

Context:

Southeast Asians & other newcomers in California's classrooms
Volume 18, No. 130, March-April 1998

Out of Africa

Context is published five times during the year as a way to provide staff with information and ideas concerning their immigrant, refugee, and sojourner students and parents. While the focus is on Southeast Asians, most articles and resources apply to other newcomer groups as well. District "qualified staff" and others receive a free subscription (contact Nguyet Tham at the Transitional English office). Outside subscribers pay \$10 per year to cover mailing and handling.

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Thanks to Nguyet
Tham, Eunice Reyes,
Alexandra Kopylova,
Lue Vang, Akop Atoyan.

The sheltered English teacher looked over her class of Russian, Ukrainian, Armenian, Mexican, and Vietnamese faces and saw two black students. She asked them if they were in the wrong class. She immediately understood from their limited English that they were in the right place.

They were recent arrivals from Somalia, and the only African refugees in the school. During that same year a Kikyu girl who speaks Swahili in addition to her own language enrolled at a middle school in the same district, a school with only a handful of English learners. Later that year, a boy from Sierra Leone was placed, at his request, in mainstream classes at the high school.

The Somalis left after a few weeks for a community that had other Somalis. The Kikyu girl had trouble with her academics, and has been referred for special education testing. The Sierra Leonean's grades have fallen lower and lower each semester, but he's still in school.

In a district with 1,200 English learners from more than 50 languages, how can a teacher hope to understand the background and needs of each individual? It's probably not reasonable, but for the individual, it is vitally important. This article provides information that will enable teachers to at least recognize that a student might be from an African nation.

African refugee and immigrant students are likely to show up in any of California's schools. It is most likely for teachers in Los Angeles, San Francisco, San Diego, or Stockton, where there are clusters of recent African newcomers. Sacramento County had only 38 Africans born outside the US and in school for fewer than three years, as of March, 1997 (Emergency Immigrant Education Program, Hector Burke, 657-4681). They were found in five districts: Elk Grove, Folsom Cordova, Sacramento City, San Juan, and Rio Linda. They were from Ethiopia (10), Nigeria (9), Somalia (5), Kenya (5), Sudan (3), Sierra Leone (2), Liberia (1), Congo (Zaire) (1), and Zimbabwe (1). They may have spoken Amharic, Tigrinya, Hausa, Yoruba, Somali, Krio, Afrikaans, Tigré, Arabic, French, or English. However, because



California's language census (R30-LC) does not specify the languages of African immigrants and refugees—other than Arabic, French, or English—there is no way to know for sure.

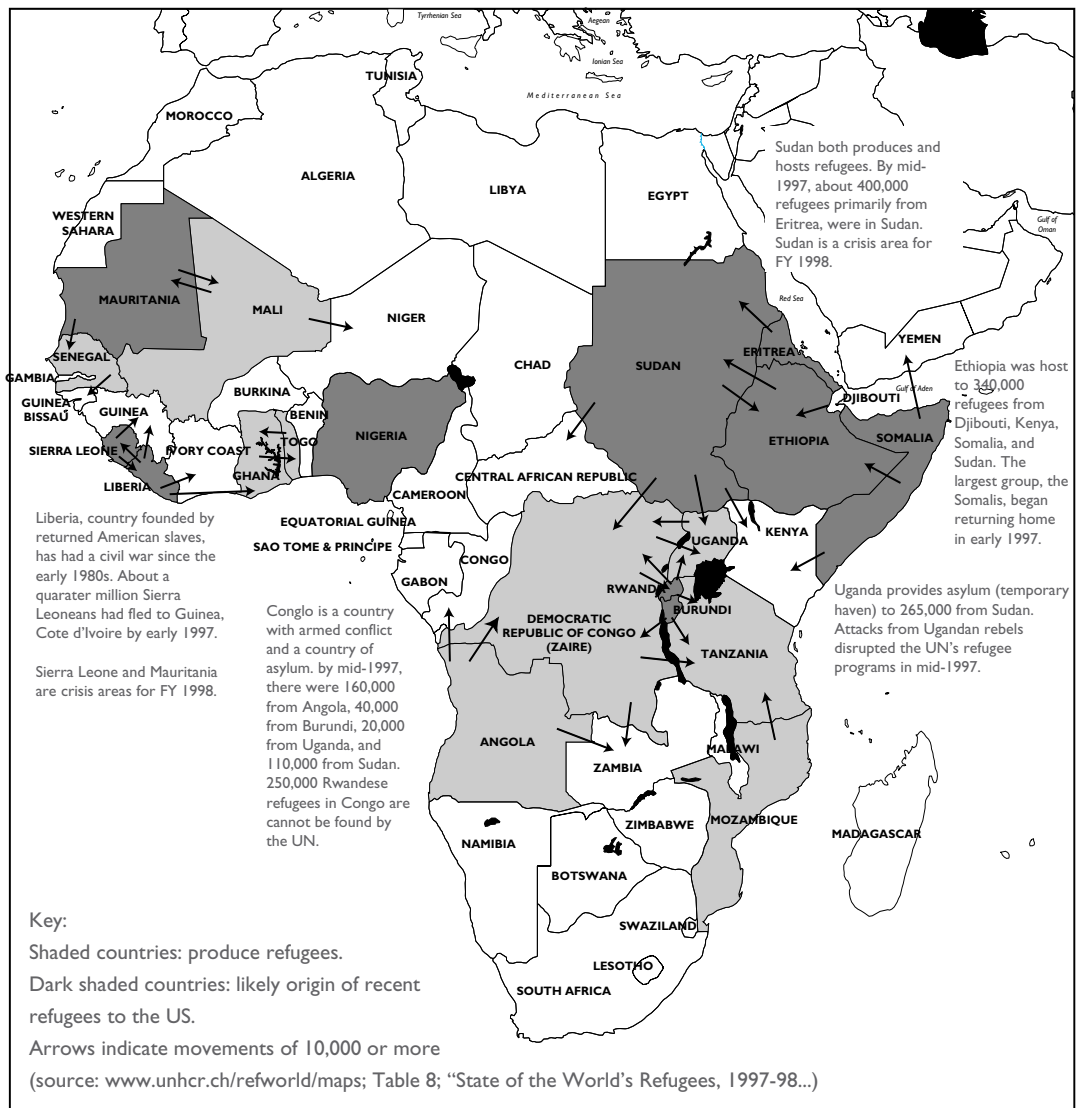
For newcomers, nationality, language, ethnicity, and religion are key elements of identity; if no one knows who are you are, do you have an identity?

It is difficult for Africans to immigrate to the US, even though the percentage of African immigration increased from 0.7% of the total in the 1950s to nearly 6% in the 1990s.

