

Nov 1, 1991

cc: S. Trahern

Dear Sirs:

Don Oberdorf's book title THE TURN bothers me a little because it is not a force such as the RUSSIANS ARE COMING. It is a serious book and should not convey to American serious readers who have no knowledge of the Russian alphabet that the character Я is really an R facing the wrong way. Actually it is not even a full fledged consonant. It is the last letter of the alphabet, has the sound of "yah" and means "I" in English. The Russian "R" is just like the Greek rho "ρ" and the Russian "P" is like the Greek "psi" Ψ.

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SCHOOL REVIEW

FALL RIVER PUBLIC SCHOOLS

FALL RIVER, MASSACHUSETTS

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RIGHT IN ORBIT are members of the Adult Education Department's class in Introductory Russian. Clockwise around the table, starting with [redacted] instructor, at 12 o'clock position, are [redacted]

Liberal Arts Training Program Is Outgrowth of Teacher Shortage

By [redacted]
Elementary School Supervisor

The Liberal Arts Training Program is an outgrowth of the pressing problem of teacher shortage. School officials throughout the nation have adopted various avenues of approach to an adequate solution of the question.

Fall River's plan, as initiated by Dr. William S. Lynch, Superintendent of Public Schools, is an in-service program under which graduates of liberal arts colleges are accepted and provided with teacher training experience.

Candidates for this training must meet certain pre-requisites. They must be graduates of liberal arts colleges, must have passed the National Teacher Examination, and must plan to meet the requirements of the Massachusetts Teacher Certification Law.

This program has resulted in meeting the acute shortage of classroom teachers without lowering the high standard of teacher efficiency. The trainee's college background of subject matter is supplemented by the vital understanding of child development and the most effective techniques of presenting subject matter at the individual grade levels. Thus the Liberal Arts Training Program has come into existence in the public schools of Fall River.

Combines Three Steps

The program as directed by this author and by William F. Kaylor, Director of Curriculum and Teaching Aids, combines observations, conference, and classroom practice teaching. The first step is the assignment of the liberal arts trainee to a regularly appointed teacher. Here the period of observation and conference begins.

In the teacher-conducted lessons he notes the value of preparation, motivation, skillful questioning, guidance, and pupil participation—each adjusted to meet the many levels of understanding in a single class.

The after-school conferences with the teacher provide the answer as to why certain techniques are used. It soon becomes apparent to the trainee that subject matter alone is inadequate. The importance of classroom techniques usually comes as a surprise to the prospective teacher. In addition, the trainee

(Continued on page 2)



Fall River Educator Is Author, Philosopher

By PATRICIA MCGOWAN
Standard-Times Special Writer

"I love Fall River. I get metaphysical comfort here." That's a happy man speaking, one who feels no need to put down his native city. He's

chairman of the modern languages department at Durfee High School, at home in eight languages, author of about 30 privately printed booklets, language notes, philosophical musings and a discussion on silent movies.

51, is a private man, and in a world of conformists he goes his own way. Although he has a license, he hates to drive and takes a taxi to school daily. "I got the license to have identification to cash checks," he admits.

During vacations and on free evenings, "after I've corrected my papers," writes, but not to please editors or publishers. He works on whatever strikes his fancy and pays for his pleasure himself. A Spanish booklet is used by his students at Durfee and for Russian classes he formerly conducted he prepared an introduction to that language.

Likes 'Oldies'

He is deeply interested in silent movies, especially the oldtime "cliffhanging" serials, and this is reflected in another booklet. He explains, "This is not just an attempt to recall the old silent serials but a

desire to recapture some of the ancient pleasure friends had in discussing them. People who care nothing about such relics and never enjoy such ancient art forms will have no use for this book."

He adds, "I like the intellectual aspect of the silents. They had respectable suspense. Modern horror movies ne dismisses with the pithy description, 'They're just bang-bang.'"

Interest in the silents led to authorship of several mysteries, for which he received in October the Clifford M. Eddy Memorial Award from the Rhode Island Writers' Guild.

Holder of bachelor's and master's degrees from Brown University, has been on the Durfee faculty since 1951. He enjoys teaching at the high school level. "They seem to do more yelling than studying at colleges nowadays."

Ideas on Youth

He has definite ideas on some of today's youth, although he emphasizes that "working with youngsters who want to learn one of the ineluticable (not to be missed) pleasures of life." He says there are many such students at Durfee.

There are others, though. Of them he writes in his booklet, "Day Notes": "Young people are easily bored and over-eager for excitement. They have little pity for the aged. Theyabhor sickness and suffering. Euthanasia and birth control appeal to them. The old people are expendable. The sick people are expendable. The suffering are expendable. Young people, specially, when they become convinced that they are ageless and immortal, subscribe quickly to theories that sweep away responsibilities, punishment and victims of extermination caused by new political experiments."

