

1. In 1931, at the request of Professor Martin of Aoyama Gakuin who was serving on the IRET under Palmer, I exchanged professorships with Professor Martin. I taught a beginning class and a third-year class, using no Japanese whatsoever in the teaching of English for beginners. In this way I was able to study problems in beginning speech and reading. In the third-year class I was teaching students who had been under Professor Martin, and I made a special study of typical errors in reading and composition. Also during the year I cooperated with Professors Thomas Fawcett, Kin Watanabe, and Itsu Maki, all of whom were teaching in Tokyo at the time. It was with them that studies in typical errors were made, which proved very helpful later in the year in the adapting of an English Composition Guide, published previously at Yenching. This explains how English Composition Made Easy was also prepared, a book which was published by IRET, with Palmer's special approval. It is a book which would prove very useful today in Japan if reprinted. →  
1930  
(P.S.)
2. I taught only this one year in Japan, though in following years I visited Japan at various times especially to explain vocabulary and word counts based on the book published in 1931 by Matsumura Sanshodo, under the editorship of Professor Itsu Maki and myself, and titled in full A Study of English Word-Values Statistically Determined from the Latest Extensive Word-Counts. The first 1500 words of this list, arranged in graded levels of 100 words were later used for 15 Supplementary Readers, in which Professors Maki and Watanabe did much to help. Late in 1931 I made a study of various readers in Japan, finding out just what subjects were most popular and helpful. The Sanseido Co., Ltd., became interested in publishing a series based on this research, and it was also fundamentally the plan that was used in later years by the Oxford University Press. The Oxford English Course became the adopted national series of Turkey, Kenya, Malaya, and Hong Kong, but unfortunately war difficulties prevented the completion of the set for Japan. Permission was given Sanseido, however, to use some of the material in The New World Readers. (→1932)  
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3. The association with Palmer was very intimate during this one year, as I was a firm believer in his oral method of teaching beginning English, of his word lists prepared from his experience, as well as word counts. His knowledge of phonetics was extremely helpful in Japan at this time, and above all, the narrow transcription dictionary, which is perhaps the best presentation for any country of the English vocabulary represented by phonetic symbols. Unfortunately the narrow transcription with its added accuracy was not very widely accepted by many Japanese teachers of English who preferred the broad transcription of the dictionary prepared by Daniel Jones, which was easier because it was simpler. It was not, however, so accurate. And so for oral method principles and the teaching of phonetics, Palmer made a great contribution to Japan.
4. I came to know of the beginning years of IRET under Palmer's leadership through studying his reports while I was still in China. His Standard Readers were not influenced by my material which was not available for use at that time. Also the preparation of my own readers for the Oxford University Press had lessons resulting from my own experiments and made little or no use of the Standard Readers for subject matter, though Professors Palmer, Michael West of India, Thorndike, and I were financially assisted by the Carnegie Corporation of New York to consult together and to prepare the Interim Report on Vocabulary Selection, published by P. S. King and Son, Ltd., London, 1936. This publication, with simple definitions mainly by West, is still a most valuable contribution to the study of English word values for foreign students.
5. I met Palmer for the first time in Japan in 1931, though I had been aware of his work for several years before. →  
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6. The IRET office was the place where we frequently met together with others.
7. I usually gave Palmer the benefit of my experiences in Yenching University in China and Aoyama Gakuin in Japan.
8. Personally I found Palmer extremely influential in discussing the teaching of English in various lands. We met very seldom socially, though in all our meetings to discuss teaching problems he expressed opinions that were clear and often very helpful.



9. Explained toward the end of 1. above.
10. In fact there was very little exchange of opinions between us, either in regard to his work or mine. At times I argued rather strongly with him the advantages of Sir William Craigie's book on English Reading Made Simple, published by the Oxford University Press, which bases pronunciation on spelling, indicating the irregular by diacritical marks. I found this study of pronunciation based on spelling one which produced the quickest and best results of any that I used, but I was never able to persuade Palmer to use this method to supplement his own phonetic symbols which made necessary two texts, one in ordinary English and the other re-written in phonetic symbols.
11. This book is referred to above, and whenever we discussed vocabulary word frequency, Palmer was very interested, though somewhat critical of the word-counts by E. L. Thorndike and Ernest Horn.
12. The meeting in 1936 in Columbus, Ohio, to combine word-count studies was the last time that I saw or heard from Palmer.
13. I returned to America in 1932 and worked at home, mainly on the Oxford English Course and comparative linguistics of various kinds. I had received my Ph.D. from the University of Chicago in 1926, concentrating on phonetics and comparative linguistics. My thesis was The Teaching of English in the Far East, published by the World Book Co., Yonkers, New York. On the basis of my studies in comparative linguistics, I received a grant from the Carnegie Corporation for three years, which enabled me to continue studies at Yale University for several months before being put in charge of the teaching of English in Turkey, where I stayed for 15 months, training teachers of English. I later went by way of Ceylon to train teachers of English in Kenya. In 1936 I went to live in Oxford, England, lecturing twice a week at the Institute of Education of the University of London. In 1939 I returned to the United States and began work on moral philosophy and the contribution of religions to peace and world unity. This is the sort of work which I have continued to the present time in Pennsylvania and California. Palmer was more interested in education and languages than in moral philosophy and religion, and so until his death we had no chance to talk or meet with one another.
14. The outstanding characteristic of Palmer was his ability to get cooperation from Japanese teachers and authors in the publication of the Standard Readers, and the willingness of teachers, especially in Tokyo, to follow his leadership in the distribution and use of IRET publications.
  - a. I was born April 12, 1892 in Quincy, Illinois.
  - b. I received my B. A. degree from the University of Chattanooga in 1911; B. D. degree from the University of the South, Sewanee, 1915; a Rhodes Scholarship in 1915 and went to England to study at Oxford University. Because of World War I, I missed some terms at Oxford and when the USA entered the war, I entered the British Services, 2-7-1916, rather than return to the USA to enlist. I was married in England and when the war ended November 11, 1918, I was able to do advanced research in comparative linguistics and eventually received my Master's degree from Oxford, after returning to the University of the South to become a professor of English language and literature. In 1922, I went to China by way of England to become a professor of English language and literature at St. John's University in Shanghai. During the time I taught in China, from 1922 to 1925, I published books for the Commercial Press: (1) Practical Pronunciation Helps, especially presenting the correction of typical errors in speech and writing; (2) Teaching Phonetics Inductively, a short pamphlet explaining how to avoid conflicting symbols; (3) Chinese translation, in three volumes, of Sir William Craigie's The Craigie Pronunciation and Spelling Manual (Oxford University Press); (4) Living English, Books I-IV.

