

Context:

Southeast Asians in California

Volume 9, Number 73, April, 1989

(formerly "Refugee Update")

Folsom Cordova Unified School District
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Judy Lewis, Editor

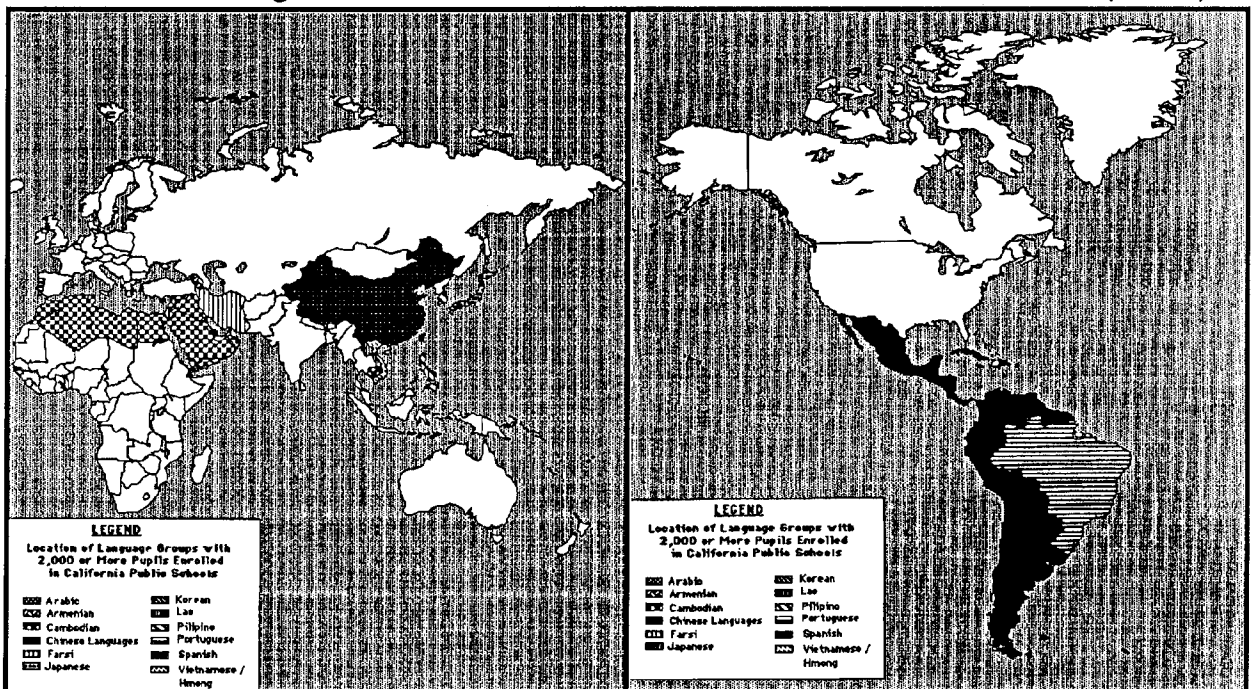
LANGUAGE CENSUS FINDINGS

The results of the 1988 R30 Language Census were recently sent out. This required state count is by grade, school, district, language, and language proficiency. As you can imagine, there are many ways to look at the results!

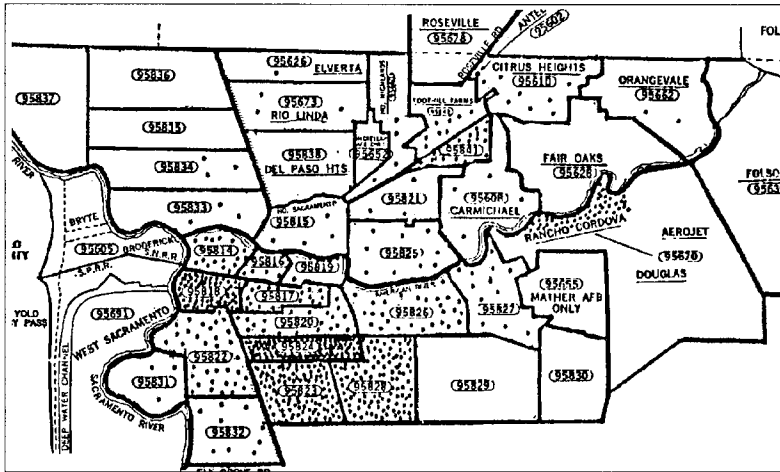
The findings of general interest were:

