

Studying at California State University at Long Beach

Kyoko Saito

I entered California State University at Long Beach (C.S.U.L.B.) in January 1983. Before I registered my major, I had to talk to the director at International Student Admissions. As I wanted to be an English teacher in Japan, the director suggested to me to major in linguistics, which is studying about languages. Studying English grammar, English phonology, English syntax, English semantics, sociology, and psychology, I learned about the English language in more detail. I also learned that language has been an extremely important factor to assimilate into society.

The university is really large and there are many buildings on the campus. The students can use many facilities such as a barbershop, a beauty salon, a copy store, and a bookstore. At that time, the school library was open 24 hours a day except on weekends when it closed from around 5:00 P.M. on Saturday to 8:00 A.M. on Sunday. The students can also use many sports facilities including a four-hundred-meter running track, several tennis courts, a fifty-meter-long swimming pool, a diving pool, several racket ball courts, several bowling lanes, and weight lifting rooms. All the students who take exercise courses can use lockers. The shower room is very large and around eight or ten students can take a shower there. As there are several of these types of shower rooms, around a couple of hundred students can take a shower at the same time. They also can take a shower alone in a private shower room. There is even a nice theater on the campus where the students perform plays. All professors have their office hours and students can visit them at their office without appointments during the office hours.

As Mr. and Mrs. Bernhardt with whom I lived for 11 years were against my driving a car, Mr. Bernhardt drove me to the university and I came home by bus. It took 45 minutes by car and it took at least one hour and thirty minutes to come home by bus. Two months later, I found a schoolmate, Jan, who lived 15 minutes by car away from the Bernhardts. Mr. Bernhardt drove me to her home and I came home by bus. I paid \$3 to Jan for each trip to the university.

After Jan graduated from the university, I asked another schoolmate, Joni, to take me to the university. She picked me up from the Bernhardts in the morning. According to Joni, her father was a medical doctor and owned two small airplanes. Even though Joni was a daughter of a wealthy family, she was working for Home Savings and Loan Association at Peninsula Shopping Center as a part-timer. Every time I talked to Mr. Bernhardt about Joni, he corrected me, saying "Not she. Joni is he." Mr. Bernhardt never

believed that my classmate was a girl until he saw Joni.

The first semester, I took English Syntax by Dr. Herts, History of the English Language by Dr. Knafel, and the English Essay Writing course which was for foreign students. I had difficulty expressing my opinions in English: for example, I had to write about "Single Mothers," "My Hero," and "Love" but I didn't have any thoughts about them. The instructor of the English Essay Writing course said several times in the class that Japanese wives were treated by their husbands as if they were slaves. He said, "Japanese housewives never say 'No' to their husbands and they walk three steps behind their husbands." He also added, "When I visited my Japanese friend, the husband made his wife very busy and she couldn't go to the bathroom. I felt so sorry for her." I wrote about Japanese housewives not being slaves in my essay. I wrote that Japanese wives are financially, mentally, and physically freer than American wives. For example, Japanese wives handle the money which was earned by their husbands. They enjoy buying expensive clothes and bags, taking English conversation lessons, French conversation lessons, or exercise lessons. They also invest the money for buying and selling stocks or depositing it at various banks. The English writing instructor wrote on my essay, "Baloney", which means it's a lie.

I struggled to take English Syntax course and History of the English Language course because I really couldn't understand the lectures, couldn't take good notes, and couldn't express myself clearly by speaking and writing in English. I brought a tape recorder into the classroom and I taped the lectures. After I came home, I listened to the tape until I could copy the complete sentences. I had to listen to two or three words several times and then wrote the words in a notebook and worked my way slowly through each lecture. It was time consuming to write down a sentence in my notebook.

On the campus, I saw some male students who wore a small cap, kippeh, without a rim. The cap is similar to the one which the Pope wears. These students were Jewish. I had a great curiosity about the cap but I couldn't ask any of them about it as I thought that I'd better not ask any questions about religion. Many races live in the U.S.A. and they belong to many different religions. I was afraid that questioning religious things might insult the people or would give me trouble. I could say the same thing about races. I had to be careful about which words I used about people of different races in the U.S.A. I wondered what I should call people who had black skin: Black, Negro, African-American, or colored. Every time I asked Caucasian Americans about which words I should use, I didn't receive a clear answer. Many times they answered, "Black, Negro, African-American, but not Nigger." It sounded that Americans wondered themselves how they should call people who were Americans from African ancestors.

