Maki

The Teaching of English in the first two
Years of the Japanese middle School

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THE TEACHING OF ENGLISH IN THE FIRST TWO YEARS OF THE JAPANESE MIDDLE SCHOOL

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ITSU MAKI

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THE TEACHING OF ENGLISH IN THE FIRST TWO YEARS OF THE
JAPANESE MIDDLE SCHOOL

THESES
I.

INTRODUCTION

Among the modern languages, there is none which is more extensively used and more urgently required than the English language in Japan. The reason for this is perhaps difficult to find unless the history of the modern Japan is clear. The importance of English as the medium of culture in the modern Japanese life is indeed greater than most people realize. Accordingly, in the present curriculum of the middle school inevitably raises the problem of the content and the method of instruction. This problem, however, presupposes a certain aim; the aim, in turn, is determined largely by the environmental conditions. In order, therefore, to understand the present situation of the teaching of English in Japan, the social conditions of the country must be made clear. It is for this reason that I must present a brief historical survey of the teaching of English in Japan before entering the discussion of the main problem.

The need of English was strongly felt with the expansion of foreign trade after the Restoration of 1867. The Japanese people were then in close touch with English-speaking people. Consequently, the English
language was accessible. It is to be remembered that most of the foreign business people and missionaries at that time were English-speaking. The innovations of the new government necessarily required experts in various lines. To answer this need, the study of science was encouraged; hence the influx of the Western sciences. The use of English was then, widely extended. Accordingly, various educational innovations were put into practice. The sending of students abroad and the teaching of English in the elementary school were entirely new enterprises of this period. Such foreign "importation", as one might call it, lasted actually for the first fifteen years of the new era. Various institutions for instruction of foreign languages, to say nothing of mission school of different denominations, were established with the introduction of Christianity. Among private institutions, there was one which was eminently successful in the teaching of English, namely, the Keio institute. A majority of the teachers of English were supplied from this institute. The teaching of English in this period, however, was almost chaotic, since the teachers of the language had not been trained systematically. The characteristics of this period in regard to the language teaching can be briefly summarized as follows:

(1) The scarcity of dictionaries;
(2) The unsatisfactory and difficult text books;
(3) The exclusive use of Japanese in the teaching;
(4) The isolation of the study of English from other subjects;
(5) The scarcity of adequate teachers.

With the establishment of the Normal college in Tokyo in 1886, however, particular attention was paid to the systematic method of teaching as well as to the educational arrangement of school curricula in general. This marks the second period of educational innovations. The teaching of English, again, was improved. The elementary school English was no longer taught. The amount of instruction in English in the secondary school was increased as well as the number of teachers of the language. At the same time, a new scheme of teaching was adapted, and this marked the beginning of the systematic teaching of English. But still there was no authoritative standard as to the method of instruction. After many experiments, the so-called "grammar" method began to spread throughout the secondary schools. The extensive use of English grammar and the elementary study of etymology practically constituted the first part of the beginner's course. Since no one yet attempted to make suitable text-books, those prepared for foreign students were commonly used. The drill in spelling and penmanship was strongly emphasized. In short, the method in vogue during this period of about fifteen years was characterised as follows:

(1) The extensive drill in grammar;
(2) The use of the mother tongue as the medium of instruction; and
(3) Over-emphasis upon memory work.
By the end of this period which includes both the foreign wars of 1894 and of 1900, the whole social environment underwent great changes. Among many other things, the awakening of the national spirit was remarkable. It, in turn, aroused the love of antiquity and the worship of heroes. This propaganda affected not only the political affairs of the country but also the educational undertakings. The place of Japanese or the history of Japan was especially made important. This attitude, nevertheless, opened the way to the readjustment of the teaching of English in the next period.

The study of psychology and educational theories made a good deal of progress by this time, and the secondary education had been properly investigated in the light of educational principles. The readers for the use of the schools were now adjusted to the conditions of the country as well as to the type of the Japanese mind. The so-called "psychological" method took the place of the older "grammar" method. The use of free translation, the elementary study of rhetoric, and much more emphasis upon the practical side of the language, namely speaking knowledge, were the chief characteristics of the new movement.

With the emphasis upon speaking knowledge, a big demand arose. Already, some schools had secured foreign instructors; yet not every school could afford it; in fact, a majority of the so-called "Chūgakkō" (the middle school) had to be satisfied with native teachers alone. Therefore, further improvement in the training of teachers had
yet to be made. In order to meet this demand, the study of phonetics was first introduced to the course of the prospective teachers in the Normal Colleges. This marked the beginning of the "new movement" which emphasizes the study of sounds first of all.

With this movement, teachers, particularly the graduates of the Normal Colleges began to make the use of phonetic drill of paramount importance. The method involved can be characterised by:

1. The use of very easy "conversational" readers;
2. The omission of the systematic study of grammar;
3. The extensive or almost exclusive use of English as the medium.

