Textbooks in English for Beginning Adults

by

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TEXTBOOKS IN ENGLISH FOR BEGINNING ADULTS

By Edward Ray Himrod

"Textbooks in English for Beginning Adults," by Edward Ray Himrod, is a thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in Education, in the Graduate Division of the University of California, May, 1922.

The purpose of this study may be said to be twofold. First, the purpose of this study is to show that the available textbooks in English are inadequate to meet the needs of beginning adults -- adults who are beginning the study of the English language. Secondly, the purpose of this study is to offer suggestions concerning the organization of textbooks in English for beginning adults.

The thesis is divided into six chapters, followed by an extensive selected and annotated bibliography in the subject, and a directory of leaders and sources of information concerning the Americanization movement.

Chapter I gives a statement concerning the purpose and a discussion of the importance of the study.

In Chapter II, the tracing of the development of illustrated elementary textbooks with particular reference to recently published textbooks in English purporting to meet the needs of adult students leads to

conclusions to the effect that there has been a noticeable continuity in that development, and that certain principles have been established which may be applied at the present time in the production and judgment of textbooks in English for beginning adults.

Chapter III contains a report on a survey of a typical class in English for beginning adults, in Garfield Evening School, Oakland, California. The analysis of this report provides an additional basis for conclusions concerning textbooks.

Chapter IV is devoted to descriptions of available textbooks in English in order to determine if any of them meet the needs of adult students, and to determine if any of them offer examples of the application of the principles summarized in preceding chapters.

Chapter V offers a discussion of the psychological basis of direct methods in teaching English to beginning adults, with conclusions favoring the discarding of translation methods in favor of direct methods.

Chapter VI answers the eternal question: "What kind of a textbook can you use in teaching English to illiterates of different nationalities?" The chapter contains sample pages illustrating the application of the principles discussed in preceding chapters, with suggestions to publishers and teachers.

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CHAPTER I

I N T R O D U C T I O N

In judging a study such as this thesis, the critic usually asks three questions:

1. What is the purpose?
2. Is the study worth while?
3. Is it well done?

The aim in this introductory chapter is to offer answers to questions 1 and 2. Answer to question 3 is left to the teachers who labor in the great field of adult education; to the employers and workers who know the handicap which retards the non-English-speaking adult; to the Americans by choice, who, having overcome the language barrier, appreciate the nature of the problems besetting the immigrant; to all who seek to make smoother the path for those who shall follow.

PURPOSE

1. What is the purpose of this study?

The purpose of this study may be said to be twofold. First, the purpose of this study is to show that the available textbooks in English are inadequate to meet the needs of beginning adults -- adults who are beginning the study of the English language. Secondly, the purpose of this study is to offer suggestions concerning the organization of textbooks in English for beginning adults.

PROBLEMS

Many problems arise in connection with the production and judgment of textbooks. The problems given attention in this thesis are outlined below.

a. Does a study of the development of illustrated elementary textbooks reveal any noticeable continuity in that development? Does such a study reveal any established principles which may be applied at the present time in the production and judgment of textbooks in English for beginning adults? (See Chapter II.)

b. What is the nature of a typical class in English for beginning adults? Considering the answer to this question, what conclusions concerning textbooks

can be drawn? (See Chapter III.)

c. What is the nature of the available textbooks in English for beginning adults? Do any of the available textbooks offer examples of the application of the principles summarized in preceding chapters? (See Chapter IV.)

d. Is the psychological basis of direct methods in teaching English to beginning adults strong enough to justify recommendation that translation methods be discarded in favor of direct methods in all such teaching, whether class or individual? (See Chapter V.)

e. In order to meet the needs of beginning adults, how should a textbook in English be organized? (See Chapter VI.)

VALUE

2. Is a study of textbooks in English for beginning adults worth while?

The language barrier must be broken down. The men and women who laid the corner stones of this nation cried: "IN UNION THERE IS STRENGTH!" Union depends upon community of thought, and community of language is a mighty factor in the production and maintenance of that community of thought. He who makes easier the overcoming of that language barrier serves

the whole nation; indeed, he serves all mankind.

THE LANGUAGE SITUATION IN THE UNITED STATES

No one knows how many million people in the United States cannot speak English. Of these people who cannot speak English, the large majority is foreign-born, but not a few are native-born.

Of the men examined by the draft boards, 1917-1918, 24.9 per cent. could not read a newspaper or write a letter in English. Army authorities were compelled to establish schools to teach the English language to soldiers who could not understand spoken commands.

John F. Weeks, Secretary of War, gives ignorance of the English language first place among the enemies of the United States. He declares further that many soldiers were killed or wounded in the war because they did not clearly understand English.

Weeks, John W. American Legion Weekly, August 12, 1921. 4. "Americanism and the Problem of Illiteracy."

THE NECESSITY OF A KNOWLEDGE OF THE ENGLISH LANGUAGE

Mrs. H. K. W. Bent has prepared a statement in which she declares that a knowledge of the English language is necessary in this country in order to obtain

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employment, to understand orders, to avoid accidents, to know the laws, to comprehend court processes, to be independent of interpreters, to escape exploitation and fraud, to be able to live outside of colonies of foreigners, to associate with English-speaking people, to maintain intimacy with children learning English in the day schools, to learn the history, ideals, and standards of the country, and to acquire the feeling of being an American.

Bent, Mrs. H. K. W. Americanization: Suggestions for Speakers. Sacramento, California State Printing Office, 1919.

THE ADVANTAGE TO THE COUNTRY

Concerning the advantage to the country, Mrs. Bent points out that knowledge of English decreases the concentration of immigrants in foreign colonies, increases the value of immigrant labor, relieves the courts of offenders against ordinances which are not understood, lessens the power of the alien propagandist and trouble maker, and opens the way for socializing influences of every kind.

THE IMPORTANCE OF ADULT EDUCATION

In a discussion of the need of more and better English teaching and aids to English teachers, Winthrop Talbot writes as follows:

> "The government of the United States is a government by representation, and its integrity and effectiveness depend upon the intelligence of all the people. This intelligence rests mainly upon the easy transfer of thought and information from one person to another by means of the spoken word and the printed page. In an illiterate community the sense of civic responsibility is at its lowest, and disease, social isolation, and industrial inefficiency are found in highest degree.
>
> "It is difficult for those who can read easily to form even a bare conception of the mental limitations of the illiterate, the near-illiterate, and the non-reader. It is still harder to appreciate the material handicaps to earning a livelihood entailed by illiteracy. While illiteracy does not necessarily imply ignorance, it does predicate lack of information, comprehension, and understanding. It increases prejudice, suspicion, and passion, and diminishes natural appreciation and power to coöperate, yet coöperation is the essence of modern civilization, and inability to coöperate is the basis of race hatred. So that illiteracy is clearly a topic for national solicitude, and its eradication a proper subject for government action.....
>
> "The do-nothing policy has been costly in many respects. The percentage of avoidable accidents is increased through the inability of workers to read danger warnings or comprehend directions which would prevent accidents.
>
> "Inability to read involves waste of raw material in many industrial operations, entailing needless expense in manufacture and disappointment and irritation with regard to expected earnings.

"In industrial organizations illiteracy results in ignorance of essential information and important work directions, and this causes misunderstanding and friction. It is noteworthy that industrial centers characterized by a high percentage of illiteracy are especially subject to costly and prolonged labor difficulties; notable examples have been Lawrence, Mass., Paterson, N. J., and the Colorado mining districts."

Talbot, Winthrop. Adult Illiteracy. Washington, U. S. Bureau of Education, Bulletin, 1916, No. 35. 18-21.

The teaching of English to adult immigrants and to native-born men and women who have failed to learn English is a public responsibility which should command the best of teachers and equipment.

During the strenuous years of the war, 1917-1918, the Americanization movement strengthened the growing demand for easier methods of teaching adults to speak, to read, and to write the English language. The presence of men and women of several nationalities in the same classes made imperative the development of non-translation methods of teaching which would eliminate guessing and failure and consequent discouragement.

It is this situation which makes especially worth while a study in textbooks in English for beginning adults.

CHAPTER II

THE DEVELOPMENT OF ILLUSTRATED ELEMENTARY TEXTBOOKS WITH PARTICULAR REFERENCE TO RECENTLY PUBLISHED TEXTBOOKS IN ENGLISH FOR BEGINNING ADULTS

The aim in this chapter is to trace the development of illustrated elementary textbooks, with particular reference to recently published textbooks in English intended to meet the needs of beginning adults, in order to determine if there has been any noticeable continuity in that development, and to determine what principles so established may now be applied in the production and judgment of textbooks in English for beginning adults.

PROGRESS IN TEACHING METHODS

From time to time, since Comenius began his great work nearly four hundred years ago, progressive language teachers have pointed out and demonstrated the value of arousing and maintaining interest by dealing with familiar activities, situations, and objects. As an aid to habit building, they have tried to stimulate effort by providing opportunity for continuous success. They have avoided skips in the development of speaking, reading, and writing vocabularies. They have shown the meaning of new words objectively, they have dramatized situations, or they have explained the new in terms of the familiar.

More and more teachers have sought to reach the mind of the student through as many senses as possible, in order to facilitate the formation of the desired language habits. In language study, they have given first place to oral discussion and active demonstration. They have learned to use textbooks for reference and for testing comprehension, rather than as a basis for assignment of tasks.

Courses have been organized in small units in efforts to reduce the possibility of failure and discouragement and to provide a ladder of success up which the student may climb as rapidly as he is able.

EARLY PRIMERS

The first primers were books of religious instruction. In the minds of teachers and authors, language teaching took a place of secondary importance.

Huey, E. B. The Psychology and Pedagogy of Reading. New York, Macmillan, 1916. 240-261.

Examples of these religious primers include: "Abecedarian," "Paternoster," "Ave Maria," "Benedicite," and "Gratias."

The first Protestant primers served as manuals in the church services and as textbooks in the schools. Here again, content and vocabulary failed to link up with the ordinary events of daily life.

Then Philip Melancthon wrote a primer in which he devoted fourteen pages to Greek philosophy, thereby paving the way for the development of secular readers.

A PRIMER FOR CHILDREN

Schulte made an attempt in 1532 to adapt a primer to the interests of children. He used pictures and rhymes to fix the lessons in the mind of the student. He invited interest by reference to the situations and activities of daily life.

Two years later, Ichelsamer placed in parallel columns pictures of animals, the names of the animals,

and the letters whose sounds most resembled the cries of the animals pictured. Thus, opposite the picture of a dog appeared the word dog and the letter r.

COMENIUS

John Amos Comenius, the founder of modern pedagogy, stands as the first great international exponent of the right of every human being to an education. He is credited with reform in the methods of language teaching in many countries.

Cubberly, E. P. The History of Education.
--- Boston, Houghton Mifflin, 1920. 409-416.

In 1631, Comenius published the "Janua Linguarum Reserta," which was made up of simple sentences, Latin and the vernacular in parallel columns. The "Janua" became popular immediately. It was soon translated into sixteen languages, including English.

Comenius followed the "Janua" with the "Vestibulum," which was also printed in parallel columns.

In 1658, Comenius published the more simple "Orbis Sensualium Pictus," his famous illustrated primer. It was even more popular than his earlier books. In the one hundred fifty illustrations, single objects were

numbered. In the bilingual lesson texts underneath the pictures, the names of the numbered objects were marked with the corresponding numbers. The lessons were developments of topics suggested by the pictures. The language was conversational, and the content was familiar to ordinary students.

The "Orbis Pictus" was widely used for nearly 200 years. It was translated into many languages, and reprinted in various editions.

An excellent edition appeared in England in 1727. In 1810, an edition was printed in America. In 1887, C. W. Bardeen, of Syracuse, New York, reprinted the English edition of 1727.