Once, one of my classmates, Linda Calderon, invited me to her home. In the kitchen, she told me, "You will be so surprised that we have two refrigerators and many dishes. We are Kosher." Linda is Jewish and all the food must be prepared in a way for Jewish people to eat in accordance with their religion. According to Linda, they have to

divide the food such as meat, dairy products, vegetables, fish, and fruit, and keep them in the different refrigerators. When they wash food, dishes, and pans, they wash them in individual sinks. The sink was divided into three sections. They obey Jewish rules and keep them. They never eat pork and beef must be blessed by the Rabbi.

During the summer session, my purse was stolen in the classroom. I was preparing a lesson in the classroom. It was too early for the lesson and I was the only one there. Maybe I slept for a while and when I opened my eyes, I saw a black man who was wearing a camouflage jacket and a pair of pants standing 12 feet (4 m) away. He was unfamiliar to me but as he smiled at me, I smiled back at him. Even though it was summer, sometimes I saw people who wore clothes for fall or winter in California. People in California didn't care about other people's clothes so much. When I saw the man in camouflage clothes, I felt that he was very strange but I didn't pay so much attention to him. A couple of minutes after he left the classroom, I found out that my purse was gone. I thought that I put it on the desk behind me. As I realized that the man had taken it away, I called the police office on the campus. My classmates told me that I was lucky because the man didn't harm me. Mr. Bernhardt got angry at me instead of getting angry at the man who probably stole my purse. According to Mr. Bernhardt, it was my fault that I had my purse stolen.

After the first semester was over, I expected that the university would kick me out because my grades were so bad, but I was able to register for the second semester. During the second semester, I took English 325 which was the basic course of English Phonology and Syntax by Dr. Sawyer who was the Dean of the Department of Linguistics, English Phonology by Dr. McCullough, who also taught English 429 which was how to teach English to non-native English speakers. While I was taking the English 429 course, one of my classmates told the class about Japanese female students. She had lived in Japan for several months and had taught English there. She said, "If there is a man or men in a classroom, Japanese women would never speak. Japanese women who dye their hair blond or brown, or who smoke, are bar hostesses. Japanese never look at speakers' eyes because making eye contact could insult the speakers." I disagreed with what the student said. I said, "There are many Japanese women who dye their hair but they are not bar hostesses. Even university students smoke. I feel very uncomfortable if I don't look at speakers' eyes. The reasons that the Japanese women don't speak in the classroom is they don't have any opinions to state not because there is a man or men in the classroom. There is a possibility that they can't speak English." After Dr. MacCullough listened to what I had said, she said, "Japanese society has changed. None of the Japanese students told us like Kyoko did."

From the second semester, I got to know Diana Mahony, Eleanore Verdina, and Linda Smith. They offered to let me study together with them. I should probably say that they helped me to study. With their help, I could pass all the courses. I received an "A (over 90 points)" in English 325 and "Bs (between 80 and 89 points)" in the other two

courses. Diana was in her 40s and was a Mormon. Eleanore had immigrated from Germany before she got married. Her husband, Dr. Verdina, had immigrated from Italy and taught mathematics at C.S.U.L.B. Eleanore was majoring in German; however, she had to take English courses, too. Linda was majoring in English. As her father used to work at American bases in Vietnam and Spain, she was raised in Vietnam and Spain. She had lived in Spain most of her life and had gone to the American School in Spain. She could speak, read, and write both English and Spanish and she could speak French a little.

One day when I was studying in the library by myself, Linda Smith came in crying. According to her, one of her Spanish course's professors had told her not to attend his course anymore. This was because Linda had told the professor that one of his Spanish sentences was not used in Spain. Her words made the professor angry. I told Linda, "The professor doesn't know current Spanish usage. Why don't you drop the course and take it next semester from a different teacher." She said, "Only that professor teaches the course and I can't graduate from the university without taking that course." I ordered her, "Linda, return to the class immediately! After the class, apologize to the professor whom you bothered." After the class, she came to the library and told me that the professor had accepted her apology.