Project Under Way

present writing project is a story based on the moon landing. For background he can draw on his large multilingual library, housed in the cellar of his house at St.

For recreation, enjoys walking. "I know the are more interesting and p- found things to do, but I so get pleasure out of chopping wood." He chuckles. "This is

our civi- ion. it makes us feel guilty & ev'rything — you see, I I should be doing more building a woodpile."

Another pleasure is listening to class music, and has a bry that one could teach guage with music. "You ed illustrate syntax with poar songs — students wouldn't get it."

Unmied, he lives with his parents ad brother at the Talbot eet address. And always enjoys Fall River. He tells an occasion when he andis were

returning from an out of town trip. "My brother looked at me and said, 'Do you know, you get in better humor the closer we get to Fall River.'"

Don't Read It All At Once...

Chairman, Department of Modern Languages
B.M.C. Durfee High School, Fall River, Massachusetts

How do you teach students to read and comprehend effectively?

There may be ways that help more than others, but finding them is as frustrating an experience as asking a librarian for a book that hasn't been written as yet.

My favorite way is to read small portions with a number of questions that will make the story live in the student's mind, and to remind the student that reading is a full-fledged introduction to the very texture of the language.

In succeeding articles I would like to go into the structure of the language and point out its atomic and molecular word patterns. There are such things as linguistic atoms and molecules and they can be frustrating to students who want the second language to be simply a simple code or thin disguise of their first language.

But today, I would like the reader to see how a story: "La Carta de Tiburón" is broken down and how many types of questions can be devised. The story and the questions are divided into two parts.

LA CARTA DE TIBURON

Directions: Words numbered are translated at the end of the article. Answer all questions (Q).

La familia pasa sus vacaciones en el campo. Estoy sólo. Estoy sólo y un poco nervioso. Son las siete de la mañana. No tengo hambre. Bebo sólo una taza de café. La carta está todavía en medio de la mesa. He aprendido las palabras de memoria: "PREPARATE A MORIR". Es la escritura de mi enemigo único, Tiburón. Tiburón se escapó de un manicomio (1) cuando oyó hablar de la muerte de su hermanito, Pablo.

Q 1. Translate 2:00 a.m.; 3:20 p.m.; 8:30 p.m.; 11:00 p.m. Sharp; at noon;

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at midnight.

Q 2. Give synonyms of Tomo Café, Todavía; Al Centro de; Caligrafía.

Q 3. Give tú, ud. and vosotros imperatives of escaparse.

Q 4. Answer in Spanish: ¿Quién huyó de una casa de locos?

Pablo y yo nos divertíamos en una canoa-automóvil (2) que alquilábamos cuando íbamos a pescar (3).

Q 5. Translate: I go fishing; He went hunting; They will go rowing; We used to go skating.

Q 6. Translate: Solíamos divertirnos; Suelo viajar a los países de habla española.

Un día mientras pescábamos en medio de un lago, hubo una explosión. Pablo murió. Tiburón juró vengarse. Nunca había visto a Tiburón pero reconocí su escritura (letra). Pablo me había enseñado varias cartas que Tiburón le había enviado de vez en cuando.

Tiburón logró enviarme varias cartas. Me tuteaba, y me amenazaba. Todas consistían en un inventario espantoso de todos los modos de morir.

Q 7. Give synonyms of: Nunca, mandar, de cuando en cuando; estallar; que da miedo; lista; manera; constar de; pasar un buen rato.

Pero la última carta de Tiburón me dió escalofríos (4) porque la hallé al centro de la mesa en la cocina. Me llegó sin timbre y sin cartero.

-PART TWO-

El problema (5) es la carta de Tiburón que hallé en mi propia casa. No me importan las cartas que llegan con sellos. Un muchachito me trae el periódico. La única revista que leo, la compro en la estación de ferrocarril. Un joven ciego me la vende, pero otro empleado de la estación me dijo que el

jóven se había enfermado (6). Un viejo que llevaba gafas (7) verdes ocupaba su sitio. Cuando llegué a casa me di cuenta de que había comprado la revista de la semana pasada.

Q 8. (Become, etc.) Translate: llegué a ser rico. Se enfermó. Se casará.

Tengo que explicarme cada objeto en mi casa. Puedo explicar la mayor parte de ellos. No explico, no me explico la carta de Tiburón. Por eso carezco de apetito. Bebo mucho café cargado, pero no logro tranquilizarme.

Q 9. Translate: I can; I try to; I would like to; I manage to-tranquilizarme.

Q 10. Translate: Last week; last year; last month; the last page; the lesson lasted two hours; lasting peace.