Comenius shifted the early emphasis in language teaching from mere sounds and abstract ideas to every-day things, to familiar objects, to physical activities, and to concrete concepts. He attacked the spelling method of teaching reading when he introduced his system of numbered pictures followed by a printed key to the pictures. His aim was to connect the word with the object, the sentence with the action, the topic with actual life.

EARLY ENGLISH PRIMERS

The early primers in English were mostly ungraded and unillustrated. There is little evidence of effort to provide books in which the language was fitted to the needs of beginners.

Before 1700, semi-graded, crudely illustrated primers appeared in both England and America. The British book was called, "The Protestant Tutor." The American book, "The New England Primer," was an abridgement of "The Protestant Tutor."

Measuring 3 1/4 by 4 1/2 inches, and containing but eighty-eight pages, "The New England Primer" became popular in all the American schools except those controlled by the Church of England. The book combined religious and secular material. It was adapted after a fashion to the needs and interests of children. The spelling lists were graded according to the number of syllables. The alphabet was ornamented with wood-cuts which illustrated rhymes, mute evidence that aids to interest were in the mind of the author.

SPELLING BOOKS

The development of spelling books marks the

final transition from religious to secular readers. The first edition of "The English School-Master," by Edmund Coote, appeared in 1596. This book was a useful teacher's manual. In addition to the spelling lists, the book contained two pages of script for writing copies.

In 1740, Thomas Dilworth published "A New Guide to the English Tongue." This book contained some illustrated fables, word lists, and other features which were soon imitated by other publishers.

BASEDOW

Johann Bernard Basedow published two important books in 1774. In the "Book for Fathers and Mothers of Families and of Nations" he announced a doctrine of adaptation of material to student, and discussed the psychology of learning through the senses, a natural method of language instruction, and a study of objects. He summed up the work of Bacon, Comenius, and Rousseau.

Basedow's "Elementary Work with Copper Plates" appeared in four volumes. It contained one hundred illustrations. It put into practise Basedow's desire to make easier the task of learning to read.

In the experimental school which Basedow opened at Dessau, languages were taught through conversation.

PESTALOZZI

In 1774, Pestalozzi opened his famous school at Neuhof. Like Rousseau and Basedow, Pestalozzi tried to work out more natural methods of language teaching. For "chattering of words" he substituted observation, experiment, and reasoning. Perception of real objects and development of real ideas preceded conversation, and conversation preceded reading and writing. The word was connected with the object, with the act, with the idea. Both English and American pedagogy show the influence of these European teachers.

Cubberly. History. 539.

NOAH WEBSTER

The production of graded primers was greatly stimulated by Noah Webster. He published his "American Spelling Book" in 1783. This book was a combined alphabet, primer, speller, and reader. The word lists were carefully graded. This book soon displaced the older spellers.

GRADED PRIMERS

In the early years of the nineteenth century,

Pestalozzian ideas grew rapidly in popularity in America. Many series of graded readers appeared. Keagy's "Primer," published in 1826, was one of a number of graded primers featuring object lessons.

Pierpont discarded treatises on inflection, emphasis, accent, and punctuation in elementary textbooks. He wrote: "Reading, like conversation, is learned from example rather than by rule."

Six million of Cobb's readers were sold between 1831 and 1841. Cobb tried to interest children through stories and information about animals.

Horace Mann ridiculed the method of teaching reading laid down in Webster's Spelling Book, and encouraged the use of words in complete sentences.

ORAL LANGUAGE LESSONS

About 1848, Edward A. Sheldon attained a position of leadership among those who were active in the introduction of Pestalozzian ideas and methods in America. In 1860, Sheldon imported from England the object-method apparatus and the publications of the English Home and Colonial Infant Society.

Those who had a part in the Oswego movement started by Sheldon regarded the development of the senses as more important than mere memory work. In their oral teaching and class discussions they aimed primarily at the development of fluency in language.

Oral language lessons were a natural outgrowth of the Oswego movement. Since 1860, usage as a means of learning English has gradually displaced the study of formal grammar, and the building of whole sentences instead of the analysis of sentences has become common practice.

Cubberly. Public Education in the United States. Boston, Houghton Mifflin, 1919. 270, 296-300.

FRANCOIS GOUIN

Francois Gouin devised the method of grouping a number of sentences around one central activity. Such a group of sentences, called a theme, is intended to be dramatized and memorized. Every theme has a definite end or goal of the action. The group of sentences describes, often in a stilted, unconversational manner, the actions leading up to the end.

Gouin, Francois. Art of Teaching and Studying Language. New York, Scribner's, 1892.

In the theme method of language teaching, the verb receives the major emphasis. Teacher and student perform the act as they speak the words. In the textbook, the verbs used are printed in a column at the side of the page. The verb is directly connected with the action, and the noun with the verb.

Gouin did not distinguish between children and adults in his language teaching. The theme method may be used with students of any age.

The great weakness in this method lies in the practice it gives in the use of language not employed in ordinary conversation. The learning process is artificial, and tends to give the student a perverted notion concerning the language.

FRANCES LILIAN TAYLOR

In 1895, the American Book Company published the "Werner Primer," by Frances Lilian Taylor. This book is the culmination of achievements in textbooks fitted to the needs of little children. Mentioning Froebel, the author develops in the introduction the

principle of adaptation of lesson to student, and recognizes the ability of the hand to help the brain in the acquisition of knowledge.

Although the book is aimed to meet the needs of little children who are already talking English, many of the principles announced and illustrated therein, together with the helpful suggestions to the teacher, might well be transferred to a textbook to be used in teaching adults who can neither read nor speak English.

Parallel arrangement makes easy transition from script to print. Both script and print are large and clear. New words are introduced gradually and repeated frequently, in varying associations. Many of the excellent illustrations are pictures of individual objects.

All of the early sentences are commands whose meaning can be demonstrated. Comprehension in silent reading is to be developed before oral reading is begun. Conversation is encouraged by unanswered questions. Conversation about the objects and actions involved is to precede the reading of new material. The student is to be trained to express his thought in complete sentences, thus making certain drill in the correct use of verbs. The early sentences are short.

HARRINGTON AND CUNNINGHAM

In 1904, D. C. Heath and Company published an unillustrated book, "First Book for Non-English-Speaking People," by W. L. Harrington and Catharine J. Cunningham. The popularity of this book among immigrants at the present time warrants the declaration in its introduction that the method of teaching used by the authors enables students of any age to acquire in three months a good foundation on which they may build with ordinary reading.

The method is one of usage of English in the classroom. Correctness in spoken and written English is the dominant aim. The approach is conversational, natural, and objective. Sentences are built as thoughts concerning the objects named.

Oral mastery of the sentence precedes reading and writing. Setting of copies on the blackboard, the erasing of these copies, and the dictation of these copies, followed by the resetting of the copies, enable the student to correct his own work. New verb forms are repeated in varying associations. When verbs of action appear, performance of the action by the pupil is suggested. The past tense appears first in Lesson 24.

By means of dramatization, the meaning of the early lessons can be easily demonstrated. Commands insure drill in the use of the simple present verb forms. The more difficult verb forms and constructions are carefully graded. The sentences are consistently short.

The value of the appeal to the different senses is pointed out. The use of 20 point type in printing the early lessons shows appreciation of the needs of beginners which has not been manifest in the use of smaller type in certain textbooks published since 1904.

No pictures are necessary in this book, as the objects and parts named may easily be pointed out in the classroom. Most of the language used is suitable to adults as well as to children. Several years were to pass, however, before much interest was taken in the publication of textbooks intended to meet the needs of beginning adults.

CHANCELLOR

In 1911, the American Book Company published W. E. Chancellor's "Standard Short Course for Evening Schools," a summary of four earlier textbooks by the same author. Chancellor points out the efficiency of

direct methods in teaching English to beginning adults. and shows that the adult learns to speak a language easiest when he approaches it just as a little child approaches the language problem, i.e., he learns to speak before he learns to read. He also makes clear the weakness of translation methods.

Nevertheless, in his first lesson, Chancellor introduces words whose meaning cannot be demonstrated objectively. The value of his work lies in the excellent pictures of scenes and individual objects.

MARY F. SHARPE

In this same year, 1911, the American Book Company published "A First Reader for Foreigners," by Mary F. Sharpe, apparently aimed to be used in the teaching of English to foreign-born children. Verbs of action and commands are given prominence. Complicated language is introduced gradually. The illustrations are clear and attractive.

PETER ROBERTS

In 1912, the Association Press took up the

adult cause in the publication of "English for Coming Americans," a teacher's manual, accompanied by loose leaf lessons and wall charts, by Peter Roberts. Roberts develops the principles laid down by Gouin twenty years before, and sums up the experiences of many successful teachers of beginning adults.

The lessons outlined by Roberts are based on activities. The approach is strictly oral. The student learns to speak new English sentences in each lesson.

MARKOWITZ AND STARR

In 1914, the American Book Company published "Everyday Language Lessons," by Alfred J. Markowitz and Samuel Starr. The preface announces that the teacher is reminded in every lesson to use the text as a basis for conversation, and notes the advantage derived from hearing and using and seeing the word in connection with interesting objects and activities.

The organization of this book shows regard for the environment and needs of the student. Sentences are selected from those the student is most likely to hear

and need to use. Most of the language is suitable to adults. Commands and unanswered questions appear frequently. From the beginning, correct use of verb forms is the dominant aim.

RAYMOND F. CRIST

In 1918, the Bureau of Naturalization, U. S. Department of Labor, published a "Student's Textbook," by Raymond F. Crist. The attitude of the author is encouraging to those looking to the government for a textbook useful in the teaching of English to prospective citizens. The following announcement appears on page 2:

> "The teacher who will write down any thought to improve the text at any part or point and at once forward it to the Bureau of Naturalization will render a patriotic public service. Available ideas will be incorporated in a new edition."

This book was compiled after suggestions had been invited from the public schools of the country. The book claims to attempt to provide what the student really needs. The greatest value of the book lies in this spirit. May it prove contagious! The type used in printing the lessons is ridiculously small, and the space devoted to lessons in English is abbreviated, but the oral approach is encouraged. The book is not illustrated.

HENRY H. GOLDBERGER

In the same year, 1918, Charles Scribner's Sons published "English for Coming Americans," by Henry H. Goldberger. This book is based on the principle that speaking is the psychological basis for reading and writing. Its immediate aim is to help the student express his needs in English to English-speaking people.

The sentence is recognized as the psychological unit of speech. The lessons are built around topics.

Ability to use English is declared to be more essential than ability to conjugate verbs and ability to chart the personal pronouns.

In addition to textbooks, Goldberger is the author of several teacher's manuals. He discusses various methods of approach in "Methods of Teaching English to the non-English Speaking Foreign-Born," published by the Americanization Bureau of Pennsylvania. He demonstrates the superiority of direct methods over translation methods in teaching English. He shows that the use of commands is particularly effective in teaching the meaning and the use of verbs and prepositions and the other parts of speech.

Goldberger emphasizes the importance of conversation, of dramatization, and of drill in those sentences and expressions which the student needs to use immediately. He dwells on the superiority of the development method

over the stilted theme method of Gouin and Roberts. The development method treated by Goldberger uses a series of related questions, grouped about an object, a scene, or an activity. It is a natural method. It encourages variety in sentence structure. It allows immediate correction of errors. It develops ability in both oral and written composition.

Goldberger points out the necessity of tests of comprehension when pictures are used as illustrations. He particularly emphasizes the need of textbooks so organized that the understanding of pupils may be tested. He suggests that a textbook should contain series of questions which cannot be answered unless the text is understood. He advises the printing of sample answers in the early lessons. He further suggests that all difficult words should be correctly pronounced and mastered before they are seen in print or in script.