- The majority of Hispanic LEP students come from Mexico and El Salvador.
- The majority of Asian LEP students come from the People's Republic of China, Taiwan, Korea, Cambodia, Laos, Vietnam, and the Philippines.
- The majority of Middle Eastern LEP students come from Iran, Syria, Lebanon, and Jordan.
- The majority of European LEP students come from the Azores (Portuguese).

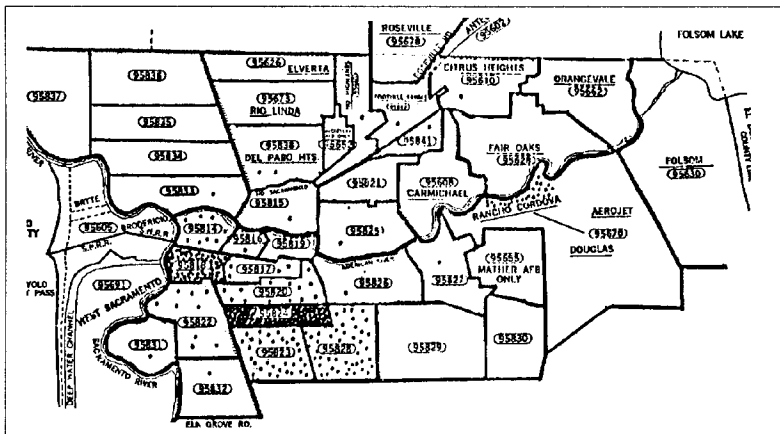
Countries of Origin for LEP Students in California Public Schools (1988)



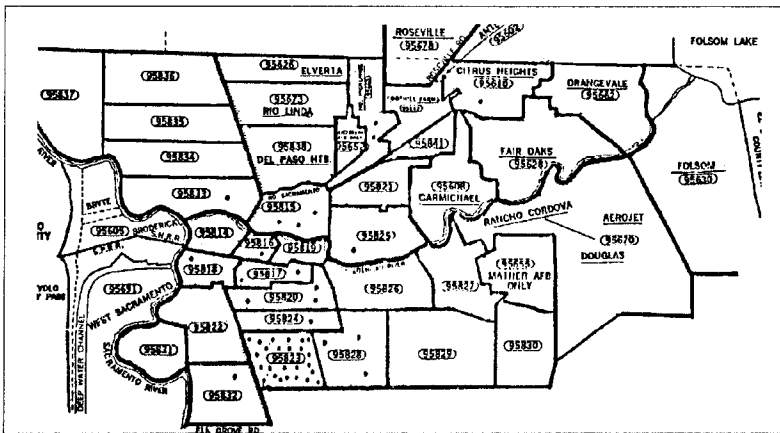
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Vietnamese



Chinese (from Southeast Asia)



Cambodian

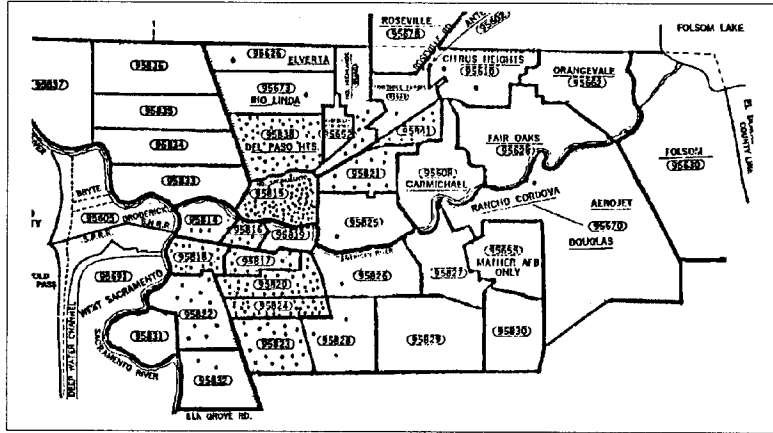
Southeast Asians* in Sacramento County, 1988

