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ABSTRACT

During his sabbatical leave, the author traveled to Guam, the Trust Territory of the Pacific, and Japan to observe English-language programs. He reports on the contacts that he made and the programs that he observed. He gives his general impressions of the English-language activity in each location and makes several recommendations as a result of his trip. Students should be taught the right sound first and the applicable rule later. Composition should be taught as a creative and spontaneous process; writing should not be approached from the basis of rules laid down by an authoritative book. There should be a great deal more participation by the class in the entire learning process. Teaching of English should be undertaken to help students understand, evaluate, and influence, intelligently and constructively, this rapidly changing world. English instruction should be concerned with the achievement of accurate communication. (Author/VM)

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REPORT ON SABBATICAL LEAVE

SPRING SEMESTER

1970

by

E. B. Hinckley

July 1970

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REPORT ON SABBATICAL LEAVE
SPRING SEMESTER
1970

by E. B. Hinckley

PART I PURPOSE

My purpose in undertaking research in the teaching of English to Speakers of Other Languages (henceforward known as TESOL) was to learn new techniques, attitudes, and procedures which could be adapted to the teaching of English, both Composition and Literature, at the college level. Guam and the Trust Territory of the Pacific Islands (henceforth referred to as T.T.) were chosen because they represented a linguistic frontier where English is taught to students who are in large part unfamiliar with the average American middle class culture and language. I felt that here, where English was a second language -- not the first or native tongue -- the most effective techniques would be developed, the greatest innovative and imaginative devices would be deployed, and the most striking results would be achieved. Furthermore, the very different environment represented by the clash of American English and the different cultures of the indigenous populations would, it was hoped, serve to clear the stage of conventional, traditional, and possibly outmoded teaching procedures, and thus encourage a fresh look at the business, teaching techniques, and goals of English instruction. To a large extent these optimistic hopes were realized. Therefore, following my researches in Guam and the T.T., I extended my investigations to Japan, where I knew from friends I would find a well-planned program of teaching English as a foreign language.

PART II METHODS AND PROCEDURES IN GUAM AND THE T.T.

I flew from Tampa to Hawaii on January 5, 1970, and spent a week in Honolulu. After the usual sightseeing tours, I spent the better part of three mornings talking to educational specialists at the East-West Center, formally known as "The Center for Cultural and Technical Interchange Between East and West", (Dr. John A. Brownell and Mr. Jason B. Alter); the Hawaiian Curriculum Center (Mrs. Shiho Nunes and Don Sanborn); and the Hawaii Department of Education (Mr. Tom Hale). From these educators I received many valuable ideas and much useful literature, as well as my first orientation to the problems of teaching English as a second language.

Proceeding by Pan American Airways, via Wake Island, I reached Guam January 14. Here I organized my investigation into four natural phases, representing four educational areas: The Department of Education, the University of Guam, George Washington Senior High School, and the Learning Resources Center.

I called first upon Mr. Franklin K. Quitugua, Director of Education, to whom I had written before leaving the States. He gave me invaluable cooperation by authorizing his Deputy Director for Instruction, Miss Delfina T. Aguiqui, to issue the following official memorandum to all school principals:

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COPY

DEPARTMENT OF EDUCATION
AGANA, GUAM

January 20, 1970

Memorandum

To: All Principals (Elementary & Secondary)
From: Deputy Director - Instruction
Subject: Dr. Edward B. Hinckley

We would like to take this opportunity to introduce to you Dr. Edward B. Hinckley, Ph. D. in English from Harvard. He is here on Guam on leave from St. Petersburg Jr. College, St. Petersburg, Florida. He has been given permission by this office to visit the various schools on Guam and to acquaint himself with some of the techniques that we are using in the Teaching of English as a Second Language.

Principals are asked to give Dr. Hinckley their support and cooperation and to greet a warm "Hafa Dai".

DELFINA T. AGUIGUI (Signed)

From that day on I was free to visit any class in any school on the island! Without this essential help, my whole project would have been impossible. In addition to fine cooperation from these two key officials in the department, I received material help and genuine courtesy from many others, including Victor Obermeier of Personnel, Joe Plomaritis of Public Relations, and the TESOL Consultants, Sister Ellen Jean Klein, Mrs. Carol Thomas, and Tom Barcinas, as well as the Science Consultant, James Branch.

I established contact next at the University of Guam, approaching Administrative Vice President Alex C. Flores, who approved my project, and sent me to Dr. Roger M. Rickey, Dean of the College of Arts and Sciences. Through him I met John A. Spade, Chairman of the Division of Communication and Literature, who in turn introduced me to other members of the Department, whose classes I audited freely in the next two months. Particularly helpful were George Riley, Chairman of the Division of Linguistics and Foreign Languages; Stanley G. Huskey, Assistant Professor of Linguistics; Sayd Jabar, Assistant Professor of Linguistics; and Mrs. Rosalie L. Shook, Associate Professor of English and Literature. In other departments of the University I want to thank for their encouragement, help, and inspiration Paul Carano, Director of the Micronesian Area Research Center, Dr. Raymond L. M. Chan, Professor of Social Science, Dr. Donald C. Jones, Professor of Education, Dr. Alvin P. Pierson, Professor of Education and his wife Mrs. Helen Pierson, and Mrs. Emily Johnson, Librarian of the Micronesian and Pacific Ocean Collection of books and pamphlets.

At George Washington Senior High School my daughter, Marjorie Kelly is Librarian, and her husband, Wilbur M. Kelly is Chairman of the Social Science Department. They introduced me to the principal,

Mr. Theodore Nelson, who made me feel immediately at home on the campus. Through these connections I soon met many of the faculty, whose courtesy and friendliness will be long remembered. Those with whom I spent the most time were the TESOL teachers and Consultant -- Dick Cleveland, Bob Klitzkie, Lewis Fredericks, Peter Straubel, and Jay Kilpatrick -- who welcomed me to their office, their classrooms, and their coffeepot at any hour of the day.

The fourth area -- the Learning Resources Center -- proved an astonishing mine of useful demonstrations and ingenious theories, as well as a powerful stimulus to innovative, educational, and audio-visual techniques. A project of the Department of Education, the Learning Resources Center combined the latest in technologically advanced AV equipment, including a very comprehensive TV studio, and also a complete program in all kinds of multi-media approaches to educational problems. Everyone was happy to take time to show me what could be done at the LRC, and to discuss theories and practices of educational significance. I enjoyed stimulating talks with the Director, Dr. Robert Murray; with Dan W. Smith, Associate Director and Director of the Pilot TV Project; with Joel Lanphear, In-Service Coordinator; and with two teachers -- Mrs. Maude Johnson and Mrs. Trubee Jones -- who were devoting full time to the creation of exciting TV programs for a project entitled "Precision English," designed for fourth grade Guamanian pupils. The TV Team based their pioneering presentations on the Gloria Tate Oral English Series, of which more will be said later in this report. Across the hall from the Multi-Media room was Mrs. Andrea Protasio, who told me much about the latest texts on reading, learning, and related educational problems.

Most of my research on Guam, then, took place in one of these four areas. My procedure has been to study by every means -- observation, discussion, evaluation, and participation -- the problems, methods, techniques, successes and failures, continuing difficulties, and potential solutions, connected with the teaching of English on this linguistic frontier. To show just how much of a frontier Guam offers to the language teacher, especially the English teacher, let me summarize the history of Guam and the T.T. for the last 450 years.