There is, however, a strong party which does not approve the "new method" of teaching. The opponents of the phonetic method offer the following criticism:

(a) The use of easy readers is merely the so-called "soft pedagogy;"

(b) The drill in memory should be strongly recommended rather than mere imitation;

(c) The phonetic drill is inefficient when it is directed by the native teachers;

(d) Reading knowledge is far more important than the conversational practice.

This controversy attracted not a little attention on the part of the educational public as well as on the part of the Imperial department of education. A special commit-
tee for the investigation of the content and the method of teaching of English was appointed a few years ago by the cabinet minister of education in regard to the solution of the problem. Notwithstanding, their report did not involve any demonstration of the principles of the teaching of English; it contained only a general plan of teaching with a few remarks upon such points as the frequent use of English in class, the importance of speaking knowledge, etc. The same controversy is growing more vigorous day by day, and an immediate adjustment is therefore strongly demanded.

Apart from this controversy, however, the diversity of training schools for teachers and the difficulty of securing uniform efficiency in various schools offer a problem.

Much more so when the opinions of leading teachers are divided into two factions shown above. The teaching of English in Japan, it must be pointed out, is even more important than that of German or French in the United States. But under the present circumstances, how can good results be attained? Shall the situation be left thus unsettled? Or can the problem be solved once for all?

In the writer's opinion, there is a fundamental question underlying the controversy. It is the question of the aim of the secondary education: whether it shall be preparatory or primarily cultural. According to the former conception, reading knowledge is emphasized and according to the latter, speaking knowledge. It is not the purpose, however, of this paper to take up this dispute, since the first two years of the middle school
English constitute in any case the basis for all other study. I shall devote myself, therefore, to the discussion of the content and the method of the teaching of English during the first two years regardless of the aim of the middle school education. But, it is necessary for the understanding of this paper to investigate the place of English in the middle school curriculum in general and also to see the nature of the school as described in the Imperial educational laws.
The aim of the Middle School as stated in the announcement of the Imperial Department of Education is to "give higher general education." The present curricula accordingly are arranged to conform with the principles of general cultural education. As a matter of fact, however, the graduates of the Middle School are usually sufficiently well trained to hold even the position of a clerk in a city hall, or that of a teacher in an elementary school at the time of their completion of the Middle School course. In order to specialize in a certain line of work, one needs three or four years of technical training of some sort or other, after the completion of the Middle School education. At the same time, all the technical institutions have their own system of education. Therefore, it is easier and wiser for those who desire to specialize in a certain line of work not to enter any Middle School. Under such circumstances, the Middle School education has already become preparatory for the so-called "high college" education which in its turn is preparatory for the "university "training. The reason for this is simple: the only institution which requires the Middle School education exclusively is the high college. With the increase of vocational institutions the "preparatory" aim of the Middle School has been ever increasingly emphasized.

A number of disputes have arisen among the leading educators, whether the Middle School should be made exclusively "preparatory" or purely "cultural." Although the present Middle School curricula

\*In 1908 there was an exhaustive dispute in question between professors Hasegawa and Haruyama of Hiroshima Normal College. The dispute is given in the "Kyoiku Kenkyu" (Educational Journal) of 1908.
in general are arranged in conformity with the principles of
general culture, it is to be said that the predominance of the
instruction in languages and in mathematics affords at least one
good indication that the Middle School is already "preparatory."
The main question in this chapter, however, is little concerned
with the dispute.

Boys of twelve to fourteen enter the Middle School and go
through the five year courses. The courses of study are arranged
in the following manner.

<table>
<thead>
<tr>
<th>Subjects</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
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<td>English</td>
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<td>*4</td>
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<tr>
<td>Physical Training and Military drill</td>
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<td><strong>Total per week</strong></td>
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<td>29</td>
<td>30</td>
<td>30</td>
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# The place of languages and mathematics is of paramount importance
in the competitive entrance examinations of the high college.

* The upper section means the first term of the year, the lower,
the second term of the year.
With the exception of Japanese and Chinese Classics the English language comes first of all other subjects in importance. Consequently, it has been an inevitable result that a large number of teachers of English are employed in a Middle School of any sort. Three plans have been projected as to the selection of teachers of English: (a) first, two different standards are set forth to test the ability of teachers; namely, reading knowledge and speaking knowledge; usually four teachers, two of whom are to teach the "practical" side of English in all the classes, and the two others, its "technical" side; (b) secondly, teachers who have a wide knowledge of English are employed to teach both the "technical" and "practical" side of the language. (c) lastly, foreign teachers are hired besides the natives; usually one foreigner and he is to teach the so-called "practical" side of English in all the classes. Whether or not the foreign teachers should teach in our secondary schools involves a great many questions with which this paper is not at all concerned. It is safe to say in a word, however, that the popular opinion is in favor of the second plan mentioned above. My own limited experience in connection with teaching English in a training school has brought me to favor hiring one English-speaking teacher at least, not perhaps for the pupils directly but for the native teachers. Consultation with the foreigner before and after every recitation would strengthen in the native teacher and would encourage in him the real interest of teaching English. Minute shades of meanings or delicate differences of usage confront and bewilder the native teacher. But if there is the teacher of teachers, such danger would be anticipated and avoided. All this ultimately
depends on the aim and methods of the teaching of English. So I shall stop here and examine the popular view of this matter.

