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YENCHING UNIVERSITY
Peiping, China

December 7, 1926

The Reverend Lawrence William Fawcett
Poste Restante
Madras, India

Dear Doctor Fawcett:

I am today cabling you as follows:

"Invite join faculty five-year term
beginning September 1927. Cable
reply Yenta, Peking. Stuart."

We have hesitated for sometime to communicate with you because of our financial anxieties. Even now these are by no means relieved; but we are so anxious to secure your services, that we have decided to take the risk, in the hope that somehow the problem of the budget can be solved. We desire you for full-time, although this would not prevent your continuance of publication work and associating yourself with various other activities outside the University.

We would give you the usual salary paid to foreign teachers, a schedule of which is enclosed herewith, and recognize the obligation of taking a share in your travel, the exact amount to be worked out, either by correspondence or on your arrival, although it may be necessary for us to distribute this over more than one year.

Hoping that you will be able to accept our invitation, in which the Dean of the Men's College, Mr. William Hung, and the present Head of the Department of English, Mr. T.E. Breece, very heartily join, believe me.

Very sincerely yours,

/s/ J. LEIGHTON STUART

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EMPLOYMENT AGREEMENT

Note: Amounts quoted are based on salary schedule for married staff members for regular term.

THIS AGREEMENT, entered into by and between PEKING UNIVERSITY and this 27th day of October 1927
WITNESSETH:

That the PEKING UNIVERSITY hereby agrees to and does employ Mr. Faucett for the position of member of faculty for a life contract upon the following schedule of salary and allowances:

1. Salary at the rate of Gold \$1,440. or Mexican \$2,880. per year beginning on day of sailing. (July 1st, 1927) Service in St. John's University to count as specified in attached letter.
2. An outfit allowance of Gold \$250.
3. Travel expenses from New York (U.S.A.) to Peking, China, by the most direct route (for a five-year period the University will also pay travel expenses from Peking, China, to home address above; for four years, four-fifths of said travel expenses; for three years, three-fifths of said travel expenses.)
4. Residential quarters at Haitien (Peking West) China.
5. Medical attendance for sickness without charge. One-half dental bills if incurred with prior consent.
6. Children's allowances: under six years of age Gold \$150. or Mexican \$300;
6th through 12th year of age " 200. " " 400;
13th " 17th " " " 250. " " 500;
18th " 22nd " " " 300. " " 600.
7. In the case of life contract, a furlough of fourteen months including travel will be granted after the first five years, with travel expenses to and from the home in the United States of America.
8. The pension to be effected through existing arrangements with the Protestant Episcopal Church. The University, upon due notice in writing, may terminate this contract at any time, upon the payment of a sum equal to three months' salary from the date of said termination, and full travel expenses to the address given below, by the most direct route.

Mr. Faucett thereby accepts the said employment and the foregoing terms and conditions, and agrees, that if for any reason he resigns the position before the expiration of one-half the term of this contract, he will reimburse the University for the outgoing and outfit expenses less such proportion of them as the time of actual service bears to one-half the full term of service as above set forth, and that in case he resigns before the completion of the contract, no payment shall be made by the University for travel expenses to the United States of America, except in case of serious illness in his immediate family.

It is further agreed by Mr. Faucett that he will give his whole time and attention to the work for which he is hereby employed, and that he will not engage in any outside occupation or activity for profit, except as may be agreed upon in conference with the President of PEKING UNIVERSITY. (Royalties on publications are allowed Mr. Faucett by agreement with the President.)

This agreement may be extended for a further period if signed by the parties hereto ninety (90) days prior to its expiration.

WITNESSETH the hands and seals of the parties hereto this 27th day of October 1927.

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EMPLOYMENT AGREEMENT

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4. Residential quarters at Haitien (Peking West) China.
5. Medical attendance for sickness without charge. One-half dental bills if incurred with prior consent.
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WITNESSETH the hands and seals of the parties hereto this 27th day of October 1927.

On behalf of PEKING UNIVERSITY

ATTEST:

by J. LEIGHTON STUART

L. W. FAUCETT

(Appointee)

WITNESSES:

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Lawrence Vansett

學大京燕

YENCHING UNIVERSITY

Peking, China.

Department of English

19th February, 1928.

Dear Doctor Stuart,

First of all I wish to report a very happy term's work. It has been splendid for me to be able to express myself naturally as I have been able to do in the English work here, also it has been a relief to feel the tension existing between students and faculty loosening increasingly as each week passes so that the students are now far more approachable than they were last year or even last September, and last of all it is most cheering to know that the Hall estate funds are going to make possible in the future a splendid field of service.

Regarding my other reactions in the Yenching atmosphere, it is only fair to write that I am not nearly so radical as I thought I was in the St. John's atmosphere. In Yenching I find I am a mild conservative. If this horrifies you, please let me stay as I am enjoying myself too much to be thrown out.

About support from my own mission, Bishop Roots failed to bring the matter up at the conference in Shanghai in December as I asked him. He has just written and advised me to let the matter wait a spell. I think that he feels it is too soon to press for Bishop Graves's backing and he is not anxious just now to introduce questions of personnel when the larger question of the future policy of our dioceses is being discussed. I must naturally respect his wishes.

✓ *House* About a house, I shall wait until I hear what you may have done before acting; but if you have not approached my home congregation in St. Paul's Church, Chattanooga for help, I feel that I can do so without feeling in the least backward. They are well able to furnish me a house and should do so. I have in mind the purchasing of the one in which the deTscharyn's are now living. Mr. Chuan says that it can be secured for \$2500 from four to five thousand dollars at most, and that it could be put in excellent condition for one or two thousand more. Bishop Roots has given his consent to my asking for the sum from individual donors in churches that may be interested in me. If the Chattanooga congregation would pledge seven hundred and fifty dollars (Gold) for four years, the place could be bought and modernized. I do not feel so free to ask individuals in the congregation of St. James Church, Chicago for help, as they have already helped me so splendidly. If you ask anything of this group, I hope that you will find out from the rector, the Rev. Duncan Browne, 666 Rush St., just how he feels about our friends being approached. In Chattanooga feel free to write either to the rector, the Rev. Oliver Hart, D.D., or the senior warden Mr. Bartow Strang, suggesting that they stand by me. Mr. Hart is a new man, I have met him only once; but I have worked for years in the parish, am known to almost every one in it, and believe, if the matter of giving to a work outside our missionary organization is clearly explained, that I have a large number of friends who would like to contribute to a house for us.

holding → I am enclosing two copies of the weekly pamphlets which we are working out this year for Freshman English. It is our endeavor to make the lessons fit the China situation. During the past semester, we have been gradually finding the plan of work which suited us. I think that the two issues enclosed represent fairly well the kind of material and the arrangement of material which we shall use for the rest of this year.

With all good wishes for the further success of your campaign for funds, I am,

Faithfully yours,

Dr. Leighton Stuart.

Lawrence Vansett

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April 12, 1928

Dear Dr. Fawcett:

I have delayed for some days to reply to your letter which was read with much interest. I am certainly glad that your first session at Yenching is proving so agreeable to yourself. All that I hear from others indicates that this is heartily shared by your associates; but all of this more fully when we meet before long.

Meanwhile, as to the house. I called on Dr. Browne shortly after I arrived in the country and found him warmly sympathetic and appreciative of you but unable to encourage much hope of securing financial help from the small group of wealthy members in his present parish. He is in a downtown church struggling against many odds and depending upon this minority for a disproportionate share of parish expenses. He feels that these people also have other claims and that while he left me free to see them individually he would think it probably unfruitful. I also wrote to Chattanooga and received a bare acknowledgement to the effect that the matter would be taken up later and reported to me if it ~~was~~ possible to act on the suggestions made. No further reply ^{came} so I doubt it if they are interested in having the matter followed up.

My experience with the organized churches, even of the communion^{ist} responsible for the University, has been so uniformly discouraging that I feel even less like turning to one upon which we have no claim. All the churches are struggling to keep from piling up still greater deficits than they now have which makes organized Christianity in this country a hindrance to all such efforts you have in mind. It may be that you could write to Chattanooga and arouse interest on a purely personal basis although I hope that the University will soon be in a position to provide for its staff without burdening persons like yourself with our financial worries.

Looking forward to seeing you soon,

Very cordially yours

Dr. Lawrence Fawcett
Yenching University
Peking, China

JLS:O

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L W Faucett

Excerpt of letter from JLS to ODW - 3-8-29

English Department. We have an extremely promising development under the leadership of Dr. L. W. Faucett which involved graduate study for the training of Chinese teachers of English for which there ought to be in the future a very large demand, the publication of a series of textbooks suitable especially for such persons to use, and in general, the establishment of an institute with its creative work in this special subject of the technique of teaching English to Chinese students by Chinese. Faucett is a man of very unusual ability and has keen enthusiasm for this special undertaking which in view of the rapid reduction of foreign teachers in mission schools and elsewhere and the expansion of education ~~which is now being undertaken~~ as political conditions stabilize, gives us a unique opportunity. It ought to bring us much prestige all over the country and attract students here to train for this career. If we secure the money from Mrs. McLean we can have the necessary practice school for the purpose included in the Department of Education. We have permission from men in India and Japan who have published textbooks of this nature, to use their material freely. I am arranging for a few thousand dollars working capital through a loan from a Chinese bankers to enable Faucett to go ahead with the preparation of textbooks which he and the chairman of the department feel quite confident will bring in enough money soon to repay such advances. Two features that are especially needed are phonetic apparatus which I have been hoping to secure from the Harvard-Yenching Institute as of value in studying Chinese dialectic and other linguistic characteristics, and the other is an endowment or annual income that would enable us to have one or two more specially trained western teachers on our staff together with certain departmental expenses involved. An endowment of \$100,000 would enable us to take full advantage of the unique opportunity which will then become ours; or even half of this amount would make it possible to start such special efforts. Because of your own interest in this special subject, I am writing you in the hope that either you yourself or Dr. Jenney may be able to interest some person or Foundation in backing us up in what would be one of the most significant developments we could undertake.

0248

y. 12.

Faucett

Scientific Investigations and the Teaching of English in Japan

1. Throughout this lecture on the teaching of English in the Far East I desire two fundamental ideas to be in the minds of my hearers: the importance of scientific investigation in the country where English is to be taught and the importance of having satisfactory tests whereby the results of such experimentation can be evaluated.

2. As examples of problems awaiting investigation I propose three subjects for your consideration:

(i) To what extent is it possible to combine the best methods of teaching the mechanics of reading that are used in English-speaking countries with the most useful direct method procedure for teaching English to foreigners?

(ii) In what ways can the traditional alphabet be used more satisfactorily for teaching the pronunciation of English?

(iii) What are the best methods for establishing in a foreign student of English such a mastery of the grammar particles and endings and the word order of English that he will be able to write natural and idiomatic English without effort?

3. Before taking up any of these questions it is only fair to many teachers here who may not be familiar with my book **THE TEACHING OF ENGLISH IN THE FAR EAST** that I sketch briefly my work during the past eight years. I shall do my best to avoid irrelevant personal details and to present only those facts which may be of interest to other teachers who are similarly endeavouring to find the foundation stones and ground plan upon which the teaching of English in Japan should be built.

4. If I make any statements about the teaching of English in Japan I shall do so with diffidence and on the understanding that I am not to be held responsible for such statements. When I speak about the English language itself or the teaching of English in the Far East generally I shall be somewhat bolder. It has been five years since I wrote **THE TEACH-**

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ING OF ENGLISH IN THE FAR EAST and yet I am still in the same frame of mind that our first duty is to draw up tentative principles and our second is to test these principles carefully and in fine detail in each oriental country. During the past five years I have not changed the tentative principles which I broadly laid out for myself. I have however placed the emphasis differently. I am becoming convinced that there is common ground of great importance between the direct method advocates and the school of teachers who use translation and formal grammar from the beginning. Both schools are undoubtedly interested in the teaching and testing of reading for thought, and in training students to write English naturally.

5. In sketching hastily my investigations during the past eight years I shall outline my experience in stages representing chronologically and not logically the state of my mind in various periods of my work as an English teacher.

STAGE I. I think that this may be called the period of innocence. It is the period in which I thumbed heavily my Oxford lectures and blithely lectured on the Elizabethan dramatists to students who were undoubtedly keen but, through no fault of their own, insufficiently trained in phonetic and linguistic essentials to grasp either the meaning or the beauty of what we were studying. It is true that some exceptional students by personal zeal did do excellent work for me. On the whole I felt I was not securing good results.

STAGE II. In this period I reluctantly gave up my lectures in literature in the university and asked to be put in a middle school. There with books modelled on American and English books—compiled not created—I tried again to find a way through the labyrinth of sounds and syntax to the temple of thought and feeling.

STAGE III. Then came the realization that the first year in which English was taught was the most important year of all. In this year bad habits were being ground in; similarly in this year good habits could be put in place of bad habits. Such good habits might be made as effective for good results in higher classes as the bad methods had been destructive to progress. Consequently at this time I began teaching beginners. In subsequent years I have made it

a rule to devote at least four hours a week to the teaching of beginners.

STAGE IV. In the teaching of beginners, sadly I become conscious of the fact that new methods required books created to fit the field in which I was working. I say sadly because with the realization that both subject matter and methods must be adapted to oriental conditions there came the responsibility of preparing such lessons for my classes, a responsibility which has made necessary the burning of some midnight oil.

STAGE V. In this period it was necessary to take down again books which I had read before in a cursory manner—books on the teaching of English as a foreign language in Europe. It was also necessary to read books on the teaching of English to English-speaking children. There was always the hope that in one quarter or another would be found a ready-made and complete scheme which would fit the oriental situations without revision.

STAGE VI. Then came the worst blow of all—the realization that one oriental situation did not resemble fully any other oriental situation. Consequently it became necessary to study the variable and constant conditions of environment in each situation to determine to what extent such conditions might temporarily or permanently affect in any oriental country the use of principles and procedures prepared in Stage V.

STAGE VII. Thereafter it was possible to draw up a set of tentative principles representing a synthesis of principles used in teaching English to English-speaking children and principles used in teaching English in European countries. It was also possible to outline broadly certain necessary adaptations in fields in which the speaking of English must be taught after the students enter school and in which an alphabet language is being presented to students whose first language is a character language. In this period I set down in writing in *THE TEACHING OF ENGLISH IN THE FAR EAST* a comprehensive summary of my investigations as a basis for discussion and a working plan for experimentation.

STAGE VIII. Before beginning experimentation it seemed an economy of time to present my tentative principles to

teachers of experience in oriental countries. Out of a frank and friendly exchange of experience I hoped that a plan for beginning investigations of many kinds might be worked out.

I shall here briefly summarize one outstanding idea which impressed me in each of the countries I visited. In India I was greatly impressed with the success of Dr. Michael West in the teaching of reading and writing with a method radically different from the direct method. His success convinced me of the importance of one tentative principle that I had previously set down—that silent reading for thought can be taught and tested without translation. In other words the direct association of the thought with the written form of a word (without translation) should be considered one vast branch of the teaching of English to foreigners just as much as the direct association of the thought with the spoken form. When one realizes the tremendous number of exercises that have evolved since the oral branch of direct method procedure was given full recognition, one is in a position to realize the extent of the field of reform that this silent branch may come to occupy in teaching English to foreigners. Naturally the oral branch and silent branch are intimately related and must be presented together: it was my personal opinion that Dr. West's experiments showed the value of important new ideas at the expense of well-established oral procedures.

In the Philippine Islands I found a situation of extreme importance to the advocate of the oral method. In the beginning year in all Filipino schools the teacher must teach English without using the Filipino dialects at all. Consequently without any translation whatever, from the first year through the university, such students learn English as a second language.

From articles written about the teaching of English in Hawaii one finds that this field is a most important one for comparing the language-learning abilities of children of various nationalities. In Hawaii, American, English, Japanese, Filipino, Chinese, Portuguese, and Polynesian children often study English side by side. As yet I have been unable to visit Hawaii to study closely how successfully these students from different nationalities master

English.

STAGE IX. The period of experimental research. In China I have personally been conducting many small experiments in teaching the mechanics of reading, in teaching and testing silent reading for thought, and in classifying and estimating the persistence of typical errors in composition. In many ways during the past three years I have been trying to prove either true or false the tentative principles outlined in my book. On account of civil wars, I have found scientific investigation almost impossible. I performed many experiments which encouraged me but because of the unsatisfactory environment I do not feel justified in presenting such experimentation to the general public as authentic.

It is therefore with great interest that I have come to Japan. I have now been teaching beginners here since last April and am convinced that Japan offers an unrivalled opportunity for experimentation. In a land which is so highly and capably organized as Japan, it is possible to find students and teachers who are typical. It is a land in which standardization of either true or false methods may have far-reaching consequences. I shall later in this lecture refer to the importance of such experimentation, to the necessity of creating tests with which the results of such experimentation can be evaluated, and finally to the selecting (and incorporating in all of the reading books used in Japan) of a minimum basic vocabulary.

6. My time is much too short for me to share with you many interesting talks I have had with teachers of experience and training in situations somewhat similar to those in Japan in regard to the validity of my tentative principles. I hope that this stage of my experience will never end. At times I have found an unwillingness to share experience because of the peculiar but real problem that arises when one considers that principles are to be used in book production and book production is the business of authors and publishers. At other times I have despaired of scientific research and experimentation because the teaching of English is interwoven with certain national and political matters which make it difficult for the teacher from the West and the teacher in the East to work to-

gether in full and frank co-operation. Sometimes I wonder whether the time is ripe for truly national organizations conducting purely scientific and uncommercial research. Perhaps only in heaven shall we find an organization in which frank presentation of many points of view is made, in which many individuals of every school of thought meet together to give and take publicly unfavorable criticism as well as favorable, in which members are extremely careful to evaluate new and old ideas and to estimate impersonally and fairly the work of fellow members.