GENERAL CRITICISMS

Whenever leaders in Americanization gather to discuss their problems, one criticism of available textbooks in English for beginning adults is sure to be heard. This criticism is to the effect that authors and publishers

of textbooks try to do too much in one book. Textbooks give too much evidence of an eagerness to win the coveted adoptions by school boards and principals which insure profits. Classroom needs deserve greater consideration.

Attention is frequently called to the fact that the available textbooks are too far advanced for many beginning adults. They are based on assumption of a foundation and a mastery of vocabulary not possessed by thousands of men and women who would attend evening schools if they were sure of receiving help.

Teachers are warned concerning the comparative uselessness of explanation and definition of abstract terms in elementary language textbooks. We are told to use no language so abstract that its meaning cannot be dramatized. We are urged to get back to objects and pictures and actions and illustrations, back to commands and questions and similar tests of comprehension.

BERLITZ

The textbooks of M. D. Berlitz are examples of what can be done when mastery of language is the dominant aim of the textbook writer. In 1919, Berlitz published his "Method for Teaching Modern Languages, English Part, First Book." Large colored wall charts and objects are

used in explaining the meaning of concrete words. Abstract words are defined in terms of the familiar. The association of ideas is employed. New words and sentences are directly connected with perception and thought. English is used constantly and exclusively. Taking the psychological process by which children learn their mother tongue, Berlitz adapts it to the needs of the student of any age.

In the early lessons, conversation is developed about objects. The later lessons are divided into three parts: the oral development of vocabulary, the reading of the text, question and answer exercises.

No lessons are assigned in advance. Constant review and practice is encouraged.

Berlitz employs new words in such a manner that the meaning is conveyed by the context. Questions are then asked which compel the student to use the new word. These questions also serve as accurate tests of comprehension.

Idioms are explained as wholes, rather than by analysis.

Reading is preceded by oral development, enabling the student to master the word orally before he sees it printed or written.

FRANK THOMPSON

Frank Thompson's particular contribution lies

in the field of theoretical discussion. In 1920, Harper and Brothers published his book, "The Schooling of the Immigrant." Chapter V of this book is devoted to the problem of teaching English to the immigrant. Thompson believes in making the lesson fit the student. He insists on the use of the conversation method of approach (page 211.) He declares that language which is to be the medium of communication should be taught by a method which emphasizes such communication. He declares the teacher of beginning adults needs the highest professional skill.

FISHER AND CALL

In 1920, Ginn and Company published "English for Beginners, Book One," by Annie Fisher and Arthur Deerin Call. The content is better suited to the experience of children than to the experience of adults. Ninety topical lessons are developed in 248 pages, illustrated with hundreds of pictures of single objects. Many of these pictures of single objects are labelled with the names of the objects.

Commands are introduced in the first lesson. The organization of the lessons in the form of dialogue between teacher and pupil insures the use of conversational language.

The meaning of the early lessons can be easily dramatized. Sentences with blanks to be filled by the student appear frequently.

Excellent suggestions to the teacher appear in the introduction only. Phonetic word lists appear in the appendix only. The appendix also contains groups of sentences useful for drill in the correct use of prepositions.

The flood of orders which followed the announcement of this book is ample evidence of the demand for an illustrated textbook using the conversational method.

FRANCES K. WETMORE

In this same year, 1920, the Chicago Association of Commerce published "A First Book in English for Non-English Speaking Adults," by Frances K. Wetmore. The organization of this book shows evidence of effort to meet the needs of adults.

The illustrations picture single objects. Each picture is large and clear. Printed alone on numbered pages, they provide the equivalent of a series of numbered pictures of single objects.

The fifty-two topical lessons are printed with large clear type, paralleled by equally large clear script which furnishes excellent writing copy.

There are no suggestions to the teacher or notes to confuse the student.

Demonstration of the meaning of a few of the words is difficult, but the lessons do not increase in difficulty.

OSCAR GALENO

The work of Oscar Galeno is also well suited to the needs of adults. In 1921, the Gregg Publishing Company published the "Galeno Natural Method," consisting of "Book One" and "Book Two" and a large thirty-five page picture chart. The books contain reproductions of the pictures which appear on the chart. The books are bilingual, and may be used in teaching either Spanish or English. The charts may be used in teaching any language.

An excellent teacher's manual has appeared more recently.

Fluency in the use of language is Galeno's dominant aim. He declares that the beginner in the study of a language should approach that language very much as a child approaches its mother tongue. He emphasizes the importance of thinking in the language which is being learned.

The hundreds of objects, scenes, and activities pictured by Galeno are made the basis of conversation. The approach is oral and direct. The textbooks are intended for aids in testing the student's comprehension, and for helps in review study, and not for use in the classroom as readers. Objects and parts in the pictures are numbered. A page of pictures is followed by a key to the pictures.

THE CLEVELAND LESSONS

In December, 1921, the Americanization Department of the Oakland Public Schools received a set of twenty-six lessons published by the Atlantic Monthly Press. The series is called, "First Reading Lessons for Adults." Each lesson is illustrated with a large engraving. Lessons and pictures are printed on heavy, unbound sheets, 11 3/8 by 8 3/4 inches. The lessons are printed with 6 mm. type.

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This excellent series of lessons, prepared by public school teachers in the field of adult education in the various factories and community centers in Cleveland, Ohio, has become known as "The Cleveland Lessons." The content of the lessons is suited to the experience of adults. The meaning of the lessons can easily be demonstrated by means of the pictures, objects, and dramatization. While unbound, this series of lessons merits special commendation in a study of textbooks in English for beginning adults.

CONCLUSIONS

Considering the facts treated in the foregoing historical sketch, we may conclude that, beginning with Comenius, there has been a noticeable continuity in the development of illustrated elementary language textbooks. We may also conclude that certain principles as established by the experience of successful teachers, principles whose application is illustrated in various textbooks, may be applied at the present time in the production and judgment of textbooks in English for beginning adults. A summary of these working principles follows.

SUMMARY OF ESTABLISHED PRINCIPLES

For the sake of economy and efficiency, the learning and the teaching of the English language should be made as easy as possible.

Teaching methods should obey the laws of psychology.

Effort by the student should be stimulated by the elimination of the likelihood of guessing and failure. Stated more positively, effort should be stimulated by the organization of courses in small units in such a way that opportunity is provided for continuous success and progress according to ability.

Where possible, new words should be heard and used and seen in connection with interesting and familiar objects, situations, activities, and ideas.

The emphasis should be placed on every-day things, familiar objects, physical activities, and concrete ideas, rather than on mere sounds and abstract ideas connected with religion and patriotism.

In textbooks for beginning adults, content and vocabulary should be linked up with the ordinary events of daily life, in which command of the language is essential. Content and vocabulary should be suited to the thoughts and experiences and problems of adults.

Vocabulary and constructions introduced should

be carefully graded, so that increase in difficulty may be counterbalanced by increase in ability on the part of the student. Moreover, new words and new complicated expressions should be introduced gradually and repeated several times with varying associations.

Direct methods are preferable to translation methods in teaching English to beginning adults, without reference to the fact that, due to the variety in the nationalities represented, only non-translation methods are expedient in most of our Americanization classes.

Idioms should be explained as wholes. They should be explained through the context, in terms of the familiar, or through use, rather than through analysis and attempts at translation.

Perception and thought should be directly connected with new words and sentences.

Continuity in the association of the ideas introduced is desirable, especially through succeeding sentences in the conversation built around any one topic.

Skips should be avoided in the development of speaking, reading, and writing vocabularies, i.e., the new should be explained in terms of the familiar.

To avoid skips and breaks in the continuity of

the acquisition of the new language habits, textbooks should not be too inclusive. The textbook for beginners should help lay the foundation on which the teaching of history and civics may be laid. The aim should be instruction, not preaching.

The hand should be called upon to help the brain in the acquisition of language habits. In early lessons, the verb should be given prominence. For connecting the word with the action, and for testing comprehension at the same time, no better means than commands have been devised.

The early commands should be selected from those which the student will hear and see and need to give most frequently. The selection of these commands should be limited to those whose meaning can be demonstrated. Other commands are valueless in a typical evening school class in English for beginning adults. The student should perform the action indicated by the command, and then he should in turn make another person understand the command.

Names of familiar objects which the student must recognize and know are second in importance only to the more common verbs.

Perception of objects and the development of real ideas should precede conversation. The meaning of new words should be shown objectively if possible. When pictures are used as illustrations, just as in the use of objects, tests of comprehension are essential. Textbooks should be so organized that the understanding of the student may be easily tested.

Pictures of individual objects and parts of objects should be numbered. Names of objects should be separated from the pictures of the objects. The names and the corresponding numbers should be arranged in a key.

Speaking is the psychological basis for reading and writing. Speaking naturally precedes reading. Language which is to be used for communication of thought should be taught by methods based on communication of thought.

Where correct pronunciation is an aim, words should be understood, pronounced, and mastered orally before they are seen in print or in script.

In any case, oral development of vocabulary should precede reading and writing. This development

consists of conversation about the objects, actions, and ideas involved.

Comprehension in silent reading should be present before oral reading is begun.

Ordinary readers should be used only for reference and in testing comprehension in silent reading.

Reading, like conversation, is learned from example rather than by rule, and should be taught by example. This principle eliminates from textbooks in English for beginners treatises on inflection, emphasis, phonetics, accent, and punctuation. Usage as a means of learning English should displace early study of formal grammar.

Accuracy in comprehension and fluency in communication should receive major emphasis in the aims of the teacher.

The mind of the student should be reached through as many senses as possible.

Thinking in English is essential to the development of fluency in speaking and writing, as well as to the development of accuracy in comprehension. Observation, experiment, reasoning, and the drawing of conclusions in English should be stimulated.

The questions introduced in early lessons should

be answered in the book. The printing of the questions in numbered lists followed by the correct answers in similarly numbered lists furnishes a stimulant to thinking in English.

The sentence is the psychological unit of speech. A tendency to express thought in complete sentences should be cultivated. The early sentences should be short, involving not more than seven or eight syllables.

Words should be used in sentences as soon as possible.

The early lessons should appear in both print and script. Script and print should be large and clear.

CHAPTER III

A TYPICAL CLASS IN ENGLISH FOR BEGINNING ADULTS

Study of the principles applied in the production and judgment of textbooks in English for beginning adults suggests at once questions concerning the exact nature of a typical class in English for beginning adults. What nationalities are represented? How old are the students? What are their occupations? What are their ambitions and plans? What are their prospects? What is their language ability? What is their educational status? What conclusions concerning textbooks can be drawn from a study of the answers to these questions?

The aim in this chapter is to analyze a typical class in English for beginning adults in order to answer the above questions. Familiarity with Americanization efforts in Oakland, California, together with classroom experience in the school chosen, led to the selection of the class in English for beginning adults in Garfield Evening School as a typical class on which to base a survey of the present situation.

LOCATION OF GARFIELD EVENING SCHOOL

Garfield Evening School is located at the corner of Sixteenth Street and Twenty-third Avenue, Oakland, California. The building used is the largest of the buildings which house the Garfield Day School.

In the districts nearer Lake Merritt on the one side, and the foothills on the other, Garfield Evening School is known as a water front school. Members of the Garfield Parent-Teachers Association resent this attitude. At any rate, the school is about one half mile from the shore of San Francisco Bay, in the heart of a district in which foreigners congregate.