(*who have contact with Department of Social Services for public assistance programs)

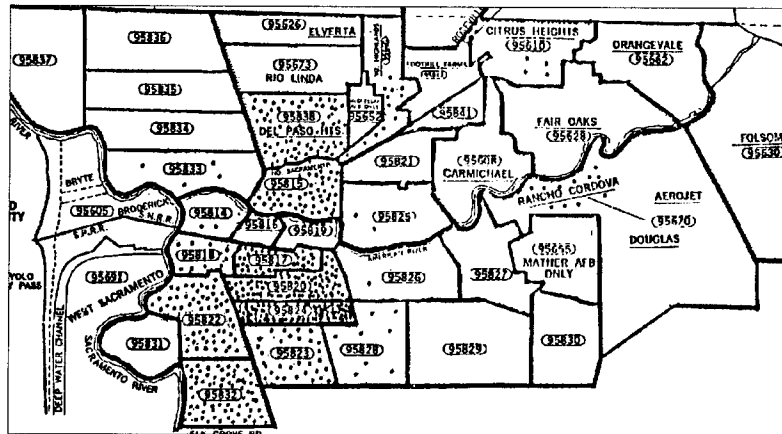
Zipcode	VN	Chi	Camb
95608	11		
95610	17		7
95621	1		
95624			
95626	1		
95628	1		
95660	8	1	8
95662	1		
95670	113	80	
95673	10		
95693			
95814	57	25	
95815	10	6	16
95816	12	10	2
95817	73	20	8
95818	204	252	7
95819	1		
95820	85	39	15
95821	6		
95822	124	29	
95823	419	122	119
95824	298	571	
95825	19		2
95826	53	4	
95827	23		
95828	332	138	15
95829	4		
95831			
95832	42	10	3
95833	13	6	5
95834	12	9	
95837			
95838			2
95841	58	1	
95842	14	1	
95864			
Total	2022	1324	211

Lao Hmng Mien All SEAn

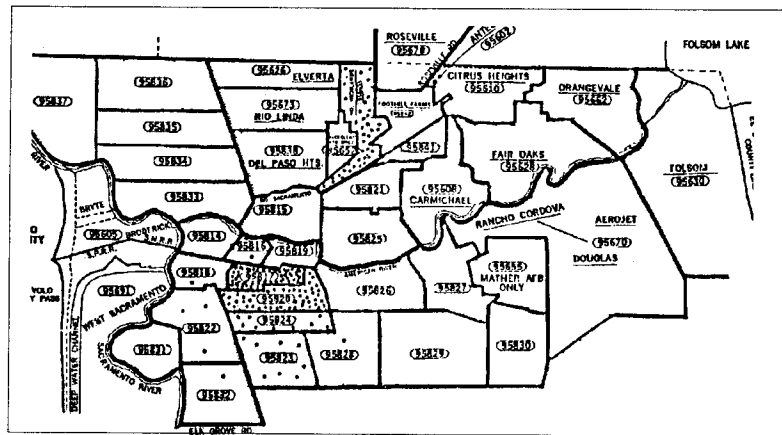
1			48
4	20		142
3			22
			4
2			12
			5
16	45	141	649
			22
4	50		768
3			41
			1
13	6		290
319	249	1	1343
9		3	110
31	135	211	1133
57	47	4	1489
			7
115	370	167	1804
33			129
40	303	12	1118
83	170	29	2106
9	495	30	3718
2	11		125
1	4		296
1			137
6	40	4	1618
			10
			33
10	360	3	820
	20		95
	1		34
			1
180	330		1087
21			234
2			99
			11
1064	2656	605	19561



Lao



Hmong



Mien

The graphics on this page are scanned from larger originals made by Hach Yasamura of the Department of Social Services. Each black dot represents about 10 people who are collecting some kind of public assistance as of December, 1988, by zip code area within Sacramento County (West Sacramento, Bryte, etc are in Yolo County).

