and maintained so that language teachers can earn a living.

As previously stated, there is much controversy over the doctoral language requirements. The matter is discussed more completely in Chapter IV.

Question 4

Since leaving college, have you continued to maintain a working knowledge of the language(s) in which you took the examination(s)?

Yes	No	Unanswered
304	104	27

Question 4(a)

In which medium?

Reading	Speaking	Writing
303	112	43

Question 4(b)

Have you learned any additional languages?

Yes	No	Unanswered
171	217	53

Question 4(c)

If your answer to (b) is yes, please specify which one(s) _____

Unanswered	263	Afrikaans	2
Spanish	90	Swahili	2
Italian	27	Burmese	2
Russian	25	English	2
Portuguese	19	Icelandic	1
French	18	Vietnamese	1
German	13	Danish	1
Swedish	13	Greenland-Eskimo	1
Dutch	10	Hindi	1

Chinese	9	Malay	1
Norwegian	7	Latin	1
Japanese	7	Siamese	1
Turkish	5	Thai	1
Arabic	4	Urdu-Hindi	1
Greek	4	Hebrew	1
Persian	3	Serbian	1
Polish	2	Flemish	1
Ukrainian	2	Bulgarian	1
Finnish	2	Slovakian	1

The responses to Question 4 indicate that geographers do maintain a working knowledge of the languages learned in college, or at home.

About one-quarter of those answering do not maintain this contact with their languages. *Reading is by far the most used medium for maintaining this contact. Speaking is the second most used medium and 112 affirmative responses to this selection is rather surprising because relatively few opportunities exist for practice. Also surprising is the fact that 43 questionees indicate that they maintain contact with their language(s) by writing. It is assumed by this writer that the latter are extremely fluent in their language as writing a foreign language is the best evidence of mastery. Opportunities for writing in a foreign language are about as few as in speaking. However, some geographers do write for publication in foreign language journals. Some questionees indicated that they maintain their working knowledge in all three mediums or in more than one.

As was expected, a smaller number of geographers have learned additional languages after their college or home language training. Nevertheless, the affirmative responses to this question are good evidence indicating that either specialized area study, job requirements, or just plain interest have moved a number of geographers to learn additional languages.

Thirty-seven languages are listed in Question 4(b) as having been studied after college or as being studied at present. It was previously

assumed by the writer that Russian would be the most studied additional language; i.e., for those leaving college in the last 10 or 15 years. However, Spanish has been added by almost four times as many geographers as have added Russian. This is evidently due to our proximity to the large Spanish speaking population of South America.

A few questionees indicated that they have learned more than one additional language, which accounts for the variations in figures in the list.

Question 5

Do you, as a professional geographer, regularly read scientific literature in another language?

Yes	No	Unanswered
200	236	7

Question 5(a)

Which language(s) _____?

French	147	Russian	11
German	118	Swedish	8
Spanish	70	Norwegian	5
Portuguese	22	Danish	4
Italian	16	Hungarian	3
Dutch	13	Chinese	2
Japanese	2	Afrikaans	1
Hindi	1	Polish	1
Bengali	1	Finnish	1
	Unanswered	234	

Question 5(b)

Please list any geographical journals, or periodicals which you regularly read in a foreign language.

Annales de Geographie	30
Cahiers D'Outre Mer	4
Societe Royale Belge de Geographie	2
Pettermann's Mittheilungen	24
Erdkunde	17
Die Erde	14

Revue de Geographie de Lyon	3
Acta Geographica	2
Bulletin Soc. Geo. Italiana	3
Revista Geo. Italian	3
Rev. Geo. Brazilure	5
Geog. Helvetica	4
Geographical Review (Japan)	1
Human Geography (Japan)	1

Many questionees commented about the word "regularly" used in Question 5. This word was intentionally used because only regular reading of foreign language periodicals is considered by the writer to be significant. Sporadic readings, perhaps an article a month or a year, does not indicate that the reader has particular ability in the language. It is believed that if the word "regularly" had not been used many more responses would have been affirmative.

Question 5(b) was probably the least patronized question in the questionnaire because it required the questionee to write in the names of any foreign language journals that he regularly reads.

The large number of questionees indicating that they read French and German journals is natural in that these two languages are the languages most required for the doctorate and were studied in college. Also, the science of geography is highly developed in these countries.

Question 6

Have you ever published a paper or book in which you made use of reference materials from foreign language publications?