REPRESENTATION OF NATIONALITIES

Miss Ryan, a teacher in Garfield Day School, has investigated the nationality of the families represented in the school. Of 599 families, 254 (42.4%) are American born; 345 (57.6%) are foreign born. In these foreign born families, twenty-three nationalities are represented. Families from Portugal, Hawaii, and the Azores are grouped together. The totals of the different nationalities follow.

NATIVE COUNTRIES	FAMILIES
Austria-Hungary	6
Denmark	8
England	11
Finland	5
France	8
Germany	17
Greece	3
Holland	7
Italy	13
Ireland	7
Japan	1
Jugo-Slavia	2
Lithuania	1
Mexico	5
Norway	14
Poland	1
Portugal, Hawaii, and the Azores	192
Russia	4
Scotland	9
Servia	2
Spain	13
Sweden	14
Switzerland	2
Total	345 families

Children under age nine were excluded from the above enumeration.

Of the children in Garfield Day School, 42 per cent. are American born; 35 per cent., though of foreign birth, have sufficient mastery of English to carry on regular school work; 23 per cent. are seriously handicapped by language deficiency.

The students in Garfield Evening School are drawn from the foreign born families in this same neighborhood.

November 2, 1921, a visit was made to the class in English for beginning adults in this school. Sixteen students were present, out of a total enrollment of forty-six.

Four nationalities were represented in the class, as follows:

Portuguese	6
Spanish	6
Italian	2
Norwegian	2

The class roll showed that natives of Germany, Sweden, Austria, and Louisiana had attended since August 22, 1921.

The ages of the students ranged from 17 to 44, as follows: 17, 18, 18, 18, 19, 19, 19, 20, 21, 21,

22, 22, 24, 25, 25, 29, 44. Median, 20.5 years. Average, 22.25 years.

OCCUPATIONS OF THE STUDENTS

Of the two women in the class, one was married.

The other woman was a sewing machine operator in a cotton mill.

Three of the men were loom operators in a cotton mill; two were machine operators; two were machinist's helpers; one was a machinist; one was a carpenter; one was a battery maker; one was a truck hand in a cotton mill; one was an egg candler; one was a furnace tender; one was a druggist apparently permanently reduced to the dishwashing trade.

AMBITIONS, PLANS, AND PROSPECTS

The members of the class varied widely in ambitions, plans, and prospects.

The woman who worked in the cotton mill expressed satisfaction with her present occupation.

One of the loom operators had no plans, while the other loom operators said they were satisfied with their situation.

The machinist's helpers wanted to be rated as machinists, chiefly because of the increase in pay

involved. They had no higher ambition.

The battery maker wanted to climb in his profession, but he had formed no definite plan.

The truck hand seemed indifferent to prospects of advancement.

The egg candler said he would be satisfied with any kind of work that paid well.

The shipyard furnace tender had no plans.

The dishwasher who had been a druggist in Mexico expressed great eagerness to get an education in English, to go through high school and on to the university.

A machinist and a carpenter, unemployed, said they were satisfied when employed at their trades.

One machine operator in a cotton mill had no plans. Another operator in the same mill said he wanted to become a lawyer, "who does not have to work." He showed energy and enthusiasm to a degree unusual in such classes.

The majority of the students in such classes as the one described above are satisfied when employed at manual labor, provided, of course, that the pay is not too little. Choice between occupations is largely governed by the pay involved.

LANGUAGE ABILITY AND EDUCATIONAL STATUS

Wide variation is also evident in the language ability and educational status of the students in this class.

Of the women, the Italian cotton mill worker could speak, read, and write some English.

The other woman was Norwegian. She had made rapid progress in speaking, reading, and writing English during the two weeks she had attended the school.

One of the Portuguese had been studying English ten months. He could speak, read, and write some English. He could read and write very little Portuguese.

Another Portuguese who had been studying English six months was also almost illiterate in his native language.

Three other Portuguese, who had been studying English about one year, could speak, read, and write some English. These three men were able to read and write their own language.

One Portuguese, who had been studying English six months, could talk well in both English and French.

The Spanish boy, with ambitions to become a lawyer, had a good foundation in Spanish. He could read, write, and speak both English and Portuguese, and

should have been placed in a more advanced class. He preferred to be able to show off in a class for beginners.

The Mexican druggist knew some Latin formulas but very little English.

A Norwegian carpenter, husband of the woman already referred to, was able to speak without much difficulty. He was also making progress in reading and writing English.

One Spanish cotton mill worker had been attending evening schools for two years, but had made little progress. He said he understood French and Italian.

One Spanish youth had been in the school one month, but he could understand none of the questions put to him in English.

Interpreters were used to translate questions and answers in several cases.

The following table indicates the language ability of the class:

Number able to speak English fluently	2
Number able to speak some English	13
Number able to speak no English	1
Number able to read some English	15
Number able to read no English	1
Number able to write some English	15
Number able to write no English	1

Each student expressed desire to learn to write English, but they were all more anxious to learn to speak English.

CONCLUSIONS

From consideration of the facts treated in the foregoing analysis of the class in English for beginning adults in a typical evening school, we may conclude that in such a class there is wide variation in nationalities, ages, occupations, interests, ambitions, and abilities of the students. Choice of textbooks to meet the needs of all the members of this class must be influenced by the extent of this variation.

It should be evident that the principles summarized in Chapter II may now be applied in the production and judgment of textbooks for such classes. The students are in desperate need of a command of spoken English. They all need to learn to read and to write English, but ability to understand spoken English, together with ability to speak English, is of greater importance.

For further testimony on this vital point apply to Miss Ethel Richardson, Superintendent of Americanization, State of California, Forum Building, Sacramento, California. Other authorities are listed at the close of the bibliography submitted herewith.

These evening school students are usually employed at manual labor in the daytime. Stupidly staring at a reader results usually in evidence of drowsiness. If the students are to learn English, interest must be aroused and maintained by artificial means.

Students drift from school, searching for a teacher to start them on the road toward mastery of English, a road they have found anything but royal. It might well be stated in this connection that any textbook can serve only as an aid to the teacher. Any one who proposes to teach oral English by means of a book, eliminating the teacher, is misinformed or a faker.

Whenever there exists such a wide diversity of ability as is found in these evening classes, any course must be so organized that some students may advance faster than others. Children can be forced into lockstep in the day school, but their fathers and mothers need a different system. The necessity of providing constant evidence of increasing ability in order to encourage the beginner to continue justifies insistence on small lesson units.

The value of each step in the course should be evident to the student. The story is told of an Italian who visited four different schools on four successive evenings.

Three times he endured to the end. The fourth evening he appeared in the principal's office very soon after the arrival of the teacher. He said: "Four nights the teacher says, 'Go to the door.' I go." This man was ready for an advanced class. The needs of the students should have had greater influence on lesson organization.

Textbooks for beginners must deal with a variety of topics and situations if the interest of any great number of students is to be held. Textbooks should invite practice in the sort of conversation in which the students must engage in real life. Other matters may prove entirely irrelevant.

Attention has already been called to the fact that, as a rule, translation methods are inexpedient, for teachers competent to converse with students of every race and tongue do not exist. In class work, direct methods must be used.

Students in these evening schools are Americans in the making, and some day they will read about George Washington and the crossing of the Delaware, but that historic event may have utterly no significance to the beginner in the study of English. His love of the flag is likely to be in direct proportion to the degree in which the schools maintained under that flag meet his partic-

ular needs at the present moment. The above statement is illuminated by the experience of Oscar Galeno when he came to San Francisco. Washington crossing the Delaware was the subject of his first lesson in English, while his immediate need was ability to order a meal in a restaurant.

With information at hand concerning the textbook needs of classes in English for beginning adults, questions now arise concerning the nature of the available textbooks. Descriptions and discussion of textbooks will be found in the following chapter.

CHAPTER IV

THE AVAILABLE TEXTBOOKS IN ENGLISH FOR BEGINNING ADULTS

Several publishing houses have on the market textbooks for use in classes in English for beginning adults. The aim in this chapter is to describe these textbooks in some detail, in order to determine if any of them meet the needs of such classes, and to determine, also, if any of them offer examples of the application of the principles summarized in preceding chapters.

TEXTBOOKS USED IN GARFIELD EVENING SCHOOL

November 2, 1921, the class in English for beginning adults at Garfield Evening School was equipped with a dozen copies each of three textbooks. These books were:

Beshgeturian, Agnis. Foreigners' Guide to English.

Wallach, Isabel Richman. A First Book in English for Beginners.

Goldberger, Henry H. English for Coming Americans.

DESCRIPTIONS OF AVAILABLE TEXTBOOKS IN ENGLISH FOR BEGINNING ADULTS

Austin, Ruth. Lessons in English for Foreign Women. New York, American Book Company, 1913. 159 pages.

This book is printed with 14 point type.

The thirty-two clear illustrations are made from drawings. About twenty of these pictures would be useful at Garfield.

There is no writing in the book.

Excellent suggestions to the teacher, scattered through the book, are printed with 10 point type.

The organization of the lessons suggests conversation rather than mere reading.

Excepting the verbs, the meaning of the words in the early lessons can easily be demonstrated. The

verbs used are repeated many times in varying associations.

This book would be of more value in a class for women only than it would be at Garfield.

Berlitz, M. D. Method for Teaching Modern Languages, English Part, First Book. New York, Berlitz, 1919. 106 pages.

This book is printed with 11 point type.

It contains no illustrations or script. For illustrations, reference is made to the large colored wall charts published by Berlitz.

The greatest value of this book lies in the suggestions to the teacher. It is really a combined teacher's manual and textbook.

The psychology of direct methods in language teaching is discussed on pages 1-3.

Assignment of lessons in advance is forbidden.

Lessons 1-12 consist of conversations about objects. Verbs of action and commands appear in the fourth lesson. In these early lessons the meaning of the language used can be easily demonstrated with objects and dramatization.

Throughout the book, the introduction of new words is gradual and logical. The meaning of abstract

expressions is explained in familiar terms, or by reference to the context.

The later lessons are divided into three parts: 1. The oral development of vocabulary; 2. Reading; 3. Question and answer exercises.

The appendix contains supplementary exercises, a table of important irregular verbs, and phonetic word lists.

Beshgeturian, Agniv. Foreigners' Guide to English. Yonkers, World Book Company, 1920. 268 pages.

This book is printed with 12 point type.

The two hundred sixty-one illustrations are made from outline drawings, chiefly of individual objects.

The book contains two pages of written mottoes.

The one hundred twenty-two lessons are conversational, so constructed that continuous reading is discouraged.

Suggestions to the teacher in the lessons are printed with small type.

Demonstration of the meaning of some of the verbs is difficult.

Chiefly because of the illustrations, this book has proved the most valuable of those tried at Garfield.

Chancellor, William E. Standard Short Course for Evening Schools. New York, American Book Company, 1911. 259 pages.

This book is printed with 11 point type.

The one hundred ten illustrations are made from drawings. The early illustrations are small, of single objects, and labelled with the names of the objects. A color plate contains six colors.

Except for the alphabets, the only writing in the book is confined to four pages.

The author's avowed purpose is "to present a systematic course of practical elementary lessons in English, including reading, language, and spelling, in arithmetic, in civil government, and in physiology." It is evident that the author tries to do too much in one book. Much of the book would be useless in a class for beginners.

Dramatization of the early lessons would be very difficult.

Field, W. Stanwood, and Coveney, Mary E. English for Coming Americans. Boston, Silver Burdett, 1911. 290 pages.

This book is printed with 18 point type.

One hundred thirty illustrations are made from drawings. Many pictures of individual objects are labelled with the names of the objects.

The organization of the early lessons suggests conversation about the objects pictured.

The first verbs of action appear on page 56.

Demonstration of the meaning, pages 1-90, is easy.

