Foreword

It is with great pleasure that I take this opportunity to write the foreword to Dale P. Crowley's *Manual for Reading Japanese*. As a skillful and dedicated language teacher and administrator, Mr. Crowley is eminently suited to produce this text. Having lived and studied in Japan for many years and having benefited greatly from several years of graduate studies in Japanese language and linguistics at the Waseda University, he brings a wealth of experience and perception to his task. Further study at Georgetown University produced his exciting *Linguistics and Japanese Reading*. But he also brings a great deal of very practical experience to this text.

For some eight years he has served as both a linguist and language coordinator for the University of Hawaii's Peace Corps Training Center, devising texts and running training programs in such diverse languages as Indonesian, Thai, Hindustani, Samoan, Fijian, Tongan, and Gujarati. Mr. Crowley designed and directed a United States Office of Education Cooperative Research Project for the Hawaii State Department of Education to study the effects of modern aural-oral language pedagogy in standard English for boys and girls who come to school speaking only a non-standard variety of English, namely, pidgin English. The results of this study have striking implications on a broad scale for all English-speaking nations.

In 1969 he was asked to serve as senior linguist for the Pilot Japanese Language Program for the Department of Education, State of Hawaii. The program for selected high school juniors necessitated a new approach to language learning. Mr. Crowley was asked to design and develop a course in Japanese reading to proceed concurrently with an intensive course in Japanese conversation. This work then brings together some twenty years of experience in Japanese and a practical proven method for learning what has too long been regarded as a most mystifying language.

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