(from page 1)

- Of 4 million students K-12, 14% are LEP (limited English proficient)
- 13% more are FEP (fluent English proficient)
- Students speak more than 45 languages (undercounted, as many languages are subsumed under "other")
- Between 1984 and 1988, the LEP student category increased 34%
- Farsi LEP: 121% increase
- Hmong LEP: 106% increase
- Cambodian LEP: 105% increase
- Spanish LEP: 33% increase
- Lao: 31% increase
- Korean: 29% increase
- Cantonese: 12% increase
- Vietnamese: 8% increase
- 7 of 10 LEP students are K-6.
- LA, Orange, and San Diego counties contain 60% of the LEP students
- 94% of teachers in bilingual classrooms speak Spanish; 73% of the LEP students speak Spanish.

From Table 1
(Longitudinal trends—Sacramento County)

	<i>Sac Co.</i>	<i>State</i>	<i>%</i>
1988	11,397	652,439	1.7%
1987	10,340	613,224	1.7%
1986	9,539	567,564	1.7%
1985	8,911	524,082	1.7%
1984	7,710	487,835	1.6%

From Table 4
(LEP students by language—
Sacramento County)

Spanish	2,920
Vietnamese	1,449
Cantonese	1,735
Cambodian	151
Pilipino	252
All other	4,890

From Table 10
(Bilingual staff—Sacramento Co.)

Teachers (Bilingual Cross Cultural)	62
Teachers (Engl Lang Devpmt)	67
Bilingual aides	238

(For more information: Program Evaluation and Research Division, Educational Demographics Unit, CA State Dept of Educ, PO Box 944272, Sacramento, 94244-2720.)

Bilingual Education: History, Politics, Theory, and Practice.

James Crawford, Crane Publishing Co. \$16.98 plus tax. Order from Crane Publ Co, 1301 Hamilton Ave, PO Box 3713, Trenton, NJ 08629. (800) 533-6279.

Looking for a summer Hmong class?

We are planning to have a self-supporting Hmong class this summer at the SEACom- munity Resource Center, two hrs/day, for an as yet to be determined number of weeks. We are particularly interested in persons who have already taken the survival Hmong classes, and want to go on. Call before May 30 if you are interested (635-6815, Lue Vang)..

Newcomers to America

(Produced by Pacific Standard Television, Portland, OR). Video-based educational materials for and about refugees; two packages available now, one under production.

Package 1—\$200.00 Refugee Orientation Programs

Adjustment to a New Way of Life (21 minutes): A look at four different refugees, and the obstacles they face, and how they learned to cope with American society.

Introduction to American Law (9 minutes): Voting, role of governments, individual rights.

Here to Help: The Police in America (20 minutes): American law enforcement as tax-supported civilian institutions created to defend life, liberty, and property of every citizen.

Good Neighbors (11 minutes): American standards of "good neighbor"—concepts of property, ownership, and privacy.

Family Law in America (13 minutes): Case of a Southeast Asian family that learns about domestic law in America.

Motor Vehicles and the Law (20 minutes): Vehicle laws, requirements to operate a motor vehicle, and operators' responsibilities.

Fishing, Hunting, and Firearms (10 minutes): Conservation as the motive for fishing and hunting regulations. Safety in sporting activities.

Package 2—\$150.00 Cross-Cultural Training

In a Strange Land: Police and the Southeast Asian Refugee (18 min-

utes): Designed to help law enforcement officials deal appropriately and efficiently with SEAsians, especially in times of stress.

Culture Clash and the Law in America (39 minutes): Actual case of a Vietnamese man charged with the murder of his girlfriend. Designed for judges, attorneys, interpreters, and anyone else involved with non-English speakers in the judicial system.

Cultural Diversity: Meeting the Challenge (20 minutes): Designed to increase resident Americans' understanding of other cultures—especially the refugee's confusion about living in a new land.

Both Packages 1 and 2 for \$325.

Package 3: Socio-Cultural Issues (now in production)

Refugee Youth in America
The American School System
Refugee Women in America
Refugee Health Issues
Refugee Housing Issues
Crime Prevention
Finance Issues
Consumerism

Order from *Newcomers to America*,
PO Box 339, Portland, OR 97207.

California State Dept of Social Services presents

The Second Annual Refugee Mutual Assistance Association Recognition Week

May 22-26, 11:30 a.m. to 1:30 p.m.