One finds such research and such frankness in the physical sciences. In the field of medicine there is a code of honour which makes free trade in new thought possible. I fear that teachers, authors, and publishers of English text-books for schools in China—the oriental country that I know best—have still to establish an unwritten law in regard to matters of copyright which will make disinterested research possible.

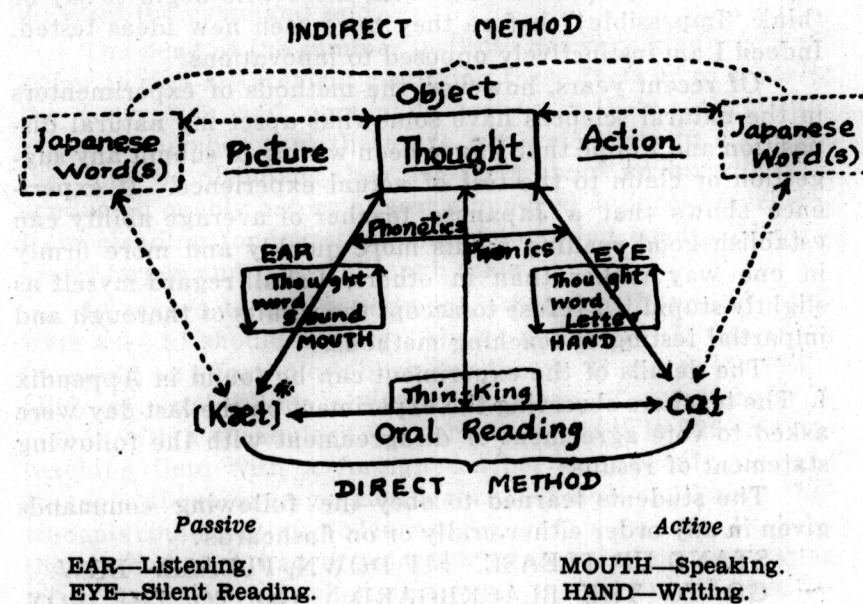
7. In the light of such thoughts as these, I have come to Japan and been exceedingly happy to find the beginnings of such a research organization. I congratulate Mr. Palmer and those Japanese scholars in the teaching of English in Japan who have made such an organization possible. In Japan it is possible with pupils of average ability and typical teachers to test one small point after another in a scheme of research covering all the ends for which English is taught. In such a country where he can measure results accurately in every kind of school and every grade of such schools, the research enthusiast should be truly a happy man. Nevertheless unless opportunity is fully afforded such a research worker to prove his ideas in practice before the eyes of all and unless all are agreed to organize experimentation in such a way that none may argue that his ideas were not scientifically tested, our research man may have a miserable time. I hope that the past has afforded and that the future will afford your research workers in Japan happy opportunities to work out the true principles of teaching English in this country because the results of such labour will have great influence upon the teaching of English in all countries in the Far East in years to come.

8. In conducting research it is my experience that one may easily invalidate all of his work by attempting to prove too many things in one experiment. During the short time I

have been in Japan I have been trying to conduct several small experiments to illustrate what I mean by scientific investigation to establish principles of teaching English in Japan.

9. In the general field of teaching Japanese students to master the mechanics of reading an alphabet language more quickly, I conducted an experiment last summer before the teachers of the Aoyama Teachers' Training Institute organized by Professor Murakami. The experiment lasted only a few days. I am outlining it not because I think that such a limited experiment proves conclusively what I was testing but because it will illustrate the kind of investigation which I think should be conducted in order to bring a little certainty into our theorizing about methods.

10. The diagram given below represents various kinds of associations which must be established before a foreign student of English will be able to read English either silently or aloud and get any meaning from what he reads.



* Symbolizing the word as spoken.

11. During the Aoyama Summer Institute I wished to test before the assembled teachers whether it was possible to teach a student to read silently and get thought from words without that student's ever having spoken English. My method during the experiment was to present my material in three steps: First, I taught the class to obey silently the commands which I wished them to read later (LISTENING). At the same time I began systematic ear-training in recognizing English sounds and associating these sounds with letters of the alphabet (PHONICS). The third step was to hold up cards on which the commands were printed to teach the students to associate what they had heard with what they were seeing (TESTED SILENT READING). It was my endeavour to show that students could be taught to read for meaning before they had spoken and before they knew the alphabet completely in the a-b-c arrangement.

As an Episcopalian in religion and a conservative in politics, such a departure from ordinary procedure shocks me. My natural sympathies are with those who begin to say or think "Impossible!" before they have seen new ideas tested. Indeed I am instinctively opposed to innovations.

Of recent years, however, the methods of experimenters in the natural sciences have somewhat upset my natural disposition and I hope that I have been willing to submit any suggestion or claim to the test of actual experience. If experience shows that a Japanese teacher of average ability can establish good reading habits more quickly and more firmly in one way rather than in others, I shall regard myself as slightly stupid if I refuse to accept the results of thorough and impartial testing of teaching methods.

The details of the experiment can be found in Appendix I. The teachers observing the experiment on the last day were asked to vote agreement or disagreement with the following statement of results:

The students learned to obey the following commands given in any order either orally or on flashcards:

STAND UP, PLEASE. SIT DOWN, PLEASE. BOW.
GO TO THE BLACKBOARD. GO TO THE BOX.
SHOW ME A BOOK.
OPEN THE BOX. OPEN THE BOOK.
SHUT THE BOX. SHUT THE BOOK.
POINT TO THE BLACKBOARD. POINT TO THE DOOR.

OPEN THE DOOR, PLEASE. SHUT THE DOOR, PLEASE.

CLAP YOUR HANDS. STOP.

They also were able to point to the following symbols on the blackboard when they heard them pronounced:

P	T	K	SH	S	H	c(K)
B	D	G		Z		s(Z)
M	N	NG				

Although only beginners with a five-day knowledge of English, about one-fourth of the class learned to read the majority of the commands on a one-second flash of the cards bearing the commands. About three-fourths of the class learned to read the majority of the commands after two one-second flashes. Practically every student could read the first twelve commands after three one-second flashes. It was manifest that in some manner the students had learned to understand the meaning of these silently read commands because when a command was flashed a student had to stand up and do what the command said.

The head of the summer institute has very kindly offered either to sign a statement certifying these facts or to come to the convention and personally testify to their authenticity. Please remember that these are not statements in a lecture that may be disputed: they are facts about an investigation conducted openly before almost a hundred Japanese teachers. I am pleading for investigations of this kind conducted on a vastly larger and more thorough scale.

In regard to this experiment, what does it prove? If I were asked I should answer "Almost nothing!" It was much too slight an effort to establish any theory. It proves the possibility of establishing a passive mastery of seventeen commands with a vocabulary of twenty-two words in 225 minutes teaching time with a foreign teacher and twenty-five girl students above average intelligence. It does not prove that students could continue to learn to read in this manner. Perhaps the method they had of establishing the reading association might break down when the number of commands was increased. It does not prove the advisability of adopting this method. It is a possible method for the first week but there is also the possibility that there are more satisfactory methods. Nevertheless it does prove something: it justifies further

experimentation in this direction. The little bit that it does contribute is solid—proper material for a foundation. If such an experiment were conducted with typical teachers and average students throughout many schools and over a sufficient length of time to test fully the authenticity of the method by which the Aoyama students made their association, it might be possible to establish for Japan a principle in regard to the teaching of reading to beginners in Japanese schools. Before such experimentation is begun criticisms of experts should be gathered and these as well as the tentative principle should be tested in practice.

12. While the above experiment in itself does not prove much, I may say that I have conducted so many experiments in the last three years similar to this one but continuing over many months that I have become convinced that, with adequate listening and phonetic-phonetic drill, it is possible to teach students to read with a long eye-span, to read rapidly, and to read with meaning before they are allowed to speak. In practice I begin my oral method work and my silent method work together and make one re-inforce the other. But I hope that you will not drag me from my main theme today to discuss this one experiment which with many others ought to be tested for you in Japan.

13. The second experiment, which I conducted from the opening of school in April until July 1st of this year, was more carefully planned as a contribution to experiments for Japan. In itself it proves far more than the first experiment. Although conducted in only one class, the class was similar in size and ability to many in Japan. On the other hand the class was taught from the beginning almost entirely by Westerners.

The class was my IID class which I had in Aoyama Academy. Dr. J. Victor Martin had taught them throughout their beginning year without allowing the students to spell or write. The students had been grounded very thoroughly in a knowledge of phonetics, they had developed a command of English by the oral and direct method which was most encouraging, and they could read from their first reader intelligently and naturally. These were the ends which Dr. Martin set out to attain and he had done his work well. He should not be held responsible in any way for the failure of his students to spell, as he never taught spelling nor wished to do so.

What I desired to test was whether students who had been taught to speak and read by the phonetic method would learn spelling with little difficulty. I have always prided myself on my ability to teach spelling. During the Aoyama summer school for teachers I tested a beginning class which I had taught from April through June (approximately the same number of periods which I had taught my second year class) to see if the students could spell fifty words in a fixed order. I dictated the words before the summer school and the papers were collected and corrected by one of the Aoyama Gakuin professors who was present. The average number of mistakes was 7% and of correct answers 93%. Thirteen out of the twenty-four students tested made a perfect mark. I am forced to give this account of one of my own classes, otherwise I may have to face the disturbing query "But did you know how to teach spelling?"

I think that the result of my test must be apparent to you from the way in which I am endeavouring to avoid responsibility. For almost three months I tried to teach the spelling of 100 common words to the class which I inherited from Dr. Martin. In brief I may report that in an examination on July 1st the average number of mistakes was sixty in one hundred words. The students had been given the words many days before and had been told in Japanese three days before that their examination on all forms of work would be to spell these one hundred words.

For those teachers who may be complaining in their minds at the present moment that the above description of an experiment is far too vague and sketchy for them to judge of the validity of the investigation, the full details (of the words given, of previously given tests, and of the emphasis laid on spelling) are given in Appendix II. I shall be very glad to discuss the experiment with any such teachers afterwards. It is obviously impossible to present data such as is contained in this appendix in a lecture.

It was an experiment which I enjoyed very much. Where in any country will one find a man so whole-hearted in his faith in the phonetic method as Dr. Martin? For one year he had not allowed his students to spell. For one year he had drilled them thoroughly in the use of phonetic symbols, in speaking, and in reading aloud.

I found that the students could not spell in spite of the fact that they had studied the values of phonetic symbols thoroughly and read the whole of THE FIRST SIX WEEKS OF READING and over half of STANDARD READER I (Part I). I found that I had far more difficulty teaching them to understand the value of the traditional alphabet than I have ever had before in all my teaching experience. I am personally convinced by the experiment that the regular features of the traditional alphabet should be taught students before they are given phonetic symbols and that the relationship existing between the phonetic alphabet and the traditional alphabet should be carefully and fully taught from the beginning.

If I were asked however whether I would make this a principle for Japan, I should answer, "Not until the subject has been investigated somewhat more thoroughly."

14. I have now come to the last of the three subjects which I have chosen as questions which are suitable to be investigated in an experimental way. What are the best methods for teaching a student to express himself orally or in writing in a natural and idiomatic manner? Active expression may be either written or oral. Is oral active expression more useful than written active expression? Should oral active expression precede or follow written active expression? I am personally of the opinion that the grammar particles will never be satisfactorily taught until they are mastered by the oral active expression method. Is such oral work vital? Is it equally necessary to fix thought words in the same way?

These are fascinating questions. They are also not nearly such simple questions as they appear. One must think of the age, ability, and previous training of the students for the sake of whose training the questions are asked. One must think of the means by which English is most quickly and fully taught as well as of the ends for which it is taught. Questions like these can be and should be tested experimentally. Because of my faith in investigations of this kind, I shall naturally be greatly interested in the opportunity which we are going to have tomorrow of examining experimental classes in the Higher Normal School. It is because of the scientific spirit that one finds so frequently in Japan that I believe that the teaching of English in Japan can and will be eventually organized on a scientific basis.

15. I fear that there are obstacles in the way of conducting satisfactory experiments on a national scale in Japan. How can we investigate without standardized tests with which we can judge the success or failure of an experiment? I feel strongly the need of a vast array of tests for every stage in the teaching of English, for every end at every stage, and for every type of school. With such tests, standardized for Japan, we could compare students, methods, teachers, and schools with some assurance that our comparisons were fair. Tests worked out for England or America can no more be taken for testing Japanese students than lessons from these countries for teaching Japanese students. The reading books and tests used in Japan ought to be created for this situation—created not compiled—written with a pencil and not with scissors.

Supposing that you agree with me that such standardized tests are necessary in Japan, is it possible for us to begin constructing these at once? It is possible to do something but if we are to conduct investigations which are in any sense comprehensive, we must have a basic vocabulary which is incorporated in all the reading books used in Japan before we can make the tests. After such a vocabulary is fixed, students and teachers will know the words which they must learn to speak or understand when spoken, to read or use intelligently in written work. If you remember, in the beginning of this lecture, I spoke of a basic minimum vocabulary. We are justified in insisting that certain words be included in every reader series. We are not justified in compelling authors and publishers to include others. Which are the absolutely essential words for Japan? This is a question upon which all teachers and publishers should agree. A national and completely representative board of research should meet and fix such a minimum vocabulary and fix at the same time the ends for which English is taught and the general nature of the subjects which should be treated in English books.

It is my opinion that the minimum vocabulary question is a linguistic one rather than a Japanese question. The selection of a maximum vocabulary from which the vocabulary of all reader series should be very largely taken is not in the same way, a question for linguistic experts. It is a question intimately bound up with the subject matter which is wanted in the readers. The minimum vocabulary is concerned with the form of English rather than the subject matter. The words

should be of such wide range that they will be needed in articles on many subjects. We have a right to insist that such words of wide range be included in every series. Inasmuch as both Thorndike and Horn took range considerations into account in preparing their lists, it is possible by combining these two lists and taking only words common to the first four thousand of both to prepare a purely objective minimum vocabulary against which hardly anyone could argue. I distrust either Thorndike's or Horn's word counts after the first four thousand. Also I feel that either listed alone does not cover enough different kinds of necessary English for one to place full reliance on the results beyond two thousand. But I have been gratified to find that the list which emerges from a combination of these two, provided one confines himself to the lower thousands and insists that a word be either common to both or of unusually high rating in either, is a list of exceptional authenticity. Making due allowance for word building and homonyms, it should be possible in the near future to fix for Japan a minimum vocabulary for use in standardized tests.

After a national committee has fixed the ends for which English is taught in Japan and the general nature of the subjects to be treated, one will be able to arrange the selected words in the minimum vocabulary into various kinds of lists according to the grade and context in which they can best be taught.

At this point one finds a difficulty. Some schools desire direct method words in the beginning; others want words presented in an order of translation difficulty. In China I have gradually come to feel that a heavy dividing line can be placed between work done in the first two years and that done in the last three years of a five-year course. In the first two years one has pronunciation and spelling to teach; it is in this period that an active oral mastery of the grammar particles should be established; it is the period in which the direct method words are sufficiently numerous for the lessons needed. But in the third year, formal grammar, translation, written composition work in a less controlled form, extensive reading, and natural conversation are begun. I therefore believe that the work of the first two years would be greatly improved if an examination were given at the end of that stage to test those skills which are especially stressed in that stage. The present examinations which are used at the end of the fourth or fifth

years do not fit in this place at all. The presence of such examinations (to the exclusion of others designed to fit the situation at the end of the first two years) often causes teachers to use the wrong methods during the first two years. By changing the type of an examination we can often change the character of teaching.

The situation in Japan has so far impressed me in the same way. I think that the books for the first two years should be written in a different way from the books for the last three years. I am convinced that normal schools should train in a definite way those teachers who are to meet the difficult problems involved in teaching pronunciation, the mechanics of reading, the fundamental features of spelling, and the technique of developing an oral mastery of the form of English in the first two years. Lastly I feel the need of an official or semi-official examination to be given locally, or even better, by travelling supervisors at the end of the first two years of English.

The purpose of this digression, advocating a reform in the first two years, was necessary in my argument because it is difficult to arrange in grades and contexts a selected minimum vocabulary unless there is general agreement not only in regard to what subject matter is to be presented but also, in a very broad way, agreement in regard to how this subject matter is to be presented.

SUMMARY.

16. In summary I should like to urge the importance of a national and fully representative committee to determine the ends for which English is taught and the general nature of the subject matter to be put into the basic reading books.

Under this body a committee of linguistic experts should then be given power to determine for all Japan a basic minimum vocabulary of linguistically essential words and to arrange the words in stages (e.g. for the first two years, for the third and fourth years, for the fifth year, or for higher work).

The next step would be to incorporate such a vocabulary in basic readers, a step which would require co-operation among publishers and the assistance of textbook designers who possessed a natural mastery of idiomatic English, a genius for simplification, and experience in writing lessons for Japanese students of English. After a naturally written text has been

re-written so that it will present a graded and basic vocabulary, it may cease to be natural. The task of incorporating a basic vocabulary in reading books without destroying their naturalness is by no means an easy one.

The fourth step would be to make hundreds and hundreds of tests, designed for boys' schools and girls' schools, for ordinary schools and vocational schools, for country schools as well as city schools. These tests would have to be so varied that any essential skill for any stage in the course could be adequately tested. There should be at least three of each type of test. Tests in a student's ability to speak English, to understand spoken English, to read English silently and aloud for thought, and to write English would have to be provided. After these tests were written, they would have to be standardized for Japan. What is even more discouraging, such tests would also have to be revised and consequently re-standardized from time to time lest they might become too familiar in content or too antiquated in form.

The fifth step would be the organization of a comprehensive scheme of investigations to test in fine detail one principle or procedure after another for the teaching of English in Japan until gradually each small discovery would fit in with others and make a foundation of stone built on a rational ground-plan for establishing the teaching of English in Japan on a basis in which teachers and students could have a high degree of confidence.

APPENDIX I.

EXPERIMENT 1.