In 1521 Ferdinand Magellan discovered the Mariana Islands, including Guam, and named them the Islands of Thieves (Ladrones) because the natives developed a habit of picking up and taking ashore everything that was not nailed down. This practice, ^{as} Magellan did not understand, ~~that~~ seemed to them only reasonable recompense for the provisions of fruit and pigs they had generously donated to the Portuguese admiral's ships! Other Spanish explorers soon touched at the other islands in what is now the Trust Territory, which includes the archipelagoes known as the Caroline Islands and the Marshall Islands, as well as the Marianas. (The T. T. includes over 2000 islands scattered over an area of some 3,000,000 square miles of Southwest Pacific Ocean, with a total population today, exclusive of Guam, of approximately 100,000 persons, speaking nine major languages as well as a number of related dialects!) Following the explorers came the governors with their soldiers and later the Catholic missionaries. Thus the exploitation of the islands began, nor has it ended in 1970, more than 400 years later.

Guam, the largest island, became a convenient watering and provisioning port for the Manila galleons en route to and from Acapulco. For 350 years all the islands were dominated by the ruthless Spanish

administrators who brutally suppressed each native revolt. Spain's control ended with the Spanish American War in 1898, and the U. S. claimed Guam. The following year Germany bought from Spain the other islands in the T. T., and attempted to wrest whatever economic profit she could from them. Her control ended in 1918 when Japan took over their rule at the end of WWI, except for Guam, which the U.S. retained as a naval base. The Japanese were more vigorous than even the Germans in striving to make the islands economically profitable, and achieved substantial sugar plantations on Saipan, where a statue to the Sugar King and a rusty narrow gauge locomotive stand as silent witness to the now defunct industry. On Angaur, one of the outlying islands in the Palau district, they established a thriving phosphate mining industry and turned Koror, the principal city of that district, into a flourishing resort, "the Riviera of the Pacific". In the early days of WWII the Japanese overran Guam as well, and held it until American troops liberated it again in 1944 in a series of bloody landings. (Now, in 1970, the Japanese are planning a memorial to their war dead on Guam, which is causing some controversy among the Guamanians with long memories.) At the close of WWII, the islands -- again with the exception of Guam -- were lumped together in the Trust Territory of the Pacific Islands, under the trusteeship of the U.S.A. According to the Trusteeship Agreement:

...the administering authority shall:

1. foster the development of such political institutions as are suited to the trust territory and shall promote the development of the inhabitants of the trust territory toward self-government or independence as may be appropriate to the particular circumstances of the trust territory and its peoples and the freely expressed wishes of the people concerned; and to this end shall give to the inhabitants of the trust territory a progressively increasing share in the administrative services in the territory; shall develop their participation in the government; shall give due recognition to the customs

of the inhabitants in providing a system of law for the territory; and shall take other appropriate measures toward these ends;

2. promote the economic advancement and self-sufficiency of the inhabitants, and to this end shall regulate the use of natural resources; encourage the development of fisheries, agriculture, and industries; protect the inhabitants against the loss of their lands and resources; and improve the means of transportation and communication;

3. promote the social advancement of the inhabitants, and to this end shall protect the rights and fundamental freedoms of all elements of the population without discrimination; protect the health of the inhabitants; control the traffic in arms and ammunition, opium and other dangerous drugs, and alcohol and other spirituous beverages; and institute such other regulations as may be necessary to protect the inhabitants against social abuses; and

4. promote the educational advancement of the inhabitants, and to this end shall take steps toward the establishment of a general system of elementary education; facilitate the vocational and cultural advancement of the population; and shall encourage qualified students to pursue higher education, including training on the professional level. Article 6 of Trusteeship Agreement

(Quoted from Briefing Materials, January 1970, Trust Territory of the Pacific Islands)

The six districts into which the T.T. is divided are as follows: the Marianas, Palau, Yap, Truk, Ponape, and the Marshall Islands. These six districts, plus the Gilbert Islands, which do not fall within the T.T., are often known as Micronesia or the Tiny Islands. T.T. Headquarters are located on Capitol Hill on Saipan, approximately 120 miles north of Guam.

Guam, then, has known three masters: Spain, Japan, and the U. S.A., while the T.T. has known all of these and, for almost 20 years, Germany as well. In Yap, for example, where stone money is still so highly regarded that it takes an act of the legislature to permit its export, some native philosopher once remarked: "When the Spanish left, their money was worthless; when the Germans left, their money was of no value; likewise, when the Japanese left, their money was no good; when you (Americans) leave, your money will be useless! But our money is always good!" Although the Yapese may seem, financially, to be lost in the Stone Age, their shrewd

determination to retain a culture they prefer and not to be in haste to swap it for that of some Johnny-come-lately like the Americans, is significant and encouraging. But the future of Micronesia, though a fascinating speculation, cannot be developed further here.

My first month on Guam I devoted to an intensive canvass of TESOL classes in all areas and from all points of view. I visited classes at the College, at the High School, at the Junior High, and in the elementary schools, observing the problems, the techniques, and the results, with special reference to their applicability to our own problems at St. Petersburg Junior College. I talked with students, teachers, consultants, and administrators at all levels on the problems of teaching English as a second language.

Then toward the end of February I organized my visits to Micronesia. Through the kindness of Capt. L. Gordon Findley, Liaison Officer on Guam for the T.T., I was introduced by radio telephone to Mr. R. Burl Yarberry, the Director of Education for the whole Trust Territory. He approved my project, and referred me courteously to two of his assistants, since he was scheduled to be away at the time of my visit. With this encouragement, I flew to Saipan -- a 20-minute flight by jet from Guam -- on February 24, and checked in at the Royal Taga Hotel, a luxurious, beachside hotel commanding a magnificent view of the reef and lagoon to the west. (About a hundred yards off shore were the skeletons of three American tanks stranded during the assault 25 years ago.) I quickly rented a Datsun sedan and drove off to Capitol Hill and T.T. Headquarters, where I spent most of the next four days talking to members of the Staff. I talked first to Mr. Harold Crouch, Educational Specialist, English Language Supervisor, (in charge of TESOL throughout the T.T.) who in turn introduced me to others, including Howard L. Kirstetter, Assistant Director for Elementary and Secondary Educa-

tion; Norman B. Smith, Director of Education (Saipan); Daniel J. Peacock, Supervisor of Library Services for the T.T.; Owen J. Seckinger, Coordinator of Elementary Education, T.T.; George M. Perdeu, Education Facilities Officer, T.T.; Floyd H. Tilton, M.D., Chief, Division of Health Planning and Evaluation of the Department of Health, T.T.; and Mrs. Hattie Baker, who had charge of the distribution of Surplus Government Foods for the T.T. Our talk ranged over every conceivable topic associated with the education of the Micronesian peoples and the development of their own economic and social independence.

In addition to these stimulating conferences with the top administrators, I spent many hours visiting the schools in Saipan in company with Joe Guerrero, Assistant District English Language Supervisor, and talking to principals and teachers wherever I went. Sam Duval, for example, the principal of Chalan Kanoa School, suggested TESOL type training to assist students who speak non-Standard English Dialects in their progress through U.S. high schools and colleges. In Saipan for the first time I saw in practice the established policy of training Micronesian teachers in TESOL techniques, rather than relying on American teachers in native schools. In this connection, let me quote from the recommendations that came out of an English Program conference held in Ponape in December, 1969:

A. Staffing.

3. Since at the elementary school level the use of the full-time English teacher is at best an interim measure and denies the advantages of inter-curricular areas English awareness and the awareness of individual student's problems, and since the total education of the child is much more than the sum of the component courses, it is recommended that Micronesian elementary school teachers be slated to teach their own English classes in self-contained classroom situations.