Yes	No	Unanswered
242	196	12

Question 6(a)

When a situation arises in which you must utilize material written in a foreign language, which of the following courses of action do you take?

Translate the material yourself	284
Seek an English language translation of the same work	93
Work it out with a dictionary	202
Have someone who is versed in the language translate it for you	175
Unanswered	28

Question 6(b)

If you have the material in (a) translated do you seek a person versed in geography as well as language?

Yes	No	Unanswered
91	119	231

The large number of affirmative responses to Question 6 indicates that geographers do utilize foreign language sources in their researches in preparation for writing. The frequency, of course, is not known. These affirmative answers contradict several comments by some questionees that enough has been written in English to suffice the needs of American geographers. Much has not been translated and must be read in the original language if the geographer is to have access to these materials.

Question 6(a) provoked many comments because most questionees indicated that they use more than one method, and some indicated that they use all four methods. Several questionees indicated that they "read the material" rather than translate it. This was an unforeseen possibility and should have been included as a selection. A response such as this, of course, indicates better than average fluency and even though a relatively small number of people are involved the information is significant.

The first and third selections, however similar they appear to be, are truly different. It is possible to use a dictionary to translate a written passage without a knowledge of grammar.

Question 7

Have you ever been called upon by the United States Government in wartime, or in periods of National emergency, to assist or direct in producing geographic or cartographic intelligence?

Yes	No	Unanswered
206	225	12

Question 7(a)

Was/were your language(s) beneficial in this service?

Yes	No	Unanswered
148	60	235

Question 7(b)

If you did not know any foreign languages did you feel that you were handicapped?

Yes	No	Unanswered
113	33	294

This question is a good indication of geography's importance to the country in wartime. The considerable number of affirmative responses here is just under half of all questionees participating in the survey. The large number of affirmative responses to Question 7(a) further indicates that foreign language knowledge was of some benefit in this service. Question 7(b) further indicates that a number of those geographers who did not know any foreign languages did feel handicapped in this service. The large number of affirmative responses in Question 7(b) is interpreted as an indication that those who did know some foreign language felt handicapped because they did not know more than one or they did not know the particular language of the area or project on

which they worked. An example of this would be a geographer well versed in French and German, but having no knowledge of Japanese.

Question 8

In the event of a future war, or National emergency, do you feel that your language ability, coupled with your geographic training and ability, would be of benefit to the United States in any of the following capacities?

Question 8(a)

Direct and/or actually make literature researches in a foreign language (weather reports, captured documents, or published works) to include preparation of translation, paraphrased translations or evaluations?

Yes	No	Unanswered
225	163	54

Names of language(s)_____.

French	139	Turkish	3
German	117	Danish	3
Spanish	57	Finnish	2
Russian	17	Slovakian	1
Italian	15	Serbo-Croat	1
Portuguese	11	Ukrainian	1
Swedish	7	Hebrew	1
Japanese	6	Czechoslovakian	1
Norwegian	6	Polish	1
Chinese	4	Hindi	1
Hungarian	4	Bengali	1
Dutch	3	Korean	1

Question 8(b)

Direct and/or actually write propaganda or other material in a foreign language, in which a knowledge of a specific region would be necessary?

Yes	No	Unanswered
73	270	98

Name(s) of language(s)_____.

French	38	Norwegian	1
German	35	Danish	1
Spanish	14	Hindi	1
Russian	7	Bengali	1
Italian	7	Ukrainian	1
Portuguese	5	Finnish	1
Japanese	2	Polish	1
Dutch	2	Hebrew	1
Hungarian	2		

Question 8(c)

Direct and/or listen to foreign language broadcasts, tapes or records in order to gather geographic or meteorologic information, or question natives and learned persons for geographic information?

Yes	No	Unanswered
96	250	93

Name(s) of language(s)_____.

French	48	Ukrainian	2
German	48	Finnish	2
Spanish	23	Bulgarian	1
Russian	8	Hungarian	1
Italian	7	Hindi	1
Portuguese	6	Bengali	1
Swedish	6	Polish	1
Dutch	4	Serbo-Croat	1
Norwegian	4	Turkish	1
Japanese	2	Arabic	1
Danish	2		

Question 8(d)

Direct and/or assist in translation and reproduction of foreign language maps?

Yes	No	Unanswered
259	104	79

Name(s) of language(s)_____.