Trato de acordarme de lo que pasó (sucedió) ayer. Trato de resolver el problema de cuando llegó la carta de Tiburón -sin sello y sin cartero.

Q 12. Give synonyms of: recordar; suceder; procurar.

Ayer me levanté a las cinco de la mañana. Hacía mucho frío. No había aceite (petróleo). Fui a la estación ferroviaria. Comí dos huevos estrellados con jamón frito. El viejo de las gafas verdes me entregó la revista.

Mientras tomaba mi desayuno (me desayunaba) (8) Angel Brío llegó con el aceite. Yo ví una larga culebra negra alrededor de la casa.

Angel Brío no entró en la casa.

Q 13. Answer in Spanish: ¿A qué se parecía la manguera (9) de Angel Brío?

(Continued on next page)

DO THEM A FAVOR...

Recommend

SPANISH TODAY

to your public library...

DON'T READ IT ALL...

El lechero llegó a las seis de la mañana. Le pagué y charlé con él. Además de leche, Diego Listo nos vende mantequilla (10) huevos, jugo (11) de naranja o toronja y tocino.

Q 14. Answer in Spanish: ¿Cómo se llama el hermano de Tiburón? ¿Cómo se llama el lechero? ¿Qué vende el lechero? ¿Qué vende Angel Brío?

Diego dijo que una bala de un cazador anónimo había matado a su vaca predilecta, Chula. Todo el tiempo que pasábamos discutiendo los precios de productos de lechería y la muerte, repentina de Chula ambos estábamos fuera de la casa. La carta aún no había llegado.

Q 15. Translate: Outside the house; inside the house; near the house; around the house; beyond the house; far from the house; over the house; in front of the house; in back of the house; under the house.

El lavandero Pancho Andar llegó a las siete de la mañana. El se llevó la ropa sucia sin ser visto. Puse (12) la radio.

Q 16. Translate: I drove; He came; I did; He wanted; We walked; I gave; He saw; I said.

Escuché la radio, las noticias. Se trataba de Tiburón. Se decía que Tiburón estaba muy loco. Había matado a su carcelero (13). Le buscaban (se le buscaba) en todas partes. Me puse nervioso. Apagué la radio. Empecé a pasearme por la sala. Cogí la revista. Traté de leer un artículo intitulado "Huelga (14) y paro forzoso".

Q 17. Give 4 synonyms of empecé.

Q 18. Give a synonym of: pasearse; diario; tomar; asesinar; habitación; rematado.

Leí muchas palabras que no me decían nada. Arrojé la revista con mucha violencia. La revista voló por encima de la mesa y cayó cerca de la escoba, la cual estaba apoyada en la puerta del armario.

Q 19. Conjugate volver and volar in present.

Q 20. Do J, G, C, change sometimes in the paradigms of verbs? How?

Q 21. ¿Dónde estaba la escoba?

A las ocho de la mañana llegó el panadero (pastelero) (15). El panadero no es muy hablador. Se llama Juan Lejos. Juan puso el pan en la mesa. Hace tres años la panadera se murió. Juan ya no habla mucho de vez en cuando dice que los pasteles de manzana son muy buenos, pero esto es todo.

Q 22. What is the difference between poner, meter and colocar?

Q 23. Translate: suddenly, immediately; from time to time; ago; no longer.

Siempre pago mis deudas (cuentas) inmediatamente. Juan me dió el vuelto y se fue.

Q 24. Explain the verbs ir, andar, irse, dar un paseo, dar una vuelta, marchar, caminar, llegar, venir, subir, entrar, pasar, acercarse, alejarse, volver, regresar, pasearse.

Q 25. Supply an ending and translate: cuent-; cont-; quer-; ven-; huel-; cog-; coj-; saqu-; sac-; fu-; estuv-; hac-; divirt-; divert-; diviert-;

El abacero (abarrotero) y el carnicero llegaron a las nueve de la mañana. Compré frutas del primero y salchicha del segundo. (Este me vendió salchicha, aquél me vendió frutas.)

Q 26. Translate: John and Henry no longer go to school. The former is a milkman, the latter is a grocer; Mary and Helen are my cousins. The former is a nurse, the latter is a teacher.

Q 27. Translate: A pound of bacon; 1/2 lb. of butter; a dozen eggs; a can of tomatoes; a jar of olives; a package of cigarettes.

10:00 de la mañana. Traté de escuchar algo de música. El abacero es muy joven y muy guapo. Va a casarse con una muchacha muy linda. Se llama Chula lo mismo que la pobre vaca de Diego Listo. El carnicero es joven también, pero está casado. Es padre de dos pares de gemelos. De hoy en adelante cuando oiga la canción "dime cómo, dime cómo se ordeña una vaca" pensaré en la pobre Chula, es decir, no en la que va a casarse con el abarrotero. Nadie entró después de las diez.