4. Because the secondary schools of the Trust Territory follow a departmentalized design common to American high

schools, it is recognized that full-time English teachers will continue to be needed at the secondary level. It is recommended, however, that these teachers be Micronesians, wherever possible, that whether Micronesians or expatriate, they be trained and capable to teach in two subject areas, and that they make every possible effort to know what sort of English is being used in other subject areas.

5. Where talent is now available, all positions within the English program,...should be filled by Micronesians within this academic year. It is subsequently recommended that:

- (a) Where such talent is not available, training programs to provide the talent, be begun immediately.
- (b) Where such talent may not be available for some time in spite of such training programs, transfer of qualified personnel from other districts be effected,...
- (c) Since the eventual goal is to phase out all expatriates, including Peace Corps Volunteers, from the English Program, counterpart training activities ought to be of the highest priority...

* * * *

B. Training.

1. It is recommended that recognition be given to the need for trained, qualified Micronesian English Specialists and that the Education Department encourage the granting of scholarships to interested and capable Micronesians in the areas of English, Linguistics, and language teaching, with the goal a minimum of one scholarship per district per year.

[Quoted from the Ponape Conference Report, pp. 2-3]

In Saipan, too. I first came in contact with the cultural policy of bilingualism, which found expression in the Ponape Conference Report in these recommendations:

C. Materials.

* * * *

8. It is recommended that wherever possible, textual and curricular materials be developed primarily in the vernacular, secondarily in English. ...

IV. Vernacular and Bilingual Education Development

- A. The English program staff respectfully recommends that the Department of Education fully support the Pacific Asian Linguistics Institute's proposal to develop orthographies, dictionaries, and grammars for the six major Micronesian languages.
- B. It is recommended that, pending development of orthographies, dictionaries, and grammars, consideration be given to a bilingual approach to education for Micronesian students.
- C. It is recommended that the Department of Education, until such time as a true bilingual program can be developed, place primary emphasis upon instruction in the vernacular with the English program concerned mainly with the building of English language skills.

Quoted from the Ponape Conference Report,
pp. 7-8/

The need for instruction in the vernacular is two fold: to provide adequate communication in the teaching of new subjects, and to preserve the native culture. This T.T. policy of bilingualism was in sharp contrast with the long established, and legally supported, Guamanian policy which for many years forbade the use of Chamorro in the public schools or government offices. Yet, before I left Guam for home, the Pacific Daily News carried a story, announcing the grant by Congress of \$150,000 for the teaching of the Chamorro language in the public schools of Guam! Indeed, practically everyone to whom I put the question agreed that without a native language, a native culture cannot survive. This principle seems to be making its way in the thinking of the English Program teachers as we can see from their recommendations quoted at the top of this page. (I was particularly pleased to discover these recommendations, for my son in Maine is currently working to raise money for an all-Indian high school, for Eastern Canadian and American Indians, in which, in

response to the demand of the Indians, the native Abenaki language and culture will be featured, in addition to vocational and other courses designed to fit the Indians for a self-sufficient economy and social independence.) (Query: Will the widespread demand in the U.S. for Black Studies Programs lead to a demand for Black Language courses?)

Everywhere I went in Saipan I met the most heartening cooperation and friendliness from everyone with whom I talked. Indeed, the real but unincorporated "Fraternal Order of Educators" (my own name for dedicated teachers and administrators all over the world) is a tangibly heartwarming fraternity, with "lodges", as I was to discover, in Guam, Palau, Yap, Ponape, Japan, and Hongkong, as well as in St. Petersburg.

I returned to Guam on February 27, armed with notes supplied by Harold Crouch about the educational personnel I would find in each of the six districts of the T.T. (Indeed, Harold Crouch had also furnished me with the names and addresses of his friends in Tokyo, complete with sketch maps showing how to find them!) His kindness left me deep in his debt, but made clear to me why he was the Supervisor of English Language teaching throughout the T.T.; for his candid, unassuming, wise, and dedicated approach to the problems, coupled to his wide background of experience in teaching English as a second language in distant and primitive regions of the world, instinctively draws his associates to a similar dedication and unselfish perseverance. He is a rare guide, philosopher, and friend to all who know him.

On March 2 I flew to Palau in the Western Carolines, and checked in at the D.N.T. Hotel. (The proprietor kept a tame fruit bat hung up by his feet under the porch eaves!) My first visit was to the

Director of Education, Mr. Richard Greivell, who welcomed me officially and sent me on in the rain by T. T. jeep to the TESOL office where I met again the English Language Supervisor, Andrew Morikawa. Two weeks before I had met him and three of his assistants -- Tim Donahue, Yosko J. Malsol and Riosang Salvador -- when the four of them visited the Learning Resources Center on Guam while I was there, so I felt immediately at home. (It had also developed in that earlier meeting that both Andy and his wife had graduated from Kalamazoo College in Michigan, where I spent six years as Dean and Professor of English. Although our years at Kalamazoo had not coincided, we had much in common to discuss.)

In Palau I followed my customary pattern of visiting TESOL classes in various schools, TESOL clinics for teachers -- where TV films were shown of successful TESOL classes and teachers -- and talking to principals and teachers and assistant supervisors at length. Andy Morikawa invited me to dinner one evening, and we had many good talks during my five days on Palau. With Bob Broadbent, an assistant, I visited a number of schools and met many of the native teachers. I well remember one principal, a Palauan named Kaleb Olegeriil, of the George B. Harris Jr. Elementary School, to whom I put the question I asked everywhere, "What is going to be the future of Palau?" (or Saipan, or Yap, or Ponape, as the case might be). He replied simply, yet with conviction, "We have two chief resources here -- men's brains, and the sea. If we can put those together, we have a future!" It came to me irresistibly: This is the type of thinking that builds a nation. I thought how fortunate it was that a man of such splendid courage and vision should be in charge of an elementary school where the actual kindling of the lamp of learning is the major responsibility, where the first feeble flickering sparks must be strengthened

From Palau, with its strange, mushroom-like Rock Islands, and its many evidences of Japanese occupation -- bombed Zeroes, seaplane ramps, monuments, etc. -- I flew to Yap on March 6, checked in at the hospitable Yap Hotel, and rented a Daihatsu sedan to see something of the island. At supper I met Jim Phipps, District English Language Supervisor, who welcomed me. With a friendly engineer from the Public Works Department, whom I had met on Saipan, and with whom I shared a room while on Yap, I drove the next day to the north end of the island, stopping on the way to inspect the U.S. Coast Guard Loran station, and then proceeded on to Gagil, a native village almost on the beach. Here I talked at some length with Bob Barton, a Peace Corps Volunteer, who lives in a native style hut in Gagil and teaches TESOL classes in the nearby elementary school, presided over by Yapese principal Henry Worswick. I was impressed by Bob Barton, for he is living 10 miles from a store, in a corrugated hut no better than those of his Yapese neighbors, with no electricity or running water. He sleeps on a mattress stretched out on the bare floor under a mosquito net, drinking rainwater collected in an old oil drum. He had taken a concentrated two-months course in the Yapese language, working at it seven and eight hours a day, and could talk quite readily with his Yapese neighbors and the boys who clustered on his porch. The natives obviously respected and liked him, and I saw one old man give him a large tortoise shell he had just cleaned. When I asked Bob for a drink, he spoke quickly to one of the lads he had been chatting with. The Yapese boy calmly "walked up" a nearby coconut tree and brought down three green coconuts, which the elderly Yapese, donor of the tortoise shell, deftly stripped of their husks with a few shrewd, deliberate blows of his machete. Then he neatly bored a hole in the end of each nut with the point of his tool, and handed us our drinks.

The juice was cool, faintly sweet, infinitely refreshing! I couldn't speak the old man's language; he couldn't speak mine: yet the silent language of hospitality was communication enough. It reminded me of a Yankee farmer offering a stranger a cup of homemade cider.