There are about 100,000 African immigrants and refugees in California, of a national total of about half a million, according to

Chanya Blumenkrantz. She is director of the African Community Resource Center in Los Angeles, a French-educated immigrant from a small ethnolinguistic group in Kenya. Like Ms. Blumenkrantz, African immigrants tend to be urban, professional, and continental. Earlier refugees tend also to be urban-reared leaders. The most recent refugees are more likely to be rural, less educated, and less Westernized. Thus, it is important for a teacher to find out about a student's identity, recent history, and family characteristics.

Africa has more than half the world's refugees and most of its internally displaced people. African refugees have come from Ethiopia, Somalia, Sudan, Liberia, Congo



www.unhcr.ch
 United Nations High
 Commissioner for
 Refugees (unhcr)

www.sil.org (Ethnologue)
 Languages by country

www.census.gov (Census)

www.irsu-uscr.org
 (Refugee Reports)

www.fedstats.gov (70
 federal agencies' data)

African Community
 Resource Center
 532 S. Vermont Ave. #104
 Los Angeles CA 90020
 (213) 637-1450

Nationalities

(Zaire), Uganda, Rwanda, Angola, and South Africa, and are anticipated from Burundi and Sierra Leone (1998 report to Congress on FY 1999 refugee funding).

While there is no breakdown on the nationalities of African immigrants, Ms. Blumenkrantz said that they most likely come from Ethiopia, Eritrea (old nation, new country), Somalia, or Nigeria. In addition to the 500,000 legal immigrants and refugees are an unknown number of undocumented aliens, usually students or visitors who have "overstayed" their visas. European countries have many times more African immigrants, due to past colonial connections with England, France, Netherlands, Italy, Germany, Portugal.

Surprisingly, African immigrants are not all black. *American Demographics* magazine (Tibbett Speer, January 1994) found that only about half of the 364,000 African-born Americans counted in the 1990 census were black; 40% were white and 10% were Asian—Hindi or Chinese whose parents went to Africa generations ago as traders. As a group, African immigrants were better educated than any other immigrant group: 88% had at least a high school diploma, in comparison to 77% of US-born Americans. They spoke and read more than one language. They had higher average income than other immigrants: black African-born household heads averaged \$30,000 annually, slightly lower than the median for all US households, while white African-born household heads averaged \$50,000.

Refugees to the US

Report to the Congress on Proposed Refugee Admissions for FY 1997, Refugees Magazine, Issue 109)

The United Nations has as its first priority finding safe durable solutions for persons outside their countries because of likelihood of persecution due to race, religion, nationality, social group, or political opinion. The first option is safe, voluntary return to their homelands; the next is resettlement in a "second" country in the region; finally is resettlement in a "third"

country. (By presidential finding for FY 1997, persons still within Cuba, the former Soviet Union, and Vietnam can qualify as refugees without leaving their countries). Eighty percent of the refugees are women and children.

About half the countries of Africa produce refugees, and nearly all its countries provide first asylum. The greatest outflow within the recent past was the movement of two million people from conflict and genocide in Rwanda in 1994. The "great lakes" region of eastern Africa—Rwanda, Burundi, Tanzania, and Congo—is still an area of concern. The other trouble spot is western Africa where there are about a quarter of Africa's refugees. They have fled out of Liberia—which has two million displaced persons, about 750,000 of whom are refugees—Sierra Leone, and Mauritania. The "horn of Africa"—Ethiopia, Eritrea, Somalia—was a crisis area in the early to mid-1990s; while those countries' refugee problems are decreasing, renewed problems in Sudan will present problems for FY 1998 and beyond.

Angolans	323
Burundians	59
Chadians	46
Congolese (Zaire)	774
Ethiopians	24,515
Liberians	2,541
Mozambicans	82
Namibians	45
Nigerians	41
Rwandans	350
Sierra Leoneans	118
Somalis	22,060
South Africans	265
Sudanese	4,165
Togolese	56
Ugandans	417
Other/unknown	256
Total	56,113

Source: US Committee for Refugees, "Refugee Reports," 12/31/97.

Years	US immig	% Afr	# Afr Immig	# Afr Refug
1955-64	2,819,246	0.7	19,735	
1965-74	3,718,149	1.5	55,772	
1975-84	5,237,624	2.4	125,703	11,795
1985	570,009	3.0	17,100	1,953
1986	601,708	2.9	17,450	1,315
1987	601,516	2.9	17,444	1,994
1988		est	17,500	1,588
1989		est	19,000	1,922
1990		est	21,000	3,494
1991		est	22,000	4,424
1992		est	24,000	5,491
1993		est	25,000	6,969
1994	804,416	3.3	26,712	5,856
1995	720,461	5.9	42,456	4,779
1996	915,900	5.8	52,889	7,512
1997				6,069
Subtotal			428,254	65,161
Total				493,415

Sources: INS in Denali Press "Refugee & Immigrant Resource Directory 1990-91"; US Census Website; "Refugee Reports 12/97"

African refugees & immigrants in the US

Country # of living languages	National & major languages
Burundi 3 languages	French Rundi
Eritrea 11 languages	Arabic English Kunama Tigrinya
Ethiopia 78 languages	Afar Amharic Anuak Arabic English Gedeo Hadiyya Kaficho Kambaata Oromo Sidamo Silti Somali Suri Tigrinya Woylaytta
Liberia 34 languages	Bassa Dan English Kisi Kpelle Liberian English Loma Mano Vai
Mauritania 8 languages	Arabic French Pulaar Fulfulde
Nigeria 470 languages	Bade Bata (Bacama) Bekwarrá Efik English Esan Fulfulde Hausa Idoma Igbo Jukun Kolokuma Ijo Kambari Kanuri Yoruba
Rwanda 3 languages	French Rwanda
Sierra Leone 23 languages	English Fuuta Jalon Krio Kono Mende Themne
Somalia 13 languages	Arabic English Somali
Sudan 132 languages	Standard Arabic Bari Bedawi Dinka Fur Hausa Kanuri Kenuzi-Dongola Masalit Nobiin Nuer Otuho Shilluk Tigré Toposa Zaghawa Zande

Why so many refugees in Africa?

Refugees will continue in Africa for the foreseeable future. This is because of continuing ethnic tension, human rights abuses, competition for resources, environmental degradation, political change, religious intolerance, and easy access to modern weaponry. One of the legacies of colonial rule was the drawing of national boundaries that have little relation to the homelands or power bases of competing ethnic groups. This ensures struggle over who will rule whom in national government. Africa's language diversity (more than a thousand languages) and low levels of literacy present other obstacles to shared rule.

Durable solutions

The first option, voluntary repatriation, has in the past worked for most of Africa's refugees. About 1.5 million Mozambicans have returned home recently. Repatriations of Angolans, Malians, Ethiopians, Eritreans, Somalis, and Togolese occurred in 1996. In addition, 1997 returns to Rwanda, Togo, Mali, and Somalia have reduced the refugee numbers. On the other hand, renewed conflict in Sierra Leone and Liberia and starvation in Sudan is creating new refugee outflows.