Aoyama Summer Institute for Teachers. July 24th, 1930.

CLASS. 25 girls. Beginners. Volunteers from the Aoyama Practice School. Of average age. Above average in natural intelligence.

PERIOD. 225 minutes of teaching time, distributed over five days; for approximately 15 minutes a day the students were taught in the presence of the visiting teachers; following this demonstration the students were taught approximately 30 minutes a day.

PURPOSE. To ascertain whether students could be taught to understand the meaning of commands printed on flash-cards without having previously learned to talk.

PROCEDURE. Three steps were taken in the teaching of each command:

(i) The students were taught to obey the command silently when spoken by the teacher. (HEAR and DO method.)

(ii) The students were taught to point out on the blackboard the consonant symbols used in the words of the commands when pronounced as separate units by the teacher. (CONSONANT FRAMES.)

(iii) The students were taught to associate the actions of the commands with the printed form. (SEE and DO method.)

Step (iii) for one command might be introduced before step (i) had been taken for another command. During the five days a limited amount of word-study was introduced: e.g. students were required to point out BOOK or BOX or DOOR on the blackboard when pronounced by the teacher. Thus students learned to look at the commands in three ways: (i) as THOUGHTS; (ii) as a collection of words; and (iii) as a series of LETTERS representing SOUNDS. In the actual experiment the vowel sounds and the sounds TH and L as well as the spelling irregularity X (-KS) were not presented because of lack of time and because it was found that the CONSONANT FRAMES given were sufficient for identification. If the students had been kept longer, they would have been taught as rapidly as possible all consonant and vowel sounds.

SUBJECT MATTER.

A. Commands.

1. STAND UP, PLEASE.
2. BOW.
3. SIT DOWN, PLEASE.
4. GO TO THE BLACKBOARD.
5. GO TO THE BOX.
6. SHOW ME A BOOK.
7. OPEN THE BOX.
8. OPEN THE BOOK.
9. SHUT THE BOX.
10. SHUT THE BOOK.

B. Sounds.

P T K SH S H c(K)
B D G Z s(Z)
M N NG
(13 of the 25 consonant sounds
and all of the sounds occurring
in the commands except TH
and L.)

11. POINT TO THE BLACKBOARD.
12. POINT TO THE DOOR.
13. OPEN THE DOOR, PLEASE.
14. SHUT THE DOOR, PLEASE.
15. CLAP YOUR HANDS.
16. STOP.
17. GO TO THE BOOK.
18. GO TO YOUR SEAT, PLEASE.
19. POINT TO THE BOX.
20. POINT TO THE BOOK.

RESULTS.

1. *Listening.* On the last day all of the students could obey the twenty commands given in any order. (Total of words: 23.)
2. *Sounds.* The class as a whole passed satisfactorily a test in pointing out on the blackboard the above symbols as the sounds represented by these symbols in the commands were spoken by the teacher.
3. *Silent Reading for Thought.* The class as a whole passed satisfactorily the first sixteen of the twenty commands, given in any order. There was insufficient time to teach the last four.
4. *Speed Reading.* More than one-fourth of the students in the class learned to read the majority of these commands on a one-second flash. More than three-fourths of the class learned to read the commands after two one-second flashes. Practically every student could read the first twelve commands after three one-second flashes.
5. *Meaning.* As each flashcard was in the form of a command, the students had to understand its meaning to be able to perform the required action. For tests 3 and 4 the students were required to show their understanding of the meaning of the cards flashed by immediately standing up and doing what the command directed.

VALIDITY QUERIES.

1. *Foreign Teacher.* The training but not the nationality of the teacher is the main consideration for the silent reading test. The distinctness of one's pronunciation may very well assist students in associating sounds and symbols.
2. *Number of Students.* The rate but not the nature of progress would be affected by a larger class. A class should not be so large that the flashcards cannot be read.
3. *Number of Commands.* The addition of more commands might cause increasing confusion. The number of commands in the experiment was far too small for any principle to be induced from the results. (On this point volunteers from a class which had been studying with flashcards for more than three months were tested before the summer institute. It was evident that the students had learned to read many more than sixteen commands without confusion.)

APPENDIX II.

EXPERIMENT 2.

PLACE: Aoyama Gakuin. **CLASS:** IID. Of average age and intelligence judged by Aoyama Gakuin standards.

TIME: April to July, 1930.

TEACHING PERIODS. This class (known as IID in the Academy) was taught almost entirely by Dr. J. Victor Martin for five periods a week for the usual school year beginning in April, 1929. When they began their second year in April, 1930, Dr. Lawrence Faucett taught them for six periods a week until July 1st.

PURPOSES. (i) To discover if students who had been trained for one year exclusively by the phonetic-oral-direct method plus reading would have more or less difficulty learning to spell than students beginning to learn English.

(ii) To discover if students automatically learn to spell by reading.

PROCEDURE. During their first year's work the students of this class were not given any class instruction whatsoever in spelling.

In the second year, at the beginning of each period the students were generally given the words of the reading lesson which they were studying both in orthographic and phonetic form. Also in April, phonograms, based on words in the lessons, were taught. Students were often asked to go to the blackboard to spell words before the class.

From about May 15th only the orthographic form of words was given as it was found that students were confusing the phonetic and the traditional alphabet. The students were warned in Japanese of the importance of spelling by the head English teacher of the Academy who visited the class to give the warning at the request of Dr. Faucett. About five minutes of each period was given to the teaching of spelling. Numerous short tests were given.

June 18th. On this date a full period was devoted to a long spelling test. The results were unsatisfactory.

June 27th. On this date the students were tested in words in the first half of STANDARD READER I (Part I). Between the 18th and the 27th the students had been instructed in the spelling of the hardest words. They had been told that a test would be given them. The great majority of the papers were unsatisfactory. The full period was devoted to the correction of these papers. The correct forms were written on the blackboard and each student given an opportunity to see which words he did not know. The students were told that a similar test would be given the next day, made up of words selected from the second half of the reader.

June 28th. Another long test was given. The results were still far from satisfactory. The students were then told in Japanese that their examination for the period from April until the end of June would consist of only one test: the spelling of 100 words chosen from the STANDARD READER I (Part I). This examination would be given them on July 1st.

July 1st. On this date the following 100 words were given the class as a final examination. All of the words had been read and understood by the class previously. Practically all of the words had been attempted in previously given tests and all of the words had been assigned for study.

100 Words Dictated in the Examination:

First second third fourth fifth sixth seventh eighth ninth twelfth Sunday Monday Tuesday Wednesday Thursday Friday Saturday day month year France Germany England Russia French English American London European country Atlantic Ocean Pacific Ocean New York Chicago San Francisco Canada Mexico island Washington city pupil school room teacher black-board piece of chalk desk picture dictionary map box hand foot eyes ears head face finger arm nose mouth one two three four five six seven eight eleven figure north south east west top bottom left right large small eating drinking reading writing working resting learning teaching playing running girl woman birds fishes people iron steel grass paper wood.

RESULTS. The results of the examination are given below. The results are studied in three ways:

- (i) The mistakes of every student are listed to show the class average.
- (ii) Here are listed the mistakes of every student in the spelling of nine words which the students had already had in the tests on June 18th and June 28th. These are given to show the improvement or lack of improvement of each student and also to give a sampling of the types of difficulties that all students were encountering.
- (iii) The complete papers of five students (who failed badly on the examination but who were average students in other kinds of work) are given to indicate the nature of their errors.

Note: In (ii) the June 18th test is marked A, the June 28th test is marked B, and the examination is marked C. Words spelled correctly are in bold type. The figures on the right give the total of words spelled correctly. On both of the tests the students were not closely supervised. On the examination the students were closely supervised.

(i) Number of mistakes of each student.

1. 88 mistakes	16. Absent	31. 91 mistakes
2. 38	17. 71 mistakes	32. 96
3. 53	18. 42	33. 65
4. 89	19. 22	34. 95
5. 43	20. 93	35. 92
6. 83	21. Absent	36. 10
7. 48	22. 84	37. 83
8. 47	23. 52	38. 51
9. 37	24. 12	39. 67

10. 81	25. 85	40. 45
11. 1	26. 95	41. 50
12. 37	27. 84	42. 61
13. 43	28. 50	43. 63
14. 14	29. 96	44. 71
15. 72	30. 50	45. 27
		46. 73

AVERAGE NUMBER OF MISTAKES 60.

(ii) Words common to the two tests and the examination:

Student	FIFTH TWELFTH	PUPIL TEACHER	EYES EARS	CHICAGO	NORTH SOUTH	Correct
1 A	Absent	tarfet	pupil	teatcher	eays ears sekocko	noth soth 2
B	fafet	talfs	pupli	teacher	eays ears cekago	nofs saofs 3
C	faefs	tuerovth	piupil	teachir	eyes eres Cicago	Nouth South 2
2 A	fifth	twervth	pupel	teacher	eyes eales Chicago	Nouth Suoth 3
B	fifth	twirvth	pupl	teacher	eyes ears Chicago	Nourth South 5
C	fifth	turovth	piupir	Teachr	eyes eres sikago	North south 4
3 A	fifth	twrove	pupli	teachre	eyes eyrs Sicago	North south 4
B	fifth	twrouth	pupel	teathre	eyes erys Secago	Nouth South 3
C	fifth	twielofth	piupir	Teachr	eyes eres sikago	north south 4
4 A	fifth	twrouf	pupnpr	teachre	aesn — Sicago	north south 3
B	fifth	tuert	pepur	tecen	aens ears checake	nous saus 2
C	fifth	tuwalfe	pirpil	tethear	else eyrse Secago	Nouth sawth 0
5 A	fifth	twarth	piupir	ticters	else eyes secago	Nowsh sawsh 1
B	fifth	—	pupile	teacher	eyes ears Chicago	north south 6
C	fifth	—	—	—	—	—
6 A	fifth	—	pupli	teachre	eays — cicago	nouth south 2
B	fifth	twervth	piupier	ticher	yese eirse Secago	noth sawse 1
C	fifth	—	pi	—	elys eris cah	— 1
7 A	fifth	th	p	techre	— — chicago	nous so 2
B	fifth	twelve	pupli	teather	eyes era clghco	nouth south 4
C	fifth	twelveth	pupel	teacer	erys eas cikago	nouth south 2
8 A	fifth	twelfth	pupl	tachre	eys eare chichgo	nouth south 2
B	fifth	twelfth	pupli	teacher	arys aeys cicago	nouth south 5
C	fifth	te	pupli	teacel	eyes ears Cicago	Noth south 5
9 A	fifth	twervth	pupli	teachar	eyes ears Cicago	North soth 5
B	fifth	twervth	pupli	teachar	eyes ears cicago	north souce 5
C	fifth	toraf	pupli	teacel	eiyas ears Cecago	Noth south 4
10 A	fifth	tw	pupli	teachar	eyes ears Cicago	north soth 4
B	fifth	tenth	purpur	terhir	iers elly Secaco	noes sewst 1
C	fifth	twelfth	pupli	teacher	eyes ears Chicago	Noth South 8
11 A	fifth	twelfth	pupli	teacher	eyes ears Chicago	North South 9
B	fifth	twelfth	pupli	teacher	eyes ears Chicago	North South 9
C	fifth	twelfth	pipl	tea	eyes ea Shikago	noath sawth 2
12 A	fifth	twelvth	pupli	teacher	eyes ears Chicago	North South 8
B	fifth	twelvth	pupli	teacher	eyes eares Shicago	north south 6
C	fifth	twelvth	pupile	teacher	eyes eres —	Noth south 4
13 A	fifth	twelvth	pupli	tiatur	eyse eres Cikago	nouth thouth 2
B	fifth	twelvth	pupli	teacher	eies ersy shicago	north thouth 4
C	fifth	twelvth	pupli	teacher	eyes ears chikago	nouth south 5
14 A	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7
B	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7
C	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7
15 A	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7
B	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7
C	fifth	twelvth	pupli	teacher	eyse yars Chicago	north south 7

Student	FIFTH TWELFTH	PUPIL TEACHER	EYES EARS	CHICAGO	Correct NORTH SOUTH
16 A	fifth	twelfth	—	—	north south 3
B	fifth	—	pup te	ey — Chicago	North South 4
C	fifth	thves	pepwr tr	— ealas —	nouth ouseth 1
17 A	fifth	tuelruth	piple teacher	— cicago	north south 3
B	fifth	—	pipus tr	aeys eays Secako	morths South 2
C	fifth	tewle	pipul leith	aeys eays —	nows sows 1
18 A	fifth	tuelruth	piple teacher	eyes years cicago	north south 4
B	fifth	twelveth	pupul teacher	eyes ears cicago	north South 7
C	fifth	twelveth	pupul teacher	eyes ears cicago	north south 6
19 A	fifth	—	puple Teache	eyes ears cikago	nouth south 4
B	fifth	twelfth	pupul teacher	eyes ears cikago	north South 7
C	fifth	twelfth	pupul teacher	eyes ears cikago	north south 8
20 A	fifth	—	—	eays —	North — 1
B	fifth	—	pupel tea	eyes eays Chikago	North couth 3
C	fifth	tyevst	pupou tetar	eyes eays Secako	noth saust 1
21 A	—	—	—	—	—
B	—	—	—	—	—
C	—	—	—	—	—
22 A	fifth	—	pupre tiater	— —	north south 3
B	fifth	—	pupre titure	— —	— 1
C	fifth	t	pupul terure	ais ieres canaga	Nofe souf 0
23 A	fifth	—	pupul Terher	eyes eres Chicago	noth South 4
B	—	—	—	—	noth south 0
C	fifth	twelvth	pupul —	eyes eres chicago	noth south 4
24 A	fifth	twelveth	pupul teacher	eyes ears Chicago	North South 7
B	fifth	twelveth	pupul teacher	eyes ears Chicago	North South 8
C	fifth	twelveth	pupul teacher	eyes ears Chicago	North South 8
25 A	fifth	twelveth	pupul —	—	— 1
B	fifth	tuaruth	puplu teca	eles ears Secago	Nouse Souse 2
C	fifth	u	puplou techa	eisu eals Sikaco	north south 3
26 A	fives	tens	pepo	—	nost sout 0
B	fifth	turofth	pepou tetluy	aeese erey Cekago	nosh soah 0
C	fifth	torovith	popuy tetuy	aces earsh cekgo	nost sost 0
27 A	fives	tinth	peple titure	—	— 0
B	fifth	twilbith	pi ti	yels — sikago	— 0
C	fifth	twirfth	pupilu titure	leas iyas cicago	noth saath 1
28 A	fifth	televeth	pupre Tlatter	eyes eays cikago	north south 4
B	fifth	tvelevth	pupul tiater	eyes ears cikago	noth south 4
C	fifth	—	pupul tiacher	eyes ears Cikago	nuth — 4
29 A	fifth	terveth	tope	—	— 1
B	—	—	—	—	— 0
C	—	—	—	chaco	— 0
30 A	fifth	—	pipul taechir	—	— 1
B	fifth	Terlive	pipul teacher	aeys erse chicago	Nouth South 3
C	fifth	terave	pupul teacher	eyes eares chicago	north south 6
31 A	fifth	—	pupul —	—	— 1
B	—	—	pupul —	eyes —	north south 3
C	fifth	—	pupo titure	— chago	nose — 0
32 A	fifth	—	—	eyes —	North south 4
B	fifth	touarwo	pvpoupu	yeres eays Secakavo	North Sowth 1
C	fifth	tuaoft	pi	aeres yeres Shecaho	Nofu safu 0
33 A	fifth	tuerouth	piupel teachir	— — Cicogo	Nouth south 2
B	fifth	th	plope teather	— — Chicago	north south 4
C	fifth	tiwes	plope techr	eyes eres chicago	nouth south 3
34 A	five	—	—	— Chicago	— 1
B	fifth	twelue	pipul —	— — chicago	Nouth South 1
C	fifth	tarfu	popare teceros	Ies tr Cekago	Noobu Sawse 0
35 A	fifth	—	pupul Terher	— — Chicago	noth south 3
B	—	—	—	— — chicago	noth south 1
C	fifth	falfu	pipr teta	ais ieras Sicago	nofu safu 0

Student	FIFTH TWELFTH	PUPIL TEACHER	EYES EARS	CHICAGO	Correct NORTH SOUTH
36 A	fifth	twelvth	pupul teacher	eyes ears chicago	North South 6
B	fifth	twelve	pupul teacher	eyes ears chicago	North south 6
C	fifth	twelveth	pupul teacher	eyes ears Chicago	North South 8
37 A	fifth	tuelue	pupul —	— — Chicago	North south 4
B	fifth	—	puplu —	— — eras chicago	— — 1
C	fifth	twelveth	p —	— — Sicogo	Noath Sose 1
38 A	fifth	twoero	piupor teacher	eyes ei Cicako	norf souse 2
B	fifth	twoarof	pupul teacher	eyes ears Secako	nouth saws 5
39 A	fifth	talftth	pipal testar	rise hlar Cecako	nous souse 1
B	fifth	tarfth	puple teather	eyes ehers —	North South 4
C	fifth	twelveth	pupul te	— — Ch	North — 2
40 A	fifth	telveth	pupul teacher	eyes eares Chicago	North South 5
B	fifth	telvth	pupul terchar	eyes eres Chicago	North South 5
C	fifth	—	pupul —	eyes — Chicago	North south 6
41 A	fifth	—	pupul teacher	eyes ears —	North south 7
B	fifth	tenth	pupul teacher	eyes ears Chicogo	morth south 6
C	fifth	terveth	piper teacira	ei — Cikago	noth south 1
42 A	fifth	terifith	puper teachira	ayse eras cekago	Nouth S 1
B	fifth	tilveth	pupul tearther	ayrs eras Chicago	Nouth Suth 2
C	fifth	—	pupre ti	— — Chicago	— — 1
43 A	fifth	—	pupre tel	— — Chicago	noth — 2
B	fifth	toulreunth	puple titena	aees eares sicogo	nosh saoush 1
44 A	fifth	t	pupul teacher	— — Chicagy	nouth thouth 3
B	fifth	two yorofth	pupul thichre	— yels sicako	nouth south 2
C	fifth	—	pupl teacher	eyes ears —	North South 6
45 A	fifth	twelfth	pupul teacher	eyes ears Chicago	north south 8
B	fifth	twelfth	pupul teacher	eyes ears Shicago	nouth south 7
C	fifth	—	pupl teacher	eyes ears —	North South 5
46 A	fifth	teroth	pupre telachr	— eares shicanco	— — 0
B	fifth	terth	pupl teachr	eis e shicaco	nuth south 1

(iii) Compilation of five papers of students of average ability who failed badly on the examination. The purpose of the compilation is to indicate the nature of their errors.