With Bob Barton we strolled over to the adjoining village -- to which, because of a long established feud, no native from Bob's village ever goes. There we met the Chief of Yap, clad in the usual loincloth, sitting in the door of the Men's House, hand-carved combs thrust into his bushy hair, his blue tattooing conspicuous on his chest. He responded courteously to my greeting and graciously allowed me to photograph him, exhibiting what I could only characterize as a "professional" friendliness. We also met Dave Paulus, another PCV who is financial and business advisor to the Yapese, and has an office in the principal town of Colonia. He was living with his wife in a hut only slightly more sophisticated than Bob Barton's, and we talked about methods of learning Yapese and English. He, too, recommended complete immersion for seven or eight hours a day in the foreign language, but acknowledged that the Micronesians were not about to undertake such a rigorous method of instruction in English, for which indeed they felt no immediate and pressing need. In fact the whole Yap psychology, as nearly as I could estimate it by observation and discussion, seemed curiously akin to the wait-and-see philosophy one encounters in New England. The natives will wait, reserved though not hostile, till the stranger and his ways prove themselves; then they will accept him and them, but only if the latter promise some advantage or usefulness. (Months later in Guam I met an American girl who is married to a Yapese lad. She confirmed my estimate of the Yapese character from her personal experience!) So on Yap, the youths are fond of motorcycles, and the required helmets

but a loin cloth or "thu" is perfectly correct for costume, and betel nut is the standard "chew" for young and old, male and female. Similarly, for the women dresses are customary, though not absolutely required, in Colonia; but in the villages the grass skirt falling from the hips to the ankles is preferred, and probably more comfortable! And it quickly seems more natural to an observer.

Leaving Gagil and its hospitality, we then drove to Giliman at the south end of the island, where we visited the Edvalsons, friends of my daughter on Guam. He is principal of two elementary schools, and is gathering material for an elementary textbook in Social Science, in Yapese and English, to acquaint the Yap children with their own social structure, and to enable them to compare it intelligently with that of the encroaching American environment. This obviously sound idea produced much good talk centered around Micronesian education and self-sufficiency. Mrs. Edvalson is secretary to the Director of Education for Yap, whom I was to meet on Monday. They directed us to a nearby Catholic church which has an altar made out of Yap stone money. These discs, which may be as much as 14-1/2 feet in diameter and weigh several tons, are quarried 300 miles away on Palau, and were originally brought by native canoe to Yap, with great hardship and very considerable danger. In the 19th century, a swashbuckling adventurer named O'Keefe made a fortune transporting this stone money by schooner, but "canoe money" remains more valuable than "ship money" by reason of the greater hardship and hazard involved. Size has little to do with value, which is also related to the status of the owners. (At T.T. Headquarters I had heard the theory that these huge stone discs serve as testamentary or "documentary" evidence of ownership, much as a properly executed warranty deed serves to attest our real estate transactions.) We were unable to examine the

altar, for a priest was receiving confessions from the men and women of the village, who were arriving on foot, in pickup trucks, or on motorcycles, clad in the usual loincloths or grass skirts, but with an occasional dress to be seen among the younger women.

On Monday I met John Perkins, the Director of Education, and had an excellent talk with him concerning the problems of recruiting qualified teachers, and keeping them. Not only did he speak my kind of educational language, but his origin in Dorchester, Mass., ensured that his Yankee accent fell sweetly on my expatriate ears! With Jim Phipps, District English Language Supervisor, I visited the elementary school in Gagil and watched Bob Barton conduct his TESOL class, and chatted with the principal, Henry Worswick. We visited the high school where other TESOL classes were in session. With one of Jim's assistants, Howard Thomas, I attended more TESOL classes in some elementary schools far off the rough and stony track that passes for a road in Yap, (and indeed in all of Micronesia!) and collected from one principal Cyril M. Uluch, the attached Teacher Observation Record, which I have shared with my Department Head at St. Petersburg Junior College!

On Tuesday came a six-hour boat trip, set up for my benefit by John Perkins, to the neighboring island of Map. This was practically an all-day affair, since we visited first a remote medical clinic to reclaim some tools left behind by the Seabees who built it. Then, fortified by a cool draught from a coconut, we proceeded over the lagoon to Map, where I visited the elementary class in arithmetic (they were multiplying numbers using a base other than 10!) and a TESOL class conducted by a Yapese instructor named Gorong Say Paul. Despite his betel nut "chew" and his loincloth, I recognized him at once as a fellow member of the fraternity of educators, and respected him accordingly.

I wish I could convey the beauty of that six-hour boat trip inside the reef, on which the warm blue Pacific rollers were regularly exploding, past palm-fringed beaches dozing in the brilliant sunlight, with an occasional glimpse of a thatched hut or a corrugated iron shelter half-hidden in the trees. The tropical blue of the skies, the incredible aquamarine of the crystal clear water in the lagoon with the rocks and sand flashing by underneath our keel, the white creamy surf, the graceful palms vibrating in the steady tradewind along the solitary beaches -- it was the quintessence of all tropical islands.

Yet, even in this exotic setting, with the teachers there was at once perceptible the great freemasonry of the mind, the bold determination to light the lamp of knowledge, to push back if possible the night of non-literacy, to awaken the minds of the young people to their potential intellectual power. We who teach under optimum conditions should find real inspiration, as I did, in these Micronesian teachers, many of whom have never graduated from high school, yet who have undertaken, at what we would consider starvation pay, to "be an opener of doors to such as come after them," in Emerson's phrase, and are pioneering in their own remote field. I mentally saluted them as fellow craftsmen.

My fourth excursion into the T.T. came on May 6, when I flew to Ponape in the Eastern Carolines on my way home via Honolulu. Providentially I spotted at the airport a TESOL teacher, Ron Wheeler, who courteously found me a taxi, a cabin, and a Datsun pickup truck to get about in -- in that order, and amid recurring rain squalls. (The annual rainfall in Ponape is around 200 inches!) He also took me to the TESOL office where I met Mrs. Joan Emmett, the District English Language Supervisor, ^{and} her assistants, ~~and~~ Marty Rodriguez,

Harvey Segal, and my friend, Joe Guerrero, whom I had last seen a thousand miles and two months away on Saipan. Marty Rodriguez is currently translating English readers into one of the major Ponapean tongues, as, on Palau, Tim Donahue is turning Micronesian folk tales into English readers for his pupils. (Joe is enjoying his new assignment on Ponape, although he reports ruefully that there are only 15 or 16 people on the whole island who can talk his native Chamorran language!)

With Ron Wheeler driving the Datsun I set out to visit some of the outlying schools over roads where people in the U.S. would hesitate to drive a horse. At one school, after visiting three TESOL classes -- in one of which the children sat happily on the floor -- since only the teacher had a chair and he had given that to me -- I took a look at the "lunchroom". It was an outdoor shed, open to the trade-wind, where on a raised fireplace of brick a few logs smouldered beneath a smoke-blackened kettle of rice. The drinking water came from a large tank of rainwater. Yet education was going on: the children were alert, interested, receptive; the teachers dedicated, patient, competent, in touch, inspiring. When I see what is being done under such -- to us -- adverse conditions, I vow that I shall never again complain of lack of facilities. And it crossed my mind that morning on Ponape that there is no record that Socrates or Mark Hopkins made use of special AV or other mechanical equipment in their classes!