The book contains vocabularies in English, Armenian, Arabic, Italian, Spanish, Greek, Swedish, Polish, Lithuanian, Russian, Yiddish, Chinese, and Japanese.

The book contains considerable script.

Fisher, Annie, and Call, Arthur D. English for Beginners, Book One. Boston, Ginn, 1920. 248 pages.

This book is printed with 12 point type.

The ninety topical lessons are developed as dialogues between teacher and pupil.

The book contains sixty large illustrations, and hundreds of pictures of single objects. Many of the pictures of single objects are labelled with the names of the objects.

The book contains no script.

The content is suited to children, rather than to adults.

Demonstration of the meaning of the early lessons is easy.

Commands appear in the first lesson.

Sentences with blanks to be filled by the student appear in the second lesson.

Phonetic word lists appear in the appendix only.

Excellent suggestions to the teacher appear in the introduction only.

The appendix contains groups of sentences useful for drill in the correct use of prepositions.

Goldberger, Henry H. English for Coming Americans. New York, Scribner's, 1918. 236 pages.

This book is printed with 14 point type.

The fifty-four illustrations are made from photographs. They are complicated, but appropriate for a class of adults.

Lessons 1-66 contain no script.

In addition to the twelve pages of suggestions to the teacher, other valuable suggestions are scattered through the book.

It is evident that the author tried to do too much. The use of other material seems to be assumed.

Demonstration of the meaning of words in the second and following lessons is difficult.

The third lesson is an excellent model theme.

Commands appear in the first lesson.

The organization of the early lessons encourages conversation.

Harrington, W. L., and Cunningham, Catharine J. First Book for Non-English Speaking People. Boston, Heath, 1904. 125 pages.

The early lessons in this book are printed with 20 point type. The latter part of the book is printed with 18 point type.

Except in the alphabet, there is no script in the book.

Suggestions to the teacher, placed at the bottom of the pages, are printed with 12 point type.

There are no pictures in the book.

Demonstration of the meaning of the lessons is easy.

The organization of the lessons encourages conversation and dramatization.

The language used is suitable to adults.

The sentences are short.

New forms are repeated several times in

varying associations.

Commands are introduced in Lesson 24.

Houghton, Frederick. First Lessons in English for Foreigners in Evening Schools. New York, American Book Company, 1911. 140 pages.

This book is printed with 12 point type.

Twenty-five excellent illustrations are made from drawings.

There is no script in the book.

Some of the lessons are topical. Some suggest conversation. The vocabulary is appropriate.

"Phonics" lists include nonsense syllables and unfamiliar words.

The vocabulary in the appendix gives equivalents in English, German, Polish, Italian, and Yiddish.

Jimperieff, Mary. Progressive Lessons in English for Foreigners. New York, Ginn, 1915. 132 pages.

This book is printed with 18 point type.

The thirty-seven topical lessons are organized for reading and dramatization.

Many of the seventy-eight illustrations are pictures of single objects.

Some mottoes appear in script.

Demonstration of the meaning of the early lessons is difficult.

No commands are printed or suggested in this book.

Markowitz, Alfred J., and Starr, Samuel. Everyday Language Lessons. New York, American Book Company, 1914. 176 pages.

This book is printed with 12 point type.

The fifty illustrations are made from drawings.

The book contains several pages of single letters suggesting practice in writing, but barely twenty complete words in script.

The suggestions to the teacher scattered through the book are printed with 10 point type.

The first of the "Practical Lessons" consists of a series of nonsense syllables.

Demonstration of the meaning of words in the early lessons is difficult.

Some of the lessons suggest conversation. Others are written as dialogue.

Matheson, Mary B. Americanization Primer. Boston, Allyn and Bacon, 1920. 116 pages.

This book is printed with 10 point type.

There are fifty illustrations in the book.

There is no script in the book.

The lessons are topical. They bear titles, but they are not numbered.

The style is conversational.

Action verbs are not emphasized.

Demonstration of the meaning of some of the lessons is difficult.

New words are repeated in varying associations.

Not more than four new words are introduced on many of the pages.

The "Phonics" lists include nonsense syllables and unfamiliar words.

Mintz, Frances Sankstone. A First Reader for New Americans. New York, Macmillan, 1915. 188 pages.

This book is printed with 10 point type.

The sixty illustrations are made from clear photographs and drawings.

There is no script in the book.

The book is divided into two parts. The organization of the lessons in the first part encourages conversation. The second part is made up of literary selections.

Suggestions to the teacher are printed with

small type.

Vocabulary and variations in word forms are developed gradually and logically.

Demonstration of the meaning of the lessons is easy.

O'Brien, Sara R. English for Foreigners, Book One. Boston, Houghton Mifflin, 1909. 158 pages.

This book is printed with 10 point type.

Most of the fifty illustrations are appropriate.

The script in the book is small, but it can be used for writing copy.

Some of the lessons contain many new words.

Unimportant verbs precede more important verbs.

Demonstration of the meaning of the early lessons is easy.

The book contains a vocabulary list and an excellent map of the United States.

O'Toole, Rose M. Practical English for New Americans. Boston, Heath, 1921. 196 pages.

This book is printed with 16 point type.

The sixty-five lessons are topical.

The book contains thirty-two illustrations.

Commands appear in the first lesson.

With the exception of the alphabet, the book contains no script.

Demonstration of the meaning of most of the words in the early lessons is easy.

The organization of the lessons encourages conversation.

The pupil's edition contains no suggestions to the teacher. Excellent suggestions to the teacher are published in a teacher's manual.

The early lessons contain statements labelled, "Facts." The meaning of these statements cannot be conveyed to beginners without translation.

Price, Isaac. The Direct Method of Teaching English to Foreigners. New York, Noble, 1913. 144 pages.

This book is printed with 9 point type.

The organization of the lessons encourages conversation.

The six large illustrations are made from drawings.

Some excellent suggestions to the teacher appear in the introduction. Other helpful suggestions are scattered through the lessons.

The language is well adapted to the needs of foreign born students.

Commands appear in the early lessons.

The script in the early lessons is too small for writing copy.

Sharpe, Mary F. A First Reader for Foreigners. New York, American Book Company, 1911. 170 pages.

This book is printed with 14 point type.

The seventy-seven clear illustrations are made from photographs, paintings, and drawings. The color plate contains nine colors.

Demonstration of the meaning of words in the early lessons is difficult. Beginning with Lesson 11, demonstration of the meaning is easier.

The brief suggestions to the teacher are printed with 10 point type at the bottom of the pages.

The few samples of script are large enough for use as writing copy.

This book is more useful in a class of children than it is in a class of adults.

Wallach, Isabel Richman. A First Book in English for Beginners. New York, Silver Burdett, 1906. 152 pages.

This book is printed with 12 point type.

Many of the one hundred clear illustrations, made from drawings, are pictures of single objects.

The book contains a few parallel columns of

print and script. Mottoes in script are scattered through the book.

Valuable suggestions to the teacher scattered through the lessons are printed with small type.

The lessons are conversational in form.

Early introduction of complicated verb forms makes rather difficult demonstration of the meaning of some of the sentences.

Wetmore, Frances K. A First Book in English for Non-English Speaking Adults. Chicago, Chicago Association of Commerce, 1920. 95 pages.

This book is printed with 5 mm. type.

The title of the book is appropriate and correct. The organization of the book shows evidence of effort to meet the needs of beginning adults.

Each of the thirty-three large clear illustrations appears on a numbered page. Thus there is provided the equivalent of a series of numbered pictures. The illustrations are pictures of single objects, without background.

The fifty-two lessons are topical. Each appears in large clear print, paralleled by equally large clear script, which furnishes excellent writing copy.

There are no suggestions to the teacher or notes in the book.

There are no dialogues or commands in the book.

The lessons are organized for objective dramatization, reading, and writing practice.

Demonstration of the meaning of some of the early verbs is not easy. There is no increase in difficulty in the later lessons.

SUMMARY

(In this summary, the last name of the author is used in referring to textbooks described above)

For examples of textbooks printed with large clear type, see Field and Coveney, Harrington and Cunningham, Jimperieff, Wetmore.

All of the textbooks described above are illustrated with pictures, except Harrington and Cunningham, Berlitz. In the former, the meaning is easily demonstrated without pictures. In the latter, reference is made to colored wall charts published by the author.

In Wetmore, pictures of single objects appear on numbered pages. None of the textbooks described contain numbered pictures followed by a key. For examples of such textbooks, see:

Comenius. Orbis Pictus. Syracuse, Bardeen, 1887.

Dreyspring. Easy Lessons in German. New York, American Book Company, 1886.

Galeno, Oscar. Galeno Natural Method. New York, Gregg, 1921.

For parallel arrangement of script and print, see Wallach, Wetmore. For other examples of large clear script, see Field and Coveney, Sharpe. Eight of the nineteen books described above contain no script.

For good examples of early lessons carefully graded as to vocabulary and constructions and word forms, so that the meaning is easily demonstrated with objects, pictures, and dramatization, see Berlitz, Beshgeturian, Field and Coveney, Fisher and Call, Harrington and Cunningham, Mintz.

For conversational language arranged in dialogue, see Fisher and Call, Markowitz and Starr, Berlitz.

For content suitable to adults, see Berlitz, Chancellor, Field and Coveney, Goldberger, Houghton, Price, Wetmore.

CONCLUSIONS

Among the illustrated textbooks suited to the needs and experience of adults, the book by Wetmore would take first place if the meaning could be demonstrated more

easily. This feature of easy demonstrability of meaning makes the book by Field and Coveney of equal value with the book by Wetmore as sources of examples of the application of the principles summarized in preceding chapters of this study. Commendation is also due the books by Chancellor, Goldberger, Houghton, and Price. There is available no book in which are combined all the desirable features suggested. There is available no book which offers a series of numbered pictures of single objects, for which a key is provided in print and script, followed by series of commands and dialogues in which the content is suited to the needs and experience of beginning adults.

CHAPTER V

THE PSYCHOLOGICAL BASIS OF DIRECT METHODS IN TEACHING ENGLISH TO BEGINNING ADULTS

Recognizing the fact that expediency compels direct methods in teaching English to beginning adults in the great majority if not in all Americanization schools, there remains a question concerning the efficiency of direct methods as opposed to translation methods in any teaching of English to beginning adults. Should direct methods only be used in classes in which all the students speak the same language? Should direct methods be used in individual instruction? An answer to both of these questions is offered in this chapter.

THE FORMATION OF LANGUAGE HABITS

Direct methods in language teaching stand the test of the psychological laws of habit building. Pictures and actions command interest. Hearing and speaking the word in connection with the object or the action insure a strong first impression. Repetition of the new word in varying associations provides for deepening and making permanent this impression. Elimination of the mother tongue reduces to a minimum the exceptions which interfere with habit formation.

As language learning is largely if not entirely a matter of habit formation, the stronger habit should be avoided until the weaker habit is strengthened. Degree of effort and intensity of mental and physical activity determine the sureness of the new habit - the dependability of the new habit. Talking about a language in another tongue gives no training in the use of that language. Use of the language in the vital situations of life is a primary essential in the process of the acquisition of language.

THINKING IN ENGLISH

Just so long as the Mexican immigrant thinks mesa when he sees a table, he is certain to have a language

difficulty. As surely as a straight line is the distance between two points, a foreigner will give outward evidence of slowness in his mental processes so long as he must translate English into his mother tongue before he grasps the thought. For the sake of speed in comprehension, speed in thinking, speed in speaking, and speed in writing, the development of power to think in English should be the ultimate aim of every foreigner in this country. To develop in the immigrant desire and ability to think in English should be the constant endeavor of the Americanization worker, for that community of thought and action on which the strength of the nation is so largely based depends to a great extent on community in language symbols.