I also met Lola Worthington during the second semester. Ms. Winifred Duckworth at the International Student Office asked me if I could help an American student to speak in Japanese. The student had taken the Japanese Language courses at C.S.U.L.B. and had studied Japanese at Waseda University for a year. She didn't want to forget the Japanese language. Lola looked like an Oriental or a Native American. It was impossible to communicate with Lola in Japanese but she could read very difficult Japanese books about Japanese temples; however, she couldn't read a handwritten Japanese letter even if it was an easy one. According to Lola, when she was in Japan, some Japanese had said to each other in front of her, "konohito baka (She is a fool)" because the Japanese people thought Lola was Japanese but she couldn't communicate in Japanese. To make matters worse, as her family name, Worthington, is unfamiliar in Japan, Japanese people might assume that her name was "Washington," which is well known in Japan. This could make Japanese people think that even if they knew that Lola was American, she couldn't pronounce her own family name. She was pursuing her 8th degree at C.S.U.L.B. at that time.

I also met Ward Derrick through Ms. Duckworth. He studied Japanese at C.S.U.L.B. and he had also studied Japanese in Japan. He could speak and write Japanese better than I could. Every time I met him, he was talking about how he could return to Japan. Finally he had a chance to get a scholarship to study in Japan but he was killed in the Japan Airlines jet crash in August 1985 in Mt. Osutaka. His death was a great loss not only to the U.S.A. but also to Japan.

While I was taking the English Literature course, we had a chance to see a play at the university theater which was from Greek tragedy, Electra. We were told that if we

turned in a pamphlet from the play, we would get an extra 10 points. As a couple of my classmates couldn't see the play, I tried to give them some extra pamphlets. They were very surprised by this and told me, "I didn't see the play. Why would I turn in the pamphlet?" I only wanted to help my classmates to receive the extra 10 points but they couldn't understand my idea. Also, many students refused to take an easy option even though it was available; for example, while I was taking the Jogging course, the instructor would take the roll and then tell us how many kilometers we should run that day. After this, he would return to his office but none of the students skipped the jogging. They jogged the distance which the instructor told us.

There were many foreign students at the university. They came from all over the world. Every time I had a chance to meet Chinese from mainland China, they complained about the Japanese. They told me, "Do you know what Japanese people did in China during World War II? Japan destroyed our country during the war." I was told the same thing everywhere. Strangely enough, Chinese always showed their anger at Japanese when I was alone with them. When I found out the Japanese soldiers' cruel actions in China, Korea, and South East Asia, I deeply sorry for the victims but Chinese students often protested strongly about Japanese actions in China to me and they obviously showed their anger at me, I wanted to ask them how long the Japanese have to feel guilty about what the Japanese soldiers did during the war. As I was staying in a foreign country and there were many Chinese around me I couldn't say anything. One day five or six Chinese students surrounded me and told me the same thing that I was always told by Chinese. These Chinese told the Americans around me how much China had suffered from the Japanese during the war. The American students started complaining to me about what Japanese were doing in the U.S.A. They felt unhappy because many famous buildings, hotels, and nice houses were being bought by Japanese but Japan never permits foreigners to buy capital assets. They also felt it was unfair that Japan exported a huge amount of products such as cars and electric goods to the U.S.A. Korean students blamed me because the Japanese government doesn't give Japanese citizenship to Koreans even though they were born in Japan. At that time, a student from Vietnam saved me by saying, "That was war. The war made people insane." As I was surrounded with Chinese, Koreans, and Americans, I couldn't against them strongly. It was painful for me not to be able to tell them that owners of buildings or lands sold their assets to whoever paid the highest price not to a certain race. It is also regrettable that I didn't say that the Japanese government can't force people to buy American products. The people have the right to choose which products they buy.

Once, in the classroom, I talked about my driving lessons with a Korean instructor. I said that on the day of the driving test, a different instructor came with a different car which was in very bad condition. Diana said, "Japanese don't like Koreans so that's why you said like that." I couldn't tell her that if I didn't like Koreans, I would not hire a Korean instructor in the first place.

In September 1986, Mr. Bernhardt permitted me to drive Mrs. Bernhardt's Mustang and the car made it easier to go to university and come home.