On Thursday, with Ron Wheeler, Marty Rodriguez and Joe Guerrero, plus two Ponapean boatmen, I set off by sea for the south end of the main island to visit a couple of isolated schools. The tide was low, and we felt our way through countless coral reefs, most of them marked -- only striking hard once or twice! Then, after lunching

frugally at a windswept, deserted island beach, we cautiously crept up a shallow jungle river while the rain forest threatened to choke off the stream ahead of us, until we came to the ultimate shallow and waded muddily ashore. A mile walk through the jungle brought us to the village, but since this was a local Saint's Day, the school was closed. Refreshed by a draught from a fresh coconut, we backtracked to the boat and swung up another shallow rocky stream for a couple of jungle-shadowed miles to a second village and elementary school where I audited a TESOL class and talked to the teacher. Retracing our way to the boat, we set off on the 20-mile return journey on a rising tide. We hit no more reefs, thanks to violently evasive action, but the sea and wind were now against us, and for the last 10 miles we literally crashed from wave crest to wave crest -- bang, bang, bang! It was like being "paddled" continuously for an hour, and my companions, not under the shelter of the windscreen, were completely soaked from head to foot.

That night I dined with Mrs. Emmett and Jane Hurd, a PCV from Boothbay Harbor, Maine, plus two shy Ponapean girls of high school age. When the latter left for more exciting society downtown we settled down to a discussion of the two major topics that accompany TESOL hospitality throughout Micronesia: teaching methods, and the future of the islands. Again I felt a real pride in my fellow craftsmen who would come to these isolated Pacific islands to teach a people, anxious to acquire the American tools of communication. It is not a glamorous life; there are plenty of frustrations and hardships; yet they come and give their best, and the results are beginning to show after only three years of TESOL in the islands. When a complete school generation -- K to 12 -- has had the benefit of TESOL training, the effects of the new skills should be phenomenal. And everywhere in the T.T. is the explicit declaration of the official policy (see p.9)

of self-determination -- to train the Micronesian teachers as fast as possible to replace the "statesiders". Let the people choose; give them the tools sufficient for their own intelligent, wise self-development. Keep and spread the native language (see p. 10); keep and preserve the native culture; but give them the means for coping with the outside world which will inevitably seek to exploit them.

My last full day on Ponape I visited schools near the main center, and watched TV videotapes of various teachers in action and discussed educational problems and policies with the staff. I wished a dozen times that all my colleagues could have been there to feel the common dedication to the ideal of teaching: being "an opener of doors to those who come after you", and to feel the lift and inspiration of contact with these educational frontiersmen. I was proud to be a member of their brotherhood!

PART III WHAT IS TESOL?

TESOL is an acronym for Teaching of English to Speakers of Other Languages. In brief, the essence of TESOL is rapid fire class and individual drill in oral-aural sentence patterns in English, to train the ears of the students to recognize, and the lips of the students to produce, the correct intonation, pronunciation, sentence structure, grammar, and syntax of standard English sentence patterns. The student hears the instructor, and repeats after him the sentence typical of the day's pattern. When the class has learned the correct pattern, the instructor varies one word--a pronoun, or a noun, or a verb--and the class repeats the sentence pattern, making the necessary inflectional variations. Then the instructor may point to a student or an object, and the class will make the desired changes in the pattern to fit the new object or person. Thus the many changes are rung on the pattern

under consideration until finally individual students are generating the questions and responses satisfactorily. From a T.T. Issue Paper

I quote:

Predicated by a decision, based on the mandate to modernize Micronesia as rapidly as possible (White House Task Force, 1960-61), to have educational opportunities available through English, was the activity now commonly referred to as ... TESOL. Reduced to the simplest of descriptions, English teaching in Micronesia is concerned totally with building the English language skills of speaking, listening-comprehending, reading-comprehending, and writing, all as rapidly as pedagogically and physically possible. ... For that which one does not control orally in a language he is unlikely to comprehend, ... Dr. Mary Finocchiaro, one of more practical TESOL/Linguistics authorities, states in her book English as a Second Language: From Theory to Practice:

Since the spoken language is primary, the sounds of language, called by many "the stream of speech," should take precedence in our teaching... In addition to the sound system, learners must be taught the structure system of the language. Through numerous examples, learners must be given insight into word order and into the meaningful features of the English Language (e.g. The boy is going...The boys are going: I wash every morning...I'm washing now... I washed yesterday morning... etc.). Insight into a pattern is not enough, however. Our students have to learn the basic patterns of English thoroughly in order to be able to understand them; to respond to them; and to create similar ones in other communication situations in which they will find themselves... Certainly language learners should hear many times and be able to repeat with reasonable accuracy any material before they see it, but the number of class hours which should elapse between hearing, saying and reading must perforce be flexible and should depend on several factors. /Issue Paper No. 71, pp. 2-3/

* * * * *

At the lower levels of elementary school where basic English structures are introduced, where phonological groundwork is laid, and where rudimentary reading and writing commence, what actually is the business of TESOL of Micronesia can be illustrated. The materials employed to give pupils oral control of English are those prepared by Gloria Tate, English Language Specialist of the South Pacific Commission, and commonly called the Tate Oral English Syllabus. By way of introduction, Miss Tate says to the teachers:

Presentation: Act and talk using only the sentence-types you have taught and the new word or sentence you are going to teach. Act a little scene or situation like a play, and make your actions fit the sentence so that the meaning is clear without an explanation. This is the only part of the lesson when the teacher talks more than the class. You can tell by the expression on the faces whether they understand and are ready to speak. If the children do not understand, one short explanation in the mother-tongue will make them happy. But, after

using the mother-tongue, they must have more practice than ever in speaking English. They must be helped to think in English during their English lesson. Every child must listen or speak during the whole lesson.... To make the meaning of sentences clear in language-teaching, and to show the children that language is for use in real life, all teaching should be in situations. If possible, drills should be situational, too. The situations you choose should give you the opportunity to repeat over and over again the words or sentence-types you want to teach, but the repetition should seem like talking in real life... Even This/That is a cup/bottle, etc., may be taught in a bright, interesting way which will seem realistic. Here is one simple way: Before the lesson hide in a basket old objects and the new ones. Pretend you are looking for something. Take out the old objects, one by one, and throw them aside, saying: "This is a book. This is a ...er-er-" (as if you have forgotten its name). The children will help you out by continuing for you: "That's a pencil. That's a box." And so on, until you pick up the new object. Pretend you are very pleased to find it. Say slowly and clearly: "Ah! This is a bottle." The children have reviewed old words without realizing it. Now they will be anxious to practice the new word.

[Issue Paper No. 71 p.5]

The whole principle involved is to train the ear to detect the right construction or the right sentence pattern. There is, as you can see from the foregoing quotations, no reference to rules of grammar, nor does the student have the sentences before him. The whole purpose of this Tate procedure, which is practically universal throughout the Pacific Basin, is to teach English orally so that the student may perceive it aurally. In effect, TESOL sets up a controlled and structured environment or situation, designed to teach language as a child normally first learns it: i.e. by hearing, and imitating, his elders as they talk. In the home, this imitation is largely unconscious and unplanned; but in the TESOL class it is deliberately planned to proceed systematically from simple to more and more complex sentence patterns of everyday usefulness and relevance. Thus TESOL creates an oral-aural learning situation psychologically comparable to the home learning situation, in which each of

us learned to speak in infancy. And it works! Class drill gives the students confidence; then, when the class is broken up by sexes or by aisles, shyness is eliminated, until finally individual students are running through the drills correctly.