The second option, regional resettlement, has also worked in the past. This option, however, is becoming less popular. Guinea, although one of the poorest countries in the world, has offered permanent home to 250,000 refugees from Sierra Leone. On the other hand, in the great lakes region, Tanzania closed its borders to new refugees in 1995.

Third country resettlement is used for only small minority of African refugees. These are people for whom options one or two will not work. They may be the leaders of the losing side, or political dissidents who dared to speak

out and are unwelcome in neighboring countries. They may be those who were associated with US government or business. They may be the urban educated who are unable to return to village subsistence farming or herding in order to be successfully integrated into local economies, and who have skills to offer US society. They may be the clan relatives of the defeated, who were not involved in conflict, but who are suspect and unwelcome in the region.

Refugee admissions: FY 96, 97, 98

About 7,000 African refugees were admitted during FY 1996 (October 95 to September 96). The majority were from Somalia (5,000), and the others were from Sudan, Liberia, Sierra Leone, Nigeria, Ethiopia, Rwanda, and other countries. Nearly all have been identified on a case-by-case basis and referred by the UNHCR caseworkers. Because the workers began to do a "circuit ride" through 15 countries rather than requiring persons to get themselves to the Nairobi office, the mix has become more diverse during 1996 and 1997, and will continue for 1998 and beyond. As one example, the Benadir, an ethnic minority group from Somalia, have been approved for US resettlement for FY 1998.

The admissions ceiling remained at 7,000 for FY 1997 and 1998. It is expected that Somalis, Sudanese, Liberians, along with a few Ethiopians, Eritreans, and Mauritians will come. A few "priority three" family reunification cases arrived from Burundi, Liberia, Sudan, and Zaire. FY 1998 will see an increase in Sierra Leoneans as well.

Meanwhile, worldwide refugee ceilings of 90,000 (FY96), 78,000 (FY97), and 83,000 (FY98) mean that there are still refugees arriving from other regions of the world.

Refugees from East Asia

Since 1975, the US has resettled 540,000 Vietnamese, 122,000 lowland Lao, 126,000 highland Lao (mostly Hmong), and 150,000 Khmer from first asylum countries in

Southeast Asia. An additional 437,000 persons have been admitted directly from their home countries (150,000 former re-education camp detainees; 84,000 Amerasians; 203,000 family members of prior refugees).

The FY 1996 number was 25,000, and about 19,000 were admitted. The FY 1997 number was 10,000. Of these 1,000 should have been Hmong, Lao, and Burmese from first- asylum Thailand. The rest should have been re-education camp detainees, former US employees, Amerasians, and others of interest to the US, all processed directly from Vietnam. For FY 1998, 14,000 will be admitted, likely finishing the Southeast Asian chapter of the refugee story.

New Independent States, E. Europe

Between 1975 and 1995, 412,000 refugees from the NIS (former Soviet Union) and 135,000 from Eastern Europe have been resettled in the US.

Certain groups have been pre-identified in the "Lautenberg amendments" as refugees from the NIS: Jews, Evangelical Christians, certain Ukrainian Catholics or Orthodox. In FY 1997, there were 40,000 NIS applications on file which met criteria and were awaiting interviews. About 4,500 persons were interviewed each month. About 2,000 persons were added to the eligibility list each month.

As for Eastern Europe, only applications from Bosnia are accepted. The focus is on Bosnian Muslims. Priority is given to former detainees, torture victims, women victims of violence, Bosnians in mixed marriages, and immediate family members of minor US citizen children who have been displaced by fighting.

The FY 1996 ceiling was 45,000, with about 30,000 coming from the NIS and 12,000 from Bosnia. The FY 1997 ceiling was 48,000, with 27,000 from the NIS and 21,000 from Bosnia. For FY 1998, the ceiling is 47,000-51,000 (depending on funding), with the focus again on Bosnia (25,000) and the NIS. New outflows caused by conflict in Albania will probably remain in Greece and Italy until they can return home.

Latin America, Caribbean

Voluntary repatriation has been working for most of this region's refugees. Those who are offered third country resettlement are likely to be victims of torture or women at risk. In recent years, the majority of admissions have been Cubans and Haitians. Cubans are processed in-country and priority has been given to former political prisoners, religious minorities, human rights activists, forced laborers from 1965-68, and persons deprived of professional credentials.

The FY 1996 admissions ceiling was 6,000, with 3,500 admitted. (A 1994 migration agreement allowed for 20,000 Cuban slots annually, so the other 16,500 would have been processed as immigrants or parolees). The FY 1997 ceiling was dropped to 4,000, with about 3,000 Cubans admitted. The FY 1998 ceiling is also set at 4,000.

There were 32,000 Guatemalan refugees in Mexico at the end of 1996. About half were born in the Mexican camps and will be able to apply for Mexican citizenship. An estimated 50,000-100,000 unregistered Guatemalans have also taken up residence in Mexico. There are no plans for third-country resettlement for the Guatemalans.

Near East, South Asia (Middle East)

The majority of refugees (other than Palestinians, now in their 4th and 5th generations of refugee camp life) are Iraqis and Iranians. There are Iraqis (many Kurds) who fought against Saddam Hussein in Rafha camp, Saudi Arabia, who are eligible for third-country resettlement. Some will come to the US.

The FY 1996 ceiling was 4,300. About 2,000 were admitted from Rafha camp. The FY 1997 ceiling was 4,000, mostly Iraqis from Rafha camp, Iranian religious minorities, and Iranian/Iraqis following to join relatives already in the US. The FY 1998 ceiling is set at 4,000.

On the next pages... bring refugees into your curriculum.

Positive Impressions

What do African immigrants and refugees think when they first arrive in the US?

- Very mixed society; on the surface, differences seem to be accepted.
- Can speak out without fear of reprisal.
- Very free and open: houses are not walled off from the public.
- Feel safe; possible to walk in the neighborhood at night; police do not intimidate people for bribes, etc.

Negative Impressions

- Many lonely people, families living apart.
- Alienation
- Lack of knowledge of different others.
- Racism based on skin color rather than ethnicity or religion.
- Assumptions that African immigrants and refugees know about the American slave trade and the experiences of American blacks; lumping all blacks together as one kind of people.

—Chanya

Blumenkrantz,

African Community Resource Center, Immigrant Education Faire, March 1997

African Resource Center on the internet
www.isop.ucla.edu
 James Coleman African Studies Center, UCLA, PO Box 951310, Los Angeles CA 90095-1310

MATERIALS

Refugee Children (1993) Brochure in color, with texts and photos on refugee children, exile, refugee camps and personal stories of three refugee children. Ages 9-13. **UNHCR, Public Information Section, CP 2500, 1211 Geneva 2 Depot, Switzerland** (free)

Make a Little Difference (1993). A 14-minute video featuring children from four continents who describe their experiences and give advice on how to end the world's refugee problem. Ages 9-13. UNHCR, see above, (free).