Four aims are set forth in general: (a) reading knowledge; (b) communication of thought; (c) broadening of views; (d) inspiration of higher ideals. As to the matter of the methods, I shall take a representative example and quote from the Catalogue of the Hiroshima Fuzoku Middle school for 1910-1911.

*See the Catalogue, p.p. 148-154. For the method of procedure in regard to the teaching of English in the school, see the following pages.
The first year --- 6 hours per week

2 Foreigner

(1) The teaching of sounds:
(a) Vowels
(b) Consonants
(c) Alphabet
Charts are used for the practice of the words of 18 different combinations after the completion of the drill in all the sounds (which takes about the first 12 hours).

(2) The teaching of spelling:
(a) The text-books:
   Standard English Primer
   Steps to Reading by Miss Dale
(b) Spelling by an oral method

(3) The teaching of reading:
(a) The text-books:
   Numamoto's Drill Book
   The First National Reader
(b) The connection of thought with the words expressed
(c) Articulation; Accent; Emphasis; Inflection; Pause

(4) The teaching of penmanship:
(a) Pencil exercises first and then pen exercises
(b) The use of copy-books

(5) Conversation:
No recitation hour for the exercises of conversation. Use English in class whenever possible.
The second year —— 6 hours per week

2 Foreigner

(1) Spelling: The spelling exercises while reading

(2) Hearing: Exercises of hearing either oral or written.

(3) Reading: Emphasis upon the connection of the words with the sounds and the meanings which they represent.

(4) Composition:

The teaching of easy phrases and the sentence-structures; the teaching of the translation of Japanese into English.

(5) Penmanship:

Exercises in copy-books.

The third year —— 7 hours

5 Japanese

2 Foreigner

(1) Reading:

(a) Text-book — The second National Reader. The Third National Reader. Simple sentences are taught inductively.

(b) Hearing:

The exercises in writing.

(2) Composition:

Correlation with what is taught in hearing.

(3) Penmanship

The fourth year —— 7 hours

5 Japanese

2 Foreigner

(1) Reading:

(a) Text-book — The fourth National reader.
(b) Hearing.

(6) Grammatical explanation.

(2) Grammar:

(a) The text-book --- Kanda's Intermediate grammar.

(b) Emphasis on applications.

(3) Composition:

(a) Often give certain subjects.

The fifth year --- 7 hours

Japanese

5

Foreigner

2

(1) Reading:

(a) The text-book The fifth National Reader; Greek Tales or Fables.

(2) Composition;


(b) The teaching of syntax parsing and analysis.

(3) Composition:

(a) English into Japanese and vice versa.

(4) Conversation:

(a) The text-book Imbre's Conversational Book.

(b) The emphasis on the practice of conversation about the current events.
No matter how minutely such scheme of teaching is outlined the main factor of successful teaching lies not in faithful obedience to such form but rather in the ability of the teacher to hold the pupil's interest. It is most questionable whether the diversity of such aims and methods could hold the interest of the pupils in general. Furthermore, the desire of perfection on all sides of English in every year stifles the healthy process of learning, since there is no concentration of a particular mental activity in any definite direction. On this ground I maintain that the center of attention of the pupil must be gradually changed from one subject to as he goes through different stages of the middle school course. I may say tentatively, then, that the five year course of the middle school English must be arranged according to the different interests of the pupils at their different stages of development. Here I present a schematic division of the five year courses of English into three different groups:

<table>
<thead>
<tr>
<th>YEARS</th>
<th>AIMS</th>
<th>SUBJSCS INVOLVED</th>
<th>RESULTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>First steps to speaking</td>
<td>Study of sounds Elementary spelling</td>
<td>Drill of the voice organs (imitation)</td>
</tr>
<tr>
<td>II</td>
<td>First steps to writing</td>
<td>Elementary grammar and composition</td>
<td>Mastery of the technique (memory)</td>
</tr>
<tr>
<td>III</td>
<td>First steps to reading</td>
<td>Study of literature</td>
<td>Appreciation and interpretation of thought (judgement)</td>
</tr>
</tbody>
</table>

Summing up the subject in question, I may say again that the first two years of the middle school English must be wholly basic; hence regardless of the different interpretations of the aims of the middle school English. The attention of the pupils at this stage must be directed to the phonetic drill in all the English

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*The word "another" should be supplied.*
sounds so that speaking knowledge will be advantageously gained.
III.

