After World War II the economy throughout Europe was in shambles. In 1953 my grandfather had the opportunity to come to the US ...

... Swiss it is an important part of my identity, and I have passed it on to my children.

.... As someone who works in the education industry on an international scale, it is also important to mention that learning German is also practical from a business standpoint...
If immigrant groups want to maintain their homeland languages in the US, where English is dominant, they (themselves) must assist in creating

**Capacity/Ability – Opportunity --Desire/Attitude**

to secure intergenerational survival for their now marginal HL

Their efforts deserve credit and support.
German in the USA (a case study)

Germans were some of the first (since 1609), most numerous immigrants to the US.

German-speaking immigrants of the past escaped their homelands.

German-speaking newcomers of today keep in regular contact with their homelands.
Developing and Maintaining Vital, Sustainable German in the United States

<table>
<thead>
<tr>
<th>Decade</th>
<th>Total Immigration</th>
<th>German Immigration</th>
<th>% of total Adams (1993)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820 – 1829</td>
<td>128,502</td>
<td>5,753</td>
<td>4.5</td>
</tr>
<tr>
<td>1830 – 1839</td>
<td>538,381</td>
<td>124,726</td>
<td>23.2</td>
</tr>
<tr>
<td>1840 – 1849</td>
<td>1,427,337</td>
<td>385,434</td>
<td>27.0</td>
</tr>
<tr>
<td>1850 – 1859</td>
<td>2,814,554</td>
<td>976,072</td>
<td>34.7</td>
</tr>
<tr>
<td>1860 – 1869</td>
<td>2,081,261</td>
<td>723,734</td>
<td>34.8</td>
</tr>
<tr>
<td>1870 – 1879</td>
<td>2,742,137</td>
<td>751,769</td>
<td>37.4</td>
</tr>
<tr>
<td>1880 – 1889</td>
<td>5,248,568</td>
<td>1,445,181</td>
<td>27.5</td>
</tr>
<tr>
<td>1890 – 1899</td>
<td>3,694,294</td>
<td>579,072</td>
<td>15.7</td>
</tr>
<tr>
<td>1900 - 1909</td>
<td>8,202,388</td>
<td>328,722</td>
<td>4.0</td>
</tr>
<tr>
<td>1910- 1919</td>
<td>6,347,380</td>
<td>174,227</td>
<td>2.7</td>
</tr>
<tr>
<td>1920- 1929</td>
<td>4,295,510</td>
<td>386,634</td>
<td>9.0</td>
</tr>
<tr>
<td>1930- 1939</td>
<td>699,375</td>
<td>119,107</td>
<td>17.0</td>
</tr>
<tr>
<td>1940- 1949</td>
<td>856,608</td>
<td>117,506</td>
<td>14.0</td>
</tr>
<tr>
<td>1950- 1959</td>
<td>2,499,268</td>
<td>576,905</td>
<td>23.1</td>
</tr>
<tr>
<td>1971- 1980</td>
<td>4,493,000</td>
<td>66,000</td>
<td>1.5</td>
</tr>
<tr>
<td>1981- 1988</td>
<td>4,711,000</td>
<td>55,800</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>49,753,412</td>
<td>7,028,258</td>
<td>14.1</td>
</tr>
</tbody>
</table>
Developing and Maintaining Vital, Sustainable German in the United States

2000 Census: Germans largest ancestry

![Fifteen Largest Ancestries: 2000](image)

Source: U.S. Census Bureau, Census 2000 special tabulation.
## Census 2000: Languages spoken at home

<table>
<thead>
<tr>
<th>Ranking</th>
<th>% change 1990 to 2000</th>
<th>Ranking</th>
<th>% change 1990 to 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spanish</td>
<td>+ 62%</td>
<td>6. Vietnamese</td>
<td>+ 99%</td>
</tr>
<tr>
<td>2. Chinese</td>
<td>+ 53%</td>
<td>7. Italian</td>
<td>- 23%</td>
</tr>
<tr>
<td>3. French</td>
<td>- 3%</td>
<td>8. Korean</td>
<td>+ 43%</td>
</tr>
<tr>
<td>4. German</td>
<td>-11%</td>
<td>9. Russian</td>
<td>+191%</td>
</tr>
<tr>
<td>5. Tagalog</td>
<td>+36%</td>
<td>10. Polish</td>
<td>- 8%</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914</td>
<td>World War I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1916</td>
<td>National Council of Defense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Forced abandonment of the use of German in public and private life, closure of schools, newspapers, social centers, associations, clubs