A las once hallé la carta de Tiburón en la mesa.

Unos días más tarde arrestaron a Tiburón. Me dijeron que se hallaba en

la estación. Llevaba gafas verdes y vendía periódicos. Su carta estaba entre las hojas de la revista que me había dado. Cuando arrojé la revista por encima de la mesa, la carta había caído en el mantel.

—FIN

Exercise on Syntax. Notes:

- 1- madhouse
- 2- speedboat
- 3- pescar-fish; cazar-hunt; remar-row
- 4- shivers
- 5- problem, day, map, climate, telegram and tomorrow are masculine.
- 6- enfermar-to become sick; engordar to become stout
- 7- gafas-eyeglasses; vaso-drinking glass; vidrio-glass.
- 8- desayunarse, almorzar, cenar -to have breakfast, dinner, supper.
- 9- hose
- 10- mantequilla-butter; manteca-lard.
- 11- jugo-juice; naranja-orange; toronja-grapefruit; ciruela-prune.
- 12- puse -review irregular preterite stems such as pud, vin, hic, quis, anduv, estuv, fu, di, traj, cup, etc.
- 13- carcelero-jailer or jailor
- 14- strike and lay off
- 15- baker-pieman; pastelero also means "happy-go-lucky".

Q 28. Translate: She did not marry the baker but the grocer. Among the pages of the magazine. The grocer and the milkman are inquisitive. The two girls are lazy. From now on I will never play that record. He learned the words of the song by heart. Only my only enemy would have sent me it. I heard of the workers' strike yesterday. It was not a question of a lay off.

Q 29. Verbs: Supply an ending and translate: pud-; quep-; veng-; tra-; conduj-; dir-; har-; er-; habr-; quier-; quer-; pid-; pud-; pued-; duern-; durm-; hic-; hiz-; ol-.

OPUESTOS

Tras	Llevar
Acertar	Equivocarse
Bajar	Subir
Encender	Apagar
Entrar	Salir
Negar	Afirmar

QUE Y VEZ

B.M.C. Durfee High School, Fall River, Mass.

When we talk about atoms and molecules from a scientific point of view, we are not only talking about real things. Atoms of hydrogen and oxygen account for water. If these are combined properly with carbon atoms they will account for glucose, sugar and starches. Add the right amount of nitrogen atoms and we will account for amino acids, proteins and cyclosis. The precise blend of nitrogen and hydrogen atoms will produce amonia.

The structures of language have a reality all their own, too. Take the little linguistic atom "que" so vital to indirect discourse. It is a hard working word that performs a variety of tasks. Remember the line from Juan de la Cruz?

-Un no se qué que queda balbuciendo...

All these "que" sounds preview the meaning of "balbucir." Here are some of the meanings of que:

(What) Yo sé lo que usted piensa.

(That) Yo no creo que él esté enfermo.

(It is necessary) Hay que hacerlo ahora mismo.

(As soon as) Así que salió comenzó a llover.

(As soon as) Luego que vino se supo la verdad.

(How are you) ¿Qué tal?

We have already seen how this linguistic item which I like to think of as an atom combined with "con tal que," "aunque," "a menos que" and "a no ser que."

Take now the atom "vez" which simply means "time" in sequence as opposed to "tiempo" time in general or weather and "hora" "time of the day."

But "vez" combines with other atoms to form:

a su vez (in turn)

en vez de (instead of)

tal vez (perhaps)

a la vez (at the same time)

de vez en cuando (from time to time)

How can one read Spanish unless the eye is trained to see these word clusters, unless the ear is trained to hear these word clusters. It should become as natural as breathing oxygen or drinking it as part of our water, eating it as part of the carbohydrates we consume.

The mind must make instant judgment when it bears the beginning or ending of such sentences as:

¿Cuánto? (How much)

¿Cuántos? (How many)

Y lo haré cuanto antes (As soon as possible)

The mind does not have "to translate overtly to grasp the intrinsic meaning. When it hears: ¿Cuánto? it gets ready to estimate. When it hears the term *cuanto* antes, it gets the notion of time immediately.

One can train the eye and ear to the sight of an "r" or the sound of an "r" such as we see and hear the "r" in the future tense. The feeling should sweep over you that something is going to happen.

The sight and sound of "aba" or "ía" should make one think of things that happened over a period of time. A great author can conjure up nostalgic vistas of things past with the morphemes "aba" or "ía."

Feelings for language should grow together with wisdom concerning the language.

The mind should be a key board ready to echo with the correct vibration to the morphological structure of words. It should be a siren ready to enlarge the sight and semantic content of words.

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