During the third semester, Iris joined the group with Diana, Linda Smith, and me. Iris was a third-generation Japanese-American. She complained that she was always asked by Americans, "Where did you come from?" "Where are you from?" and "Are you Japanese?" She was an American but she was never accepted into American society. She was eager to live in Japan because her American friends, Caucasians, were treated in Japan as if they were kings or queens. Moreover, she told me that people often told her that they couldn't understand her English even though she is a native English speaker. Iris said, "When people look at me, they think that they will not be able to understand me even before I speak. When I speak, they ignore me because I am Oriental." I told Iris, "Even if you go to Japan, no Japanese will treat you as if you were a queen because your physical features are the same as other Japanese." During this semester, her best friend was killed in a car accident and Iris received a several-month-old baby girl from her best friend according to her friend's will. Her best friend was a single mother and the baby's father didn't accept that the baby was his. I wondered how Iris could raise the baby because she was a student and she had only a part-time job. One day she asked me what she should do. I told her to give the baby to a couple who really wanted to adopt the baby because to raise the baby and give her an education would be very expensive. Iris told me that she had a \$2,000,000 inheritance which she had received from her grandfather. I told her immediately, "Keep the baby and raise the baby. You don't have to worry about anything." Iris took care of the baby very well.

As I could study with my classmates, my grades were getting better but I couldn't pass the English essay writing and English grammar examinations. All the university students had to pass these examinations. Without passing them, undergraduate students couldn't graduate from the university and graduate students couldn't take upper-division courses for a master's degree. Somehow, I passed the English grammar examination at my second attempt but even though I took the English essay-writing examination five times, I couldn't pass it. My score was one or two points short of the passing score, 15 points. We had to write two essays. We were given 20 minutes for one essay and 40 minutes for the other essay. The essays' titles were always different: for example, "What did you learn from your mistakes?" or "Recall the events of the past few years that you consider important," etc. I didn't have any ideas what to write about in the essays. I only thought, "What shall I write? What shall I write? I have to write something." Then the time was up.

Eleanore offered to correct my essays. Once a week I wrote an essay and Eleanore pointed out ambiguous parts of my essay. In the summer of 1986, I took English 320 which was traditional English grammar which was taught by Professor Dinielli. English Review Grammar by Walter Kay Smart was used in this course as a textbook. I really enjoyed this course. I asked him to let me take his English Essay Writing course.

While I was taking his course, I passed the English essay writing examination. Finally, I could take the upper-division courses for the master's degree.

I took Historical Linguistics by Dr. Sawyer, the Syntax course about Chomsky's Transformational Grammar and Case Grammar by Dr. Herts, and the English Syllabus Design course by Dr. Ross. I didn't have any classmates to study together with. I barely passed English Syllabus Design but I received a "C (between 70 and 79 points)" in Historical Linguistics and Syntax.

My elder friend Kieko was in my English Syllabus class. She was Japanese and was in her first marriage. Her husband was African-American, and was in his second marriage. She had been an English language professor in Japan and she was proud of that. She always told me how poor she was. Her husband neither permitted her to go shopping nor to use the telephone. When she had to use the telephone, she had to beg her husband to use it. Sometimes I treated her to Japanese food and her eyes filled with tears. She said, "I've never eaten such delicious food since I got married." She never had a chance to pay money either in cash or by check. When a school semester started, Kieko had to wait for at least an hour to enter the school bookstore because it was too crowded. After she found out the prices of the books, she went home and asked her husband to write a check. She waited again for an hour outside the bookstore. After she entered the bookstore, she had to wait another hour in line in front of the cashier. Sometimes all her waiting time was in vain because her husband hadn't calculated the tax of the books. As she didn't have any chance to buy clothes, she was shaking from the cold during winter. I really felt sorry for her and bought her clothes and Japanese food. Even Mr. Bernhardt felt sorry for her and bought her a briefcase worth \$100. Kieko wanted to be a Japanese language teacher but her husband refused to pay for the class. I gave the money to her for the tuition.

Kieko wanted to use my notebook for Dr. Knafel's History of English course. She also wanted to use my notebook, term papers, and returned examinations for Dr. Sawyer's Applied Linguistics. When she looked at my notebooks, she said, "Your notebooks and term papers are excellent." Then she asked me if I still remembered the questions of the examinations for History of the English Language. We had had to return our examinations to Dr. Knafel. As soon as she took the examination, she told me, "Kyoko, your memory was excellent. The examination for History of the English Language was exactly the same as what you told me." According to Kieko, Dr. Knafel and Dr. Sawyer told her that they were proud that they had such a brilliant student as her.