Combatting Hate and Destruction (1993). A three-minute video clip by the British group Soul II Soul and UNHCR's Public Information Section. A related teaching guide provides background information and suggests topics for discussion. Ages 13-18. UNHCR, see above, (free).

Passages (1995). A simulation game designed to create a better understanding of the problems of refugees. Target group: can be adapted to various situations. It can be staged to great effect for many different age groups (minimum 10 years old) and people of various ethnic backgrounds, UNHCR, see above, (free).

The Uprooted: Refugees and the United States (1995). A multidisciplinary teaching guide. This document contains background information on refugee issues as well as a wide

“You read about them or see them on TV, and then the next year they’re in your classroom...”

“For Teachers,” UNHCR website
The goals, definitions, and objectives are included here because they may be useful for schools developing multicultural, tolerance, or anti-bias programs.

Goals

- ▲ Help students *understand* some of the complex processes that lead to violence and conflict which in turn cause refugees to flee from their homes.
- ▲ Cultivate *attitudes* that lead to a preference for constructive, active and non-violent resolution of conflict.
- ▲ Help students develop the *personal and social skills* necessary to live in harmony with others and to behave in positive and caring ways that respect basic human rights.

KNOWLEDGE Objectives

Knowledge objectives relate to the following *concepts/definitions*:

Refugees: These are people who have fled their countries because of a well-founded fear of persecution for reasons of their race, religion, nationality, political opinion, or membership in a particular social group, and who cannot or do not want to return.

Internally displaced persons: Like refugees, these are people who have been forced to leave their homes—because of persecution, war, or other threats—but unlike refugees, they have not crossed an internationally recognized border. They remain in their own countries. Increasingly, they are victims of civil war. There are almost certainly more internally displaced persons in the world than refugees.

Country of origin: A refugee's homeland; the country from which a refugee first flees.

Asylum: Somewhere one can go to find safety. To offer asylum means to offer protection in a safe country to people who are

in danger in their own country.

Country of first asylum: The country to which a refugee first flees from persecution

Repatriation: Return home by a refugee. UNHCR believes voluntary repatriation in safety and dignity is the best solution for a refugee.

Returnees: Former refugees who have returned to their homeland

Repatriation: Most refugees leave their home countries only under extreme duress, and are keen to return as soon as circumstances permit. Repatriation involves voluntary return home in safety and with dignity.

Integration: Where voluntary repatriation is not possible, refugees are helped to integrate into a country of first asylum, where they will be able to earn a living and resume their lives.

Resettlement: The organized movement of refugees from camps or other temporary situations to another country where they can reside on a permanent basis. Resettlement in a third country may be the only way to guarantee international protection of a refugee who is being denied adequate protection in the country of asylum and who cannot repatriate.

In addition, these units seek to develop the following *understandings*:

- ▼ Knowledge of widely accepted principles of *human rights and justice*
- ▼ Understanding that personal, institutional and social behaviours, attitudes and structures can have the effect of either promoting or denying *social justice*.
- ▼ Knowledge of *current situations* in which human rights are violated to such an extent that people have no choice but to flee their country
- ▼ Understanding that along with rights come *responsibilities*.

SKILLS Objectives

- ▼ *Critical thinking.* Students should be able to approach issues with an open and critical mind and be willing to change their opinions in the light of new evidence and rational arguments. They should be able to recognise and challenge bias, indoctrination and propaganda.
- ▼ *Co-operation.* Students should be able to appreciate the value of co-operating on shared tasks and be able to work co-operatively with other individuals and groups in order to achieve a common goal.
- ▼ *Appropriate Assertiveness:* Students should be able to communicate clearly and assertively with others, i.e. neither in an aggressive manner which denies the rights of others nor in a passive manner which denies their own rights.
- ▼ *Advocacy.* Building on appropriate assertiveness skills, students should be able to speak up for the rights of others.
- ▼ *Conflict Resolution.* Students should be able to analyse conflicts in an objective and systematic way and be able to suggest a range of solutions to them.
- ▼ *Social literacy.* Students should be developing the ability to influence decision-making thoughtfully and constructively, both within their own lives and local community, and also at national and international levels.

VALUES Objectives

- ▼ *Empathy.* Students should be able to imagine sensitively the viewpoints and feelings of other people, particularly those belonging to groups, cultures and nations other than their own, including refugees.
- ▼ *Self-respect.* Students should have a sense of their own worth and pride in their own particular social, cultural and family background.
- ▼ *Respect for others.* Students should have a sense of worth of others, particularly of those with social, cultural and family

backgrounds different to their own. Students should be encouraged to reject sexual, racial and ethnic stereotypes, including xenophobic sentiments directed against refugees, asylum seekers and immigrants generally.

- ▼ *Global concern.* Students should recognise the essential interdependence of peoples of our planet.
- ▼ *Environmental concern.* Students should have a sense of respect for the natural environment and our overall place in the web of life. They should also have a sense of responsibility for both the local and global environment.
- ▼ *Open-mindedness.* Students should be willing to approach different sources of information, people and events, with a critical but open mind.
- ▼ *Vision.* Students should be open to, and value, the various dreams and visions of what a better world might look like both in their own community, in other communities and in the world as a whole.
- ▼ *Social responsibility.* Students should value genuinely democratic principles and processes and be ready to work for a more just, secure and peaceful world at local, national and international levels. They should develop a commitment not only to defending their rights, but to accepting and fulfilling their responsibilities as well.

What Can Teachers Use in Class?

Teaching units and lessons are arranged in subject categories and are designed for three age groups (9-11, 12-14 and 15-18). Each unit comes with a plan that shows the teacher at a glance the sequence of the lessons, their objectives, content, the teaching method/learning strategies involved, and the related resources which are available on this website, as well as further suggested readings for the teacher.

carla.acad.umn.edu has pages devoted to materials for multicultural teaching: films, leisure reading, simulations...
www.lmp.ucla.edu has profiles of different countries, people, languages, along with language materials resources.

range of student activities Ages 14-16
 Available from: Hunter House Inc., P.O. Box 2914, Alameda, CA 94501, USA

Refugees: We left because we had to (1996). A resource book containing background information, testimonies and activities for use by schools and youth groups. Ages 14-18. Available from: British Refugee Council, 3 Bondway, London SW8 1SJ, UK

One Day We Had To Run! (1994). By Sybella Wilkes, published by Evans Brothers Ltd. Refugee children tell their stories in words and paintings, set against background information about Somalia, Sudan and Ethiopia, which helps to explain why refugees have been forced to flee from these countries. The book also contains ideas for use in the classroom. Ages 9-14. Available from: Evans Brothers Ltd., 2A Portman Mansions, Chiltern Street, London W1M 1LE. Price: £14.99 plus £2.50 post and packaging.