French	169	Hungarian	2
German	139	Ukrainian	2
Spanish	74	Finnish	2
Russian	23	Polish	2
Portuguese	20	Czechoslovakian	2
Italian	19	Serbo-Croat	1
Norwegian	9	Hindi	1
Japanese	8	Bengali	1
Chinese	7	Hebrew	1
Swedish	7	Arabic	1
Dutch	7	Siamese	1
Turkish	5	Persian	1
Danish	4	Urdu	1
Bulgarian	2	Malay	1

Some questionees remarked unfavorably about Question 8 and its parts. The writer believes these questions are valid in that they are helpful in determining utilization. In times of war it is imperative that all academic disciplines be examined for possible usefulness in the successful conduct of the overall war movement. Further, as war involves foreign peoples and lands no one discipline can offer more information concerning these than geography. In spite of the dislike of war, geographers must be realistic about it and realize that their field is essential in the conduct of war. During the Second World War many geographers were utilized, further, geography schools and map collections were converted to use by the National Government. Military maps were produced in tremendous quantities, and the pre-war geographic ignorance, or disinterest, was evidenced by the sudden increase in demand by the civilian populace for maps and atlases. The writer hopes that in the future this country may avoid war, but just hoping is no assurance of this. Nevertheless, American geographers must realize that they must be prepared to function in such circumstances.

The large number of affirmative responses to Question 8(a) and 8(d) is in line with the large number of affirmative answers in Question 4(a),

dealing with reading in foreign languages since leaving college. This is natural in that reading is generally the most used method of practicing a language. However, Questions 8(a) and 8(d) do not have the same number of affirmative responses.

The large number of affirmative answers to Question 8(b) is out of line with the small number of affirmative answers to Question 4(a) as regards to writing in a foreign language. This may be explained only by assuming that some geographers know how to write in a foreign language, but do not practice as a means of keeping proficient. Many questionees were indignant about Question 8(b), but it can be defended by relatively recent developments in modern warfare. The fight for men's minds at home, on the battlefield, or in prisoner of war camps will be definitely a factor in any future war. Whether geographers personally like it or not, it is a new dimension in warfare available to the enemy and to us.

Question 8(e) is, of course, a utilization of one's hearing and speaking faculties and the small number of affirmative responses is in line with the affirmative responses to Question 4(a). The opportunities for speaking and listening to a foreign language are rather limited and must be sought as best as possible.

Question 8(d) received more affirmative responses than Question 8(a) although both concern themselves with reading ability. This is an indication that one need not know how to read a language fluently to translate map terms and names. It was previously assumed by the writer that a much larger affirmative response would be experienced in Question 8(d) in that geographers spend a good portion of their time with maps.

Several interesting comments were provoked by Question 8. A few of the more illuminating ones are included here:

COMMENT 1. I have found that one of the most frustrating things in my work is not to be able to readily translate material available. I have just enough Russian, French and German to be able with effort to choose valuable material, but it takes a long time to get someone else to translate it for me. I believe that real competence in one or more foreign languages will be absolutely vital to geographers within 10 years. However, I believe French and German are on the way out. It should be (1) Russian (2) Chinese (3) Arabic (4) Hindu. In government work French and German translators can easily be found but not these.

My past three years of work in geography for the government has shown me how superficial much of our geographic knowledge is in open source books and articles, because our geographers cannot tap the variety of open sources, books, foreign government publications, foreign magazines and newspapers written in languages other than English.

Government departments hiring geographers are now training their employees in foreign languages but in a few years they may insist that the people they hire have language ability, especially languages other than French and German.

COMMENT 2. If you as a geographer were employed in an intelligence position you would not be expected to, nor would you trust yourself, spend time on foreign languages. The Defense agencies have large translation sections and their sole job is to make accurate translations for professional research people. SWPA had about 1500 Japanese Americans who translated Japanese and Chinese for research geographers. This would be the case in a future war. One can't trust one's language ability unless he is either native to the language, or a full time student in that language.

I do not mean to imply that foreign language is not a handy tool and I have often felt a great handicap in not being fluent in several languages. However, this questionnaire is directed towards geographers in intelligence. That must be government and one is not hired on a basis of either language or area specialization. For example: A Latin American specialist served as Chief of Geographic Sub-division of the Europe-African Division of O.S.S. His deputy was also a Latin American man.