$25.00 fine for the use of German in the streets

“Patriotic” book burnings, windows smashing, persecution of citizens
Up to then, 17,903 arrested because of use of German in public. 5,720 convicted and sentenced, 2,924 released without sufficient evidence. Remaining cases had not yet come to trial (Rippley, 1976)
Developing and Maintaining Vital, Sustainable **German** in the United States

### German School Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>HS Enrollment</th>
<th>Modern FL Enrollment Latin not included</th>
<th>%</th>
<th>HS German Enrollment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>202,963</td>
<td>33,089</td>
<td>16.3</td>
<td>21,311</td>
<td>10.5</td>
</tr>
<tr>
<td>1895</td>
<td>350,099</td>
<td>62,685</td>
<td>17.9</td>
<td>39,911</td>
<td>11.4</td>
</tr>
<tr>
<td>1900</td>
<td>519,251</td>
<td>114,765</td>
<td>22.1</td>
<td>74,252</td>
<td>14.3</td>
</tr>
<tr>
<td>1905</td>
<td>609,702</td>
<td>199,153</td>
<td>32.7</td>
<td>173,299</td>
<td>22.5</td>
</tr>
<tr>
<td>1910</td>
<td>915,061</td>
<td>313,890</td>
<td>34.3</td>
<td>216,869</td>
<td>23.7</td>
</tr>
<tr>
<td>1915</td>
<td>1,328,984</td>
<td>477,110</td>
<td>35.9</td>
<td>324,272</td>
<td>2.4</td>
</tr>
<tr>
<td>1922</td>
<td>2,230,000</td>
<td>611,025</td>
<td>27.4</td>
<td>13,385</td>
<td>0.6</td>
</tr>
<tr>
<td>1928</td>
<td>3,354,000</td>
<td>845,338</td>
<td>25.2</td>
<td>60,381</td>
<td>1.8</td>
</tr>
<tr>
<td>1934</td>
<td>5,620,626</td>
<td>1,096,022</td>
<td>19.5</td>
<td>134,897</td>
<td>2.4</td>
</tr>
<tr>
<td>1948</td>
<td>5,399,452</td>
<td>7400,800</td>
<td>13.7</td>
<td>43,195</td>
<td>0.8</td>
</tr>
<tr>
<td>1958</td>
<td>7,897,232</td>
<td>1,295,944</td>
<td>16.4</td>
<td>93,054</td>
<td>1.2</td>
</tr>
<tr>
<td>1961</td>
<td>9,246,925</td>
<td>2,192,207</td>
<td>23.7</td>
<td>184,820</td>
<td>2.0</td>
</tr>
<tr>
<td>1965</td>
<td>11,611,197</td>
<td>3,067,613</td>
<td>26.4</td>
<td>328,028</td>
<td>2.8</td>
</tr>
<tr>
<td>1970</td>
<td>13,301,883</td>
<td>3,514,053</td>
<td>26.4</td>
<td>410,535</td>
<td>3.1</td>
</tr>
<tr>
<td>1976</td>
<td>13,952,058</td>
<td>3,023,495</td>
<td>21.7</td>
<td>352,690</td>
<td>2.5</td>
</tr>
<tr>
<td>1985</td>
<td>12,466,506</td>
<td>3,852,030</td>
<td>30.9</td>
<td>312,162</td>
<td>2.6</td>
</tr>
<tr>
<td>1994</td>
<td>11,847,469</td>
<td>4,813,031</td>
<td>40.6</td>
<td>325,964</td>
<td>2.8</td>
</tr>
<tr>
<td>2000</td>
<td>13,457,780</td>
<td>5,720,661</td>
<td>42.5</td>
<td>283,301</td>
<td>2.1</td>
</tr>
</tbody>
</table>
The German language in the German communities and the enrollment in the schools have never recovered.

The new Germans in the US today, since WW 2, contributed greatly to a revival and the intergenerational survival of their language and, therefore, to the high German language use statistics.
New Germans in the US today

Looking to the Past, Looking Forward

Today's German-speaking newcomers to the US are in regular contact with their homelands.

Having (mostly) come to terms with their history-induced problematic/negative attitudes toward their cultural and linguistic identity.