Some weeks after the TESOL classes have gotten under way, controlled writing classes begin generally on a one period per week basis. One popular technique employs a series of West African folk tales about a tricky spider named Ananse. The students read one of these "Ananse Tales", and the instructor asks them to copy it. The next step is to rewrite the story, which is often only a couple of paragraphs in length -- changing "Ananse" to "Ananse's wife" or "the spiders", and making all the appropriate changes in pronoun and verb forms. Another variation calls for changing the dialogue from present to past tense. There is a graduated series of increasingly complicated assignments: adding verbal phrases or time clauses; contributing purpose clauses; substituting compound or complex constructions for simple sentences, etc. Thus a great variety of controlled responses are made possible, all derived from the original story, yet developing the student's writing ability and imagination.

PART IV CONCLUSIONS AND RECOMMENDATIONS

Although I do not recommend TESOL training for SPJC students, nevertheless the use of the right sound to support and reenforce the right look, the right use, and the right rule, is an excellent device of which we ordinarily make little or no use. How often a student will admit that "He don't need no paper" doesn't sound right, and yet be unable to produce the fractured rule of grammar. Most of us, I submit, judge first by the sound, and only belatedly and secondarily by the rule. Sound can materially prevent spelling errors in

many instances, yet it has been my experience that few bad spellers today make use of sound to check their orthography. Should we not therefore, in all composition classes, concentrate more upon teaching the right sound of sentences and constructions, and deal later -- when, as, and if necessary -- with the applicable rule? The parallel with a musical tune suggests itself. Many of us can carry a tune without recognizing a single note on the staff or any of the laws of harmony. Surely we can make greater use of ear training in spelling, in composition, and in correction of errors. (Compare Miss Geraldine Turner's experiments at SPJC in the correction of errors in composition from tape-recorded playbacks.) For the ear is a most sensitive guide to the right form, as any musician knows perfectly well. And how quick we are to judge a man's origins and education by our ears! "It doesn't sound right" can be a powerful reinforcement to "It doesn't look right!" (See page ³⁴ Part V of this Report for Japanese evidence on this point).

My second recommendation grows out of the first. TESOL never stops to cite a rule. Why? Because the rules are being unconsciously acquired while the language is being learned, as a generalization of the facts observed. This was an adequate procedure in our teaching of English up to a generation ago, but too many present day students have not learned standard English by ear before they come to college. Nor do they have an adequate vocabulary. My second recommendation allows for this. It suggests that we teach composition as a creative process, rather than as a process of "Check the rules first, then write your thoughts!" Instead of approaching composition from the basis of the rules laid down by McCrimmon or the Harbrace Handbook, let us encourage our students first to write what is in their hearts as best they can. Then ask them to check whether what they have written sounds right, looks

right, means right, and to make any changes which will improve their statement. Thus they create spontaneously, and later work at making certain they are really communicating their ideas effectively. Similarly we should allow them complete freedom of topic, but see to it that they do not stop with their own expression of an idea, but also compare it with what others have said on the subject -- and with how effectively the others have said it.

This means that we should teach English literature as a living record of human emotion, as valid in one way as the most modern idiom of Sartre or Updike or Nabokov is in another way. The literature of Chaucer and Milton, of Shakespeare and Browning employs a different convention and represents an older tradition of expression; therefore if it is to be of value to our students, it must be taught so as to reveal that it contains the eternal cry of one human being to another; that it expresses a current and universal pang of ecstasy or loss, of vaulting ambition or tragic downfall. The emotion is timeless; only the manner of expression has changed. Our students today are too apt to believe that to think a thought or to feel an emotion is enough: it does not need articulate and accurate expression in words! "Crying in the night, and with no language but a cry...", they indicate to their world that they feel some powerful rage, which must be noble because it is so powerful! Thus they become the dupes of all who, for purposes of their own, exploit the emotions of others, and thus the world loses the ideas which every younger generation must contribute if civilization is to advance -- or perhaps even survive. The communication of ideas is vital and constructive: the communication of emotions alone is inconclusive and usually destructive. Our students need words -- accurately and intelligently used -- even more acutely than their contemporaries in Micronesia, and it should be our duty and responsibility to help them recognize and meet this need.

Thus teaching literature becomes a matter of demonstrating the universality of human passions against the changing backdrop of the centuries. Oedipus, Faust, Hamlet, Willie Loman, Thomas More, and the characters "Waiting for Godot" are all human beings, caught in the same maze of life as are all of us -- seeking an escape, or a solution, or a goal. Literature is but the record of man's search for identification and purpose and meaning in life, and our most superficial student must recognize his kindred, passionate search as new only to him, and as a quest which makes him, not unique, but one with all humanity.

My third recommendation calls for a tremendously increased participation by the class in the whole learning process. The bright-eyed, interested faces I saw in TESOL classrooms indicated the obvious advantages of getting the pupils actively involved in the classroom learning process, and Miss Tate has pointed out the increased realism possible in a situational learning technique. Many of us are experimenting along the lines of a "situational learning technique" in teaching English composition, and we should feel that we are right in so doing. Youth today has the potential of being a "Renaissance man", but in too many instances he is satisfied to stop with the first step in any renaissance -- which always begins by resisting the dogmatic assurances of the Establishment and asking embarrassing questions. If the "challenge of youth" pauses here, or diverges sharply to supporting the total destruction which is anarchy, it polarizes. It will then be no more living and creative than its equally polarized opposition which says in effect, "Since I am older than you, therefore I must be wiser than you in every way; hence you must do exactly as I tell you."

As teachers of composition and literature we can prevent such a situation if we make our classroom a meeting place for growth; a laboratory where we can be stimulated by our students, and they can learn from us those techniques of communication which will enable them to understand and to be understood. This can be a healthy reason for reassessing our procedures, for reexamining our established goals, for rebuilding our social concepts to broaden their base and extend their reach, aware of the inevitable changes that signify and accompany life and growth. We can combine experience with innovative energy; wisdom with imagination; age with youth. And we must bring about such a partnership if we are to move constructively forward into the century ahead. We must develop tolerances on both sides of the generation gap if we are to bridge it! How can this be done without language, which is, after all, the skill we teach?

In our classrooms, under sympathetic supervision, our students can arrive at their own appreciations, establish their own likes or dislikes, set their own standards, and erect their own ideals just as they choose the subject matter of their compositions. This is both situational learning and student involvement. But it is one of our contributions to their growth to see that they understand the fallacy of a "Humpty Dumpty" attitude toward words. A generation brought up with a Hollywood version of Lewis Carroll's Alice books is not always alert to see the disadvantages of Humpty Dumpty's boast that when he used a word, it meant exactly what he intended it to mean! No one observing TV "interviews" with young people can help but be struck by the great sincerity of their efforts to explain their thoughts and feelings, and their almost universal failure to do so -- an extension of the familiar classroom answer to a question: "Well, I do know, but I just can't put it into words!" When we help them deal with this inarticulate frustration, we can perhaps remove one basic cause for

their distrust of reason, their rejection of criticism, and their too frequent plunges into raw feeling, no matter how illogical and groundless. And to do this will require steady and continuous effort on the part of the students, who are severely handicapped by the imaginations of Dick and Jane, the commonplaces of TV psychology and vocabulary, and the warped outlook on life contributed by Hollywood and certain European producers. "Participation by the class in the learning process" will not be as simple and easy as it is in a TESOL classroom, but on the other hand our students in many cases recognize their language and literature handicaps, are grimly intent on removing them, and will grasp a helping hand.