I don't think that language and area specialization are anywhere near as important to the geographer in government as a record or reputation for doing sound research. The tools and ability to apply them across the board are more important than when you specialize.

COMMENT 3. I am primarily a soil scientist, but since I have spent a good deal of time in soil geography I suppose I qualify as some kind of geographer.

A lack of language ability is one of the greatest handicaps toward advancement for many men in this field. I need to add that the more able men in my organization have learned the languages at considerable expense and handicap. They should have had them in college.

Question 9

Do you encourage your subordinates or students to study foreign languages?

Yes	No	Unanswered
385	36	28

The large number of affirmative responses to this question was previously assumed by the writer. Although many geographers indicated that they advised students, especially, to study foreign languages they also added that their advice usually goes unheeded. This is due, evidently, to either fear of languages or indifference on the part of students. Most students associate foreign language study with the difficult intricacies of grammar.

A few questionees indicated that they let the student choose his own course in this matter. Those responding negatively added brief explanations to the effect that they advise students to study statistics, or other subjects.

Question 10

Which of the following statements do you believe best applies to a professional geographer with reference to knowledge of foreign languages?

Necessary	Helpful	Nice to Know	Unnecessary
212	198	41	13

This question received more comments and discussion by the questionees than any other question. Almost all responses to this question were qualified by statements as to why the appropriate response was made. The number of responses to the "Necessary" alternative is greater than any of the other three alternatives. However, all the other responses are of

the same tenor, in that they are outside the meaning of "necessary."

The other three alternatives mean that languages are not necessary.

These "not necessary" responses outnumber the "necessary" by 40 responses, a rather small majority. The only clear indication here is that the geographers are rather evenly divided on this question.

The general tenor of all the qualifying statements attached to this question may be demonstrated by a few of the representative ones.

COMMENT 1. . . . the last [question] depends largely upon the specialization of the geographer and the opportunities for travel, also the foreign literature available to him.

COMMENT 2. I am just a classroom teacher and have not done as extensive research as many people, as it has not been as necessary that I have a workable knowledge of foreign languages, but I certainly approve and think it is necessary today especially for young men who have a chance with proper preparation to "go far" in the field of geography.

COMMENT 3. I think this varies with field of interest. Until recently I have dealt mainly with the U.S. so a foreign language has been unnecessary.

COMMENT 4. I can conceive of few fields where a foreign language would not be helpful (necessary for the researcher) if one would be truly educated in that field.

COMMENT 5. Some kinds of geographic work have no real need for a foreign language. Other types of work, a language might be necessary for maximum efficiency. To my personal knowledge, and I know a lot of geographers, very few make any effective use of a foreign language. Most Ph.D.'s in geography, as other fields, have met the degree requirement of languages and have no confidence in their foreign language competence.

COMMENT 6. I am convinced that any geographer, preparing for his professional career, who does not achieve language competence in at least one language is in a sense blighting his career . . .

COMMENT 7. This [question number 10] depends so much on area of regional specialization and type of geography studied. I have almost completed course work and [am] just beginning research on a Doctor's

degree and have yet to receive an assignment requiring references in a foreign language.

COMMENT 8. Necessary to become a true expert in a foreign area, but for a general geographer who works in systematic phases of the discipline the problem of how many and which languages becomes quite complicated.

CHAPTER IV

SUMMARY AND CONCLUSION

The study shows evidence that foreign language utilization by geographers of the United States is significant. The large number of questionees indicating that they had received some training in foreign languages (Question 1) is natural in that the majority have advanced degrees. Further, Question 3 indicates that they were required to take foreign language examinations in order to obtain these degrees, some had to take these examinations for more than one degree.

A most unexpected result is the large number of geographers indicating that they have, at some time in their life, lived in an atmosphere where a foreign language was spoken in the course of daily living. This proves that about half the geographers queried have had first-hand experience with foreign languages.

The large number indicating that they have had some training in foreign languages is not evident in Question 4, which deals with utilization after college study. This is explained by the common knowledge that many did not learn enough language in college, but merely crammed for the required examinations. Roughly, about one-fourth of the total number indicating that they had acquired some knowledge (Question 1) failed to keep familiar with the language.

The number of affirmative responses to Question 4 (304) and the number of questionees indicating that they maintain their language

abilities by reading (303) leaves little doubt that reading is the most used method of retaining language contact.