Anyway, I could pass all the courses that semester. After Eleanore took the English Testing course, she started teaching German at C.S.U.L.B. as a part-time instructor. When I was taking Educational Linguistics 500 lectured by Dr. Kamp, I heard that Eleanore was in hospital. I visited her in the hospital, but I didn't find out what exactly was wrong with her. It was the last time that I would ever talk to her. At the end of the semester, I received a call from Dr. Verdina and was told that Eleanore had passed

away from leukemia. I felt very lonesome.

I met Lily Nerio when I took Psycholinguistics by Dr. Smith. She looked around 60 years old. She is a second-generation Japanese-American. In my interview she told me her miserable life in the internment camp. When her family left the camp, her mother strictly ordered her children not to speak in Japanese anymore and to speak only in English. She earned a Bachelor of Arts from U.C.L.A. and a master's degree from USC. She was pursuing another master's degree at C.S.U.L.B. majoring in linguistics. She also told me that the Nerio family owned Meadowlark Airport in Huntington Beach. She said, "People try to avoid me because I am Japanese-American but as soon as they know who I am from TV or newspapers, they become very friendly and invite me to golf." Lily sometimes said to me that she was told that Americans couldn't understand her English. She said, "People avoided me because I am Oriental. They never listened to me when I complained about something. As soon as they knew who I am, they changed their attitude toward me and treated me well."

I really enjoyed taking the Psycholinguistics course. Then the next semester, Kieko took the Language Acquisition course by Dr. Smith, too. Kieko told me again, "Kyoko, your notebooks and term papers are excellent. You must have a high IQ because you remembered the questions from the examinations very well." Her words made me very happy. That was because after I started living with Mr. and Mrs. Bernhardt, Mr. Bernhardt always told me, "Kyoko, you have a muscle instead of a brain." As I struggled to pass the courses or receive good grades at the university, I really believed what Mr. Bernhardt told me. Kieko told me, "Lily will take the comprehensive exam this semester. She asked one of her classmates to study together for the exam, but her classmate refused. Do you know why? Lily is a Japanese-American and she is old. None of the Caucasians wants to study with her. Of course none of the Caucasians wants to study with non-native English speakers. It must be a waste of time to study with non-native English speakers. Let's study together for the comprehensive examination." Then Kieko wanted to use my notebooks, term papers, and returned examinations for the Bilingualism course by Dr. Sawyer, the English Phonology course by Dr. Hearts, the Syntax course by Dr. Herts, and the Educational Linguistic course by Dr. Kamp. I had an extremely hard time to take notes, write term papers, and pass the examinations. Even though I studied a lot, I had a hard time to pass the courses. Kieko only focused on my notebooks, term papers and examinations and she received good grades. It was sad that I couldn't refuse her requests.

Sometimes before an examination, I probably showed my fear on my face and one of my classmates, Eric, said to me, "Kyoko, don't worry. You will do well. You are much younger than I. You can do it." I never expected that he would cheer me up by telling me this; however, actually I might be older than Eric.

Spring semester 1989 was serious for me. I registered for Language Acquisition again, Sociolinguistics by Dr. Berdan, and Linguistics for Reading Teachers by Dr. Olguin.

I didn't know anything about Dr. Berdan or Dr. Olguin, so I was afraid of taking their courses. The first day in the classroom, while I was waiting for the professors, I felt as if I were scared to death. If the professors were very difficult people, it would be impossible for me to pass their courses. As soon as I saw their faces, I was relieved. When the professors smiled at the students, my fears disappeared.

I really enjoyed taking the Sociolinguistics course. I was fascinated by William Labov's works. I wanted to read many articles and books which were written by Labov. I deeply understood the social situation of Hispanic people in the U.S.A. Through this course, I also understood why many Hispanics tried to hide their language background. I had a great desire to know how much Japanese-Americans merge into American society, which is dominated by Caucasians.

During the Teaching English as a Second Language course and the English Phonology course, both of which were taught by Dr. McCullough, and the Psycholinguistic course and the Child Language Acquisition course by Dr. Smith, I learned that children acquire and learn their second language quickly. Then I took Bilingualism by Dr. Sawyer.