All Different All Equal - Education Pack (1995). An education pack containing ideas, resources, methods and activities for informal intercultural education with young people and adults. Adaptable from young adolescents to adults. Available from: European Youth Centre, Youth Directorate, 30 rue Pierre de Coubertin, 67000 Strasbourg, France (free).

Comparison of Ethnocultural* Groups: Looking for Patterns

	Euro-American	American Black African-American	North American Indian	Mexican Mexican-American	Central American Cuban	Puerto Rican
Homeland	Europe	Africa	Canada, US, Mexico	Mexico	Guatemala, El Salvador, Nicaragua, Honduras, Cuba	Puerto Rico
Shared history	Immigrant for safe haven (refugee) or opportunity, pioneer, revolution and victory. Wrote the history, curriculum, etc.	Conquered Slavery Discrimination	Conquered Displaced Discrimination	Conquered Displaced in Calif, other SW areas of US, Immigrant to US Discrimination	Refugee (Cuba) Immigrant. Central Americans– warfare, revolution, anti-communist. Not considered refugees by US. Cubans–refugees from communism (50s on) Discrimination.	Migrant. Imposed US citizenship. Discrimination.
Arrival in US	1600s to 1920's	1600s-1700s	Original inhabitants (20,000 years?)	In Alta California before Europeans.	El Salvador- Honduras- Guatemala- Nicaragua- Cubans–refugees in 50s and 60s, 80s, 90s	
Minority relations	Majority Monolingual Use own background as the standard for all.	Involuntary minority. Education and norms imposed by the majority. First schooling in standard English.	Involuntary minority. Education and norms imposed by majority. In US, first schooling in English. In Mexico, schooling in Spanish.	Voluntary, involuntary minority. Immigrant and sojourner. Education and norms imposed by majority. In US, first schooling in English or Spanish.	Involuntary minority (refugees) and voluntary minority (immigrants) Education and norms imposed by majority. First schooling in English or Spanish.	Voluntary minority. Education and norms imposed by majority. First schooling in English or Spanish.
Languages	Many languages. National language is English.	African languages + English + oral style creates dialect of English.	Many languages, most unwritten	Many languages. National language is Spanish (roman)	Spanish (roman)	Spanish (roman)
Naming	Reflects individual. Wife takes husband's family name. Use of titles conveys respect, nicknames convey friendliness.	Some drawn from African or Muslim sources.		Child uses two family names (mother's and father's).	Child uses two family names (mother's and father's).	Child uses two family names (mother's and father's).
Family	Nuclear (25%), single parent (30%), unmarried. Patrilineal in theory. Mobile. Shallow ancestor tree. Children leave home at 18-22 yrs. Negotiable roles.	Extended. Single parent or grandmother. Matrilineal? (if so, important male is mother's brother).		Extended, patrilineal, hierarchical by age and gender.	Extended, patrilineal, hierarchical by age and gender.	Extended, patrilineal, hierarchical by age and gender.
Literacy experience	Verbal behavior mimics written text.. Emphasizes logic, sequence. Long tradition of literacy (2-3000 yr.?)	In Africa, and US, oral culture. In US, denied literacy. Oral culture remained strong, developed into gospel, blues, jazz, rap.		Oral culture. Aztec culture used writing. Spanish conquerors brought Spanish literacy.		

*“Ethnocultural” is JW Berry's term. “Ethnic”= culture + history (ancestry and territory)+ self-perception of difference from others. “Cultural group”=people who share

Filipino	Chinese, Taiwanese, Korean, Japanese, Vietnamese	Cambodian, Lao, Hmong, Mien	East Indian (Hindu) Punjabi (Sikh) Fiji Islands	Pentecostal, Baptist Russian and Ukrainian	Pentecostal Armenian
Philippines	China, Taiwan, Korea, Japan, Vietnam	Cambodia, Laos, Laos/China, Laos/China	India Punjab state (India)	Russia Ukraine	Armenia
Immigrant US bases in Philippines, influence from both Spanish and American. Discrimination.	Immigrant. Refugee (VN) China—Dominant culture in region for 4000 years. Vietnam—Seeking safe haven. Political refugees. Chinese and French influences. French colony. Discrimination	Refugee. Cambodia—Angkor culture predates Thai, Lao. French colony. Laos—80+ ethnicities, Lao dominant, French colony, secret war in 70s. Hmong and Mien emigrated from China after 1830s. Discrimination	Immigrant. India—Dominant culture British colony. Punjab—partitioned off part of the country after 1947 war. Homeland to Sikhs. Fiji—Indians have been there 200 years. Discrimination	Refugee. Communist persecution for 70 years. Some discrimination	Refugee. Communist persecution for 70 years. Armenian & Biblical history intertwined. Armenian massacre by Turks in early 1900s resulted in first wave of Armenians to US. Discrimination
	Chinese, Japanese-1850-1900 After 1965 immigration reform. Vietnamese—1975-96	Cambodian—1980-84 Lao—1976-82 Chinese/VN—1979-82 Hmong—1979-96 Mien—1980-86	After 1965 immigration reform.	After 1988 glasnost Russian—1989-96 Ukrainian—1989-96 Belorus—1993-96 Moldovan—1993-96	After 1988 glasnost Armenian—1990-96
Voluntary minority. Education and norms imposed by majority. In US and Philippines, first schooling in English.	C-T-K-J: Voluntary minority. V: Involuntary minority (refugee fleeing political persecution). Education and norms imposed by majority. 1st schooling in English.	Involuntary minority (refugee fleeing political or ethnic persecution). Education and norms imposed by majority. First schooling in English.	Voluntary minority. Education and norms imposed by majority. First schooling in India and US in English.	Voluntary minority (refugee fleeing religious persecution) Education and norms imposed by majority. First schooling in English	Voluntary minority. (refugee, fleeing religious persecution). Education and norms imposed by majority. First schooling in English
Many languages. National language is Tagalog (roman). English is 2nd national language (taught in schools).	Chinese (written) Idiographic script. Taiwanese—traditional Chinese characters (idiographic) Korean (alphabetic) Japanese (alphabetic) Vietnamese (roman with diacritic marks)	Khmer—alphabetic (Sanskrit base) Lao—alphabetic (Sanskrit base) Hmong—roman Mien—Chinese characters and roman	200+ languages. Hindi (Sanskrit based) and English are national languages.	Cyrillic (alphabetic) Ukrainians were denied literacy; Russian imposed.	Armenian (alphabetic) Some Armenians denied literacy, but most maintained access to it through resistance or church.
	"100" family names. Have meanings. Family names first. Generation names. Use of role names. Wife keeps name.	Family names first. (except Lao). Clan incest for Hmong Use of role names Wife keeps name.	Singh (male), Kaur (female): baptized Sikh.	Male/female names end differently: "ov" and "ova" for Russian, "skiy," "skaya" for Ukrainian. Patronymics as middle names.	Names end in "yan" or "ian." Letter "g" stands for an "h" sound. Many Biblical given names. Family names first.
Extended, patrilineal, hierarchical by age and gender.	Extended, patrilineal, hierarchical by age and gender. Ancestor tree at least 5 generations. Mother-in-law is important figure.	Extended, patrilineal (Lao: bilateral), hierarchical by age and gender. Mother-in-law is important figure.	Extended, patrilineal, hierarchical by age and gender.	Extended, patrilineal, patriarchal Hierarchical by age and gender. Grandmother "baba" important figure.	Extended, patrilineal, patriarchal. Hierarchical by age and gender.
	Culture ranks scholar very high, literacy results in family honor. Long tradition of written materials (3-4000 yrs)	Literacy in Angkor (Cambodia, 1000 yrs?), Lao more recent. Mien—Chinese literacy a mark of status. Roman orthography linked to missionary, destruction of traditions. Hmong literacy 40 yrs.	Ancient tradition of literacy (Pali language), Hindi-like script used by Thai, Lao, Khmer, etc. and for languages in India. English literacy imposed.	Russian language was imposed for 70 years. Ukrainians' written history and literature was destroyed. In US, Ukrainian parents highly motivated for kids to read Ukrainian.	Literacy in Armenian script is central part of culture and history.