To quote Earl Barnes:

> "Spoken English gives common ideas, and these give social feeling, political efficiency, and many of the supreme joys of life..... One who must translate can never tough the deeper soul of the people."

Barnes, Earl. N. E. A. Addresses and Proceedings, 1918. 171-3.

THE ORAL APPROACH

A beginner's textbook should encourage the oral approach. It should go further. It should reduce to a minimum opportunity and suggestion for a teacher to call upon a student to <u>stand and read the next paragraph</u>.

The students in Americanization classes need a knowledge of English primarily for purposes of communication, and most of that communication is oral. Just as swimming can be taught only in the water, language to be used in conversation can be taught only in conversation.

The English language was spoken before it was written or read, and no one has been able to show any absence of logic in the order of language habit formation which has remained fixed through the ages. The written and printed symbols merely represent the spoken word.

To quote John C. Weigel:

> "The primal factors in the speech image are articulatory and auditory sensations.... This speech image is a plexus, reinforced by the kinaesthetic sensations of writing movements, on the one hand, and the visual sensations of printed symbols, on the other. Now the criticism of modern language teaching as it is generally conducted lies in the fact that teachers have attempted to build up a reading knowledge by means of the visual sensations, reinforced by some means of writing movements and have, broadly speaking, almost wholly disregarded the most important phases of all, the active articulatory movements and the auditory receptivity that complements them, those phases which are primal in the speech image and those phases which are the most economical naturally and pedagogically in the acquisition of a permanent speech image.... In order to get the more receptive reading habit formed, we must first get our active speaking habit formed."

Weigel, John C. Modern Language Journal, May, 1919. 3:344,5. "The Acquisition of a Vocabulary."

To quote Robert Floyd Gray:

"The first principle is the fact that we should first train the ear, the receptive organ of language."

Gray, Robert Floyd. Americanization in the Evening School. Berkeley, University of California Master's Thesis, 1920. 120.

DIRECT METHODS

Through conversation in English, certain idiomatic associations are built up in the brain of the student. Translation of a sentence damages the English idiom, introduces the foreign language idiom, and invites error in the formation of sentences in English.

Words learned in conversation form an active vocabulary and are always at command. Words learned in study of a dictionary form a passive vocabulary and are merely subject to recognition in print or in script.

It may be true that the reading vocabulary seems to develop more slowly in learning a language through direct methods, but the foundation is well laid.

To quote Frederick Monteser:

"Nothing is gained in trying to cover a large amount of ground superficially. Food hastily bolted is not properly digested.... If the student is carefully prepared for reading in the manner described, he will gradually gain in power, so that reading to him will by and by become a pleasure. He will carry away

from school an abiding interest in the language, a permanent enrichment of his mind."

Monteser, Frederick. N. E. A. Addresses and Proceedings, 1910. 527. "The Direct Method of Teaching Modern Languages."

To quote Gray again:

"The indirect method attempts to capitalize the knowledge of the symbols, spoken, written, and printed, of the native language by substituting a new set of symbols of the new language. The direct method however follows Nature's law and aims to establish a direct set of associations between the idea and the symbol of the new language that expresses the idea."

Gray, Robert Floyd. Americanization in the Evening School. 132.

See also:

Towne, Charles F. Proceedings Americanization Conference. Washington, U. S. Bureau of Education, 1919. 34. "Best Technical Methods of Teaching English to the Foreign Born."

TRANSLATION

In Americanization work, explanation of the meaning of an abstract term by means of translation often helps to increase the beginner's willingness to continue the study of English, but the more intelligent students often voice strong objection to attempts at

translation. Teachers struggling with some foreign tongue are liable to hear a request which an American tourist discovered on a menu card in France:

> "American guests are requested to address the waiters in English, as their French may be misunderstood."

Use of the immigrant's mother tongue may be necessary in gaining entrance to his home, or in persuading him to enroll in an evening school, but when he is once enrolled, he wants to <u>talk English</u>.

SUMMARY

Direct methods in teaching English to beginning adults may be justified by an appeal to that law of mathematics which states that a straight line is the shortest distance between two points. Direct methods command the interest of the student. Direct methods insure a strong first impression. Direct methods encourage practice in correct every-day English. Direct methods develop speed in comprehension and in communication. Direct methods invite thinking in English. Direct methods give to the student an active command of the language.

CHAPTER VI

SAMPLE PAGES ILLUSTRATING THE APPLICATION OF THE PRINCIPLES DISCUSSED IN THE PRECEDING CHAPTERS, WITH SUGGESTIONS TO PUBLISHERS AND TEACHERS

Following the determination of the expediency of direct methods in teaching English to beginning adults, we are now ready to take up the more specific problems of lesson organization and textbook making.

TEXTBOOK REQUIREMENTS

To meet the requirements of such classes in English for beginning adults as that at Garfield Evening School, a textbook must be so organized that students who vary widely in age, occupation, interests, prospects, and ability may profit from its use in the same class, at the same time. The book must meet the needs of both sexes and many nationalities.

First of all, the early lessons must not be extremely technical. Topics must be of common interest. The vocabulary should be selected from the words needed immediately by the most students. The expressions offered for practice should be those used most frequently by foreigners when carrying on conversations in English. Feeding the cat and dressing the baby are not important topics for most beginners, but nearly every one needs to know the names of hundreds of objects and actions seen outside the home. Nearly every one needs to understand and to answer a great variety of questions. Likewise, nearly every one needs to be able to ask for information, and he needs also to be able to understand the answers to his questions.

PICTURES FOR ORAL DRILL

The first ten or twelve pages in a beginner's textbook should be devoted to pictures of objects not usually found in a classroom. To avoid confusion concerning just what is meant, these individual pictures should be drawn without any background. These individual pictures may well be numbered, but the names of the objects should not be written or printed on the page with the pictures.

When parts of an object are to be named, the parts may be clearly indicated with numbered arrows. Labelling the pictures with the names of the objects is helpful in teaching illiterates to read, but all the advantages which may be derived from such labelling remain if the numbered pictures are followed by a key which gives the names of the objects and parts in large clear print and script.

When such a plan is followed, the student who already reads one or more languages learns the correct pronunciation of the word before he sees it in print or in script. He may thus avoid developing or acquiring the foreign accent evident in the speech of people who have learned the English language from books. Few beginners are mentally able to master a system of diacritical markings, and those who learn the meaning of English

words by means of translation, and the pronunciation of those words through the eye rather than through the ear, without acquiring an accent are rare indeed.

Too many students attain the unpleasant situation of a French student who was a guest at a banquet in honor of a distinguished Englishman. The Frenchman made several attempts to begin a conversation with the Englishman, but with little success. Finally the Englishman turned to the host and inquired, "Will you please tell me what language this gentleman is speaking?"

"Why, I am speaking English!" announced the Frenchman, greatly hurt.

"My dear sir," returned the Englishman, "kindly inform me by what method you <u>studied</u> English."

"I <u>learned</u> English from books," was the reply.

"But did no one tell you," asked the Englishman, "that English is not pronounced as it is spelled in books?"

As soon as the students master the numbers, vocabulary drill may be conducted without any pointing to the pictures, and a hundred students may be taught as easily as four or five. As much Americanization work must be done with large groups, this feature will bear emphasis.

Methods of using such series of pictures will be found in the suggestions to the teacher which follow.

Suggestions to the teacher

In teaching students who do not know the numbers, point to the picture of the knife and say, "This is a knife."

Then have the students point to the picture and say, in concert and individually, "This is a knife."

Repeat with other pictures. Use objects when they are available.

Now say to a student, "Point to the picture of the axe."

When the student connects the word with the picture or the object and points as directed, have him give the command to another student. Continue until each student has understood, obeyed, and given the command.

Drill intensively in identification of the numerals so that the following method may be used.

Ask, "What is No. 3?"

If no student answers, say, "No. 3 is a hammer." Then repeat the question.

As soon as a student answers the question, say, "Right! No. 3 is a hammer. Now please ask Mr. Black:

What is No. 3?"

Continue until each student has answered and asked the question.

Repeat with other objects and pictures.

Review and check comprehension by calling the name of the object, and then asking for the number of the object.

Conduct this oral drill without any reference to the key in type and script which follows.

 1.

 2.

 3.

 4.

 5.

 6.

 7.

 8.

 9.

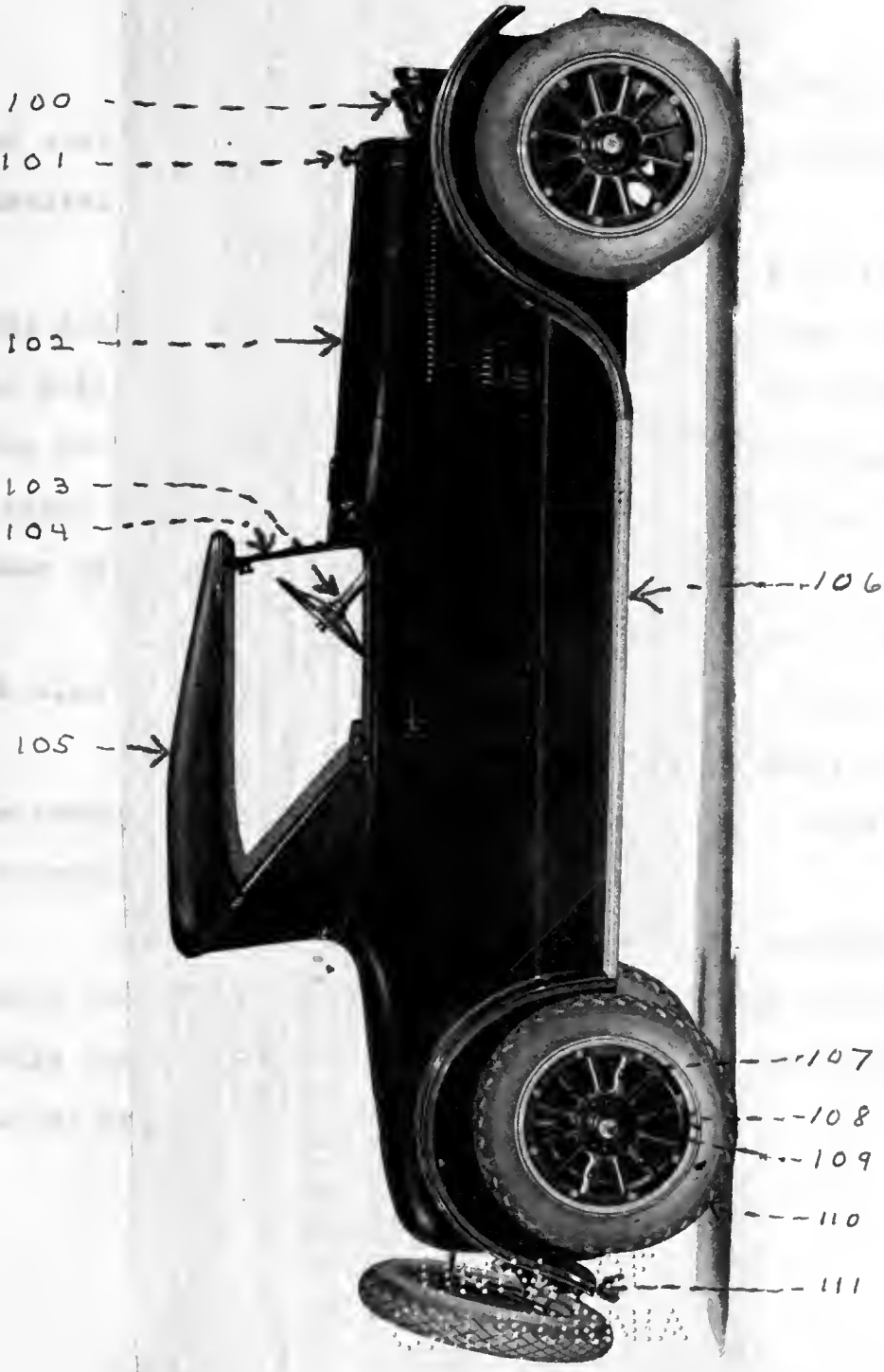
 10.