Student	No. 1	No. 4	No. 20	No. 34	No. 46
FIRST	farst	farst	first	first	fast
SECOND	sackand	second	seynd	Sacnt	secan
THIRD	—	thrad	sast	Sard	—
FOURTH	forfs	forsth	forst	—	fsth
FIFTH	faefs	fifth	first	balbu	fth
SIXTH	sexf	sixth	sext	Sekis	sexth
SEVENTH	savenis	sifunth	sevnst	Sabun	seventh
EIGHTH	elghis	einth	eyest	—	eghth
NINTH	nims	ninth	nainst	nain	ninth
TWELFTH	talfs	tuerf	tyevst	tarfu	terth
SUNDAY	sunday	sanuday	sanday	Sonday	sonday
MONDAY	manday	manday	Man day	Manday	Monday
TUESDAY	tuesday	tuesday	tuesday	Tuwsday	Tuesday
WEDNESDAY	wenesday	wensday	weansday	Wensday	Wednesday
THURSDAY	foraday	farsday	sarsday	Sosday	theday
FRIDAY	friday	fraeday	fireday	falday	fladay
SATURDAY	Satday	sataday	sataday	Saladay	sataday

Student	No. 1	No. 4	No. 20	No. 34	No. 46
DAY	day	day	Daye	day	day
MONTH	manfs	mantu	Manth	Manb	mounth
YEAR	ear	cenu	eyars	—	ere
FRANCE	Framce	frans	Franth	franse	flanth
GERMANY	Germany	gnmue	Gyomana	Jounmune	gelamany
ENGLAND	England	England	England	England	England
RUSSIA	Russia	Rossen	Losear	losha	rossia
FRENCH	Framch	frant	Frenth	frantsh	flench
ENGLISH	Engllsh	Englise	Englese	Englesh	Engllshi
AMERICAN	American	Amrecan	America	Amelcan	American
LONDON	London	Landon	Yoltpan	Yoroplynd	Europene
EUROPEAN	European	Eorpen	Yoltpan	Yoroplynd	Europene
COUNTRY	country	contur	cantiye	Cntre	countrn
ATLANTIC	at lant	atratek	Attalnten	—	—
OCEAN	Woweshu	ousun	ousen	—	—
PACIFIC	pa sity	pasepec	Pasepousen	pasipic	psetef
OCEAN	Woweshu	ousin	—	—	—
NEW YORK	Neu Yock	wea unke	Nyok	Noyak	Nouyok
CHICAGO	ceckgo	checake	Sekaco	Cekago	shicaco
SAN FRANCISCO	san francesco	san fron sesco	sanfranssco	sanfranshisco	Sanfrn sisco
CANADA	canada	cunad	Canada	Canada	canada
MEXICO	mackceco	mekeseco	Maxco	Mekiceco	maxleor
ISLAND	Island	ierand	I land	Isrnd	Island
WASHINGTON	Wasengton	wasen tan	Uosenton	Wasinton	—
CITY	city	cet	sity	cale	station
PUPIL	pupli	pepur	pupou	popare	pupl
SCHOOLROOM	school room	sucnr rnm	skoolrum	Skutron	schoolroom
TEACHER	teacher	tecen	tetar	teceros	teachr
BLACKBOARD	blackboard	brok bood	blatkblood	brakboy	blakboard
PIECE OF	pieces of	pes of	pes of	pes ceok	pece chelk
CHALK	chothk	cunk	coluk	—	—
DESK	deask	desk	dask	disk	desk
PICTURE	picture	pictune	pleuty	pictar	picture
DICTIONARY	dikcynale	decun nere	dekconayle	dak snnare	declaroy
MAY	map	map	map	map	map
BOX	bax	bokx	box	bax	box
HAND	hand	fond	eand	Hens	—
FOOT	feet	fonet	faut	foot	fof
EYES	eays	aens	eyes	Ies	eis
EARS	ears	ears	eyrs	ir	e
HEAD	had	fend	head	had	hed
FACE	faece	fels	fese	fels	—
FINGER	finger	fenge	fenca	ingar	fengr
ARM	orops	aeon	aams	Oa	arms
NOSE	noos	nous	Nous	nows	nose
MOUTH	maofs	mous	mause	mowfu	rose
ONE	one	eon	eon	Wan	one
TWO	two	tow	two	tuo	tou
THREE	three	theer	sle	—	ther
FOUR	foro	fone	foua	for	four
FIVE	five	fief	fif	falf	five
SIX	sax	six	sex	sics	six
SEVEN	saven	sefun	sevn	Sabn	seven
EIGHT	eight	elte	eyet	—	eight
ELEVEN	elavn	refn	elevn	llabun	eleven
FIGURE	faga	fega	fega	fega	fegr
NORTH	nofs	nous	noth	noofu	nth
SOUTH	saofs	saus	saust	Sawse	south
EAST	east	eset	eyst	isita	eat

Student	No. 1	No. 4	No. 20	No. 34	No. 46
WEST	weast	waet	uest	west	west
TOP	tap	taup	tafu	toobu	toups
BOTTOM	beattan	bouton	batm	batun	botun
LEFT	laft	left	laft	reft	left
RIGHT	right	laet	laet	ret	right
LARGE	large	raog	lage	lofa	lag
SMALL	small	smar	smoln	Smar	smar
EATING	eating	eeten	eyten	iten	eo
DRINKING	dranking	dorekn	dlenken	durekin	deking
READING	reading	leden	leden	leden	—
WRITING	witing	reden	laeten	laiden	leting
WORKING	waking	woukn	woken	Wokin	weking
RESTING	resting	resten	lesten	lesdn	lesting
LEARNING	ranning	raneg	lonen	lonen	runigng
TEACHING	teaching	tecen	tetan	tecelrn	teachr
PLAYING	pleing	pleng	flenku	plin	playing
RUNNING	ranning	reneg	lunen	lanig	laning
GIRL	gaghl	gor	galu	garu	girl
WOMAN	oleman	woumei	uoman	wonr	—
BIRDS	bols	boars	bouse	bors	birds
FISHES	feshus	fensus	fecaue	fishs	fishes
PEOPLE	pepo	pipun	peupou	pepor	pepl
IRON	a	lean	aeyn	ilan	island
STEEL	stero	steru	sleyo	Stero	stature
GLASS	galss	grons	grast	glash	g
PAPER	peapa	pipen	paefal	pepar	—
WOOD	wold	woud	wald	wodo	werd

SUMMARY.

It was found very difficult to teach this class spelling. The 100 words chosen were exceedingly common direct method words to be found in almost every Japanese first reader. The students knew the meaning of every word. The inference is that the first year training was not of a kind designed to promote the spelling ability. This inference is justifiable both from the large number of mistakes of the average student (sixty), from the nature of the mistakes (the majority of the students showed that they had very little idea of the relationship existing between letters and sounds), and from the fact that fifteen students missed more than eighty of the one hundred words and only four missed fewer than twenty. The experiment justifies further experimentation along this line. Several more classes should be tested inasmuch as various teacher-pupil considerations might possibly have contributed to the failure of the students rather than their preliminary training. The students might also be kept for a longer time than ten weeks if any judge such a period too short to teach the spelling of one hundred words (already known and read) to students who have never tried to spell before. In the above experiment until late in May the instruction in spelling was that usually given by Dr. Faucett to his classes. The intention to make an experiment of the class work did not occur to him until late in May. After June 1st the class was given far more training in spelling than he usually gives his classes. The experiment is especially valuable because there are very few (perhaps no) classes in Japanese schools which are not allowed to spell for the whole of one year and are taught phonetics thoroughly and reading and

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MINUTES OF THE SPECIAL MEETING
of the
GENERAL FACULTY EXECUTIVE COMMITTEE

December 29, 1930

Present: President Stuart, Misses A. M. Boring, M. Cookingham, Messrs. T. E. Breece, H. C. Chou, S. J. Chuan, S. Hsu, T. H. Lamb, Y. P. Mei, L. C. Porter and S. Tsai.

EARLY FURLOUGH OF DR. L. W. FAUCETT

GFE-2602 VOTED: A. that Dr. Faucett be granted a furlough for the year 1931-32, on the understanding that his time is to be devoted to the completion of the series of textbooks for middle schools, and that he is to receive 13/15 of the usual furlough salary and allowances.

DR. L. W. FAUCETT'S SECOND TERM OF SERVICE

GFE-2602 VOTED: a. that Dr. Faucett's second term of service be the following six years.
b. that during this period he may be given leave for alternate years upon the recommendation of the Dean of the College and Chairman of the Department of English and by consent of the General Faculty Executive Committee without expense to the University.
c. that the University bears only its porportion of expenses during this full period and the following furlough.

SPECIAL COMMITTEE ON DETAIL INTERPRETATION OF THE FOREGOING MOTIONS

GFE-2603 VOTED: that a committee composed of President Stuart, Dr. H. S. Galt, and Mr. T. E. Breece be appointed to draft a detailed statement regarding the foregoing motions about Dr. Faucett's future relation with the University which will become effective upon Dr. Faucett's acceptance of the same.

QUESTION OF THE APPOINTMENT OF MR. LU CHEN CHUNG

GFE-2604 VOTED: that the appointment of Mr. Lu as a member of the staff of the School of Religion be postponed until the budget of the School of Religion for the next year is fully approved by the Board of Trustees.

ADJOURNED.

0263

Supplementary Memorandum for Professor Faucett
to accompany Mr. Galt's letter of March 4, 1931.

(Corrected by S. Tsai in consultation with L. W.
Faucett, March 24, 1931)

1. Furlough travel funds:

3 Adult fares Peiping to New York @ G\$550.00	G\$1650.00
2 One-half fares, at same rate	<u>550.00</u>

TOTAL	G\$2200.00
-------	------------

13/15 of G\$2200.00.....	G\$1906.66
--------------------------	------------

2. Furlough Salary and Allowances:

Salary, on furlough	G\$2000.00
Children's allowances:	

Malbet 12 - birthday:-May, 1931	316.66
---------------------------------	--------

Virginia 9- birthday:-Aug. 1931	300.00
---------------------------------	--------

Didi 7- birthday:-Feb. 1932	<u>241.66</u>
-----------------------------	---------------

G\$ 2858.32

Rent 12 months @ \$50.00	<u>600.00</u>
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TOTAL	G\$ 3458.32
-------	-------------

13/15 of G\$3458.32.....	G\$2997.21
--------------------------	------------

(Signed) S. Tsai

0264

YENCHING

TRANSFER

Yenching University

July 15, 1931

Dr. Lawrence W. Faucett,
511 Boynton Terrace,
Chattanooga, Tenn.

My dear Dr. Faucett:

I have just received Mr. Tsai's letter of June 18 in which he requests us to get in touch with the Church Pension Fund, 14 Wall Street, New York, ascertain the amount due in premiums and interest on your Church Pension Fund since April 1, 1927, and that we make remittance of this total sum to date, hereafter sending monthly premium payments to this fund.

I am sorry to learn that this fund has fallen so far in arrears because I have been under the impression that the correspondence we had with the Church Pension Fund and field in 1928-29 cleared up this matter for you so that the field was able to take up the payments in your behalf. I note from our files that our last letter on this subject was written to Dr. Stuart on June 17, 1929, and gave complete and exact figures of just what was due the Church Pension Fund to June 30, 1929, and also the amount of monthly premiums after that date.

Unfortunately Mr. Tsai's letter does not give the information the Church Pension Fund will need in order to compute premiums for the last year or two. These premiums, as you know, are computed on the basis of 7½% of the participant's salary. Our information shows that the basis used previous to June 30, 1929, included children's allowances. Our records here in New York do not give the number or ages of your children so we are unable to compute the salary you received in Yenching during 1930-31.

In order to enable us to take up this matter with the Church Pension Fund, we would appreciate it if you would send us the following information:-

1. What salary did you receive during 1930-31 as (a) basic salary; (b) children's allowances?
2. The estimate used in June, 1929, showed that your salary during 1929-30 would be G\$2,230.00. Was this estimate correct?
3. Am I correct in understanding that your agreement with Yenching University contemplated that the salary basis on which premiums would be paid to the Church Pension Fund include

0265

ed children's allowances as well as basic salary? My understanding is that children's allowances were to be included, but I raise the question because of the fact that the pension plan adopted for the other members of the Yenching staff uses only basic salaries and does not include children's allowances.

4. The estimates of the Church Pension Fund added one-sixth to your actual salary to cover the rental benefit you received from the University through the provision of living quarters. Is this in accord with your agreement? Again I raise this question simply because the Yenching pension plan does not include any loading to cover equity in living accommodations.

As soon as we receive from you the information asked for above I will at once take up with the Church Pension Fund the payment of your back premiums, together with accrued interest.

Mr. Tsai instructed us to take up the payment of your salary beginning August 1 at the rate of G\$249.77 per month, and continuing through June, 1932. We will send your first salary check to you about August 20 if this is agreeable to you.

I trust that you will find this year of furlough a very pleasant and profitable one. At any time that you are in the vicinity of New York you must drop in and good acquainted with us here at 150 Fifth Avenue. Please feel free to call upon us at any time that we can be of assistance. Our office exists for the sole purpose of serving the University and its personnel in any way that we possibly can.

Very cordially yours,

BAG-H

~~Dr. L. W. FAUCETT~~

YENCHING

511 Boynton Terrace,
Chattanooga, Tenn.

29th July, 1931.

Mr. B. A. Garside,
China Union Universities,
150 Fifth Avenue,
New York City.

TRANSFER

My dear Mr. Garside,

Replying to your letter of July 15th,
the clause in my contract referring to my pension reads as
follows:

"The Pension to be effected through existing arrangements
with the Protestant Episcopal Church. JLS "
From the Protestant Episcopal Church pension department for
missionaries you can get information in regard to what the words
"existing arrangements" means. It was Dr. Stuart's idea that
the pension which I was receiving when in St. John's University
should be carried on by Yenching University as long as I was
under a Yenching contract. The statements which you have been receiv-
ing from the Prot. Epis. Pension Fund ~~representing~~ are similar
in every respect to those which I received when in St. John's,
except that they are based on Yenching University salaries.
I think therefore that you can satisfy yourself in regard to items
3 and 4 in your letter by telephoning the Prot. Epis. Pension Fund.

In regard to items 1 and 2, I must ask you to write Mr. Tsai.
Yenching salaries have been changing with the seasons for the last
two years and I have simply taken my monthly cheques without query.
At the present time I have no idea what my salary is to be after
this furlough. Inasmuch as I have spent more than \$8000 Mex. out
of my private purse during the past five years on research, I have
put myself in a financial position necessitating my knowing clearly
what ~~xxxx~~ the future arrangements are to be. I shall be passing
through New York on my way to England next month; I hope to remain
from the 17th to the 21st of August in or around New York. If poss-
ible I should like to talk over this matter with you at that time.

I was unaware that your office had investigated my pension
affairs so thoroughly in 1928-1929. I am now unwilling to bear
the responsibility of delinquency since June 30th, 1930. I wish
to withdraw my offer to pay interest on unpaid payments since
that date.

I am taking my wife and youngest child to England on August
21st. ~~xxxxxx~~ We shall be re-
turning about the first of December. Can you send me my August,
September, October, and November salaries in advance at the present
time? Yenching does not provide for the extra ~~xxxx~~ travel expenses
of American professors with English wives and I need the advance
more to pay our fares to and fro than for living expenses. I am
willing to pay interest for such an advance. After my return, there
will be no necessity for any unusual arrangement.

I dislike "money" letters intensely. I am always enveloped by
vapors of gloom when I write them. Please believe that back of the gloom
lies a keen desire to help Yenching and its backers in every possible

0267

YENCHING

311 Boynton Terrace,
Chattanooga, Tenn.

29th July, 1931.

Mr. B. A. Garabide,
China Union Universities,
150 Fifth Avenue,
New York City.

My dear Mr. Garabide,

Replying to your letter of July 15th,
the clause in my contract referring to my pension reads as follows:
"The Pension to be effected through existing arrangements with the Protestant Episcopal Church, U.S.A." From the Protestant Episcopal Church pension department for missionaries you can get information in regard to what the words "existing arrangements" mean. It was Dr. Stuart's idea that the pension which I was receiving when in St. John's University should be carried on by Yenching University as long as I was under a Yenching contract. The statements which you have been receiving from the Prot. Epis. Pension Fund ~~representations~~ are similar in every respect to those which I received when in St. John's, except that they are based on Yenching University salaries. I think therefore that you can satisfy yourself in regard to items 3 and 4 in your letter by telephoning the Prot. Epis. Pension Fund.

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I am taking my wife and youngest child to England on August 21st. ~~xxxxxx~~ We shall be returning about the first of December. Can you send me my August, September, October, and November in advance at the present time? Yenching does not pay the extra ~~xxxxx~~ travel expenses of American professors who are to pay our fares to and from living expenses. I am willing to pay interest for any advance. After my return, there will be no necessity for any unusual arrangement. I dislike "money" letters intensely. I am always enveloped by vapors of gloom when I ~~xxxxxx~~ believe that back of the flood lies a keen desire to help Yenching and its workers in every possible way.