1934?  
(P.S.)  
1931?  
(P.S.)

1917?  
(P.S.)

1925  
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Returned to USA for Ph. D. degree in 1926.

1927 to 1930, returned to China to train teachers of English, to assist staff of English Department to correct typical errors, to teach a beginning class five times a week in a



village near Yenching, to teach in the Mens' and Womens' Normal Schools in Peking, training them in English methods, to print and to prepare in Peking a series of Step by Step readers with Dr. Fong Sec as co-author. He was the Chief Editor of the Commercial Press who published the books which continued in use for many years.

- c. As explained above (13.), instrumental phonetics involving lip reading and the making of records were the most unusual studies followed.
- d. Professor Itsu Maki is no longer alive, but the address of Professor Kin Watanabe is given here because he, more than anyone else, might help you obtain the comment of one who has taught in Waseda University for many years, aware of the value of our work as well as that of Dr. Palmer. Professor Kin Watanabe, 11-18, 1-chome, Mejirodai, Bunkyo-ku, Tokyo.
- e. Thomas Fawcett, along with Itsu Maki, helped in the preparation of the Complete Pocket Guide to Standard English, published by Matsumura Sanshodo. He had made a study in Japan of typical errors, similar to that prepared by the English staff of Yenching University under my direction. Thomas Faucett, who is no longer alive, had long and good experience in the Tokyo University of Commerce. We collaborated as a group very happily.
- f. After the World Book Company had completed the printing of my thesis, The Teaching of English in the Far East, it was my desire to make a personal study of methods being used for teaching English in Asia. At that time the World Book Company published the approved series of readers for the Philippine Islands. At their request I prepared a manuscript for a printed picture book of illustrations for the first six weeks of English. They financed a trip for me to go to Baguio and teach a beginning class of Igorotes, using the illustrations in accord with a printed teacher's manual, providing questions, commands, and graded language for the teacher. I conducted this class mornings and afternoons for six weeks, completing preparation of the adopted beginning reader.

It was on my journey back to China, via the Philippine Islands experiment, that I took the opportunity to arrange lectures and discussions with teacher training professors in Ceylon, Madras, Bombay, and Dacca. My main purpose was to meet Professor Michael West in Dacca and discuss with him how he prepared his excellent New Method Readers, published by Longmans, Green and Co. of London. Michael West was the one who specialized in easy supplementary readers to go with his texts. Later, on reaching Peking, I prepared a few similar reading books. I continued to work on such books which later were published by the Oxford University Press, modified still later for Japan. These 15 supplementary readers (1955) can be obtained from the publisher, Shinozaki Shorin, as the series has remained popular throughout these years. Shinozaki Shorin proved very helpful in the printing of books on moral philosophy for us, Six Great Teachers of Morality (1958), The Thinking Shop of Socrates (1957), and The Young Gotama (1956), and in 1972 a new series of graded stories, called the Masterpiece Series. I recommend strongly your consulting with Professor Watanabe and Mr. Shinozaki for fuller information on our cooperation in past years and an evaluation of supplementary books published by him as books which would be excellent supplementary books to be used with Palmer's Standard Readers or other widely used series in Japan. Palmer himself prepared similar story books in England after completing his ten years of guidance for teachers in Japan. Unfortunately the war caused emphasis on pronunciation and the oral method of teaching English to be neglected by some teachers willing to read English but disliking spoken English. I think perhaps the idea of re-establishing direct method materials, which can be used for broadcasting and telecasting spoken English is very worth while.

Taiwan educational publishers have adopted these books to give them supplementary material for the nationally fixed government series of English readers. I have prepared for Taiwan a complete pronunciation recording for the fifteen supplementary readers, as well as three Living Speech Story Books (1970-1971).

I strongly urge the use of Palmer's oral method again in Japan for which speakers with excellent pronunciation should be used to prepare recordings of graded lessons for a beginning year.