 11.

 12.

 13.

 14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THE KEY TO THE PICTURES

The above series of pictures is merely a sample of what may be done in a textbook in English for beginning adults.

The "Key to the Pictures" consists of three columns. One column is made up of numbers. The second column gives in print the names of the pictured objects and parts bearing the corresponding numbers. The third column duplicates the second column, except that the words appear in script rather than in print.

This key is an aid to teaching reading and writing. It also furnishes means of testing comprehension.

When the method suggested is followed, the student is permitted to master correct pronunciation before he sees the word in print or in script.

The parallel arrangement offers opportunity to teach the reading of both print and script at the same time, while copy in known words is furnished for the student who cannot write.

Suggestions to the teacher

Before showing the word, say to the beginner, "What is picture No. 1 ?"

When he answers, "It is a knife," point to the word and pronounce it. Then say, "You say it.... knife."

Repeat with other words, and review until the student calls the words when he sees them.

In class work, keep the textbooks open at the pictures, and write the word on the blackboard after it has been correctly pronounced. Flash cards, each bearing one word, may well be prepared in advance.

Students will then find the key useful in review study.

Taking the pictures in groups of ten or twelve, write the names or show the cards one at a time, and call for the number of the object or part. In review, drill with the words which prove difficult will be insured if the cards bearing these difficult words are shifted behind a few of the cards which are to be taken up next. The words which are quickly identified may be at the same time eliminated from the drill if the cards bearing them are placed in a separate pile.

KEY TO THE PICTURES

1.	knife	knife
2.	ax	ax
3.	hammer	hammer
4.	padlock	padlock
5.	rifle	rifle
6.	aeroplane	aeroplane
7.	automobile	automobile
8.	sailboat	sailboat
9.	bicycle	bicycle
10.	tricycle	tricycle
11.	buggy	buggy
12.	horse	horse
13.	fish	fish
14.	cow	cow

KEY TO THE PICTURES

100.	headlight	headlight
101.	radiator cap	radiator cap
102.	hood	hood
103.	steering wheel	steering wheel
104.	windshield	windshield
105.	top	top
106.	running board	running board
107.	spoke	spoke
108.	rim	rim
109.	hub	hub
110.	tire	tire
111.	fender	fender

TESTING COMPREHENSION

Too much emphasis cannot be laid on the value of convenient mechanical means of testing comprehension in teaching language by direct methods. Combination of the process of instruction with the process of testing leads to greater classroom efficiency and less of the irritation attendant upon the learning process. In fact, actual demonstration in Garfield and in other schools has shown that the teaching of English and the learning of English can be made pleasant for all concerned.

The lists suggested below may be used in group or individual oral testing, as well as in written review tests.

Suggestions to the teacher

Call the names in the following list of names, and have the student locate the picture and give the number of the object or part.

After this oral test, have the student copy the list, locating the pictures and recording the numbers without reference to the key. After checking for errors, the student can concentrate on the words he did not know.

REVIEW LIST

cow	padlock
tricycle	rifle
aeroplane	hood
hammer	running board
radiator cap	hub
tire	fish
ax	spoke
rim	sailboat
bicycle	automobile
fender	steering wheel
headlight	horse
knife	top
windshield	buggy

SPELLING

Correctness in spelling should be an aim of students who do any writing. Some students will have no difficulty in regard to spelling. Others need some help. The following suggestion offers another incentive for the organization of pictures and names in numbered series.

Suggestions to the teacher

If a student has difficulty with spelling, have him go through the picture series, writing the names of the objects and parts. Show him how to refer to the key in case of doubt, and encourage him to continue the process until he can write the series without error. The student can check his own work. If he makes errors, he can record the numbers corresponding to the words, eliminate the words he has mastered, and concentrate on those giving trouble.

Such checking, elimination, and concentration in the use of numbered lists will be found valuable in the spelling of all parts of speech.

COMMANDS

Both commands and questions meet the needs of teachers desiring mechanical aids to teaching and testing comprehension at the same time. The use of commands makes possible drill in the use of verbs of action, which are of primary importance in the activities of daily life. The man who does not understand dig may place a rather low value on ability to distinguish between a spade and a shovel. The names of objects in the classroom may be learned incidentally through the use of commands. As time is always an important element in education, this fact should be emphasized.

A beginner's textbook in English should contain a series of numbered commands, in both print and script. The numbers will be found helpful in testing comprehension in silent reading, as the commands can then be given by number. Difficulty in testing comprehension will develop if use is made of commands whose meaning cannot be demonstrated through dramatization in the classroom.

Suggestions to the teacher

Demonstrate by dramatization the meaning of a command until a student understands.

Have him carry out the action indicated.

Then have him give the command to another student.

Continue until each student has understood the command and made another student understand.

Do not call the attention of the student to the printed or written command until it has been mastered orally.

Each command may well be preceded by, "Please." The classroom conversation may well be punctuated with such expressions as: Thank you. Yes. No. That is right. That is not right. You are doing very well. Fine!

To promote silent reading, and to test comprehension, call the number of the command, or write it on the blackboard. Invite rivalry to be the first to understand and to carry out the action indicated.

Pronounce words and entire commands again and again, and encourage imitation in the students.

COMMANDS

1. Stand up.
2. Sit down.
3. Go out.
4. Come in.
5. Walk forward.
6. Stop!
7. Go ahead!
8. Go back!
9. Walk backward.
10. Turn around.
11. Open the book.
12. Close the book.
13. Open the door.
14. Close the door.
15. Open the window.
16. Close the window.
17. Eat the bread.
18. Drink the water.
19. Hit the table.
20. Kick the box.
21. Fold the cloth.
22. Tear the paper.

Commands

1. Turn on.
2. [illegible]
3. [illegible].
4. [illegible] in.
5. Walk forward.
6. [illegible]!
7. [illegible]!
8. Go away!
9. [illegible] .
10. Jump [illegible].
11. Open [illegible].
12. Close the [illegible].
13. Open [illegible].
14. Lock the door.
15. Open the [illegible].
16. Close the window.
17. Get the [illegible].
18. Drink the [illegible] .
19. Sit [illegible].
20. Kick the box.
21. Fold the cloth.
22. Tear the paper.

23. Lock the door.

24. Unlock the door.

25. Wave the flag.

26. Draw a circle.

27. Make a square.

28. Take the newspaper.

29. Drop the newspaper.

30. Uncover the jar.

31. Cover the jar.

32. Smell the rose.

33. Dust the book.

34. Lift the chair.

35. Put the chair down.

36. Pull the thread.

37. Break the string.

38. Get the vase.

39. Bring the spool.

40. Sharpen the pencil.

41. Bend the wire.

42. Straighten the wire.

43. Come here.

44. Go to the table.

45. Roll the paper.

46. Unroll the paper.

18. Lock the door.

19. Unlock the door.

20. Move the table.

21. Draw a circle.

22. Make a square.

23. Cut the [illegible].

24. Drop the [illegible].

25. Unlatch the gate.

26. Cover the pot.

27. Unroll the rope.

28. Open the book.

29. Lift the wheel.

30. Put the chair down.

31. Fill the tubes.

32. Break the sticks.

33. Use the vase.

34. Bring the scissors.

35. Unscrew the pencil.

36. Bend the wire.

37. Straighten the wire.

38. Close here.

39. Go to the table.

40. Roll the paper.

41. Unroll the paper.

47. Turn the door knob.

48. Turn off the light.

49. Turn on the light.

50. Push the button.

51. Give me the book.

52. Take the red book to Mr. Smith.

53. Give the green book to Mrs. Jones.

54. Put the pencil into the box.

55. Take the eraser out of the glass.

56. Look at me.

57. Look at Mr. Smith.

58. Point at the floor.

59. Point at the ceiling.

60. Run toward the door.

61. Take your seat.

62. Show me your left ear.

63. Shake my right hand.

64. Shake his right hand.

65. Shake her right hand.

66. Hold up your left hand.

67. Lower your hand.

68. Raise both your hands.

69. Put both your hands down.

70. Turn the red book over.

71. Turn the green book around.

41. [illegible]
42. [illegible]
43. [illegible] on the [illegible].
44. Push the [illegible].
45. [illegible] me the [illegible].
46. [illegible] the red [illegible].
47. Give the [illegible] back to [illegible].
48. [illegible] the [illegible].
49. Have the [illegible] [illegible].
50. Look at [illegible].
51. [illegible] [illegible].
52. [illegible] [illegible].
53. [illegible] [illegible].
54. [illegible] [illegible].
55. [illegible] [illegible].
56. Lay [illegible].
57. Have [illegible] your [illegible].
58. [illegible] [illegible].
59. [illegible] [illegible].
60. [illegible] [illegible].
61. [illegible] [illegible].
62. [illegible] [illegible].
63. [illegible] [illegible].
64. [illegible] [illegible].
65. [illegible] [illegible].
66. [illegible] [illegible].
67. [illegible] [illegible].
68. [illegible] [illegible].
69. [illegible] [illegible].
70. [illegible] the red [illegible].
71. [illegible] the [illegible].

72. Put on your hat.

73. Take off your hat.

74. Put the knife into your pocket.

75. Fasten the sheets of paper together.

76. Write your name here.

77. Fold the sheet of paper.

78. Put the folded paper into the envelope.

79. Seal the smallest envelope.

80. Open the largest envelope.

81. Hold the yellow book between your hands.

82. Put the black book between the two red books.

83. Draw a circle inside the square.

84. Draw a triangle outside the square.

85. Make another circle around the triangle.

86. Bring me a short piece of chalk.

87. Get me a long piece of string.

88. Put the piece of chalk under the book.

89. Tie the string around the magazine.

90. Untie the string and put it into your pocket.

91. Face toward the corner of the room.

92. Walk around the table and two chairs.

93. Fill the pitcher with water.

94. Fill one glass full.

95. Give half a glass of water to Mrs. Jones.

96. Tear the newspaper into wide strips.

97. Tear this newspaper into narrow strips.

98. Give that bottle of ink to Mr. Smith.

99. Give these apples to Miss Jones.

100. Smile.

QUESTIONS AND ANSWERS

A series of personal questions and sample answers such as the students need to use and understand in daily life provides ample opportunity for teachers able to use translation methods in teaching English. Such a series furnishes models which the ambitious student may imitate. Questions and answers in script will be found valuable copy for students learning to write.

Space has already been given to the importance of ability to understand and answer questions, together with ability to ask for information and then to understand the answers when they are received.

Any method by which the meaning of these questions and answers may be conveyed to the student is permissible. The English word danger may mean nothing to a Russian until he hears the Russian word apaznis. Occasional failure to reach a student who speaks an unknown tongue should not interfere with the encouragement which comes to the beginner when he discovers that teacher or custodian or other students understand his native language.

Suggestions to the teacher

Devote some time every evening to these vital questions. Review and add one or two questions each evening. Encourage students to ask questions of their own. Aim constantly at mastery of oral English. Do not call attention to the textbook until the question is understood and answered and asked orally.

Let the student who first understands and answers a question be the first to put the question to another student.

Invite silent reading and test comprehension by calling the numbers instead of reading the questions.

QUESTIONS AND ANSWERS

1. What is your name?

Answer: My name is John Brown.