THE PREPARATION OF THE PUPILS FOR THE
ACQUISITION OF THE FOREIGN TONGUE

A great many painstaking attempts and investigations have been undertaken by different teachers of English for building an exact and thorough method of teaching. Nevertheless these methods have generally resulted in either partial or total failure. Among the many causes for such failure, there is one which is most serious, viz., the ignorance of the linguistic characteristics of the pupils. Many a teacher of English hopelessly exclaimed that "there is no royal road to the learning of English." Others have boldly tried many barbarous methods only to stunt the natural growth of the pupils' mental activities by abusing their memory; while still others lost sight of the pupils' real interest by offering them too much "soft" subject materials. In no case, have the teachers really recognized the importance of the psychological study of the child.

It is very foolish for any teacher to give up his plans by simply saying, "My pupils are all 'block-headed;" or "I can not get them interested." Why does he not find out where-in lies failure and learn how to meet the drawbacks? Each pupil differs from others. The teacher must adapt his method to each different pupil. However, there are characteristics common to all the pupils of about the same stage of development. Find out such characteristics, physical and
mental, and there will be once for all a "royal road" to the learning of English. It is to be remembered, however, that no interest develops suddenly without any effort on the part of the pupils, or without the tact and encouragement of the teacher making this effort possible. The question is plain and simple: whether or not the teacher is able to let the pupil hold his effort long enough to pass on to the state of enjoyment. Such effort must be properly directed; otherwise it results in the abuse of memory or imitation.

There are certain stages in the child's development, although authorities differ in the division of such stages. Nothing is more evident than the physical changes which the child undergoes in the course of this growth. At the age of about thirteen or fifteen the child enters into the period of puberty. This is indeed the age of the boys who enter the first year of the middle school. Before any assumptions of instruction are made, there must be a thorough-going psychological study of the child of this period.

(1) Physically speaking, the growth of the body gradually gives its place to the development of the bodily organs.

(2) Mentally, there is the awakening of social and sexual instincts although the individualistic instincts do not yet disappear. Among other things, self-consciousness is perhaps most significant, since it accompanies the religious and moral awakening. Another prominent characteristic is the instability of mental activities as the result of the awakening of a host of new instincts. In order to guide these instincts some general principles may be formulated:
(a) Conformity to authorities ---- Discipline
(b) Inspiration of higher ideals -- Love

Discipline alone can settle the instable activities in it a definite line of work. But if it is abused the self-conscious ness of the child will be badly marred: herein the skill of the teacher plays its important part. Always there must be genuine love whereby the pupil is strongly inspired. Love and discipline are like the two wheels of a bicycle.

A further investigation of the mental state of the child must be made referring particularly to the linguistic characteristics involved.

(1) Imitation:

A study of language fundamentally depends on imitation. The child is able to gain the true speaking knowledge only by imitation. It is erroneous to think the child of the age in question has already lost his imitative instincts. In fact, such teachers do not let the child exercise the imitative instincts, so the child becomes shy about imitating. Although the other instincts overshadow the imitative instincts of the child there is still a strong hold of imitation which can be directed advantageously to the so-called "picking up" of daily English. The awakening of the linguistic interest of the child is greatly hindered by the denial of imitation. Thus the smooth progress of the child in English is made impossible. In the study of a foreign language, one must be always a child with childish "tricks" and "fancies" acting and imitating.

(2) Memory:
Generally speaking, the child's mind is much abused by a majority of teachers. Memory must always go together with imitation side by side. By imitation the child grasps particular words or phrases without any consciousness of effort. Speaking knowledge thus gained by imitation stands the test of grammatical analysis. By such analysis grammatical rules are formulated. Through the repetition, then, of the same experience with a particular word or words the child becomes aware of a certain law governing them. The grammatical law thus established in the mind of the child becomes a part of his organized knowledge. Before such a law is established each step to that end must be firmly grasped by the child: herein the question of memory arises. Blind memory, as I might put it, takes no consideration of such systematic linkage of each single experience. But the memory which I emphasize here is one the nuclei through which it must be the sole effort of the child to build up his grammatical knowledge of the language. The child of the age in question considers that if memorizing were merely for the sake of memory, he would not do it: hence no effort. Owing to the awakening of a host of instincts, there are many distracting forces which naturally prevent the child from concentrating his attention on one and particular object or process. Fundamentally, memory depends on (a) the concentrated state of the consciousness and (b) the kind of impressions which stimuli give rise to. In order to create the concentrated state of the mind, the distracting forces such as mentioned above must be driven away. There are five factors which play part in the recall of past experiences, viz., (a) Primacy (b) Recency; (c) Frequency; (d) Vividness; (e) and Organization. Frequency depends on drill and organiza-
tion, the understanding of relationships between isolated concepts. It is through the lack of drill that the child gets into the habit of misspelling or erroneous pronunciation, and through the lack of the understanding of relationships between isolated concepts that he is misled in the use of words.