My fourth recommendation stems from a realization of what purpose TESOL fulfills in the T. T. Quite clearly, its purpose is to furnish the Micronesians with practically effective tools for meeting, adapting, moulding, modifying, and assimilating the impact of a vastly more complex and sophisticated civilization, with its different value systems and status symbols, which is inevitably encroaching upon their own less sophisticated culture. I quote from the Ponape Conference Report:

C. Recognizing the importance of a pertinent, relevant and thorough English program at the secondary level, one designed to meet not only the present needs of Micronesian students but one ultimately to answer the needs of an economically and administratively independent Micronesia, the English program staff recommends the following:

1. Consideration of a program at the secondary level involving essentially two types of English, technical and environmental; the former would be a general, manipulative type English based on a syllabus that is attuned to the technical (actual) world of which Micronesia is a part; the latter would be an extension from the technical base into specific areas, e.g. academic, nursing, mechanics, agriculture, as students selected their professions. [Ponape Conference Report]

[p. 10]

To choose wisely, to establish effective dialogue with this modern world, to select intelligently the desirable elements, and to develop means of protection against the undesirable elements, in the new civilization knocking at their doors -- this is the practical purpose and the dire necessity impelling the Micronesians to learn English without delay. And, mutatis mutandis, the situation is basically the same with our students at SPJC, as the recent development of English 130-131 abundantly demonstrates. I have been much impressed by the practical effectiveness of TESOL in enabling Palauans, Ponapeans, Yapese and Chamorrans to understand, analyse, and select what they wish to accept, and what to reject, from the world of American business and American culture and American government. The whole concept underlying the U.S. Trusteeship Agreement (quoted on page 6 of this report) is to make the T.T. people self-sufficient -- economically, politically, socially, and culturally. We noted on page 9 the policy of replacing American teachers as fast as possible with Micronesian teachers. The District Administrator of Yap is currently a Micronesian and the Congress of Micronesian, made up of native representatives from all six districts of the T.T. is assuming more and more responsibility for control and government of the T.T. (Incidentally, only one representative currently uses an interpreter; all the rest of the representatives speak English.)

Applying this philosophy to the training of our students, we arrive at the conclusion that we should help them to understand, to evaluate, and to influence, intelligently and constructively, this rapidly changing world. To do this, communication is the essential tool!

Therefore, our teaching of English should be undertaken with a real concern for giving our students practical means to enable them

to enter the complex civilization of the present world with confidence, with wisdom to choose for themselves, and with the skills to make their choices articulate to themselves and to us. English instruction then should be reoriented to the achievement of the most accurate communication, the most perceptive understanding. More attention should certainly be paid to the "silent language" of our culture (as described by Edward T. Hall in The Silent Language) and to the psychological tools for effecting changes in the opinions and motivations of those with whom we come in contact. (Cf. Cooperation in Change by Ward H. Goodenough). Instead of teaching a body of traditional rules, or a formal structure of aesthetic attitudes, or even a rigidly compartmentalized series of disciplines, we should analyse the types of communication and understanding a student must control, and will need to employ effectively, to make his successful way in the world. What types of writing, speaking, listening, thinking, and communicating with others must he master? Perhaps the ancient Greeks were not far wrong when they listed Rhetoric, or the art of influencing others by speech, as an essential ingredient of education! This reorientation will involve a study and evaluation of all media of communication, so that our modern citizen will be able wisely to weigh their effect and relative influence, not only upon himself, but upon those whom he in turn will influence.

We teach our students how to drive a car home. We must teach them how to drive a point home; how to steer an argument; how to spot and dodge a fallacy; how to arrive at a sound conclusion -- how to understand, and how to communicate. This is our major responsibility -- and my fourth recommendation.

On March 25 I flew to Japan for a three week's visit, during which I had three conferences of extraordinary interest to me in the light of my research project. I owe them to my good friend of twenty years, Mr. Katsuhiko Onogi, Director of The Tokyo Institute for Municipal Research, whom I had entertained in 1950 when I was president of Babson Institute of Business Administration in Wellesley, Massachusetts. I had told Mr. Onogi of my project, and he had set up these conferences before I even landed at Haneda Airport on the outskirts of Tokyo.

The first conference was an afternoon meeting with Professor Tomihei Iwasaki and President Yoshio Ogawa of the Foreign Language University of Tokyo. Dr. Ogawa in addition to being President of the Japan Association of College English Teachers is also the author of English on the Street, This is English Library, and is the editor of Sanseido's Dictionary of English Language Teaching. Mr. Onogi and I were welcomed by Professor Iwasaki and ushered into his charming livingroom, with a glimpse through the window of his lovely, austere garden. After his wife had served tea, I explained my project to the two Japanese scholars and teachers. In reply, both emphasized over and over again, as we sipped our tea, the importance of complete immersion in the foreign language -- to master the sound, the pattern, and the inflections of English until the correct form is instinctive and unconscious. Both men spoke out of a wide experience with the problems of teaching English as a second language. Drill, they felt, was far more important than reference to rules or explanations of inflectional variations. They warmly recommended Oral English in Japan and other books of Harold E. Palmer, who evidently fills for Japanese educators the role played by Gloria Tate in the islands

of the Pacific. Professor Iwasaki kindly autographed and presented me with a copy of A. S. Hornby's A Guide to Patterns and Usage in Colloquial English for which he had prepared 50 pages of Japanese notes. We discussed the Hornby book for a few moments. It develops drills in the usual sentence patterns of English speech, and so follows the same technique as the Gloria Tate Oral English Series and the Lado, Fries book, English Sentence Patterns that I found in use in the TESOL classes at the University of Guam. Hornby is also the chief editor of the well-known Oxford dictionary, The Advanced Learner's Dictionary of Current English, which is standard in Guam and Micronesian English classes.

Following our discussion of Hornby's text and Harold Palmer's contributions, the talk turned to the basic nature of language. It was then that Dr. Ogawa made a statement, that, in retrospect, seems the most fundamental contribution to my thinking during my entire stay in Japan -- more significant to my purposes than a two-day visit to Expo 70, or to the most magnificent of Buddhist temples or Shinto shrines. He defined language: "Language," declared Professor Ogawa, "is the exchange of human warmth!"

I have been considering this definition pretty constantly during the last three months, and each time I reflect upon its implications, they seem more profound and far-reaching. It shines like a torch in the night, casting into dramatic relief the ominous shadows of misunderstanding and ill will. For this definition recognizes that language is an emotional as well as an intellectual medium of communication, that it arouses feelings as well as stimulates ideas, that it stirs and impels as well as informs, and that words may cut and burn as well as swords and fire. If we think more carefully about our responsibilities in teaching the fundamentals of language

and its use, we can see how important may be the warmths we exchange, or, without intending to do so, teach our students to exchange! Is our own teaching "an exchange of human warmths," or is it nothing but a warmed-over rehash of "Rules for Good English"? In the light of this fascinating definition, language ceases to be a matter merely of words or intellectual concepts, and becomes a glance of the eye, a clasp of the hand, a pat on the back, or an arm around the shoulders. It becomes one human being's recognition of another human being; it is the juice of a coconut shared on Yap. It is the cry of man to man across the dark warfare of centuries.

My second memorable conference was with Mr. Tetsuo Heima, "chief researcher" (in his own phrase) in foreign languages for the Tokyo Educational Institute. Mr. Onogi and I found him immensely well-informed on all aspects of English instruction -- far better informed than I was in the literature of the subject. He mentioned three helpful books of Harold E. Palmer: The Five Speech Learning Habits, Thinking in English, and Conversational English. Then we passed on to a discussion of TESOL techniques.

Significantly, Mr. Heima questioned whether exclusive oral-aural drill really teaches the student to speak the language. Or is the drill merely productive of "rote-learning", that remains largely unusable outside of class? He referred me to studies made by the New York City Board of Education on the effectiveness of English classes for Puerto Rican students, and cited a book called Teaching English as a New Language to Adults published by the N.Y.C. Board of Education.