2. Where do you live?

Answer: I live at 1648 East Sixteenth Street, Oakland, California.

3. What is your address?

Answer: My address is 1648 East Sixteenth Street, Oakland, California.

4. Where do you work?

Answer: I work in the Pacific Cotton Mill.

5. What is the name of your boss?

Answer: Mr. Harmon is my boss.

6. Are you married?

Answer: Yes, I am married.

Answer: No, I am not married.

7. Have you any children?

Answer: Yes, I have two children.

Answer: No, I have no children.

8. How old are you?

Answer: I am thirty-one years old.

9. When were you born?

Answer: I was born March 8, 1891.

10. What is the date of your birth?

Answer: March 8, 1891.

11. How old is your wife?

Answer: My wife is twenty-five years old.

12. What is your wife's birthday?

Answer: May 17, 1897.

13. Where were you born?

Answer: I was born in Italy.

14. Was your wife born in Italy?

Answer: My wife was born in France.

15. How tall are you?

Answer: I am five feet, ten inches, tall.

16. How much do you weigh?

Answer: I weigh one hundred fifty pounds.

17. What color are your eyes?

Answer: My eyes are black.

18. What color is your hair?

Answer: My hair is black.

19. Of what country are you a citizen?

Answer: I have applied for my first papers for American citizenship.

20. Of what city are you a resident?

Answer: I am a resident of Oakland.

10. [illegible]

Answer: [illegible]

11. [illegible]

Answer: [illegible]

12. [illegible]

Answer: [illegible]

13. [illegible]

Answer: [illegible]

14. [illegible]

Answer: [illegible]

15. [illegible]

Answer: [illegible]

16. [illegible]

Answer: [illegible]

17. [illegible]

Answer: [illegible]

18. [illegible]

Answer: [illegible]

19. [illegible]

Answer: [illegible]

20. [illegible]

Answer: [illegible]

DIALOGUES

The series of personal questions and sample answers should be followed by conversation lessons or dialogues based on pictures. If photographs are used, they should be clear-cut. Drawings are liable to be less confusing and therefore more useful.

The dialogues based on these pictures should employ expressions commonly used in conversation in English. The language should be suited to adult concepts and experience.

Suggestions to the teacher

Develop conversation about the picture before asking students to read the questions and answers.

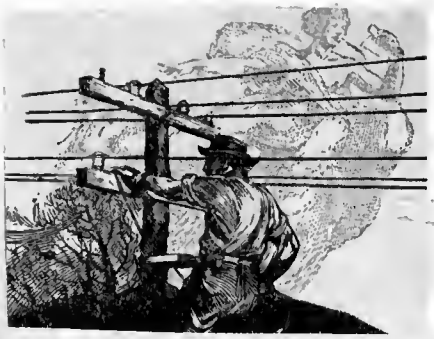
Drill in the use of prepositions by asking questions concerning the position of objects and parts.

Drill in the use of verbs by asking questions concerning the actions pictured or suggested.

Include in your oral questions the questions asked in the printed lesson. Vary the order. Stimulate silent reading by asking, "What does the book say?"

Then ask one student to read the questions, and another student to read the answers.

THE LINEMAN



1. Q.- Where is the lineman?

   A.- The lineman is on the pole.

2. Q.- What is in front of him?

   A.- The crosspiece is in front of him.

3. Q.- What is above him?

   A.- The wires are above him.

4. Q.- Where is his left hand?

   A.- His left hand is on the crosspiece.

5. Q.- Where is his right hand?

   A.- His right hand is by his side.

6. Q.- What is around his waist?

   A.- A safety belt is around his waist.

7. Q.- How many crosspieces are on the pole?

   A.- There are two crosspieces on the pole.

8. Q.- How many wires do you see?

   A.- I see six wires.

1. [illegible]
   [illegible]
2. [illegible]
   [illegible]
3. [illegible]
   [illegible]
4. [illegible]
   [illegible]
5. [illegible]
   [illegible]
6. [illegible]
   [illegible]
7. [illegible]
   [illegible]
8. [illegible]
   [illegible]

READING

1. Q.- What are these men doing?

   A.- They are reading.

2. Q.- What is the man at the right reading?

   A.- He is reading a newspaper.

3. Q.- Against what is he resting his head?

   A.- He is resting his head against the back of the arm chair.

4. Q.- On what are his elbows?

   A.- His elbows are on the arms of the chair.

5. Q.- What is the other man reading?

   A.- He is reading a book.

6. Q.- On what is he resting his head?

   A.- He is resting his head on his left hand.

TEST DIALOGUES

The type of dialogue illustrated above may be used by the ambitious student in self-testing, if he will cover with a card the answers given until he has formulated answers of his own. However, as in the following illustrations, it is a simple matter to print a numbered list of questions, and then to give answers to these questions on the next page.

With such series of questions and answers, the student may check his own work for error, and he will also be in a position to ask intelligent questions concerning different ways to correctly express the same thought. Originality is encouraged. Self-reliance is developed. Teachers with large classes or more than one class know the value of such busy work.

THE OFFICE

Questions

1. In what are these men?
2. How many men are standing?
3. What is in this man's right hand?
4. For what is he reaching?
5. What is the other man doing with the paper?
6. Is this man standing?
7. Which of these two men is wearing a coat?
8. Which of them is not waaring a coat?
9. What is between them?
10. What is on the desk?
11. Are both men in front of the desk?
12. What is under the telephone?

Answers

1. These men are in an office.
2. One man is standing.
3. This man has nothing in his right hand.
4. He is reaching for a paper.
5. The other man is holding the paper in his hand.
6. This man is not standing. He is sitting.
7. The man who is sitting is wearing a coat.
8. The man who is standing is not wearing a coat.
9. A desk is between the two men.
10. On the desk are some papers, a telephone, a calendar, and an inkstand.
11. Both men are not in front of the desk. One man is in front of the desk, but the other man is behind the desk. The desk is between them.
12. The top of the desk is under the telephone.

SCENES FROM DAILY LIFE

While the dialogues suggested above provide an excellent basis for drill in the getting and in the giving of information in English, as well as a basis for drill in the correct use of English in oral and written composition, there remains an evident lack of a basis for practice in the use of those expressions which are commonly employed by English-speaking people in the situations pictured. The need of printed dialogues making use of this every-day idiomatic conversation has been so pressing that certain Americanization workers have gone so far as to discuss the advisability of the exclusion of everything but such dialogues from the beginner's textbook. Such dialogues, with the proper stage directions, should certainly be given as much space as is given to the other types of dialogues or to the picture series.

To any one familiar with direct methods of teaching English to adults it will of course be evident that no class should be expected to go through a textbook page by page, line by line, without reference to other matter of interest and value. A textbook for beginners is of course but the first of a series of textbooks. A book of "Scenes" should be included in such a series.

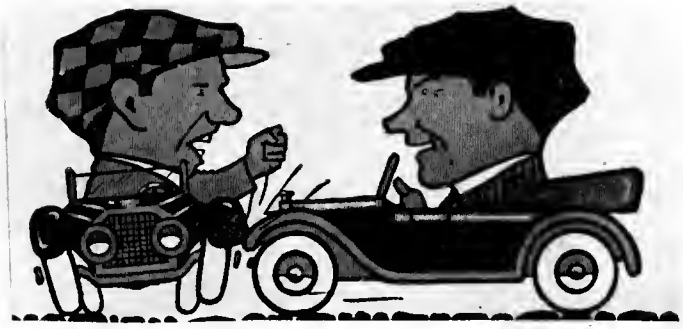
Suggestions to the teacher

Before reading the stage directions or the dialogue, discuss the situation with the class. Ask questions as with previous dialogues.

Encourage the students to compose conversation and to act out the situation without reference to the text.

Then read, or, preferably, have a student read the stage directions and direct the dramatization, while other students act out the parts and carry the dialogue.

THE COLLISION



Mr. Frank Smith is driving his automobile north on Telegraph Avenue. There are large black and gray checks in his cap.

Mr. Ralph Brown is driving his automobile east on Durant Avenue. His cap is made of plain black cloth.

The two automobiles reach the intersection of the two streets at the same time. The front left fender of Mr. Brown's automobile strikes the side of the left front fender of Mr. Smith's automobile. Both machines are moving slowly. Both stop as they strike, and no damage is done.

Mr. Smith is angry and shakes his fist at Mr. Brown. Mr. Brown remains calm and smiles at Mr. Smith.

MR. SMITH: "Why don't you watch what you are doing? I had the right-of-way!"

MR. BROWN: "Don't get excited, Mr. Smith. I am sorry. There is no harm done at all. Your car is not even

scratched."

MR. SMITH: "All right. Lucky for you it isn't hurt. Watch where you drive after this! Understand?"

MR. BROWN: "Yes, sir. It will not happen again. I have had this car only two days. I am just learning to drive it."

MR. SMITH: "Well, let me suggest that you practice a while on some other street. You might kill some one on this crowded street."

MR. BROWN: "Thank you. I shall do that."

Mr. Brown backs his car a few feet.

Mr. Smith drives on up Telegraph Avenue.

Mr. Brown drives on up Durant Avenue.

S A F E T Y F I R S T

REFRESHMENTS

Mr. Arthur Martin and Miss Lucy Cook are sitting on a sofa. They are having refreshments.

Miss Cook is holding a glass of sherbet in her left hand, and a spoon in her right hand.

Mr. Martin is holding a plate of little cakes in his right hand. He is leaning toward Miss Cook.

MR. MARTIN: "Is the sherbet good?"

MISS COOK: "Yes, sir. I like it very much."

MR. MARTIN: "Take another cake."

MISS COOK: "No, thank you. I have eaten three already. Take one yourself."

MR. MARTIN: "Thank you. I have eaten several. You see I have been out in the kitchen."

MISS COOK: "Is that so? Why don't you eat some sherbet?"

MR. MARTIN: "Oh, my trainer says it is not good for me. I am in training for a cross-country race. I am not allowed to eat sherbet or ice cream."

MISS COOK: "But you are allowed to eat cookies?"

MR. MARTIN: "He did not say anything about cookies."

MISS COOK: "I don't think a little sherbet would hurt you. You like sherbet, don't you?"

MR. MARTIN: "Oh, yes. I like sherbet well enough, but none this evening, thank you."

THE PLACE OF SUGGESTIONS TO THE TEACHER

The printing of suggestions to the teacher in textbooks for beginners has become a common practice. Suggestions outside of the introduction should be very brief and printed in small type. With the publication of teacher's editions and teacher's manuals the size and cost of the pupil's text has been reduced. Those who wish helpful suggestions based on the experience of successful teachers can get a teacher's edition or manual. Those who do not need a manual, and the students who are only confused by these suggestions, are at the same time relieved of their weight.

TYPE

The contentions of those who debate the relative merits of 10 point type and 12 point type have no place in this study. Publishers should know that small type does not meet the needs of beginners of any age. At least 18 point type should be used in printing the early lessons, and not less than 14 point in printing the later lessons. Those publishers who have used still larger type have done a service to teachers and pupils alike.

SUMMARY

To meet the needs of classes in English for beginning adults such as that at Garfield Evening School, a textbook should contain, first, a series of pictures, with the individual objects and parts labelled with numbers, rather than with words; second, a key to the pictures in print paralleled by script; third, a series of numbered commands; fourth, a series of personal questions and sample answers; fifth, dialogues based on pictures.

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The literature dealing with the subject of language teaching is extensive. Many hundreds of references to similar material may be found in the works selected for this bibliography.

A few of the items in this bibliography refer to matter which does not bear solely on the specific problem of the production and judgment of textbooks in English for beginning adults. Certain works are included because of the light they throw on the psychology of language and the processes of new language habit formation.

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