Bateson Building Atrium, 1600 9th Street

Free

Contact Kathleen Norris, (916) 322-2612



Features exhibits, arts, crafts, food, dancing, music from Africa, Eastern Europe, the Middle East, and Southeast Asia.

Nutrition Education Materials for the Hmong

(\$8.00, to UC Regents, from Joanne Ikeda, Nutrition Education Specialist, University of California, 9 Morgan Hall, Berkeley, CA 94720, (415) 642-2790.)

The packet includes:

Bilingual sheets:

Hmong Food Guide
Food for Your Body
Too Much Fat, Sugar and Salt...
Storing Foods
Breads
When You Buy Cereal...
Cookie Recipes

Reference Sheets (English only)
Calcium, Folicin, Iron, Zinc

Slide Set: Food Habits of the Hmong in Central California

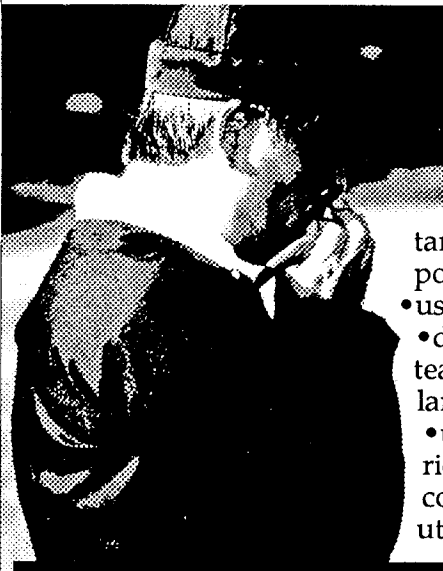
(\$67.60, to Visual Media, UC Davis, CA 95616. Also available on loan from local county Cooperative Extension offices.)

Based on a study done by Joanne Ikeda, UC Berkeley Cooperative Extension in 1986. In interviews with 205 homemakers, she found that Hmong families tend to:

- eat two or three meals a day.
- snack infrequently; soft drinks are the most common snack.
- rely on staples such as rice (Cal Rose, a medium grain, is preferred), mustard greens, chicken, and pork.
- use spoons and forks.
- drink water or fruit juice; tea and coffee are not popular.
- use the mortar and pestle, rice steamer or electric rice cooker as basic cooking utensils.

- steam and stir-fry food; baking is an unfamiliar process, and homemakers would like to learn to make bread, cookies, cake, and pizza.
- enjoy fresh fruit and vegetables.
- look for freshness in food; canned or frozen items are not popular.
- slaughter cows or pigs at local ranches; fresh meat is more popular than store wrapped meat pieces.
- buy much of their food at American supermarkets, but some items are bought at smaller Asian markets; husbands and wives often shop together, and know how to compare prices and stretch their food dollars.
- fish and hunt to supplement the food supply.
- New foods include hamburgers, cheese, carrots, bread, cake, milk, apples, celery, cauliflower, bell peppers, hot dogs, spaghetti, sandwiches, corn dogs, cereal, and pie.
- Some Hmong have lactose intolerance, and have gastrointestinal problems when milk products are consumed.
- The level of nutrients that are commonly taken in adequate amounts include protein, vitamins A & C, thiamin, riboflavin, niacin, and vitamin B-12.
- Nutrients that are less than 2/3 of the RDA include calcium, iron, zinc, magnesium, vitamin B-6, and folicin.
- Improvements in the usual Hmong diet could be made by eating more of some of the foods they are already familiar with: tofu, oranges, broccoli, bananas, eggs, and leafy greens. The calcium levels will probably remain low unless milk products are added to the diet; many children are learning to drink milk at school.

Hmong Vang from Sacramento blowing a message on a leaf, 1987.



U.S.—Indochina Reconciliation Project

directed by John McAuliff

This Project sponsors delegations of educators to Indochina to strengthen teaching about Indochina in the U.S., to provide teachers and scholars in Indochina and from the U.S. an opportunity to meet, to work towards future exchange and field work opportunities, and to foster reconciliation. Past trips have been to Vietnam, but the Project hopes to offer opportunities to visit Laos and Cambodia in the near future. Participants are selected, and the costs borne by the participant. Inquiries: 5808 Greene Street, Philadelphia, PA 19144.