As I had learned that children acquire and learn their second language quickly, I commented that non-native-English-speaking children do not need bilingual education. Dr. Sawyer got angry at my comments and she wrote on my term paper "You don't know anything about the situation in the U.S.A. The children don't learn anything without bilingual education. They have to learn math, history, science, etc." When I also commented in the classroom that Mexicans were proud of themselves as they could speak both Spanish and English, not only Dr. Sawyer but also some classmates became upset. One of my classmates told me, "Many Hispanics feel ashamed that they are Hispanics." Another classmate told me, "One of my friends lived in Mexico with his daughter for a year. His daughter can speak perfect Spanish but after they returned to the U.S.A., his daughter never used Spanish. She hid that she used to live in Mexico and could speak Spanish. She doesn't want to be a Hispanic." Dr. Sawyer said that one of her Japanese-American students introduced her mother to Dr. Sawyer, telling her, "This is my maid." According to Dr. Sawyer, it was obvious that the lady was the student's mother not her maid. She said, "It was terrible. Even though her mother's English was very poor, she might have understood that she was introduced as a maid. It was so sad."

One of my schoolmates told me that as children can't learn English as their second language so quickly, therefore, there is bilingual education. "Bilingual education is a system which teaches the students using their own native languages. The classes I observed were being taught in English and Spanish: for example, the classroom teacher may use English, but the teacher's aides speak both English and Spanish. After the teacher explains the subject in English, the teacher's aides help the students in their own language with a group or individual. Sometimes the class is divided into two groups. One consists of native English speakers and the other consists of Hispanics: They are taught

American history in their own language. Using their own language, they can understand and learn the subjects." ("Language Attitudes among Japanese and Japanese-Americans in the Los Angeles Area, California" Language Studies 2000.3 Otaru University of Commerce page 3)

When I took Educational Linguistics by Dr. Kamp, I interviewed several Japanese people who came from Japan. All my interviewees told me that bilingual education is very important for Japanese students because they can't acquire or learn English as their second language quickly. They stay in the classroom where only English is used but Japanese students don't learn anything. One of my interviewees told me, "Why don't you visit schools and observe how Japanese children struggle at schools. What your textbooks say are very different from what Japanese children's experience."

A 40-year-old college educated teacher's aide who immigrated to the U.S.A. in 1971 said, "Japanese children don't understand what the teacher says. They don't want to go to a public school because of English. Japanese children who came from Japan need bilingual education for a few years. After they learn English, they want to go to a public school." ("Language Attitudes among Japanese and Japanese-Americans in the Los Angeles Area, California" Language Studies 2000.3 Otaru University of Commerce page 9)

One of my Japanese friends, who came to the U.S.A. 18 years ago and whose husband is a second-generation Japanese-American, told me, "Japanese children don't learn anything at school. Sometimes their teachers give them Japanese cartoons and ask them to read the cartoons during math or other lessons. The teachers don't want the Japanese children to talk or walk around during lessons." All my interviewees told me that the Japanese children need at least two years to acquire and learn English as their second language.

When I received my grades, I saw four "As" on the grade record. Tears came out from my eyes with joy. I had struggled to study for many years. Even though I had studied hard, I couldn't get any good grades. Finally, I received only "As." I got the right to take the comprehensive examination for graduation.

From August 1989, I started preparing for the comprehensive examination and the graduation project. I decided to write about "The Language Attitude of Second-Generation Japanese-Americans." How their languages, Japanese and English, helped them to merge into American society. I interviewed four second-generation Japanese-Americans and wrote about the project. I really enjoyed interviewing them and writing the project.

I studied very hard for the comprehensive examination as much as I could. I

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focused on Case Grammar by Fillmore and Foreigner Talk. I also studied Transformational Grammar by Chomsky. I thought that I had prepared for the examination as much as I could.

The first question for comprehensive examination was about Chomsky's Transformational Grammar and Fillmore's Case Grammar. I had to compare the two grammars. I could write well about Case Grammar but I was very weak in Transformational Grammar. The second question was about English as a Second Language. I wrote many things which I had learned from Psycholinguistics and Language Acquisition by Dr. Smith, and English Phonology and English 429, which was how to teach English to non-native English speakers by Dr. McCullough, and Linguistics for Reading Teachers by Dr. Olguin. I could write well on the second question.

After the examination, I felt very uncomfortable. A week later, I received a letter from Dr. Ross who was the Dean of the Department of Linguistics at that time. The letter told me that I had passed the two examinations and the project. I really struggled to study at the university but I'm sure I spent the happiest years of my life there. Moreover, I deeply appreciated my schoolmates who helped me to graduate from the university.

Bibliography

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