RECEIVED
UNIVERSITIES

JUL 31 1931

JOINT OFFICE

8620

YENCHING

TRANSFER

August 10, 1951

Dr. Lawrence H. Faucett,
511 Boynton Terrace,
Chattanooga, Tenn.

My dear Dr. Faucett,

Let me acknowledge receipt of your letter of
July 29th.

I am sorry that our difficulties in collecting the information needed for taking up the matter of your pension with the Church Pension Fund is delaying our clearance of this long standing matter. We have already gotten about as much information from the Church Pension Fund as we can secure until we have checked up on some of the points mentioned in my letter of July 15th. I had hoped that we could clear these with you direct, on the basis of the general information already received from the Field Treasurer's office, without further delay of more than two months involved in another exchange of correspondence. For example, it would help us greatly if you would supply the information we requested as to the number and ages of your children. Since, however, you are to be in New York later this month we can talk further about these matters then. Meantime I will write again to Mr. Tsai concerning some of the questions that must be cleared - in particular the matter of interest on unpaid payments since June 30, 1950.

We are sending you herewith a check for \$999.08, being your salary at \$249.77 per month from August 1st 1951 to November 30, 1951.

I am sorry that I will probably not have the privilege of seeing you when you are in New York this month, as I expect to be away during the days you plan to be in the city. However, Mr. Evans will have all the facts in hand regarding the matter of your pension, and any other matters you may wish to take up at that time.

Very cordially yours,

0269

YENCHING

Yenching University

TRANSFER

August 17, 1931

Memorandum of Conversation with Dr. Lawrence W. Faucett

Dr. Faucett presented his contract with Yenching University, which contains an insertion that pension is to be continued on the same basis as furnished by the Church Pension Fund. Up to November of 1930 Dr. Faucett had notified the Church Pension Fund of changes in salary as they had occurred. On the basis of records held by the Church Pension Fund, Dr. Faucett owes \$806.46 to December 31, 1930, which includes interest. The payments for the first eight months of 1931 total \$153.87, including interest, the monthly payments on the above schedule of salary \$18.96. The Church Pension Fund bases their calculation on salary plus 1/6 for living quarters if provided, plus children's allowance. Dr. Faucett is willing to pay two years' interest dating from July 1, 1929 to July 1, 1931.

C. A. Evans

CAE:MS

Children, Angus 6
Virginia 9
Malbeth 12

Feb. 7th
Aug 3rd
May 19th

0270

YENCHING

TRANSFER

Yenching University

August 28, 1931

Dr. Lawrence W. Faucett
511 Boynton Terrace
Chattanooga, Tennessee

My dear Doctor Faucett

Since you called at our office a few days ago, we have received word from the Church Pension Fund as to the standing of your retirement account. They have very graciously given us the details of the entire transaction and tell us that the portion we are to pay, which includes payments on principal plus interest from April 1927 to July 1, 1929, is \$390.40. Interest from July 1, 1929 to July 31, 1931 amounts to \$69.95, which we have paid, and at your suggestion we will deduct same from the December check. Thus your pension payments are now brought up to date.

We will be pleased to receive word from you on occasion giving us your address.

Very sincerely yours

Assistant Treasurer

CAE:MB

noted - J. C.

0271

L. W. Faucett

sent by J.H.S. in his
letter Dec 23, 1931.

December 23, 1931

Mr. L. W. Faucett
511 Boynton Terrace
Chattanooga, Tennessee.

My dear Lawrence:

With much hesitation I am writing you about a very practical issue which we are facing at present in preparing our budget for next year.

Because of the financial depression our Trustees have warned us that we must expect a very serious reduction in our gold income.

I shall not go into the intricacies of our sources of support beyond saying that after going over the items again and again, it seems clear that the only substantial economies we can make would be in the number of our instructional staff, and that furthermore most of our academic units are supported from special sources so that except for Psychology and one or two other minor departments, the only saving that we can effect for University funds in the strict sense is in the College of Arts and Letters. Even here Chinese must be maintained at a certain standard because of an agreement with the Harvard-Yenching Institute.

Almost the only department, therefore, in which relief of this kind can be sought is English. Even here most of the Teachers are provided by Mission Boards so that their elimination here have no financial benefit.

is
Inevitably the question/ raised in our minds as to yourself, especially in view of the double charge next year on travel from America, plus the salary,

On the other hand, this department is one of great instrumental importance and under Miss Speer's leadership has been taking on new life with the promise of improvement which is extremely gratifying. She shares fully, and perhaps with even more direct interest, all of my convictions about your value to us in view of your special emphasis and your technical equipment for developing it. The problem, therefore, is as to how we can justify ourselves in retaining you.

The most satisfactory solution from our standpoint would

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L. W. F.

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12/23/31

be to have you appointed by the Episcopal Board of Missions as their representative at Yenching. We have discussed this before and I realize the difficulties which must be seriously aggravated by the present economic depression. On the other hand, it may be worth trying again especially if it were understood that a proportion of your time would be spent at Wuchang and that while here you acted as Chaplain to a growing group of SHENG KUNG HUI students.

I am sending a copy of this letter to Mr. Wannamaker of the New York Office, and am also writing Bishop Roots.

It is with the utmost reluctance that I am taking up this problem and adding to your own worries, but it is in an effort to assure the possibility of retaining you here and enabling you to go on with your supremely important work for China.

I suggest that you get in touch with Wannamaker and consult again as to possible procedure.

If there are any individuals, or any one of the churches, with which you have contact, could undertake your support through the Episcopal Board it would solve the whole difficulty.

Very sincerely yours,

JLS/P

0273

December 23, 1931

Rt. Rev. L. E. Roots, D.D.
H A N K O W

My dear Logan:

I venture to write you regarding a problem that is giving me no little anxiety.

The financial depression in America has seriously affected our endowment income, so that our Trustees have instructed us to make rather drastic reductions in our budget for next year.

It happens that the University income proper is required for such basic features as general administration, operation and maintenance of the physical plant, etc. together with most of the departments in what we know as our College of Arts and Letters. The other units are especially provided from sources upon which we cannot draw to help out the enforced reduction, nor does it seem possible to make any substantial economies in any other than the instructional features in our College of Arts and Letters.

It seems necessary therefore to reduce our teaching staff in the few departments where there is any actual saving to the University income (as distinct from the various specially supported units). Perhaps the most costly single item which we might be able to eliminate is Dr. L. W. Fawcett, especially in view of the fact that his travel from America must be included.

On the other hand, he is an extremely valuable man and after much vacillation has finally decided to settle down at Yenching for an intensive program of training Chinese Teachers of English.

I wonder if there would be any possibility of an appeal to your Board of Missions to have him appointed as a representative of the American Board Mission here either full time or with the understanding that half of his time would be spent in Wuchang.

I am primarily concerned with not having a man with his exceptional ability and technical training lost to China so that the amount of time he would actually spend here is quite secondary. On the other hand, we have an increasing number of SEEN KUNG HUI students coming to us and they have their own organization on

L. H. R.

- 2-

12/23/31

religious life. Dr. Fawcett could be the Chaplain for this group and thus do no little to relieve the work previously done for them elsewhere.

If our New York headquarters could be of any help in cooperation with you on a Board in the securing of special support for Dr. Fawcett, or in otherwise presenting the case, they would be more than glad to do this.

Before, however, facing the question of what to do regarding his future connection with us, I cannot resist turning to you for advice and whatever assistance you may feel is possible.

All through these recent months when I have thought of the flood disaster, I have visualized the way in which you must have been working in relief measures and have sympathized in the strain upon your health as well as upon your emotions.

With constant remembrance in prayer,

As ever yours,

JLS/P

0275

YENCHING

TRANSFER

Yenching University

January 6, 1952.

Dr. Lawrence W. Fancett,
Hotel Lexington,
Lexington Avenue & 48th Street,
New York City.

My dear Dr. Fancett:

I am enclosing a copy of a letter which I have just written to Professor Oliphant. It speaks for itself.

I tried to reach you by telephone this morning to talk over this matter before writing Professor Oliphant, but there was no response from your room.

I believe it is quite impossible for us to proceed further in considering Professor Oliphant's appointment in the face of Dr. Vaughan's adverse judgment. I am sure that the field would not desire to make an appointment contrary to such medical advice, and I am certain that the Candidate Committee of our Board of Trustees would be strictly opposed to making an appointment under these conditions.

If you care to discuss the matter further either in person or by telephone, I will be here in the office steadily except for occasional committee meetings. Unless I hear from you earlier I will expect to see you on Friday of this week.

Very cordially yours,

BAG:PC
Enc.

0276

Faucett

CU

January 20, 1932

Dear Chester:

Although I am looking forward to seeing you I write immediately regarding a special matter which is giving Leighton a good deal of concern and about which he asks our assistance.

Professor Faucett, of the English Department, is now on furlough and is in St. Louis. He is very highly valued because of his ability to train Chinese students in the teaching of the English language. Because of the unavoidable cut in the budget, Leighton feels that Faucett must be sacrificed, since his return travel would be a considerable item in addition to his salary. He is a married man with two or three children. Faucett is an Episcopalian. Leighton has written Bishop Logan Roots at Hankow asking whether the Episcopal Mission might possibly persuade the Board of Missions in America to send Faucett to Yenching to represent them and to serve as a chaplain for their members in the student body, or, perhaps, to divide some time between Yenching and the Union College at Hankow, in which the Episcopalians share.

Leighton raises the question whether you might possibly use your personal friendship with Bishop Scarlett, of St. Louis, in this connection.

If you need further data, please let me know.

Cordially yours,

Dr. Chester E. Jenney
50 Spruce Street
Lockport, New York

ODW:KK

cctet/18

0277

PATRONS ARE REQUESTED TO FAVOR THE COMPANY BY CRITICISM AND SUGGESTION CONCERNING ITS SERVICE

12018

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WESTERN UNION

NEWCOMB CARLTON, PRESIDENT

J. C. WILLEVER, FIRST VICE-PRESIDENT

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GAR SIDE=

YENCHING

TRANSFER

150 5 AVE=

MINUTES IN TRANSIT	
FULL-RATE	DAY LETTER
//	

STUART DESIRES ATTEMPT SECURE EPISCOPAL BOARD SUPPORT

OTHERWISE RETURN PROBLEMATIC DO YOU AUTHORIZE EXPENSES

OF TRIP TO NEWYORK=

FAUCETT.

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE

0278

1228 A

Charge to the account of China Union Universities - Central Office

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TRANSFER

Send the following message, subject to the terms on back hereof, which are hereby agreed to

NIGHT LETTER

January 27, 1932.

YENCHING

Dr. L. W. Faucett
511 Boynton Terrace
Chattanooga, Tenn.

IF YOU CONSIDER TRIP TO NEW YORK TO CONFER WITH EPISCOPAL BOARD IS
DESIRABLE WE WOULD CHARGE YOUR EXPENSES TO TRAVEL ACCOUNT UNDER UNIVERSITY
BUDGET STOP ATTITUDE EPISCOPAL BOARD YENCHING HERETOFORE HAS BEEN
UNCOOPERATIVE BUT YOU ^{ARE} BEST JUDGE OF THEIR REACTION TO PRESENT PROPOSAL
STOP LETTER FOLLOWS

GABSIDE

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE.

0279

YENCHING

TRANSFER

Yenching University

January 28, 1952.

Dr. L. W. Faucett,
511 Boynton Terrace,
Chattanooga, Tenn.

My dear Dr. Faucett:

Yesterday afternoon, upon receipt of your telegram stating that Dr. Stuart wishes you to try to secure Episcopal Board support, and that unless that support is secured your return to Yenching is problematical, we sent you the night letter of which a confirmation copy is enclosed.

Since Dr. Stuart wishes you to make the attempt to secure the support from the Episcopal Board, undoubtedly such an effort should be made in as earnest and whole-hearted a way as possible. We would all rejoice greatly if we could enlist the interest and support of our Episcopal friends in the work being done at Yenching. Heretofore the Episcopal Board has been extremely lukewarm toward any suggestion of this kind, but I hope that your personal influence may succeed where previous attempts have failed.

The question of whether we could secure these funds to cover the cost of your expenses for such a trip to New York, is not at all an easy one. Our usual way of handling such an item would be to charge it against the University Budget as a part of the travel expense of the missionary on furlough. If the field should object to this procedure in the present instance I am not sure there else we could place such a charge.

However, the most important thing is for you to make a trip to New York for consultation with the Episcopal Board if you feel that there is any hope of success in such a presentation. When would you plan to make such a trip? What could be done by our New York Office or by the Board of Trustees to assist you in presenting such a request? I am sure that our Board of Trustees would be happy to take formal action urging the Episcopal Board to assume your support at Yenching if it appears that such an action would be at all helpful.

Please let me know when you may plan to come, and what funds you will need, either as an advance on travel, or after you arrive here.

Very cordially yours,

BAG:PG
Enc.

0280

Faucett

February 29, 1932

Dear Chester:

Did you find time to write to Bishop Scarlett regarding the possibility of having the Episcopal Church send Mr. Lawrence Faucett back to his work at Yenching? You remember I wrote you about this in the latter part of January and then we talked over the matter here in my office. Faucett was a member of the English Department in Yenching and was gifted in training Chinese to teach English. He was much interested in the religious life of the students and being an Episcopalian could serve in a very valuable way the Episcopalian students at Yenching. Leighton thought that possibly the Episcopal Church might send him out to spend a part of his time in his special sort of teaching at Yenching and part time at the Union College at Hangkow, in which the Episcopalians are sharing. Faucett is a St. Louis man. His address just now is 511 Boynton Terrace, Chattanooga, Tenn. If you think it worthwhile to write the Bishop about the matter, I should be glad to have you do so.

I was away from my office almost entirely for two days, attending a conference at the Prince George Hotel, where representatives of the various boards of trustees discussed the correlated program for colleges in China. I had a chance to read your letter to Mr. McBrier just before it was sent out to him in Montclair. I then saw a copy of his reply to you when I got back to my office. I had no opportunity whatever to talk over the matter with him.

Leighton's arrival has been postponed. He now expects to land at Vancouver from the "Empress of Russia" on March 21st, unless the Japanese extend their military actions to North China. I think this latter is very unlikely so I suppose he will come by the "Empress of Russia."

Cordially yours,

Dr. Chester E. Jenney
50 Spruce Street
Lockport, New York

ODW:KK

cc to JHS

0281

C O P Y

TRANSFER

March 1, 1932

Dr. L. W. Faucett
St. John's College
Oxford University
O X F O R D

Dear Dr. Faucett:

With the utmost reluctance I am writing to you to convey an action of the Faculty Executive Committee requesting you to defer your return to Yenching until the summer of 1933.

The reason for this is the serious reduction in our income due to the economic depression in the States, which is cutting down the interest on invested funds and the receipts from Mission Boards and current contributions.

To indicate the extent to which this has affected us, the amount authorized by the Trustees two years ago was virtually \$200,000.00 as against \$150,000.00 for the coming year.

We have spent many weary hours in going over our budget for the coming year and eliminating or reducing every item that could be so treated. As we had thought the budget had been balanced word would come from New York indicating the necessity for yet further reductions, and a cable just received would imply that we are not through yet with this process.

As soon as this situation began to become apparent I wrote you forecasting possible developments in the hope that there might be some way to secure your appointment for the Episcopal Board or through friends.

Since then the information that has come from the Trustees, as I remarked, has grown steadily worse and among the items which it seems we are forced to eliminate for the coming year is the large one of your travel and salary.

I need not say that this decision was reached only after very much discussion and efforts to have you back on time. We very much hope it will not prove difficult for you to secure employment somewhere in America and that by another year our financial conditions will have improved.

We only learned that you had gone to England by an item in the monthly balance sheet for December, which of course reduces the amount of money that we had hoped to save and also seriously adds to your own problem.

0282

L. W. F.

-2-

3/1/32

We are cabling today to our New York office to communicate the information to you and assist in your further plans.

I might add that I have taken up with both Bishop Morris and Roots the possibility of your appointment under one or both of their Missions, which would be a very happy solution of the matter.

Assuring you again of my regret at being forced to write to this effect, believe me-

Very sincerely yours,

JLS/P

W

0283

FIRST PRESBYTERIAN CHURCH
COR. CHURCH AND ONTARIO STREETS
LOCKPORT, N. Y.

PASTOR'S STUDY

March 4th, 1932.

Mr. Olin D. Wannamaker,
150 Fifth Avenue,
New York, N. Y.
Yenching University.

My dear Olin:

Thanks for your letter of February 29th. I wrote to Bishop Scarlett about Mr. Lawrence Faucett. He replied by saying "that he did not know Mr. Faucett but would look him up and write me later". He also suggested that he would be willing to go with me if I were ever in St. Louis and call on certain people he had in mind relative to Mr. Faucett's support. He was unusually kind and sympathetic in the whole matter. I will let you know when I hear from him.

I would like to have Dr. Stuart stop to see me on his way to New York if he finds he can. If not, I would like to see him in New York sometime during the week of March 28th. Do you think such an arrangement could be made?

I look to see the Japanese and Chinese affair settled for a time at least. My opinion is, that an appeal on the part of China now would find a greater response in the giving of people to China than any time in the last twenty-five years. I wonder if you agree with me.

I am terribly busy working day and night. Shall be glad when Easter is over that I may have a breathing spell.

Sincerely yours,

Chester E. Jenney

Chester E. Jenney.

CEJ/H.

0284

Lawrence Faucett

BmH, Tase up with
BAG.

JH

for CES

March 5, 1932

Dear Chester:

The enclosed copy of my letter to Miss Pendleton will spare me the necessity of dictating full details again regarding Doctor Stuart's present plans. As soon as I get definite information from him, I will inform you specifically.

