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Parton, Leathel (Journalism) (n.d.) [handwritten; 3l.]

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My efforts to teach English Journalism and Speech in the Tri-States High School have seemed quite futile the greater part of my time here. A term used by a member of the Relocation team, which came to the Rohwer center while I was teaching there, exactly expresses my feelings - "dislocated".

I found the same condition existing among my pupils here that prevailed in the other Centers where I have worked: The vocabularies of students ~~also~~ it is impossible to go forward without an intensive study of words - their spelling, pronunciation and enunciation. Therefore, I have spent the major part of my time in trying to build up working vocabularies for the members of my classes. How well I have succeeded in this objective may be illustrated by a definition I received on a test last semester. I had

given a list of words from some short stories we had been reading in sophomore English. Included in the drill were the words "sinister" and "spinster". In the spelling section of the test I dictated the word "spinster" and required the definition. I have had many chuckles over the answer: "An evil old woman." (Perhaps the boy was not so dumb after all?)

I realize I, like many others, have assumed these youngsters have had the usual foundation for high school language. I have tried to keep before me the fact that they are dealing with a dual-language handicap; that they are hearing more Japanese than they come in contact with English; that the Japanese language fosters some of their most common English faults. I have often

forgotten this handicap and
have had it bring me down
to earth with a thud.

I hope that some where
along the line I have added
something toward a better under-
standing of "English as she
is Spoke".