(3) The process of learning depends not only on the reproduction and the recall of past experiences but also upon mental imagery which gives cue to various activities. The type of imagery differs in different individuals. Accordingly, such types as (a) Visual, (b) Auditory (c) Kinaesthetic, (d) Kinaesthetic verbal, (e) Cutaneous, (f) Olfactory, (g) Organic, must be determined by the primacy of the particular sensations involved. In building up concepts, the child of the visual type would always have visual images; the child of the auditory, auditory images, etc. Authorities agree that there are more visualizers than any other types. The study of imagery is essentially necessary for the instruction of new words or phrases since the understanding of the type to which the child belongs gives cue to the method of teaching.

(4) There is one more characteristic which is quite different from the rest in that it makes the economy of the mental effort possible. I refer to judgement. Judgement can be classified into* (a) Practical judgement and (b) Conceptual judgement.

In general, the practical judgement dominates the child of the age in question rather than the conceptual judgement. But the child already has gained a certain knowledge of the Japanese grammar; hence the practice of his conceptual judgement

* For the explanation see the footnote on the next page.
in the case of his mother tongue. Such conceptual judgement can be likewise recognized and encouraged in the study of English. This, however, does not mean that the teacher should always appeal to the child's conceptual judgement in the instruction of English. Especially, the study of grammar must be conducted so that the teacher waits until the child has gained materials enough to pass any grammatical judgement. Otherwise such study will prove to be insignificant.

Such is, then, a brief investigation of the psychological conditions of the child. To satisfy such conditions is to arouse interest; and to violate them is to drive the child into fatigue and bewilderment.

Though the matter of interest has been much discussed, it has never been made the object of close psychological study. A great many think that it is due to the simplicity and the novility of the subject-materials that the child's interest is aroused. But in fact, such popular view will be contradicted if there is no due correlation of the subject-materials with the development of the child's mind.

*In a practical judgement, the solution of a particular situation is applied to that of a similar situation; and in a conceptual judgement, such solution is made by means of a certain law or principle drawn from a number of experiences. Therefore, judgement depends on resemblance in the former case; and in the latter, it depends on the sonderisation of a vast number of experiences; that, comparison, etc.

The attainment of speaking knowledge is determined primarily by the practical judgement while the mastery of grammatical knowledge is made possible by the conceptual judgement largely.
A certain thing must be taught to form the basis of the language even if it may be neither simple nor novel; e.g., the phonetic drill. Success in such seemingly dry subjects necessarily depends on the understanding of the linguistic characteristics as well as the study of the child's temperament. Interest is not aroused by exaggerations or mechanical means; the genuine effort of the teacher to adapt his method to the type of the child's mind alone can lead the child to the realm of enjoyment.
IV.
THE DIFFICULTIES OF THE LANGUAGE

In the instruction of the foreign language, most of the difficulties arise from the lack of an idiomatic knowledge of the language and the ignorance of the study of the psychological phenomena of the child’s mind. The rest of the difficulties must be ascribed to the nature of the language itself. Although such difficulties may be found with every foreign tongue, I shall refer here particularly to the English language.

(1) Mechanical difficulties:
   a- The form of the Roman letters;
   b- The spelling of the English words;
   c- Pronunciation.

   Such difficulties must be overcome by a purely mechanical process.

(2) Grammatical difficulties:
   a- Gender and number;

   Beginners very frequently make such mistakes as, "I saw Miss Jones yesterday. She told me that his brother was sick;" or "There are two men standing by the walls."

   b- Articles;

   The Japanese would think the articles to be superfluous. Mistakes like, "Give me pen, or I shall throw stone at you;" or taking the reversal case, "A rice is good
eating; are very common.

c- The declension of the irregular verbs;

The stem of a Japanese verb remains same; so the declension like "go - went - has gone" is hard to grasp for the Japanese. It is easier for them to say, "I did go" rather than to say, "I went. On the other hand, a mistake like "did you went to Chicago yesterday?" is often made.

d- The use of prepositions offer especial difficulty;

For instance, "I landed in Seattle" sounds to the Japanese just as good as "I landed at Seattle;" Or "Be careful to the telegraph post" might be just as correct as "Be careful about ---- ."

Such mistakes are not wholly the fault on the part of the Japanese, since the usage of the prepositions is entirely arbitrary.

(3) Idioms;

"Idioms are to a language what natural talents are to a man. We know what they are, how they came to be is quite another question."

What Dr. Sweet classifies under the heading of internal difficulties is exactly what the English idioms are to the Japanese:

(a) Logic --- illogical, anti-grammatical, over-abstract expressions; Dry the clothes in the sun;" or "the train is on time:

(b) Fullness of expression --- Redundant, or illipectical expressions; "Do and try;" Or "He is a friend of my father's."