Most interesting, however, was his description of his comprehensive use of English and American folk songs to teach Japanese children to speak idiomatic English. He showed me a series of 20 tapes published by the English Educational Council under the title

Our English Songs, including the popular favorites: "Home on the Range," "Polly-Wolly Doodle," "Blowing in the Wind," "There is a Tavern," "Buffalo Gals," "Greensleeves," etc. He particularly recommended Growing with Music, by Harry R. Wilson. Somehow the concept of singing a nation's folksongs while learning its language seemed especially happy and profoundly communicative. Who was it that said, "If I can make a nation's songs, I care not who makes its laws"? A happy omen and a revealing example of language as "an exchange of human warmth!"

The third significant conference was a meeting in Takamatsu -- St. Petersburg's sister city -- set up by Mr. Kiyoshi Murayama, Director of the Kagawa Prefectural Library, and Director of the Japan American Cultural Center in Takamatsu. Alerted by Mr. Onogi to my coming, he met me as I entered my hotel, and introduced his assistant, Mr. Fujii, who escorted me about Takamatsu's famous Ritsorin Gardens, where I had tea, and met the Governor of the Prefecture; then, after fortifying me with a sandwich, Mr. Murayama led me to a two-hour round table conference with ten Japanese teachers of English. Four of these gentlemen had studied at Florida Presbyterian College in St. Petersburg, and a fifth teacher, Norika Ohta, had been in my wife's English class at Boca Ciega High School! Over tea and cakes these men in turn described their work and their problems, and asked for suggestions. It was a wonderfully inspiring meeting of brother craftsmen in the FOE; there was a full "exchange of human warmth!" I tried to encourage them by noting that their problems were our problems, and were universal problems. They reported what we have already observed in this country: that students hate rules, that they don't see the need for correct spelling or grammar, that they are shy of making mistakes, that there are too few native teachers, and

no opportunity outside of class to hear the foreign language spoken correctly, etc. I told them of the English and American folk songs used by Mr. Heima, and suggested tapes or records of English plays to accompany the reading of the English texts, so as to train both eye and ear. I mentioned some devices like the TV tapes filmed in the Learning Resources Center on Guam, and the Bell and Howell Language Master (a magnetic card device) which I had seen used effectively with Chamorro carpenter foremen on Saipan. It was our host, Mr. Murayama -- a most delightful and cultivated gentleman -- who referred me to an article by A. Bruce Gaarder, entitled "Teaching Languages and Teaching Music, An Analogy," (English Teaching Forum, vol 2. No. 1, 1964).

Moved by the unanimous concern of these Japanese teachers of English, when called upon to wind up the conference I reminded my colleagues that upon us depended perhaps the future of the world -- at least in so far as that future seems to hinge on effective communication and mutual understanding. If communication fails, understanding fails. Thus teachers of all modern languages must be recognized as the vital links in establishing the communication that is essential between men of goodwill. So my final conclusion and recommendation, stemming directly from my contacts with these Japanese educators, is this: A sense of vital immediacy the teacher of communication skills must develop, if he is to direct intelligently, the "exchange of human warmth." We English teachers are not teaching just a "subject", like Chemistry or Sociology; we are literally teaching survival!

PART VI EPILOGUE

In conclusion, I should like to make a personal observation or two, not connected directly with TESOL, but certainly closely related to "The Silent Language" I have already referred to more than once. I set out on my 25,000 mile pilgrimage prepared to find strange people in strange places. I found the strange places all right -- Buddhist Temples, Tiger Balm Gardens, Mohammedan mosques, the Abai or Men's Council House in Koror, the Yap Museum with its distinguished Yapese Curator, the Snake Pit Temple and the Temple of the Reclining Buddha (108 feet long) in Penang. But I didn't find the strange people! I found People. Let me introduce you to some of my new friends.

There was the Russian guide to the geological exhibit in the U.S.S.R. pavilion at Expo 70, who introduced me personally (!) to all the crystals and rock formations, and gave me samples of his rocks when we parted. There was the old Yapese who gave me a drink of coconut juice, and the Chief of Yap who chatted with me on a wind-swept beach. There was the Lutheran minister, Rev. Edmund Kalau, ex-flyer in the LuftWaffe, who treated me to icecream and the "exchange of human warmth" in Colonia, Yap. There was the expert on chicken farms, Mr. Yoshinaga, with whom I exchanged ideas for four hours on a train journey from Hiroshima to Osaka; there was Mrs. Kasparbauer, Nurse at the University of Guam, who as a girl during WWII fed George Tweed, the U.S. Navy Radioman who hid out on Guam during the entire occupation by the Japanese. Mr. Onogi and Mr. Murayama you have already met. There was the muezzin of the Mosque in Penang who explained the intricacies of his religion to me; there was Herbert J. Ho, Chinese tax expert, Mason and Rotarian, who entertained me for lunch (6 courses) in Penang. There was the

Palauan boat man we called Lucky (we couldn't pronounce his real name) and the Ponapean housemaid who washed all my laundry for me without being asked, and refused pay. There was the Malayan despatcher in the Singapore Airport, who was determined to get me on the right plane, and the house boy in the Raffles Hotel who washed my comb merely because it seemed to need it, as a surprise for me. I've not mentioned the Americans who treated me royally, but the point is clear. Take the two Chinese teachers So Nam and Lam Bing Chang, in an English school, St. Luke's Coeducational College, in Hongkong, who invited me to attend an English class reading The Adventures of Huck Finn! I had been introduced to these members of the teaching fraternity by another young Chinese, manager of the Wanchai branch, in Hongkong, of the First National City Bank. I had met him on the way to see the shrines at Nikko in Japan, and presented him with his first snowball! The list is almost endless, infinite, of those with whom there was a mutual "exchange of human warmth."

If then peace depends, as I believe, on mutual understanding between men of goodwill; and if language -- silent or spoken -- is indeed the best means of communication, and I know no better, surely the English teacher must realize his true responsibility, his rich privilege, his golden opportunity, in establishing this concept of language as the "exchange of human warmth" in the minds and hearts of his students. Such a concept must illumine our teaching; it should inspire our lives! More vital than ideology, more fundamental than religious creeds, more basic than race, or color, or nationality; communication alone can make this world of ours a place where all peoples and all nations shall use language to exchange goodwill, friendship, and neighborly love -- else we perish!

TEACHER OBSERVATION RECORDS

Teacher's Name _____

Observer's Name _____

Date: _____

| | Needs Help | Satisfact. | Excell. |
|--|------------|------------|---------|
| 1. Is the teacher well prepared? | _____ | _____ | _____ |
| 2. Is the teacher able to improvise experiments, demonstrations, or situations to familiarize the children with new or difficult concepts? | _____ | _____ | _____ |
| 3. Is the teacher giving a relevant subject to the appropriate grade level? | _____ | _____ | _____ |
| 4. Is the teacher active and lively? | _____ | _____ | _____ |
| 5. Is the teacher's explanation loud and clear? | _____ | _____ | _____ |
| 6. Is the teacher conscientious? | _____ | _____ | _____ |
| 7. Is the teacher prompt when the bell rings? | _____ | _____ | _____ |
| 8. Is the teacher being prejudiced? | _____ | _____ | _____ |
| 9. Is the teacher wasting time chewing and smoking? | _____ | _____ | _____ |
| 10. Is the teacher spending too much of his/her time preaching on small matters? | _____ | _____ | _____ |
| 11. Is the classroom neat and tidy? | _____ | _____ | _____ |
| 12. Are the children paying attention? | _____ | _____ | _____ |
| 13. Are the children being distracted? | _____ | _____ | _____ |

Remarks: Two copies will be made on each individual teacher. One copy will be kept in our file cabinet for further resources. One will be given to the teacher being observed.

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