As regards Mr. Faucett, if anything is to be done, it would have to be done very soon. Mr. Garside informed me just yesterday that the idea of Mr. Faucett's returning to the field has been abandoned because of the necessity of cutting the budget. I do not know whether Faucett has gone ahead and made other plans, or not. I feel that it would probably be most difficult to raise the necessary amount of money to return him to the field through special friends in St. Louis, since the pledge would have to cover a full term of service and not only a single year. If you feel that it is worth while to make the attempt, and if you can possibly make the trip there, we should all be grateful for this effort on your part.

If you will let me know whether you feel that there is really a fair possibility of raising this money for Faucett, I will immediately learn from him whether he is free to go. Garside is out of the office today on account of a very severe cold, and I cannot ask him whether he has any other information on this subject than what I have myself - that Yenshing would like to have Faucett back, but cannot include him in the budget.

Be sure that I will try my best to arrange for Leighton to come by, if this is at all possible. I had in mind to ask whether you could use him there on a brief stop-over. I want him to remain on the Pacific Coast to the latest possible moment to make use of contacts already set up there by Warner and Wills. Then I am planning a meeting of the Yenshing Advisory Council for the 8th. He may be obliged to rush from the Pacific Coast here without any stop-over whatever.

Cordially yours,

Dr. Chester E. Jenney
50 Spruce Street
Lockport, New York

CEW:KK

0285

YENCHING
CANADIAN PACIFIC

S.S. EMPRESS OF RUSSIA.

21st May 1932

Dear Haride,

Thanks for your letter. I think Stuart is doing all I expect him to do. I was unofficially encouraged in the hope that my Carnegie grant might be extended another year.

This news has given me sufficient heart to take this summer trip to fulfil promises made to Chinese and Japanese publishers.

0286

TRANSFER

In the long run the trip should pay for itself in euros and larger royalties from my reader series. — Please apply the travel grant on the \$1000. On my return I shall submit a report on medical expenses. Except for dental work and an operation to remove Angus's adenoids and tonsils (£12-12-0), there is nothing to report so far. I appreciate your sympathetic interest and Stuart's fair-

RECEIVED
UNIVERSITIES

MAY 26 1932

JOINT OFFICE

Yours sincerely,
Lawrence Sturt

CW

September 14, 1932

Dr. L. W. Faussett,
511 Boynton Terrace,
Chattanooga, Tenn.

Dear Dr. Faussett:-

During my talks with Dr. Stuart and Mr. Breece and others in Peiping the question of some possible connection of your future work with Yenching as a center came up for consideration. I wonder if it would not be possible to secure some such support as may be necessary to allow you to return to the Orient after your year here and take up again there your very valuable line of work. Do you think the Carnegie Foundation would be prepared to finance such a plan? Would such an arrangement appeal to you?

I did not have an opportunity to discuss such a plan with you, but I would like to know just how you would feel about our jointly taking up the matter with the Carnegie Foundation. If you are interested, I would be glad to arrange to consult with you some time soon.

I hope that the plans for your work this year are such that they would naturally lead into further work in the Orient. While it has been necessary for Yenching to cut her budget, yet the men I talked with were hopeful that it might be possible to have you continue your very valuable contributions to the English Department there and at the same time carry on your research projects if support could be found to cover this item.

Hoping to hear from you soon and with all good wishes,

I am,

Very sincerely,

HGG:A

c.c.: Dr. Stuart

H. Gist Gee

0288

20 Eades St.
Branford Conn.
28th Sept 1932

Dear Dr. Gae,

I shall be in New York City Monday and Tuesday of next week. Will it be convenient for you to talk over the question of securing support for my research Monday or Tuesday afternoon?

Shown to
Mr. Evans.

Please let Evans know that I shall see him then about my pension.

I am shaking down into the Yale environment and enjoying my work, especially in the library which is an American masterpiece of beauty, utility, and organization.

Very sincerely,

Lawrence J. Tamm

Dr. H. Gist Gae
150 5th Avenue
New York City

card reply to come
Monday aft
N.B.

0289

Staff

October 3, 1932

Interview with Dr. Lawrence Faucett

Dr. Faucett came in to talk with me about his future connection with Yenching University and the possibility of our securing some aid for his work from some of the Foundations. He seemed to think that there was a bare possibility of getting Dr. Loran of the Human Relations interested in some program related to a study of Language and Anthropology. He was doubtful about it but wondered if it might hold possibilities; but might mean the putting in of a new chair of anthropology at Yenching. I discouraged any thought of expansion into that field under present conditions, for Yenching needed now to stabilize its present work rather than to continue to expand. Dr. Faucett then suggested that he had spent some time in conference with Dr. Thorndyke of Columbia University discussing two other possible projects - 1. The continuation on a large scale of the new word count, and 2. A Linguistic Survey in China. Dr. Faucett said Dr. Thorndyke did not give him much encouragement to hope for further aid from the Carnegie Foundation, but he thought I should see Dr. Thorndyke who was responsible, Dr. Faucett says, for the present aid he is receiving. I shall see Dr. Thorndyke this week.

October 4, 1932

Saw Dr. Faucett again this morning. He stated that he had had an understanding with Dr. Stuart that he was to return to Yenching next fall. This had been acted upon by the Faculty Executive. Dr. Faucett's understanding was that he was to be with Yenching one year on salary and then to be free a year for research at his own expense. So far as I was informed no definite term of service was mentioned. I told him I had no official information as to any contract, but that several of the Yenching people, Dr. Stuart, Mr. Breece, and Miss Speer had expressed a keen interest in his work and a desire to have him back. I agreed to write Dr. Stuart about the present status of the agreement and for definite instructions as to what was to be done.

Wrote
10-4-32

H. Gist Gee

CL to JHS.

Dr. Lawrence Fausett

CV

October 4, 1932

Dear Doctor Stuart:

Doctor Fausett came in yesterday and we had an opportunity to discuss quite fully his plans and his program of work. I am to see Doctor Thorndike within the next few days in order to feel out whether or not we could secure his support and make an effort to get funds for the support of Doctor Fausett for research work in case he goes back to China. I shall write you after I have seen Doctor Thorndike.

Doctor Fausett was naturally very desirous of knowing as soon as possible just what he is going to do another year. He seems worried over the situation and wants something definite. He is under the impression that arrangements are practically already made for him to return to China another year and told me that he was informed by Doctor Galt that the Faculty Executive had agreed to take him on its budget for the coming academic year of 1933-34.

Will you kindly let me know just as soon as possible what the status of this understanding is and whether it is a contract which binds the University and whether it is dependent upon the securing of aid from some funds here to help finance his support.

Doctor Fausett has said that his present understanding is that he would return on a fifty-fifty basis, that is, that Yenching would take him for one year and that he would take care of his own expenses during the next year when he would be free for research.

I should be very grateful if you would write me fully and give me authorization to go ahead with some definite plan.

With all good wishes, I am

Very sincerely yours,

H. Gist Gee

Dr. J. Leighton Stuart
Yenching University
Peiping, China

HGG:KK

Travel
?

Faucett

October 8, 1932

Dear Doctor Stuart:

Thank you for your letter of September 6th which came today. I have gone through the enclosures with a good deal of interest and have called Mr. Hedrick's attention to them as publicity material.

I went up to Columbia University this morning and talked with Doctor Thorndyke about some possible plan for approaching some foundation with a view to their supporting Doctor Faucett's work. Doctor Faucett had already talked with him and Doctor Thorndyke esteems very highly the type of work which he has already done and the plans which he has for the continuation of his studies in word studies and in language surveys. He feels also that Doctor Faucett should go back to China where he can work most happily and that he can do his work there just as effectively as he can here. Also he feels that Doctor Faucett can continue to make a decided contribution in the teaching of English to the Chinese and he laughingly added "and thus to civilization." The whole idea was that whatever was done should center around Doctor Faucett's connection with Yenching.

When asked what he could do to help us Doctor Thorndyke said he would be glad to do anything he could. He did not seem to feel that the Carnegie Foundation would be able to do anything since the present grant came from emergency funds at the disposal of the President who was a next door neighbor to Doctor Thorndyke and that this money had been given through Doctor Thorndyke's interest in a project that did not go before the Board of Trustees. He did not think this fund could be secured again.

Doctor Thorndyke's suggestion was that a worthwhile teaching and research project covering a period of at least five years be drawn up by Doctor Faucett and the Yenching English Department and that it be one which would attract the Social Sciences of the Rockefeller Foundation. He thought that the Rockefeller Foundation would be more interested in a big program than in a small one. I called attention to the fact that the Rockefeller Foundation was already making grants to both the Natural Sciences and the Social Sciences at Yenching and that we would not want to risk the loss of any of this support for a new grant along a new line: that we wished first to solidify our support of the work already set up before planning larger expansion in any other phases of the work. I would therefore suggest the outlining of two plans, one of the nature indicated by Doctor Thorndyke and one looking simply to the securing of support for Doctor Faucett -- all of his support if possible, and, if this cannot be had, at least half of it. Then when these preliminary plans are in hand I shall go back to Doctor Thorndyke and try to enlist his support with some foundation or individual who may be willing to take this up.

0292

Doctor Stuart.....#2

October 8, 1952

It has occurred to me that possibly the Harvard-Yenching Institute might be willing to arrange for a part of Doctor Faucett's support in a study of the phonetics of the Chinese dialects by some graphic or photographic method. Would this be possible? Please discuss this with your Harvard-Yenching Institute group there and see what the possibilities are.

I am sending a copy of this letter to Doctor Faucett and asking him to communicate with you just as soon as he can draft the general skeleton outline of the two plans mentioned above.

I should have something to go upon to follow up this first very favorable talk with Doctor Thorndike. He was quite cordial in his reception of the idea and expressed his wish to be of service as far as possible and I think he would give us his unqualified support in our application to any possible source of aid for such work.

Hoping to hear from you as soon as you have been able to get the reactions of your English and Education Departments' reactions to the matter, I am

Very sincerely,

N. Gist Gee

Doctor J. Leighton Stuart
Yenching University
Peiping, China

NGG:KK

*cc to Dr Faucett
cc Interview file copy NGG*

0293

October 8, 1932

Dear Doctor Fausett:

I am enclosing with this a copy of a letter which I am sending to Doctor Stuart today. This comes as a result of my interview with Doctor Thorndyke. Any application should be formulated on the field and in cooperation with Mr. Gunn, the Vice President of the Rockefeller Foundation, who is just leaving for China. I have just learned that Mr. Gunn has been in the city and that he is leaving today for China. I am sure that the people in Peiping will talk over all phases of Yenohing's work with Mr. Gunn as he will now have to pass upon all grants made to China.

Doctor Thorndyke was much interested in the work which you had already done and also that which you have outlined for the future. He readily agreed to do all he could to help in securing the money to see it carried on in China and just as soon as we get some tentative skeleton plan drawn up, I shall want to go back to him for his suggestions.

Now may I suggest that you draw up in bare outline two suggestive plans as indicated in my letter to Doctor Stuart with probable minimum annual budgets for each over a period of five years; send this on to Doctor Stuart at once for him to take up with his Faculty group and secure some final form for it. They can then at once raise the question with the Rockefeller Foundation representative in China, if they think it wise, and we will follow it up here. Or, if they think it best not to raise a new issue with the Rockefeller Foundation they can let us have their final approved plan and we can try to find some other foundation or source, through Doctor Thorndyke or Doctor Loran, from which we may be able to secure some funds.

The replies to my letter and yours should be back here by the end of the year and we can then go at the matter intensively.

Please let me have copies of your letters to the field so that I may have all the facts in the case.

With all good wishes, I am

Very sincerely,

Doctor Lawrence Fausett
20 Eades Street
Branford, Conn.

H. Gist Gee

HGG:KK

CWLS.

0294

Dr. Lawrence Tan

Boston, Mass.,
October 20, 1932

Dear Dr. Stuart:

On our way up to Boston we ran by to see Dr. Faucett. In the course of our conversation he said he had not answered my letter to him written after I had seen Dr. Thorndyke because he was uncertain as to just what to write.

He said that family conditions had developed to such a stage with him now that he felt that he must withdraw his proposition to Yenching that he would assume the responsibility for his own maintenance in alternate years and devote himself to his research work. He now feels that if he goes back he would want Yenching to take him on her regular budget for full time work just as other teachers are cared for by Yenching.

Dr. Loran here at Yale has told Dr. Faucett that he feels it is likely that support for a second year's work here at Yale can be secured for him and Dr. Faucett thinks that if this can be secured that he should by all means accept it. I also think that he should continue this and told him so. I believe that he would like to let things rest as they now are until you come over here next year. He will in the meantime carry on his discussions with Dr. Loran with a view to getting his fellowship renewed for 1933-34. In the meantime he will prepare an outline of his plan of work and I shall talk it over with Dr. Thorndyke and get his reactions as to possible aid for putting the plan through for Yenching.

Mr. Godfrey Cabot, 294 Washington Street, Boston, asked especially that we let him know when you are coming over. He has agreed to become one of the Counsellors for Yenching and has expressed much interest in having you with him when you are in Boston. I believe a little note from you would be appreciated.

Dr. Denham sends his regards. I know you keep in touch with him.

Very sincerely,

Dr. J. Leighton Stuart
Yenching University
Peiping, China

ESG:SA

0295

C
O
P
Y

Yenching University

November 3, 1932

Memorandum to Dr. Gee

Dr. Lawrence W. Faucett was in the office this morning and discussed at some length his plans for the future.

He showed me copies of the letters you wrote to him and to Dr. Stuart on October 8, but told me that he had not himself written directly to Dr. Stuart.

It is obvious that Dr. Faucett has been feeling very pessimistically about the possibility of his returning to Yenching, and has been thinking seriously of seeking employment elsewhere. He feels that there is very little likelihood of securing support for his work from the Rockefeller Foundation, because that Foundation is already contributing very generously in the fields of Natural Science and Social Sciences, and he does not believe that there is much chance of getting them to add anything more for work in English. And while he hopes that within three or four years substantial support might be secured through Dr. Thorndike's interest, either from the Carnegie Foundation or others, there is no assurance that such assistance can be obtained in 1933-34.

Obviously Dr. Faucett gained the impression from the interviews he had with you that there would be little possibility of his return to Yenching unless special support for him can be obtained. I do not know just how far he is correct in this impression, or whether you discussed with him the possibility that he might be returned to the University under the general budget, where his support was provided before. At all events, he feels that since he has a large family to support, and is already burdened with heavy financial responsibilities, he must begin an active search for some other employment if he is not to go back to Yenching in the summer of 1933. Among other things, he has already made a tentative inquiry as to the possibility of securing a position at Roberts College in Turkey, and believes that there is a fair chance of that institution using him. However, if he is to make formal application for a position at Roberts, the decision must be made and reported to Mr. Staub before December 1 of this year.

It seems that Dr. Faucett is doing some extremely interesting research in the field of the teaching of English. I would not like to pass judgment on the merits of his work without an opportunity for fuller investigation, but from what I know of his work and his plans I would assume that if he is successful he will be able to render a very large service to the whole field of English teaching in China, and his connection with Yenching would mean a substantial addition to its service and its prestige.

Dr. Faucett suggests that we send a cablegram to Yenching embodying somewhat the following message:-

"Faucett quite willing attempt secure support from some Foundation provided Yenching guarantees return September 1933 agreed basis (Faculty action December 29, 1930) in case efforts to secure special

Dr. W. Gist Gee

-2-

November 3, 1932

support not immediately successful. Prospect special support hopeful within three or four years. He feels personal obligations demand he reach definite decision before December 1st."

Since the question of Dr. Faucett's return is tied up so intimately with your promotional work, and since you have begun correspondence with Dr. Stuart in the matter, I stated to Dr. Faucett that I felt we should leave future moves in your hands. He is very anxious to get back to China and to Yenching, and I did what I could to encourage him, without in any way committing the University. But if we have any desire to get him back to China, we will probably have to act rather promptly.

B. A. GARSIDE

0297

Dr. L. Faussett

November 15, 1933

Dear Dr. Stuart;

I am enclosing with this a memorandum which has been handed to me by Mr. Garbide upon my return from our trip up into New England. Dr. Faussett came in during my absence, and this memorandum contains the substance of his conferences with Mr. Garbide. Since this brings in new developments as to the possibility of his accepting work in another part of the world, I am sending this on to you at once, even though we are cabling today, asking for a definite decision as to whether you wish Dr. Faussett to return on your regular budget or not.

On my last conversation with Dr. Faussett in his home, near New Haven, I left him with the impression on my mind that he was trying to secure the renewal of his fellowship at Yale for a second year. In that case I thought that it would not be necessary for us to make any hurried decisions since you would be here in the Spring of next year and we could discuss matters with Dr. Faussett at that time. Now that he is looking about actively for another position, we have deemed it wise to submit the whole matter to your faculty executive for consideration and for final decision as to whether or not you wish to take Dr. Faussett on the regular college budget for the academic year 1933-34.

I am enclosing with this a confirmation of our cable which goes today.

Very sincerely,

H. Cist Gee.

Dr. J. Leighton Stuart
Yenching University
Peiping, China

A.
Encs.

C to Dr. F.

0298

Faucett

Yenching University

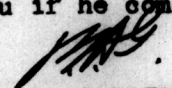
November 17, 1932.

Memorandum to Dr. Gee:

Mr. Faucett called by long distance telephone today. He wished to talk with you but you were absent at the time.

He states that he has received the copy of the letter you wrote Dr. Stuart. One statement in it he thinks might lead Dr. Stuart to believe he has formerly applied elsewhere, but this is not the case.

He will probably be in New York on Friday or Saturday of this week, and will try to get in touch with you if he comes.


B. A. GARSIDE

BAG:FW

December 6, 1932.

Dear Dr. Stuart:

Your letter of November 7th has been received.

Your cablegram regarding Dr. Fancett came promptly and has relieved him very much. I am sending you a copy of a memorandum of our talk with him this afternoon. He will write his letter of acceptance of the terms soon. His father has just died and the cable has been a sustaining comfort during his sorrow. *attach*

In accord with your suggestion in your letter, all matters relating to plans will be held over until your arrival in U.S.A.