are a very similar set of learned "unwritten rules" about life.

Conjunctions: Transition words that cause comprehension problems for English learners!

ENGLISH	RUSSIAN	ARMENIAN
Jack and Jill ran. Jack ran; in addition , he fell. Jack ran; furthermore he fell. Jack ran; moreover he fell.	Олег и Оля побежали и упали. Олег побежал, и пребывая к этому он упал. Олег побежал, к тому же он упал. Олег побежал, и к тому же он упал.	Կարենը և Կարինեն վազեցին: Կարենը վազեց, դրան գումարած նա ընկավ: Կարենը վազում էր, ավելին ասած նա ընկավ: Կարենը վազեց, նա նաև ընկավ:
Jack or Jill ran. Neither Jack nor Jill ran.	Олег или Оля бежали. Ни Олег. ни Оля не бежали.	Կարենը կամ Կարինեն վազեցին: Ոչ Կարենը, ոչ էլ Կարինեն չվազեցին:
Jack ran but Jill fell. Jack ran with Jill; still she fell. Jack ran with Jill, nevertheless she fell. Jack ran with Jill; however , she fell. Jack ran with Jill, yet she fell. Although Jack ran with Jill, she fell.	Олег бежал, но Оля упала. Олег бежал, Оля всё-таки упала. Олег бежал Оля тем не менее упала. Олег бежал, однако Оля упала. Олег бежал, но Оля упала. Хотя Олег бежал, Оля упала.	Կարենը վազեց, բայց Կարինեն ընկավ: Կարենը վազեց, այնուամենայնիվ Կարինեն ընկավ: Կարենը վազեց, այնուամենայնիվ Կարինեն ընկավ: Կարենը վազեց, ինչևից է Կարինեն ընկավ: Կարենը վազեց, այնուամենայնիվ Կարինեն ընկավ: Չնայած Կարենը վազեց, Կարինեն ընկավ:
Jack ran so he fell. Jack ran; consequently he fell. Jack ran; therefore he fell. Jack fell because he ran. Since Jack ran, he fell. Jack ran, for he was in a hurry.	Олег побежал, поэтому он упал. Олег побежал, следовательно он упал. Олег бежал, по этому он упал. Олег упал, потому что он бежал. Поскольку Олег бежал, он упал. Олег упал, потому что он торопился.	Կարենը վազեց, դրա համար ել ինքը ընկավ: Կարենը վազեց, հետևաբար ինքը ընկավ: Կարենը վազեց, ուստի ինքը ընկավ: Կարենը ընկավ, որովհետև ինքը վազեց: Քանի որ Կարենը վազեց, ինքը ընկավ: Չուշանալու համար Կարենը վազեց:
First Jack ran, then he fell. After Jill fell, Jack ran . Since the time Jill fell, Jack ran. Until Jill fell, Jack was running. When Jill fell, Jack ran. While Jill was falling, Jack ran.	Сперва Олег побежал, потом он упал. После того, как Оля упала, Олег побежал. С того времени, как Оля упала, Олег побежал. До тех пор пока Оля упала, Олег побежал. Когда Оля упала, Олег побежал. Пока Оля упала, Олег побежал.	Սկզբից Կարենը վազեց, հետո ընկավ: Կարինեի ընկնելուց հետո Կարենը վազեց: Կարինեի ընկնելուց ի վեր Կարենը վազում էր: Մինչև Կարինեի ընկնելը, Կարենը վազում էր: Երբ որ Կարինեն ընկավ, Կարենը վազեց: Կարինեի ընկնելու ընթացքում Կարենը վազեց:

SPANISH	HMONG	VIETNAMESE
José y María corrieron. José corrió; además se cayó. José corrió; además se cayó. José corrió; además se cayó.	Txoov thiab Npib khiav. Txoov khiav; ntxiv mus nws ntog ntxiv. Txoov khiav; ntxiv mus nws ntog ntxiv. Txoov khiav; ntxiv mus nws ntog ntxiv.	Thành và Hạnh chạy. Thành chạy, hơn nữa, anh bị ngã. Thành chạy, vả lại , anh bị ngã. Thành chạy, hơn nữa, anh bị ngã.
María o José corrieron. Ni María ni José corrieron.	Txoov lossis Npib khiav. Txoov lossis Npib tsis khiav. (Chong or Bee not run)	Thành hoặc Hạnh chạy. Cả Thành lẫn Hạnh đều không chạy.
José corrió pero María se cayó. José corrió con María, aún así ella se cayó. José corrió con María, aún así ella se cayó. José corrió con María, sin embargo ella se cayó. José corrió con María, sin embargo ella se cayó. Aunque José corrió con María, ella se cayó.	Txoov khiav tabsis Npib ntog. Txoov khiav nrog Npib; Npib tseem ntog. Txoov khiav nrog Npib tabsis Npib tseem ntog. Txoov khiav nrog Npib tabsis Npib tseem ntog. Txoov khiav nrog Npib tabsis Npib tseem ntog. Txawm tias Txoov khiav nrog Npib, Npib tseem ntog.	Thành chạy nhưng Hạnh bị ngã. Thành chạy với Hạnh; Hạnh vẫn bị ngã. Thành chạy với Hạnh, tuy vậy Hạnh bị ngã. Thành chạy với Hạnh, tuy vậy Hạnh bị ngã. Thành chạy với Hạnh, nhưng Hạnh bị ngã. Mặc dè , Thành chạy vui Hạnh, Hạnh bị ngã.
José corrió, por eso se cayó. José corrió por lo tanto se cayó. José corrió, por lo tanto se cayó. José se cayó porque corrió. Como José corrió, se cayó. José corrió porque tenía prisa.	Txoov khiav ces nws ntog. Txoov khiav, nws txawm cia li ntog. Txoov khiav, nws thiaj li ntog. Txoov ntog vim tias nws khiav. Vim tias Txoov khiav nws thiaj ntog. Txoov khiav rau qhov nws maj maj.	Thành chạy bị thế anh bị ngã. Thành chạy; cho nên anh bị ngã. Thành chạy; vì thế anh bị ngã Thành bị ngã tại vì anh chạy. Từ khi Thành chạy, anh bị ngã Thành chạy, bị vì anh đang trong lúc vội.
Primero José corrió, después se cayó. Después que María se cayó, José corrió. Desde el momento que María se cayó, José corrió. Hasta que María se cayó, José corriendo estuvo. Cuando María se cayó, José corrió. Mientras María se estaba cayendo, José corrió.	Xub thawj Txoov khiav ces nws thiaj ntog. Thaum Npib ntog ces Txoov khiav. Thaum Npib ntog ces Txoov khiav. Thaum Npib ntog ces Txoov tseem khiav. Thaum Npib ntog ces Txoov khiav. Sijhawm Npib ntog ces Txoov tabtom khiav.	Thành chạy trước, sau đ anh bị ngã Sau khi Hạnh bị ngã, Thành chạy. Từ l Hạnh bị ngã, Thành chạy. Cho đến khi Hạnh bị ngã, Thành chạy. Khi mà Hạnh bị ngã, Thành chạy. Trong khi Hạnh bị ngã, Thành chạy.