Linkage into the ideological, social, cultural creations of older generations (GIDS 7,6), go forward/upward again.
Private German Language Schools (PGLSs)

Looking to the Past, Looking Forward

Boston 1874 (Saturday School of Boston, oldest PGLS)
New York 1892
Most PGLSs after WW2
New PGLSs continue to be established
75 PGLSs listed with German Embassy
Most PGLSs members of the

German Language School Conference (1977)

www.germanschools.org
Private German Language Schools (PGLSs)
Looking to the Past, Looking Forward

Parents create the PGLSs and have 2 desires

1) HL + HC (heritage culture) maintenance
   (... ) is an important part of my identity and
   have passed it on to my children

2) German: practicality, occupational opportunities
   (...) important to mention that learning German
   is very practical from a business standpoint...
Private German Language Schools (PGLSs)
Looking to the Past, Looking Forward

Parents create and maintain the PGLSs
(incorporated, tax exempt, non-profit)

• Pay tuition, give donations, raise funds
• Volunteer for all administrative positions and tasks
• Drive children on Saturday mornings, up to 1-2 hours
• Reinforce and support school activities
• Have their children spend summers in German–speaking Europe
Private German Language Schools (PGLSs)
Looking to the Past, Looking Forward

Parents want service from their PGLSs

• Continuous professional PreK – 8/12 instruction (adult education)
  • If possible, two tracks
• Acquisition/maintenance of oral + literacy skills
  • Culture classes, cultural activities
• Accountability
Private German Language Schools (PGLSs)
Looking to the Past, Looking Forward

Parents want testing/assessment

- NY schools Regents accredited since 1911
  - AATG high school tests (2-4)
  - APs and SATs
  - Deutsches Sprachdiplom I – II
  (language entry requirement for German universities)

No achievement statistics for AP’s /SAT’s
Achievement statistics for AATG’s exist
2008 Testing Program for High School Students

Test Scores of American Association of Teachers of German (AATG)

Public Schools versus German Language Schools

Mean Test Scores

Public Schools Mean
German Language Schools Mean

Level 2: 68, 79
Level 3: 72, 87
Level 4: 75, 90
AATG 2008
Comparison of Quantity of Test Takers
Public Schools – vs. German Language Schools

Level 2 Students
93%
7%

Level 3 Students
14%
86%

Level 4 Students
14%
86%

Public Schools
Saturday Schools
Developing and Maintaining Vital, Sustainable **German** in the United States

**Private German Language Schools (PGLS)**

Looking to the Past – Looking Forward

**Parents take pride in their schools**

German Consul General and President of the Standing Conference of the Ministers of Education and Cultural Affairs, Germany, present Award of Excellence to a PGLS
Private German Language Schools (PGLSs)
Looking to the Past, Looking Forward

**Parents** support /invigorate PGLSs/
create PGLS microcosm

PGLS microcosm in turn
invigorates the **parents**
strengthens the **PGLS community (Gemeinschaft)**
The German newcomers to the US and their PGLSs have significantly assisted in creating

Capacity
(family -- private education system)

Opportunity, Desire
(contact with the homelands -- success of economy, etc.)

to secure their HL and the intergenerational survival of their marginal L in the US
Yet:
“Little attention, scholarly or popular, has ever been paid to these schools, and it is high time to correct this oversight.”

...Saturday Schools “may be more effective than has been anticipated and by and large more effective than the schools in the public sector.”

Ethnic schools/their students “... not counted”.
“Overlooking the Elephant in the Zoo”
(i.e. the ECMTSs, 75 % of which are supplementary)

Joshua Fishman et al. (1985)

Neither enrollment nor achievement data appear in national statistics or in academic or professional discussions.

Today, 25 years later, not much has changed.
Conclusion and Suggestions

- Recognition of the Elephant in the Zoo
- Coherent US vision for LM
  INCLUDING the Cb-HLSs ($ECMTSs$)
- Targeted new data/statistics regarding LM
  INCLUDING the Cb-HLSs ($ECMTSs$)
- Cooperation, partnerships, articulation
  INCLUDING the Cb-HLSs ($ECMTSs$)
- Allocation of funds for LM
  INCLUDING the Cb-HLSs ($ECMTSs$)
Final Recommendation

Most Cb-HLSs (*ECMTSs*) are excluded from the reward system of mainstream schools i.e. students receive no credits for their academic achievements. That needs to change as well.
Developing and Maintaining Vital, Sustainable Heritage Languages in the United States

Private German Language Schools (PGLS)
Looking to the Past – Looking Forward