Question 4(c) further indicates that over half of those answering affirmatively to Question 1 have taken the time to study additional languages. The most pursued languages are Spanish, Italian, Russian, and Portuguese, in that order. The variety of languages listed in Question 4(c) is evidence of the many areas of interest to American geographers.

The difference in the number of affirmative responses to Questions 5 and 4 (104 less in number 5) is significant. Of those indicating that they maintain contact by reading, evidently, 104 read material other than journals, either books or pamphlets.

Question 6 indicates that more than half of the participants have, at some time in their experience, consulted foreign language references while writing. The affirmative responses to this question make a strong argument in favor of language study requirements for advanced degrees. Those who maintain that all necessary reference materials are available in English are wrong. The number responding negatively to this question is significant also in that it shows one of two alternatives: first, that about half of those participating do not utilize any sources other than in the English language; second, that these same people do not write for publication.

The varied responses to Question 6(a) indicate that geographers utilize multiple means in obtaining the meaning of foreign language text. The large number of unanswered responses to 6(b) is due, of course, to the large number of those responding in 6(a) that they do the work themselves. Only those checking the last response of 6(a) were asked to complete 6(b). Many comment that their reason for responding negatively

to this question is because they know of few language experts who know anything about geography.

Question 7 indicates that most geographers who aided the government in the past maintain that their language ability was beneficial in this type of work. Roughly three-quarters believe this so, while one-quarter maintain their language ability was of little or no help. The majority of those who did not know any language (Question 7(b)), and were employed by the government, indicated that they did feel handicapped in this service.

The general tenor of responses to Question 8 is that most geographers indicate more confidence in their ability to read in foreign languages than in the other mediums of usage. The responses to Question 8 are, of course, of doubtful significance because they ask the questionee to evaluate his own language competence and a certain amount of egoism may have influenced some of the participants. Nevertheless, the responses are indicators of a general shape that would result if only true responses were received.

The majority of geographers indicate in Question 9 that they do advise students and subordinates to study languages. This is considered only normal by the writer.

Question 10, of course, is the motivating reason for this study. It is believed that by studying utilization the writer could determine whether or not foreign languages are necessary for a professional geographer. In this study the majority of geographers indicated that they utilize foreign languages, in varying degrees. The writer concludes, in view of the evidence sustained by the responses to the questionnaire, that foreign languages are necessary for many professional geographers.

However, it must be emphasized that not all geographers utilize foreign languages, as this varies with the individual jobs and interests

of members of the profession. For example, a research geographer would find more use for a foreign language than one who is engaged in teaching a course in elements.

As most of the participants were engaged in teaching it is assumed that these individuals use their foreign language abilities in preparation of their instruction, research for publication, or just because they wish to remain professionally informed about other areas of the world.

The foreign language requirement for the Ph.D. degree has stood the test of time, and apparently is here to stay. A large number of geographers indicated on their questionnaires that they opposed this requirement mostly because the student does not really learn a language while preparing for the examination.

Most geographers declared that they would like to see the requirement changed in some manner which would insure greater benefits to the student after he leaves college.

Some suggested that only one language be required for the doctorate, with real competence in all mediums of usage on the part of the student; others suggested that the traditional French and German be waived for a candidate specializing in another area and he be allowed to substitute the language of the area being studied.

One must conclude that proficiency in one or more foreign languages is a necessary requisite for many professional geographers in America. Among the highly specialized, however, there exists such a variety of interests and activities as to preclude a single suitable selection of languages for all. Those colleges and universities offering the Ph.D. degree in geography should examine their language requirements in detail with the idea of revision toward flexibility.

One other thing has become obvious to the writer as a result of this study. Many geographers with foreign language training now hold positions which neither require nor encourage the utilization of a foreign language. Whether the language requirement for these geographers represents wasted energy, a necessary hurdle to demonstrate mental ability and accomplishment, or a desirable dormant reserve of language talent, is debatable.

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O K L A H O M A
Agricultural and Mechanical College
Department of Geology and Geography
Stillwater, Oklahoma

December 27, 1955

Dear Fellow Geographer:

A recent trend among many liberal arts colleges and universities in the United States has been to reduce emphasis on the study of foreign languages. This trend has been alarming to some who feel that the study of foreign languages is almost necessary to understand the culture and mental attitudes of the peoples of the world.