Chinese Heritage Community Language Schools

From Theresa Hsu Chao

Approximately 82,675 students are taking Chinese in 634 heritage community schools across the country (National Council of Associations of Chinese Language Schools).

History

1848: immigration of Chinese laborers.

1905: Secretary of Justice of the Ch'ing Dynasty came to the US; recommended that the Chinese government establish Chinese language schools in Chinese communities; several were established in San Francisco, New York and Chicago.

1930s: schools in Los Angeles, San Diego, Washington, New Orleans, Minneapolis, and Oakland.

1965: US immigration reform; influx of well-educated immigrants from Taiwan and Hong Kong who established parent-run schools.

Status of Chinese Language Schools

For-profit: mostly kindergartens, child care centers, and tutorial programs for secondary students.

Nonprofit (volunteer-operated) or nonprofit (voluntary administrators and board members partially compensated teaching staff):

affiliated with community or religious organization.

open on weekends or after regular school hours.

parents are members of the school's administrative body, which formulates and adopts bylaws and elects the board of directors, the principal, and administrative officials (small schools may have no board members; others may have from 3 to 30 board members).

board approves faculty, materials, procedures.

principal is responsible for operation;

tuition: \$70 to \$250 per student for each 10- to 17-week semester for 3 hours of classes per week; afterschool tuition comparable to daycare centers.

donations are solicited from local businesses, institutions, individuals, and funds are raised with dinners, dance parties, picnics, and exhibits, selling gift certificates.

parent volunteers: donate time and pool their skills to run the schools.

mandatory Parent Service Plan: school board calculates the total hours of service needed to operate the school and divides the workload by the number of parents with children enrolled; each parent is required to work a certain number of hours during the semester; to ensure that the system is fair, parents are asked to make a cash deposit at the beginning of the semester to guarantee their services; those who fail to work their required hours do not get their deposit refunded. This system has been widely adopted by Chinese language schools in southern California.

high school and university students: they are awarded community service certificates and may be eligible for community service credits from their public schools or internship credits from universities.

Student Placement

Factors: competence in Mandarin, age, family background.

Mandarin Only Classes: students of different ages and varying levels of Mandarin are grouped in one class; schools with 150 or more students: group students according to levels of Mandarin proficiency; schools with 300 or more: group students by both age and level of Chinese. The age span is one or two years in beginning classes and two to four years in mid-level and advanced classes.

Mandarin as a Second Language Classes: for students who speak only English or who

speak another Chinese dialect; emphasize listening and speaking; goal is to place students in regular Mandarin classes within a year or two.

Chinese High School Credit Classes: listening, speaking, reading, and writing skills; students earn credits accepted by certain regular high schools.

Programs Offered

Weekend: 3 hours a week on Friday evening or on Saturday or Sunday; 2 hours for language learning, 1 hour for cultural activities or field trips; alternatively, all 3 hours for language learning.

Afterschool: classes are held in public high schools from about 3:00 to 6:00 p.m. on weekdays; 1 hour of Mandarin, 1 hour of Chinese culture, 1 hour of tutorial lessons in English, mathematics, or homework; very popular with parents and students.

Summer: 3 hours or more each weekday; 6-8 weeks.

Curriculum and Tests

Texts: most frequently are those published in Taiwan or the People's Republic of China; 1 volume per year is taught in weekend programs; 2 volumes in afterschool programs; teacher-prepared supplementary materials.

Teacher help: monthly newsletter from Taiwan that offers lessons and teaching ideas.

Cultural classes: calligraphy, history, folk dance, chess, origami, martial arts (lion dance), brush painting, public speech, drama, ball games; mathematics and computer courses in Chinese.

Chinese language tests: Center for Applied Linguistics; SAT II Chinese Language Test (American College Board) measures the language abilities of all students who have taken 2 to 4 years of Chinese in an American high school.

Earning Credits: Why a Good Idea?

- There has been an increase in the number non-Chinese students enrolling in Chinese language schools;
- There has been an increase in the number of students of Chinese descent who attended Chinese language schools now taking Chinese in US colleges and universities for credit;
- There has been improved student performance and more rigor to the language study, confirmed by standardized tests; Standardized test scores of Chinese language school students are now accepted by some formal educational institutions;
- There has been an increase in the number of school districts which grant credit to students for their study at Chinese language schools.

Credit transfer status: 92 of 102 Chinese language schools in southern California are eligible to apply for credit transfer status; 28 have applied and been approved; 74 of 87 schools in northern California are eligible; 9 have actually been granted credit transfer status.

Grading: Credit transfer for electives: pass/fail. Credit transfer for language classes: pass/fail or letter grade.

Number of credits: depends on degree of difficulty of the course; rank of the Chinese language school in its region; relationship between the school and the local school district. In San Francisco, the City Bureau of Education offers a number of tests for students of different language levels. A student enrolled in a Chinese language school will be eligible for five credits upon passing each test.