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1 "The Teaching English in Japan" by L. W. Cate, "the English Teachers' Magazine" for October, 1910, p. 31.

2 "A Practical Study of Languages" by Sweet, p. 54.
(c) Definiteness--- too exact or too indefinite expressions; "A few people went to the party;" There were few who enjoyed it."

(d) Simplicity---- abstract, generalized, or superfluously distinguished expressions; "The quicker the better; "Nothing like bathing in summer."

Such is the brief account of the difficulties common to all the beginners. A number of lesser difficulties, such as the order of words in different sentences or the use of the subjunctive mood may be mentioned. All those difficulties, however, can be overcome by some legitimate way or other. The only one element which time alone can solve is the mastery of vocabulary; herein lies the "real difficulty"

Steps must be now taken to finding out of the best remedy for each one of those difficulties:

(1) For the mastery of the mechanical elements of the language------ The fundamental requisites for it are repetition and drill.

(2) For the mastery of grammar------ The fundamental requisites for it are analysis and synthesis.

(3) For the mastery of idioms------ The fundamental requisites for it are imitation and memory work.

The following recommendations may be made in addition:

(a) Drill in the sounds unfamiliar to the Japanese;
Use a chart like,
  sun        cut     hut
  run        but      mutt
  bird       herd     earth

(b) Drill in the sounds which the Japanese are liable to confuse;

Use also a chart like,
  She sells sea-shells.
  Rover likes to run across the bridge by the lake like a rat.

(c) Drill in penmanship;

  Finger movement first and then use a pen or a pencil.

(d) Grammar must be taught with reading and other subjects
It must be purely inductive; the outcome of many experiences
with a certain word or words in the variety of combinations.
Every fact and principle of grammar thus gained must be
memorized. Each step to such systematic knowledge must be
made clear and distinct.

(e) For the study of idioms, some easy fables or rhymes
are recommended. They must be told or read without any
book. The pupils are asked to reproduce them, using as
many idioms as there are in them. Such idioms must be
taught and learned as a whole; do not try to analyse them.

"Any attempt to explain their meanings proves futile, and
whoever attempts it finds himself obliged to retire in con-
fusion."

(f) For the mastery of vocabulary, one must not isolate
words, but a whole sentence must be learned; the associat-

"The English Teachers' Magazine" for October, 1910, p. 31.
ions of ideas are particularly important in this connection. For instance, in the study of the word "vacation" sentences like "Everybody likes vacation" or "The vacation lasts three months" are recommended. Each pupil is requested to keep special note-books for such memory passages.

In every instance, care must be taken not to overload the pupils with too many exercises at one time.
THE CRITIQUE OF METHODS

Many methods have been tried for gaining efficiency in teaching English. Every one of them is adequate from one standpoint or another. The difference lies in the difference of emphasis upon a certain function which the language is supposed to engender.

Such functions can be determined by the results which the language brings about. The function which results in the formation of ideas, facts, or principles may be called instructional. That which results in the formation of certain habit or skill may be called disciplinary, that which results in the creation of a certain attitude may be called interpretative. Each method emphasizes one or more such function. Each has its merits and demerits.

(1) Method, emphasizing the instructional function: the increase of vocabulary is of perhaps prime importance in this method. It demands rather extensive reading. Consequently, text-books must be more or less difficult. The only way to get at the exact meaning of single words or phrases is to paraphrase them by means of the mother tongue. Thus translation inevitably becomes the sole agency of knowledge. It leads, again, to the extensive use of the dictionary at the outset. Attention is often called to the study of synonyms and antonyms as well as to cognates. But the most serious drawback to this method is the isolation of words. Besides, the ignorance of the pupil's interest and the lack in vocal training can be enumerated. It is best illustrated by the so-called "Translation" method which maintains that the only practical method of beginning the study of language is to take a
piece written in the language one wishes to learn, and force oneself to translate even before one knows how to decipher the characters."

(2) Method, emphasizing the disciplinary function: the so-called "Grammar" Method may be taken as typical. The knowledge of Grammar comes first of all. A text-book of grammar is used; drill in spelling and writing is enforced by means of dictation and composition exercises; readers are used merely to practice the grammatical analysis. Examples given in the grammar and the exercises of composition are sometimes illogically arranged or unnaturally put together. What the pupils get in reading may not have any direct connection with what they learn in grammar or composition. Memorizing is the sole agency of knowledge in this case.

Very little speaking knowledge can be gained in such method of procedure. Undue stress is laid on memory work. It leads to the formation of what Dr. Sweet calls "foreigner's English." "Foreigner's English", says he, "often presents the curious spectacle of a language constructed on strict grammatical principles, but with hardly a single genuinely English sentence in it."