Professional geographers occupy a peculiar position of responsibility toward understanding foreign lands and peoples. It is also understood that much of the scientific literature is only available in some language other than English. As a graduate student of geography, I have developed a strong interest in the study of languages and have made extensive studies of German, French, and Russian. I am now attempting a research project to determine the utilization of foreign languages by professional geographers.

Enclosed is a questionnaire which is being sent to every geographer of the United States as listed in the World Directory of Geographers, International Geographical Union, 1952. Your prompt co-operation in this study will be greatly appreciated. An addressed and stamped envelope is enclosed for your reply. A summary of the results will be submitted to the Professional Geographer for publication as soon as practicable.

Sincerely yours,

/s/ Robert L. Mendenhall

Robert L. Mendenhall

Questionnaire

Please check or write in the answers to the questions as accurately as possible.

Name

Title

Highest academic degree attained _____ year _____.

1. Have you ever developed a reading or speaking knowledge of a foreign language?

Yes

No

... If your answer to this question is no, please skip to the last question, disregarding the intervening questions, and return the questionnaire.

2. Have you ever lived in an atmosphere where a foreign language was spoken in the course of daily living?

Yes

No

3. Were you required to take an examination in a foreign language to obtain an academic degree?

Yes

No

(a) Which degree(s)

BA BS MA MS Ph.D. other (specify)

(b) In how many languages were you required to take the examination(s)?

1 2 3 more than 3

(c) Was/were your examination(s) in French German
 Spanish other (specify) _____.

4. Since leaving college have you continued to maintain a working knowledge of the language(s) in which you took the examination(s)?

Yes

No

(a) In which medium?

Reading Speaking Writing

(b) Have you learned any additional language(s)?

Yes

No

(c) If your answer to (b) is yes, please specify which one(s). _____

5. Do you, as a professional geographer, regularly read scientific literature in another language?

Yes

No

(a) Which language(s)? _____

(b) Please list any geographical journals or periodicals which you regularly read in a foreign language.

6. Have you ever published a paper or book in which you made use of reference materials from foreign language publications?

Yes

No

(a) When a situation arises in which you must utilize material written in a foreign language, which of the following courses of action do you take?

Translate the material yourself.

Seek an English language translation of the same work.

Work it out with a dictionary.

Have someone who is versed in the language translate it for you.

(b) If you have the material in (a) translated do you seek a person versed in geography as well as language?

Yes

No

7. Have you ever been called upon by the United States Government in wartime, or in periods of National emergency, to assist or direct in producing geographic or cartographic intelligence?

Yes

No

(a) Was/were your language(s) beneficial in this service?

Yes

No

(b) If you did not know any foreign languages did you feel that you were handicapped?

Yes

No

8. In the event of a future war, or National emergency, do you feel that your language ability, coupled with your geographic training and ability, would be of benefit to the United States in any of the following capacities:

(a) Direct and/or actually make literature researches in a foreign language (weather reports, captured documents or published works) to include preparation of translations, paraphrased translations or evaluations?

Yes

No

Name(s) of language(s) _____

(b) Direct and/or actually write propaganda or other material, in a foreign language, in which a knowledge of a specific region would be necessary?

Yes

No

Name(s) of language(s) _____

(c) Direct and/or listen to foreign language broadcasts, tapes or records in order to gather geographic or meteorologic information, or question natives and learned persons for geographic information?

Yes

No

Name(s) of language(s) _____

(d) Direct and/or assist in translation and reproduction of foreign language maps?

Yes

No

Name(s) of language(s) _____

9. Do you encourage your subordinates or students to study foreign languages?

Yes

No

10. Which of the following statements do you believe best applies to a professional geographer with reference to knowledge of foreign languages.

Necessary

Helpful

Nice to know

Unnecessary

VITA

Robert Lee Mendenhall
candidate for the degree of
Master of Science

Thesis: A STUDY TO DETERMINE THE UTILIZATION OF FOREIGN LANGUAGES
BY PROFESSIONAL GEOGRAPHERS OF THE UNITED STATES

Major: Geography

Biographical and Other Items:

Born: March 14, 1928, at Tulsa, Oklahoma.

Undergraduate Study: Oklahoma Military Academy, 1948-1950;
O.A.M.C., 1953-1955.

Graduate Study: O.A.M.C., 1955-1956.

Military Education: Basic Course, The Armored School, 1950;
The Arctic Indoctrination School, 1952; Associate Advanced
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Experiences: Served in the United States Army from 1946-1947
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Date of Final Examination: May, 1956.