Wang, X. (Ed.). (1996). **A view from within: A case study of Chinese heritage community language schools in the United States.** Washington, DC: National Foreign Language Center. eric@cal.org

Foreign language testing database

www.cal.org/cal/db/ft/langlist.htm

UCLA Language Materials Project
www.lmp.ucla.edu

Less Commonly Taught Languages
carla.acad.umn.edu/lctl

Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments

Thompson, Lynn (Delta Systems 800-323-8270)

PAN ASIAN PUBLICATIONS

Pan Asian Publications (USA), Inc., 29564 Union City Blvd, Union City, CA 94587-1245. (800) 909-8088, fax: (510) 475-1489; info@panap.com; www.panap.com

Pan Asian has published critically acclaimed children's stories in various bilingual (predominantly English/Asian) formats, including materials in Chinese, Vietnamese, Japanese, Korean, Thai, Khmer, Lao, Hmong, Tagalog, English, Spanish, and Russian. Recent publications include:

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Hardback. English; English/Chinese; English/Spanish; English/Vietnamese; English/Hmong. \$16.95.

For ages 4 and up. A folk tale that is the basis of countless Chinese poems, essays, operas, paintings, comic books, and an upcoming animated movie from Disney. It is the story of a young lady who disguises herself as a man and fights in the army in place of her aging father.

The Making of Monkey King

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For ages 6 to 9. The Monkey King is well-known by cultures of the Chinese sphere of influence, and his ongoing exploits teach valuable life lessons. This book is the first of a series.

The Rainbow Fish

Rainbow Fish to the Rescue

Marcus Pfister. Hardback. English; Spanish; Japanese; English/Chinese; English/Vietnamese; English/Korean; English/Tagalog; English/Khmer; English/Hmong. \$18.95.

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Simon and his Boxes

Giles Tibo. Hardback. English/Chinese; English/Spanish; English/Vietnamese; English/Hmong. \$12.95.

For ages 3-6. Canadian award-winning story about animals and their houses.

The World without "F"

Brian Marchant. English/Hmong. \$10.50.

For grade K-1. Chong imagines life without the phoneme "f."

Chemistry for Freshmen

Textbook in general and inorganic chemistry used by first year students at the University of Saigon, 1989.

Vietnamese, \$13.44.

Organic Chemistry for Freshmen

Vietnamese, \$25.50.

Physics for Grade 12

Vietnamese, \$25.50.

Geometry and Analytic Geometry

Vietnamese, Grades 12-13, \$11.20.

TEACHING ALIVE! CD-ROM

The Center for Research on Education, Diversity and Excellence (CREDE) has produced an interactive professional development CD-ROM called "Teaching Alive!" Designed as a textbook for teacher pre-service or in-service education, this CD-ROM acts as a virtual classroom, presenting: five principles for effective teaching of at-risk K-8 students; 35 minutes of real video clips of teaching practices for all students, including those placed at-risk by cultural, linguistic, racial, geographic, and economic factors; transcripts of each lesson

"Teaching Alive!" is currently available for the Power Macintosh; a Windows 95

version is being developed for release in May 1998. The cost is \$49 each for individuals/institutions and \$39 each for students and college/university bookstores. Add 10% for shipping.

To order a copy or request more information, contact: CREDE, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292; www.cal.org/crede.

CHECKPOINTS FOR PROGRESS

A U.S. Department of Education publication, "Checkpoints for Progress," seeks to provide teachers and parents with checkpoints for reading and writing by developmental period. Six periods are identified — birth to 36 months, three and four years of age, and third, sixth, ninth, and twelfth grades. The checkpoints identify reading and writing milestones for each period and explain how an instructor or parent can help during a particular period. Recommended readings are included, as well as a reading excerpt to be used as a short assessment exercise. "Checkpoints for Progress" was developed by a subgroup of the America Reads Challenge.

For more information on the development of the checkpoints, as well as the full-text document of checkpoints by developmental period, see www.ed.gov/pubs/CheckFamilies/cover.html

IMPROVING LATINO EDUCATION

The Winter 1997 issue of Educational Testing Services (ETS) Policy Notes discusses demographic trends and educational conditions affecting Latino students.

Valencia, Ricahrd (University of Texas, Austin), *Latinos and Education: An Overview of Sociodemographic Characteristics and School Conditions*. Article discusses demographic trends and schooling conditions leading to low academic achievement, (curriculum differentiation, defined as the grouping of students based on perceived and/or measured educability).

Caldero, Margarita (Johns Hopkins University), *Preparing Teachers and Administrators to Serve the Needs of Latino Students*. Article lists components and

characteristic of successful whole-school approaches at the elementary, middle, and high school levels.

Hurtado, Aida (University of California at Santa Cruz) and Garcia, Eugene (UC at Berkeley), *Students' Pathways to Higher Education: Policy Lessons Learned from the Latino Eligibility Study*. This article uses a funnel image to describe Latino students "flow" through the California educational system, resulting in only 4 percent of Latino students who graduate from California's schools being eligible to attend the University of California.

Richard Duran, Francisca Escobar, Michele Wakin (UC at Santa Barbara), *Improving Classroom Instruction for Latino Elementary School Students: Aiming for College*. Achievement, activities that give rise to achievement, and assessing achievement are covered in this article promoting collaboration between school practitioners and university-based research.

For information on ETS Policy Notes, contact Educational Testing Services, (609)734-5694; pic@ets.org; www.ets.org/research/pic/v8n1c.html

SPANISH LANGUAGE MAT'LS LIST

Sources of Spanish Language Materials for adults, teens, and children, including reviews and on-line sources. For additional information contact Ben Ocon at: bocon@slcpl.slcpl.lib.ut.us.

Bilingual research, policy, UNZ updates

Need information on current bilingual and English language proficiency research? Looking for the new meta-analysis study? Go to this site...

ourworld.compuserve.com/homepages/JWCRAWFORD

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- #9613 *Introduction to Vietnamese Culture* (Te, 1996. \$5.00. Carton price \$4.00).
- #9512 *Handbook for Teaching Armenian Speaking Students*, Avakian, Ghazarian, 1995, 90 pages. \$7.00. No carton discount.
- #9411 *Parent Involvement in School: A Handbook for Language Minority Parents & School Personnel (Vietnamese Glossary & Summary)*, Huynh Dinh Te, 1994. \$5.00. No carton discount.
- #9410 *Amerasians from Vietnam: A California Study*, Chung & Le, 1994. \$7.00. No carton discount.
- #9409 *Proceedings on the Conference on Champa*, 1994. \$7.00. No carton discount.
- #9308 *Selected Resources: People from Cambodia, Laos & Vietnam*. Lewis, ed. \$5.00. No carton discount.
- #9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)
- #S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50)
- #S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50)
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- #S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. \$9.00. Carton discount: \$7.00.
- #S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob Huynh D Te, translated by Lue Vang, 1988. \$2.00 (no carton price)
- #S9006 *Vietnamese Language Materials Sourcebook* Huynh Dinh Te, 1990. \$2.00 (no carton discount)

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