(3) The method, emphasizing the interpretative function; This method aims at the study of the type of the mind of the English speaking people by means of understanding their manners and customs. Accordingly, stories, anecdotes and fables are first used. At the same time, elementary English literature is recommended. Extensive reading must be practiced from the very beginning. Biographical materials as well as graphical presentations are strongly recommended in order to give a fair
idea what the English speaking people are; how they live; etc. However, the use of Japanese is constantly demanded both at the time of reading and explanation. This method naturally excludes first the systematic study of the grammatical facts and principles, and then the drill in the sounds. The method which is known in Japan as "the older method" represents such type of instruction in the main.

(4) The so called "Natural Method."

The exclusive use of English is the main feature of this method. Pictures and objects are widely used as the media of instruction. In this respect, it is "heuristic" teaching. Conversation rather than reading is strongly emphasized. What they call the "practical" side of the language is to be thus acquired. Attention is then constantly directed to forming the habit of thinking in English if possible. For this reason the pupil is asked to act what he says and also to say what some other pupil says. A dramatic atmosphere is peculiarly attached to this type of teaching. A brief outline of the Berlitz method may give an idea of such teaching.

"First comes the simplest form of sentence, affirmative and negative, made up of nouns, adjectives of color and dimensions and prepositions, demonstrated by a handful of common objects, such as may be found in any school room, or at least easily brought there—book, pencil, desk, box, and so on. The teacher takes up an object, names it, and asks himself a question about it: "what is this? It is a pencil. Is this a box? No it is not a box it is a pencil." After repeating the sentences two or three times, he puts the question to the pupil, and if
he hesitates, prompts the answer, asking him to repeat till the phrase comes smoothly and easily. Giving them objects or qualities one after the other, he plays one upon another, passing the questions, in varying forms, quickly round the class. "What color is the book? Is the box white? Is the red pencil short?" Only after the new word has been well understood and several times pronounced, does it go on to the blackboard to be entered in the students notes—which notes by the way, the teacher should carefully oversee. Thus the method insists on a constant appeal to the eye as well as to the ear.

Clothing and parts of the body lead up to possessives—his head, your eye, John's cap. Verbs are taught in the same way as nouns, by simple and unmistakable movements performed by the teacher, at the moment that he names the act and the person performing it—"Mr. A. opens the book. What does Mr. A. do? He opens the book." Then come numerals, and counting and spelling, with the beginnings of a grammatical vocabulary, such as word, sentence, question, answer. Having brought the pupil to this stage, the teacher finds it comparatively easy to present notions of time as well as space, and abstract ideas— I can, I feel, I know; the infinitive, and the tenses of the indicative; with the grammatical terms for all these words and their use. Keeping to the few simple constructions that he knows, there are few things one cannot explain or get him to give an explanation of. He has a very small part of the language, but that part is made up of essentials. He needs four or five years more of solid work on reading, grammar, and composition, but it will not be laborious groping in the dark; for, once more, the power to think in a language, once gained, is never lost.
A serious objection has been made to such method that it vainly attempts to make "sprachmeister." Considering the relatively short time and the teachers who do not speak English by birth it is in many ways impractical. No one can deny that it is a slow process since the use of the mother tongue is entirely excluded. Not only that but each step to building a particular concept is likewise imperfect. "In learning the new language the student has, as it were, to try to unlearn the other language, and to struggle continually against formidable difficulties caused by cross-associations. When he tries to pronounce a new sound, his tongue tends to slip back into the position for forming the nearest native sound. So also with word-order, grammatical constructions generally, and whole fabric of the language."

None of these methods hardly fit in the first two years although the "natural method" comes nearest in so far as it aims at the direct attainment of speaking knowledge.

There is only one method left for our consideration. The writer's little experience and his investigation convince him that the method now in question would be an efficient one to answer the particular purpose of building the basic knowledge of English during the first two years of the Middle School; I refer to the "phonetic method." I shall now come to the discussion of the method and shall dwell on it in the next chapter.

*** For the further discussion of the Berlitz method, see "The Berlitz Method of Language Study"—The English Teachers' Magazine for October, 1910, p. p. 23--28.
VI.

THE TENTATIVE METHOD FOR THE FIRST TWO YEARS

Sounds precede writing; hence reading must follow speaking. The basis of language is the direct connection between conception and the vocal adjustment. If once this connection is made, the habit of thing in a particular language is soon formed. In so far as the aim of the teaching of English in the first two years is to be the attainment of the basic knowledge of English, viz., speaking knowledge, the most adequate method must be the one which emphasizes the drill in sounds above all. Since Japanese has no organic relation with English from the standpoint of the science of language, the acquisition of English must be a purely mechanical process. Mere imitation does not fulfill the aim of such learning. Each step in building up of a solid basis of English must be made very clear to the child’s mind by means of constant drill and practice.