Plans are being made for your coming. When we get date of your sailing we can make these plans more definitely.

With all good wishes for the Christmas Season to all the Yenching friends, I am,

Very sincerely,

H. Gist Gee.

Dr. J. Leighton Stuart
Yenching University
Peiping, China

A.

0300

File copy. *Faucett*

學大京燕

YENCHING UNIVERSITY

PEIPING, CHINA

American Office

150 Fifth Avenue

New York

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Chancellor

J. LEIGHTON STUART

President

N. GIST GEE

Vice-President

Memorandum of Conference

between

Dr. Gee, Dr. Faucett, and Mr. Garside
December 4, 1932
6

Dr. Faucett called at the office on his return from his visit to Knoxville in connection with his father's death. The following items were discussed in order to have a definite understanding with Dr. Faucett as to certain matters of procedure:-

1. Dr. Faucett agreed to write to Dr. Stuart outlining his understanding of the details of the present contract, and to send us a copy of this letter for our records.
2. Dr. Faucett also agreed to do all in his power to assist in raising funds for the support of his work during his term of contract with Yenching. He is to draw up a definite statement of his plans for work during the period of that contract, and to discuss these fully with Dr. Loram of Yale.
3. In addition to this, he has agreed to secure strong letters of recommendation from Dr. Loram of Yale, Dr. Thorndike of Columbia, and Sir William Craigie, at present at the University of Chicago.

These items are to be prepared at an early date and be available for use early in January.

*Copy of this sent to
Dr. Faucett. 12/8/32
A.G.S.*

4

0301

20 Eades St
Branford
Conn.

7. Dec. 1732

Dear Mr. Gee,

My husband has been called South
by the death of his father, and I am not
sure when he will return.

I will send on your letter, keeping
a copy here, so that there may be no delay
in case he has left before my letter arrives.
With best wishes.

Sincerely Yours

Yaniel Barr. Fancett

C
Q
P
Y

YENCHING

20 Eades Street
Branford, Conn.
December 9, 1932

INDEXED

TRANSFER

Dear Doctor Gee,

I am sending herewith all papers in connection with my return to the field. Knowing that Yenching University is carrying out its agreement in the face of financial difficulties, I wish to do everything in my power to assist you secure funds to help defray the expenses of my return. I shall send you a plan of research after I have had a talk with Professor Loram.

When I came to America from China, we were allowed \$550. gold for each full fare. I received only 13/15ths of the full amount because I came back early to do research. I incurred some loss when we did not return to China as planned because Mr. Garside very kindly advanced money for our fares before we had heard from Yenching that I was not to return. Both Mr. Garside and I acted as we did because we thought the faculty executive actions were final and that there was no doubt about my return. The question of travel expenses for our return to China next spring or summer has not been discussed. I should like a lump sum to be allowed us as when we came to America. Of course the 13/15th reduction would not apply. You will notice that there is a clause providing for a reduction to be made when our next furlough is due.

I am writing Dr. Stuart later today and will send you a copy of the letter. There are so many ways of paying salaries in force in Yenching that it is impossible for one to know on what basis a contract is continued. Inasmuch as I have not received word to the contrary, I am signifying willingness to return to China on the understanding that my salary will be on the same basis that it was when I left China. Regarding my pension and right to receive royalties, I assume that my old contract will continue to apply. Regarding medical, dental, outfit, etc. allowances, I assume that you will send me out in the usual way. The faculty executive action covers allowances, salary, rental, etc. during any period when I may be on leave from Yenching.

I fear that you have not fully understood my unwillingness to begin a search for funds for my support until I was assured of Yenching's attitude. I have assumed responsibilities which make it necessary that I know with certainty that I shall be receiving a normal income during the next two years. I had no choice but to ask for a guarantee. As you do not know the full story of my research problems and of my personal responsibilities, I think I owe you some explanation. I am all the more grateful to you for your efforts and wish to assure you of full co-operation in any plan you may work out for securing support for my work.

Kindly return the enclosed papers as soon as you are through with them. With kindest regards, I am,

Sincerely yours,

/s/ L. W. FAUCETT

0303

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Y

YENCHING UNIVERSITY

MEMORANDUM SUPPLEMENTARY TO THE CONTRACT BETWEEN
PROFESSOR LAWRENCE FAUCETT AND YENCHING UNIVERSITY
APPLICABLE TO MR. FAUCETT'S FURLOUGH YEAR, 1931-32
AND THE SUBSEQUENT PERIOD OF SERVICE

(Based on Acts of the General Faculty Executive Committee of
Yenching University of December 29, 1930.)

-
1. A furlough for Mr. Faucett and family is approved for the academic year 1931-32, on the understanding that Mr. Faucett is to devote his time chiefly to the completion of the series of middle school textbooks in English already undertaken.
 2. In view of this furlough coming earlier than the time regularly due, Yenching University shall, in addition to the regular travel costs, be responsible for only thirteen-fifteenths of the scheduled furlough salary and allowances.
 3. After the furlough Mr. Faucett's next term of service shall be the following six years.
 4. During this period, upon recommendation of the Chairman of the Department of English and the Dean of the College and the consent of the General Faculty Executive Committee, Mr. Faucett may be given leave of absence from Yenching on alternate years, in order to give time to literary work or to the promotion of the study of English or the training of teachers of English in other institutions.
 5. During the years while Mr. Fuacett is absent from Yenching, the University shall not be responsible for his salary or other allowances or payments.

If desired, Mr. Faucett may retain at Yenching a residence for his family during the years of his absence, paying rent for the same at an equitable ~~xxx~~ rate.
 6. For the furlough which regularly follows this next term of service the University shall be responsible only that proportion of the total cost of travel and furlough expenses, which the number of years of service at Yenching bears to the whole six-year period.

5 March, 1931.

Howard S. Galt
Acting Treasurer
Yenching University

0304

Supplementary Memorandum for Professor Faucett
to accompany Mr. Galt's letter of March 4, 1931.

(Corrected by S. Tsai in consultation with L. W.
Faucett, March 24, 1931)

1. Furlough travel funds:

3 Adult fares Peiping to New York @ G\$550.00	G\$1650.00
2 One-half fares, at same rate	<u>550.00</u>
TOTAL	G\$2200.00
13/15 of G\$2200.00.....	G\$1906.66

2. Furlough Salary and Allowances:

Salary, on furlough	G\$2000.00
Children's allowances:	
Malbet 12 - birthday:-May, 1931	316.66
Virginia 9- birthday:-Aug. 1931	300.00
Didi 7- birthday:-Feb. 1932	<u>241.66</u>
	G\$ 2858.32
Rent 12 months @ \$50.00	<u>600.00</u>
TOTAL	G\$ 3458.32
13/15 of G\$3458.32.....	G\$2997.21

(Signed) S. Tsai

C
O
P
Y

MINUTES OF THE SPECIAL MEETING
of the
GENERAL FACULTY EXECUTIVE COMMITTEE

December 29, 1930

Present: President Stuart, Misses A. M. Boring, M. Cookingham, Messrs. T. E. Breece, H. C. Chen, S. J. Chuan, S. Hsu, T. H. Lamb, Y. P. Mei, L. C. Porter and S. Tsai.

EARLY FURLOUGH OF DR. L. W. FAUCETT

GFE-2601 VOTED: A. that Dr. Faucett be granted a furlough for the year 1931-32, on the understanding that his time is to be devoted to the completion of the series of textbooks for middle schools, and that he is to receive 13/15 of the usual furlough salary and allowances.

DR. L. W. FAUCETT'S SECOND TERM OF SERVICE

GFE-2602 VOTED: a. that Dr. Faucett's second term of service be the following six years.

b. that during this period he may be given leave for alternate years upon the recommendation of the Dean of the College and Chairman of the Department of English and by consent of the General Faculty Executive Committee without expense to the University.

c. that the University bears only its perportion of expenses during this full period and the following furlough.

SPECIAL COMMITTEE ON DETAIL INTERPRETATION OF THE FOREGOING MOTIONS

GFE-2603 VOTED: that a committee composed of President Stuart, Dr. H. S. Galt, and Mr. T. E. Breece be appointed to draft a detailed statement regarding the foregoing motions about Dr. Faucett's future relation with the University which will become effective upon Dr. Faucett's acceptance of the same.

QUESTION OF THE APPOINTMENT OF MR. LU CHEN CHUNG

GFE-2604 VOTED: that the appointment of Mr. Lu as a member of the staff of the School of Religion be postponed until the budget of the School of Religion for the next year is fully approved by the Board of Trustees.

ADJOURNED.

0306

EMPLOYMENT AGREEMENT

Note: Amounts quoted are based on salary schedule for married staff members for regular term.

THIS AGREEMENT, entered into by and between PEKING UNIVERSITY and this 27th day of October 1927
WITNESSETH:

That the PEKING UNIVERSITY hereby agrees to and does employ Mr. Fausett for the position of member of faculty for a life contract upon the following schedule of salary and allowances:

1. Salary at the rate of Gold \$1,440. or Mexican \$2,880. per year beginning on day of sailing. (July 1st, 1927) Service in St. John's University to count as specified in attached letter.
2. An outfit allowance of Gold \$250.
3. Travel expenses from New York (U.S.A.) to Peking, China, by the most direct route (for a five-year period the University will also pay travel expenses from Peking, China, to home address above; for four years, four-fifths of said travel expenses; for three years, three-fifths of said travel expenses.)
4. Residential quarters at Haitien (Peking West) China.
5. Medical attendance for sickness without charge. One-half dental bills if incurred with prior consent.
6. Children's allowances: under six years of age Gold \$150. or Mexican \$300;
6th through 12th year of age " 200. " " 400;
13th " 17th " " " 250. " " 500;
18th " 22nd " " " 300. " " 600.
7. In the case of life contract, a furlough of fourteen months including travel will be granted after the first five years, with travel expenses to and from the home in the United States of America.
8. The pension to be effected through existing arrangements with the Protestant Episcopal Church. The University, upon due notice in writing, may terminate this contract at any time, upon the payment of a sum equal to three months' salary from the date of said termination, and full travel expenses to the address given below, by the most direct route.

Mr. Fausett thereby accepts the said employment and the foregoing terms and conditions, and agrees, that if for any reason he resigns the position before the expiration of one-half the term of this contract, he will reimburse the University for the outgoing and outfit expenses less such proportion of them as the time of actual service bears to one-half the full term of service as above set forth, and that in case he resigns before the completion of the contract, no payment shall be made by the University for travel expenses to the United States of America, except in case of serious illness in his immediate family.

It is further agreed by Mr. Fausett that he will give his whole time and attention to the work for which he is hereby employed, and that he will not engage in any outside occupation or activity for profit, except as may be agreed upon in conference with the President of PEKING UNIVERSITY. (Royalties on publications are allowed Mr. Fausett by agreement with the President.)

This agreement may be extended for a further period if signed by the parties hereto ninety (90) days prior to its expiration.

WITNESSETH the hands and seals of the parties hereto this 27th day of October 1927.

0307

EMPLOYMENT AGREEMENT

Based on salary schedule for married staff members for regular term.

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This agreement may be extended for a further period if signed by the parties hereto ninety (90) days prior to its expiration.

WITNESSETH the hands and seals of the parties hereto this 27th day of October 1927.

ATTEST:

WITNESSES:

On behalf of PEKING UNIVERSITY

by J. LEIGHTON STUART

L. W. FAUSETT

(Appointee)

0308

CHINA UNION UNIVERSITIES

Cooperating Organizations

FUKIEN CHRISTIAN UNIVERSITY
LINGNAN UNIVERSITY
UNIVERSITY of NANKING
SHANTUNG CHRISTIAN UNIVERSITY
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WEST CHINA UNION UNIVERSITY
YENCHING UNIVERSITY

CENTRAL OFFICE

150 FIFTH AVENUE
NEW YORK CITY

Cable Address:
"NANFUSHAN" NEW YORK
Telephone:
WATKINS 9-8703-4-5

Yenching University

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Associate Secretary-Treasurer

December 9, 1932

Dr. Lawrence W. Faucett
20 Eades Street
Branford, Conn.

My dear Doctor Faucett:

I am enclosing herewith the originals of the material you gave us yesterday. We are keeping copies of these papers in our Yenching files.

We are all very happy indeed that the plans for your return to Yenching are working out so satisfactorily. It was good to see you for a few minutes here in the office yesterday.

Very cordially yours,

BAG:RC
Enclosures

0309

NAME Lawrence William Faucett

AGE 39

DEGREES B A (1911) University of Chattanooga, "magna cum laude."
BD (1915) University of the South
M A (Oxon) Oxford University (1922)
Honours course, English Language and Literature, "with distinction"
PH D (1926) University of Chicago
Subject: The Teaching of English in the Far East, published in
book form, World Book Company, 1927.
Rhodes Scholar (Tennessee) 1916.
Special Grant from Rhodes Trustees - One term, 1931.

RESEARCH PREPARATION

1. Experimental work, St. John's University, Shanghai, China. 1922-1924.
2. Experimental work, Soochow Academy, Soochow, China. 1924-1925.
Experimental readers for China: "Living English".
3. Study at University of Chicago - Jan. to Sept. 1926. Experimental
course for Philippine Islands: "Oral Method Manual" and "Oral Method
Picture Book", designed for work in first year only.
4. Period of verification of thesis, undertaken at my own expense:
October 1926 to September 1927.

INDIA- Visiting schools for the training of teachers of English in
Colombo, Madras, Bombay, Calcutta, Dacca, and Rangoon. October
through December, 1926.

PHILIPPINE ISLANDS - Experiments in Baguio, Pasay, and Pasig.
January, 1927 to September, 1927 (excepting April through June
during which period the experimentation was left in the hands of
the school authorities.) Experimentation mainly concerned with
discovering the best methods of teaching Filipino students in the
first year of their work.

CHINA - Experiments of many kinds in China, Sept. 1927 to April 1930.

Yenching University - preparation of tests of typical errors of
Freshman and Sophomore students.

Practice School of the Peiping National Normal School - Silent
reading experiments. Eye-training experiments with specially
designed sentence cards. Direct method work based on activities
and projects. Spelling difficulties.

Practice School of Yenching University - similar experiments.

Peking Academy - similar experiments.

Yu Ying Academy - " " "

Truth Hall Academy - " " "

JAPAN - Experiments in the combining of direct method and silent
reading procedures. Experiments in eye-training. Experiment
testing the effect of teaching phonetic symbols on spelling skills.

Aoyama Gakuin, Tokyo, April, 1929 to April, 1931.

1926 to 1931-studies in vocabulary development.

October, 1930-special lecturer for annual conference of the Japan
Institute for Research in English Teaching.

1929 - 1930: only American member of the Board of Directors of
JAPAN IRET.

1930 - completion, in collaboration with Professor Maki of Japan,
of a statistical combination of Thorndike's and Horn's word-
counts.

REFERENCES

1. University of Chattanooga, 1907-1911
Dr. John H. Race
Methodist Book Company
150 Fifth Ave., City
2. University of the South, 1912-1915
Prof. Charles Wells
University of the South
Sewanee, Tenn.
3. International Y.M.C.A. Secretary, visiting German prisoners of war in British Isles, 1916-1917
Mr. C. V. Hibbard
International Y.M.C.A.
New York City
4. Second Lieutenant, Royal Flying Corps, April 1917 to November 1918.
5. Oxford University, eight terms, 1919-1922
Sir Francis Wylie
Rhodes House, Oxford.
6. University of the South, Assistant Professor of English, 1921-1922
Prof. Geo. Herbert Clarke,
Queens College, Kingston, Ont.
7. St. John's University, Shanghai, China 1922-1924
Rev. F. L. Hawks Pott
281 Fourth Ave., City
8. Graduate work, University of Chicago-1926
Sir William Craigie, Eng. Dept.
University of Chicago
9. Yenching University, Peking, 1927-1930
Dr. J. Leighton Stuart
Pres. Yenching University
Peiping, China
10. Government schools and publications, China
Dr. Fong F. Sec
140 Scott Road
Shanghai, China
11. Value of research to India
Prof. Michael West, D.Phil.,
Dacca Teachers' Training Col.,
Dacca, India
12. Value of research to Japan
Prof. I. Maki
2790 Kichijoji, Tokyo
13. Value of research to Philippine Islands and Far East
Dr. Paul Monroe, New York City
14. Value of research to other countries
Kenneth Sisam, Esq.
Oxford University Press, Oxford.
15. Additional references:
E. C. Parnwell, Esq. Amen House, Warwick Square, London, E.C.4
Prof. Sanki Ishikawa Tokyo Imperial University, Tokyo.
Prof. Thomas Faucette Fukuoka College, Fukuoka, Japan

Sir William Craigie and Mr. Sisam are thoroughly familiar with the work of the writer and could state whether he has the necessary ability and experience to deal surely and quickly with lexicographical and linguistic difficulties that will undoubtedly be encountered in carrying out the research plans outlined below.

PUBLICATIONS

1. Living English (A series of four readers for China.) The Commercial Press, Shanghai, 1925.
2. Practical Pronunciation Helps (A 96 page book to assist the untrained teacher to master English sounds and spellings. In Part IV, the first 2500 words of Thorndike's 10,000 list are arranged in phonic lists. The Commercial Press, Shanghai, 1924.
3. Manual and Oral Method Picture Book (Designed to enable Filipino teachers to present a correlated oral language program of daily activities during the first year course.) World Book Company, Yonkers, N. Y., 1926.
4. The Teaching of English in the Far East (A tentative but comprehensive survey of the modifications of teaching methods necessary in the teaching of English in the Far East.) World Book Company, Yonkers, N. Y., 1927. 220 pages
5. Experimental editions of lessons of many kinds for experiments in China, published by the Yenching Institute for Research in English Teaching, financed by the author by means of a loan from Yenching University.
English Composition Guide (Textbook for Yenching University freshmen.) In 3rd stage in 1930.
Composition Correction Dictionary (Based on a study of typical errors collected in the Philippine Islands, India, China, and Japan. A Japanese edition of this book will shortly be off the press.) In 2nd stage in 1930.
Lessons for Beginners. Experimental lessons for the first year's work. In 3rd stage in 1930.
Note: The material listed above represents the work of all the members of the English Department of Yenching University and of several workers in Japan.
6. English Composition Made Easy (A book of 153 pages designed to enable Japanese teachers of English to present the form of the English language in oral exercises.) The Japan Institute for Research in English Teaching, Tokyo, 1930.
7. (Contracted for)
CHINA Series of four readers, four companion books, teachers' manual, and supplementary books. (This series will introduce all wide-range words of the English language in natural contexts with Chinese pupils especially considered.)
Co-author: Dr. Fong F. Sec, for many years the head of the English Editorial Department of the Commercial Press, Shanghai.
8. (Contracted for)
JAPAN A Japanese version of the above.
Co-author: R. Ishikawa, head of the teacher training of the First Normal School, Tokyo.
Publisher: The Kaitakusha (The Japanese Y.M.C.A. Press) Kanda, Tokyo.
9. (Contracted for: Africa, India, and general edition)
The above readers and language books. 24 supplementary readers, in four grades - 500 word, 1000 word, 1500 word, and 2000 word. It is planned to extend this library of retold literature and information as rapidly as possible. The intention is to furnish many books for those foreign students of English who in their school courses never master more than about 3000 words.
Oxford University Press, Amen House, Warwick Square, London E.C.4.

FACTS BEARING ON THE IMPORTANCE OF
TRAINING TEACHERS OF ENGLISH FOR CHINA

1. GOVERNMENT SCHOOLS. By government regulation some foreign language (generally English in practice) is studied in the middle school system of China. Although the hours devoted to this foreign language vary, and although in a few schools the foreign language is optional, nevertheless it is the declared intention of the Chinese government to make foreign language study a fairly important part of the full middle school course. For this work, the government draws teachers from its own normal schools and from private schools in which the teaching of foreign languages is stressed.
2. THE NORMAL SCHOOLS. For several years past, the work of the government normal schools has been seriously interrupted. At the present time a superficial investigation would undoubtedly show that the majority of graduates from some of these schools who plan to teach English have difficulty in expressing themselves in the English language either when speaking or writing. The lecturers offering courses are rarely if ever called together to work out systematic cooperation. Although the courses offered are often excellent for those who plan to be senior middle school teachers, there are practically very few courses to train a student to do the far more difficult work of teaching English to beginners in the junior middle schools.
3. PRIVATE SCHOOLS. In the past, the teaching of English in China has been greatly advanced by the presence of many foreign Christian missionaries. These missionaries assisted in the teaching English in hundreds of little primary schools scattered throughout China. In middle schools there were many foreigners definitely appointed for the purpose of teaching of English. Nevertheless, there has never been a separately organized normal school for the training of these foreign teachers or their Chinese associates. In Christian universities, instruction in general method has been given by departments of education and careful instruction in subject matter has been given by departments of English. There has been very little done, however, in the extremely important field of special method for the teaching of foreign languages and still less in the important branch of this subject - the teaching of English by Chinese to Chinese. A carefully thought out scheme of comparative studies in English and Chinese phonology, Linguistics, Literature, and culture has not been developed to assist such teachers. Neither in government nor in private schools has the fact been recognized that the teaching of the first year of a foreign language is a highly technical matter and that well-paid and highly trained teachers should be used for this basic work. At the present time, a serious problem has arisen. The number of foreign teachers in colleges has been reduced. In Christian middle schools during the past five years, the number of foreign teachers has been even more greatly reduced and Chinese teachers have unexpectedly had to take over the work for which they were ill-prepared. By government regulation all of the English work that has been done for years in Christian primary schools will soon be interrupted completely. The consequent falling in standards of students entering China colleges has already been noticed by those serving on entrance examination committees even in colleges that draw exceptional students. With the closing of English work in many primary schools, there will be comparatively few students in the next ten years who will receive any English instruction from teachers whose first language is English. Moreover, this change in the China educational system has been brought

about so suddenly that neither private nor government schools have had an opportunity to train teachers to meet the emergency. In fact, at a time when teacher training for Chinese teachers of English should be at its best, it is probably at its worst.

4. THE IMPORTANCE OF ENGLISH. Although the government's regulation requiring some foreign language for most middle schools covers this point sufficiently, it may not be out of place to point out the connection between the teaching of science in colleges and the teaching of English in middle schools. There seems to be agreement that English will be needed as the medium of instruction for most of the college courses in science above the first year for perhaps twenty more years.
5. NECESSITY FOR PROMPT ACTION. Although there should be thorough investigation leading to a complete reorganization of the teaching of foreign languages in China, the present chaotic situation is so real and so critical that immediate remedial measures are necessary.

B. SUGGESTIONS FOR REMEDIAL MEASURES.

1. RESEARCH FELLOWSHIPS. It would be of great assistance to all striving to improve the teaching of English in China if statistics in regard to the present situation were compiled, if opinions of experts on remedial measures were gathered, and if other problems having a practical bearing on the question of putting the training of teachers of English in the future on a sound basis were investigated. Research workers should be employed and their findings published either by the government or some philanthropic organization. It is practically impossible for the average teacher in the field to carry out such investigations without outside support.
2. IMPROVEMENT OF WORK IN EXISTING INSTITUTIONS. Some support should be given at once to those institutions equipped and having a staff able to train teachers of English for all grades. By gifts of books, grants for laboratories of phonetics, subsidies for scholarly periodicals, and support for scientific experimentation, much could be done in the near future to relieve the present serious situation.

C. ORGANIZATION FOR ACHIEVING THESE ENDS.

ADVISORY COMMITTEE OF EXPERTS. An Advisory Committee of experts in the training of teachers of English might be formed to assist the China Foundation Board in selecting candidates for fellowships and judging the worthiness of the claims of institutions for special support or grants.

D. BRIEF OUTLINE OF RESEARCH PROBLEMS FOR WHICH FELLOWSHIPS MIGHT BE GRANTED

Although there should be some opening for individual initiative and genius, it seems advisable in view of the seriousness of the present situation for a committee of specialists to work out a plan of directed and correlated research.

The fellowship plan would be sufficiently elastic to be adjustable to changing conditions from year to year. It would also give full opportunity to individuals with constructive suggestions to present these to an organization with power to achieve practical results.

Problems in textbook construction, administrative organization, training of teachers, testing of principles and procedures, and in the gathering of related statistics could all be handled in this way.

WARNINGS: In order that such investigations may command the services of the best men in the field and the findings be accepted without petty criticism, the work would have to be lifted above commercialism, political exigencies, educational cliques, government-private school misunderstandings, etc. and be organized on strictly scientific and scholarly lines. An investigation into the success and failures of the Institute for Research in English Teaching in Japan would serve to guide an advisory committee in making the research practical enough so that books for the teaching of English might be improved without giving undue assistance to any one publishing company; so that the Department of Education would be willing to consider recommendations although the work had not been done under its immediate direction; so that the greatest possible use of foreigners might be made without interfering with the legitimate growth of the Chinese nationalist spirit.

RESEARCH SUGGESTIONS

I. Teacher Training.

- A. Report on existing situation
- B. History of Foreign Language Teaching in China
- C. Compilation and translation of Government regulations
- D. Plans for re-organization

II. Pronunciation Problem.

When English is taught by Chinese to Chinese, the extremely difficult problem of the teaching of authentic oral English arises.

- A. The value of the International Phonetic Alphabet in China
- B. Investigation of Methods whereby the traditional alphabet can be made to serve pronunciation purposes better
- C. The use of talking machines, radio, and talking moving pictures, and speech machines.
- D. Instrumental phonetics. The value of phonetic laboratories in China.
- E. Suggestions for more effective use to be made of teachers in China who speak English naturally and acceptably.

III. Standardized Tests and Scientific Experimentation.

Inasmuch as textbooks and teaching methods used in England and America for teaching English to children for whom English is their first language have often been found to be unsuited to the teaching of English in China, it is obvious that imported tests will be unsatisfactory and even dangerous when one considers how examinations affect teaching conditions. In this field creative scholarship is vital.

- A. Determination by national and fully representative group of the ends for which English is taught in China and the general nature of the subject matter to be put into the basic reading books.

- B. Determination by specialists of a basic minimum vocabulary of linguistically essential words with suggestions as to the stages and contexts in which such words should be introduced.
- C. Plan for enlisting the co-operation of publishers, the assistance of textbook designers, and the approval of the Department of Education in order that such a minimum vocabulary may be written into basic reading books as soon as possible. The task of incorporating a fixed vocabulary in reading books without destroying their naturalness is by no means an easy one and yet such preliminary work must be done before natural testing can become significant.
- D. Minutely careful study of the construction of tests which would psychologically, linguistically, and mathematically sound for measurement purposes in China.
- E. The organization plan for comprehensive investigations to test in fine detail one principle or procedure after another for the teaching of English in China until gradually each small discovery would fit in with others and make a rational foundation and ground-plan for establishing the teaching of English in China on a basis in which teachers and students could have a high degree of confidence.

IV. Interchange of Experience.

- A. Bibliography of books needed in China libraries to promote the study of English
- B. Plan for research quarterlies in various countries in Far East with an annual summary to promote the interchange of experience and facts.
- C. Report on the history of the Institute for Research in English Teaching in Japan
- D. Report on teaching methods in the Philippine Islands with especial bearing on oral method work inasmuch as translation is not used in Filipino schools in the teaching of English to foreigners.
- E. Report on bilingualism in India with especial references to the research work of Mr. Michael West.
- F. Outline of special difficulties encountered when English is taught in countries using characters rather than Roman alphabets.

V. Comparative Philology. The teaching of English to Chinese students and of Chinese to foreigners is undoubtedly retarded by the fact that tables of similarities and differences in phonology, grammar, semantics, etc. have not as yet been prepared with sufficient fullness and exactness for the express purpose of guiding teachers. Innumerable research problems are possible in this vast field of comparative philology. Much has been done and is being done. Nevertheless, there is a place for workers desirous of relating what has been done to the teaching of English in China. There is also a place for new studies.

- A. Comparison of the sounds of English with Pekingese and with widely used dialects
- B. Study of typical pronunciation mistakes.
- C. Comparison of grammar principles.
- D. Study of typical errors in composition.
- E. Study of the extent to which English can be satisfactorily translated to Chinese
- F. Study of typical translation errors.
- G. Studies in comparative literature and culture.
- H. The extent to which the English language is needed in the educational system of China.

SUMMARY

That the teaching of English in many schools is passing out of the hands of foreign teachers into the hands of Chinese teachers is a well-known fact. That many of these Chinese teachers are ill-prepared to take over the work so unexpectedly given them is also well-known. Unless teacher training work is undertaken at once, it is obvious that the present lowering of standards will continue.

CHINA UNION UNIVERSITIES

Cooperating Organizations

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LINGNAN UNIVERSITY
UNIVERSITY of NANKING
SHANTUNG CHRISTIAN UNIVERSITY
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WEST CHINA UNION UNIVERSITY
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CENTRAL OFFICE

150 FIFTH AVENUE
NEW YORK CITY

Cable Address:

"NANFUSHAN" NEW YORK

Telephone:

WATKINS 9-8703-4-5

Yenching University

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December 10, 1932

Dr. Lawrence W. Faucett
20 Eades Street
Branford, Conn.

My dear Dr. Faucett:

Dr. Gee will be away for about a fortnight so I will acknowledge receipt of your letter of December 9th.

We are returning herewith the papers you enclosed with your letter.

As to return travel allowances:- At the present time Yenching University allows \$400. for each adult journeying from New York to Peiping, with proportionate amounts for children. It has been found that this is usually ample to cover the cost of the journey if special class accommodations are utilized in crossing the Pacific, and reasonable economy is observed throughout the journey. This sum is advanced to the staff members, and they are not required to make any detailed accounting. If, however, a staff member, after exercising every reasonable economy, finds that it has been necessary for him to expend more than \$400. on his journey, he is privileged to submit an accounting to the University Treasurer, either here in New York or in Peiping as the case may be, with a request that he be reimbursed for any expenditures in excess of \$400. Our office here in New York is always glad to assist our staff members in securing steamer reservations, and where this is done, we return to the staff member the 5% agency commission which we receive on such tickets.

I will not attempt to comment today on the various questions you raise as to salary, royalties, and status. Possibly Dr. Gee may wish to comment on this after he returns. Since, however, we expect that Dr. Stuart will be coming to America about March first, 1933, it seems to me that it would be wiser for us to wait until his arrival before attempting to reach decisions in these matters. You should, however, see that all questions you may have are brought to his attention before he leaves Peiping, so that he may consult where necessary with the other administrative officers and committees of the University.

Very cordially yours,



BAG:RC
Enc.



0318

Dec. 22, 1932

Dr. Gee:

Mr. Fausett called you to say that there is a new complication regarding his going to China. He has been asked by Robert College (Dr. Paul Monroe has cabled him) to go there a year (or even five years) if Yenching will lend him. He says five years is out of the question because he is "a Yenching man" but he would like to talk over with you the possibility of his going out for the coming year. He will write to you as he is leaving the city today, so that you will get his letter by Tuesday. He says there is no immediate haste about seeing you, that he does not have to give an answer for a couple of weeks.

L.M.

03 19

Lawrence Fancett

20 Eades Street
Branford Conn.

December 23rd, 1932.

Dr. Gist Gee
China Union Universities
150 Fifth Avenue
New York City.

Dear Dr. Gee,

Since our conversation about Yenching, I have had a letter from Dr. Paul Monroe, at present head of Robert College, Istanbul, suggesting that they might wish to employ me if conversations which he was about to have with Turkish educational authorities at Ankara turned out favourably. Apparently there is a new and rapidly growing interest in the English language in Turkey. On this account there is a temporary need for a specialist to assist in the organization of teacher training, in the preparation of textbooks, and in preparing examinations for the use of government inspectors. Nine days ago a cablegram was received by Mr. Staub requesting him to interview me immediately regarding employment next fall. This whole connection was begun before Dr. Stuart's cable came. I had made an inquiry whether there might be a vacancy in the Near East in case Yenching could not find my support.

Although I have not written Dr. Stuart, I should feel very ungrateful to those who ~~xx~~ were willing to guarantee my return in the face of budget difficulties if I did not consider negotiations closed. ~~after~~ I do not feel free to discuss employment elsewhere and have told Mr. Staub this. He is also quite unwilling to draw workers away from China for the Near East work without the full consent of the China authorities concerned.

The question is one of borrowing me for a year and not one of employment for a full term.

In our early conversations you intimated that Yenching would be glad if I could secure an extension of my fellowship so that the problem of financing my return and keep might be put off a year. In view of this situation and the fact that this year is an unfortunate one in which to approach any foundation for help to start a new kind of work, I thought that you and Dr. Stuart might be willing to lend me to Turkey for a year if there seems to be an opportunity there to ~~xxxx~~ serve the Turkish government in a definite way and thereby do something to assist in ~~the~~ lifting ~~xxxxxxxxxxxx~~ lifting the wet blanket of repression which for the past decade has been thrown over American educational efforts.

We should hear from Dr. Monroe about January 1st. This question may not require Yenching action if the Near East authorities do not think it worth their while sending me for one year or if I do not feel the co-operation of Turkish authorities to be assured. Nevertheless I thought I should write you at once so that you can be prepared for the question if it does arise. I shall probably return to Yenching by Suez in any case and may leave within the next two months in order to secure ~~the~~ firsthand experience in the Near East for two or three months. I would not consider staying ~~longer than~~ for next year unless Yenching desired it. This is purely a question for you and Mr. Staub, or Dr. Monroe and Dr. Stuart to settle. I imagine it might prove satisfactory ~~xxx~~ with all parties concerned for me to be lent for a year. If the move would not please Yenching, I should not wish to make it.

Yours sincerely,

Lawrence Fancett

0320

December 28, 1932.

Dr. Lawrence Farnett,
20 Nides Street,
Branford, Conn.

Dear Dr. Farnett:

Your letter of December 9th and a memorandum dated December 22nd were awaiting me when I returned from our trip out into Western New York.

I have just this morning had a telephone conversation with Mr. Staub of the Near East Colleges and we have agreed to get together and discuss possibilities as to a plan for your cooperating with Dr. Monroe in case such an arrangement can be delayed until we have heard definitely from Dr. Stuart concerning the matter. Mr. Staub has not yet had a letter from Dr. Monroe, though he is expecting one in the next mail. Just as soon as he receives this letter we will get together and talk the matter over in a preliminary way.

I would suggest to you that you write at once very fully to Dr. Stuart in Peiping concerning the plan suggested by Dr. Monroe and what it would involve both in time and in finances. We have not as yet made any provision for definite request to the foundations toward the financing of your work at Yenching during the next five years. It would seem to me that this added service in the Near East Colleges would help to make a stronger appeal for support for the whole period of time and I shall discuss this with Mr. Staub when we get together.

After I have talked with Mr. Staub it may be desirable to have you run down for a day with us so that we may go over the whole question together. At present, however, I would urge you to write fully to Dr. Stuart, sending me a copy, and ask Dr. Stuart to cable us the reaction of his faculty to the proposition made by Dr. Monroe. Since we do not know just what the plans at Yenching are, it would certainly be wise to refer the whole question to them before reaching any final decision. I am not in a position to write to Dr. Stuart concerning the matter until I have had an opportunity to talk with Mr. Staub.

I am much encouraged by your statement concerning Dr. Thorndike's interest and I hope that we will be able to secure definite support from some foundation to carry your special work at Yenching over the period which we are planning.

With best wishes for the new year to you and your family, I am,

Very sincerely,

CTW JLS

HGG.A

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