It is often said that too much "phonetic drill" in class gives no good result. But the truth is that such practice has never been kept regularly and consecutively throughout the entire course of the middle school. Therefore, the drill taken in the beginning amounts to nothing after all. Phonetic drill as popularly understood is something complicated and highly scientific. But what the writer has in mind is the constant drill in sounds and the definite associations between the sound and the
meaning for which it stands. The question is how to build up such basic knowledge and also what to employ as the media. To answer this question, a great many teachers attempted to analyse the sounds and show the positions of the vocal organs for each one of them when produced.

Some have gone so far as to recommend the phonetic script. However, too hasty change likely results in mere confusion and unnecessary complexity on the part of the child. After all such phonetic principles and applications are primarily for the teacher, but not for the child. The abuse of phonetics is often heard; if there is any such abuse, it is usually due to the pedantry of the teacher.

Coming back to the method proposed, I shall discuss it item by item:

(1) Drill in sounds;

Every new sound must be presented orally. Vocal training, such as the shaping of the mouth and the moving of the jaws and the cheek muscles, can be given with the drill in sounds.

All the sounds unfamiliar to the Japanese, such as, ū, ū, ā, th, l, sh, etc., etc., must be distinctly and carefully taught. Vowels precede consonants, since every Japanese word ends in a vowel, attention must be called to the consonant-endings of English words, for instance, "child" may be read like childo; a mechanical device may be made to
avoid such danger, draw a line between d and o, thus, child, let the child hold breath when he comes to the final consonant.

For the difficult consonants a sentence like "Peter Piper picked a peck of pepper" can be advantageously used.

The most confusing sounds for the Japanese, such as sl and r, or s and th, or s(z) and zh, must be taught group by group like, "She seals sea-shells"

(2) The names of the alphabet;

The distinction must be clearly made that the child do not mix up the sounds and the names of the letters,

The fat that a or b is read as ei or be a combination of a vowel and a consonant must be taught.

(3) Drill in spelling;

The use of the phonetic script ought to be recommended, but the existing textbooks and dictionalrics are not yet transliterated; so such rules as quoted below could be given:

a- Omit silent letters, viz., tho, thru, altho,
   catalog, pedagog, gost, iland, foren, rime,
   orsoveren;

b- Omit final e when phonetically useless or misleading; and also after elv rv, viz., giv, liv, engin, activ abl, sensivl,
promis, etc. But in such words as dive, fine, note, etc., to omit the final e would change the sound of the preceding vowel.

c- When ed final is pronounced as d write it simply d. When it is pronounced as t write it simply t; as armd, hangd, kist. But when the final e affects the preceding vowel the e must be retained; as baket, ordedect.

d- Change ph and gh to f; alfabet, draft, etc.

e- Omit silent b and n always; det, lam, atum, etc.

f- In the combination ea, sounded as in earth or heart, use the letter which is pronounced and omit the other; hed, ment, hart, etc.

g- Omit te from ette final and ue from gue; coquet, quartet, leag, harang, but not tong. Change to Milton's way tung.

h- Use one l in place of two; til, shal, skilful, etc., but not in hall, ball, etc., where the omission suggests a wrong pronunciation.

i- When z is the sound use that letter instead of s; adviz, exorcize, enterprize, etc.

j- When ice is pronounced is spell it so; notis, servis, justis, etc.

(4) Pemmanship:

All the sentences used for the exercises so far should be now reproduced in writing; capital letters first and then small letters

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For those rules, see "SIMPLER SPELLING WHO ADVOCATE IT?" Standing committee of simplified spelling Illinois Teachers Association
Reading:

After the completion of the drill in sounds in general comes reading; an easy reader may be used; the content of the reader shall be as follows:

(a) All the lessons must be well connected;
(b) Inflections can be indicated either by musical notes or some other signs;
(c) New words in each lesson must not exceed five;
(d) Each lesson must of such length that it can be taught within an hour;
(e) Rhymes, stories, and fables are recommended;
(f) Words of too many syllables must be avoided;
(g) The grammatical materials involved must be purely elementary.

Application:

(a) Drill in sounds precedes all other exercises every hour;
(b) The meaning of each lesson must first be clear; then comes reading;
(c) The review of each lesson is necessary oral or written;
(d) Mutual conversation among the pupils must be encouraged for the sake of practice;
(e) At the end of each hour, a few minutes in the writing of the memory passages;
(f) At the end of each week, there must be
some home work in composition, using all the materials already gone over;

(g) Grammatical facts and principles must be taught **inductively** while reading;

(h) A particular note-book for grammar is **recommended**.

In short, this method emphasizes the establishment of the definite associations between conception and its symbol by means of as many factors as possible, visual, auditory, cutaneous, and kinaesthetic. The sole aim of such teaching is the building of the solid foundation of the speaking knowledge which is the basis of the language. The enthusiastic attitude of the teacher and the constant drill of the pupil alone bring success.