More sources of materials on Vietnam, Cambodia and Laos

• *Dalley Book Service*, 90 Kimball Lane, Christianburg, VA 24073. First catalogue is free, then continues for buyers. For non-buyers, subsequent catalogues are \$10 per year.

• *John Randall*, 47 Moreton St., London SW1V 2NY, England.

• *CORMOSEA (Committee on Research Materials on Southeast Asia)*, Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109. *CORMOSEA Bulletin* subscriptions are \$5/yr for individuals, and \$8/yr for institutions.

• *Asia Library Services*, POBox 867, Auburn, NY 13021-0867. Microfilm reproductions of periodicals from Laos (*KPL Bulletin Quotidien*, *KPL News Bulletin*, *Khaosan Phathet Lao*, *Office Lao de Traductions*, *Pasason*, *Siang Pasason*, *Viangchan Mai*, *Vientiane News*).

• *Asian Studies Association of Australia*, Secretary, School of History, University of New South Wales, PO Box 1, Kensington, Australia 2033.

• *Institute of Southeast Asian Studies*, Heng Mui Keng Terrace, Pasir Panjang, Singapore 0511.

• *Yale Southeast Asia Studies Program*, Box 13A Yale Station, New Haven, CT 06520.

• *Asian Research Service*, GPO Box 2232, Hong Kong.

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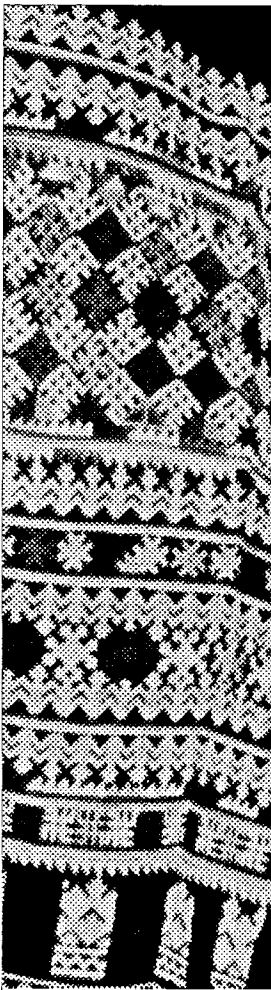
San Jose office: 1435 Koll Circle, #102, San Jose, CA 95112. (408) 295-4800, (800) 833-2252

As you look up something in the yellow pages, imagine how difficult it would be in a language that is not your mother tongue. *Direct Language*, for the last 6 years, has provided solutions to the problems of access to community services, agencies, and resources for Chinese, Vietnamese, Japanese, and Spanish second language speakers in California.

Direct Language is the publisher of the *Asian Yellow Pages* (in Chinese, Vietnamese, and Japanese for the San Francisco Greater Bay Area) and the *Hispanic Yellow Pages* (15 different areas throughout California and Arizona). These unique yellow pages are produced for specific geographical areas and include not only product and service information in the languages noted above, but also have a well researched front information section which gives needed information about utility services, emergency and health services, governmental and community organizations and local transportation.

Free copies are distributed through the mail, Official Distribution Centers, selected schools (State Superintendent of Schools Bill Honig has given permission to distribute the *Hispanic and Asian Yellow Pages* through schools serving second language communities), and public events (Cherry Blossom Festival, Tet Festival, etc).

For your free copies, or if you would like to have your business or non profit organization's services included in the next edition, contact *Direct Language*, at the above address. Translating, typesetting and graphic design services are also available in any language through *Direct Language*.



stitchery from Mien women's trousers.

New at the Center

- 1703 *We Come From Vietnam* (Stanek), children's book.
- 1704 *Hmong: History of a People* (Quincy)
- 1705 *Refugee Mental Health in Resettlement Countries* (Williams & Westermeyer)
- 1712 *New Voices: Immigrant Students in US Public Schools* (Willshire)
- 1718 *Refugees: 1988 in Review* (Issue No. 59, Dec '88)
- 1728 *Lao Literture: The Guru Counsels Young Woman* (in Lao, Laos Dept of Ed)
- 1729 *Lao Grammar* (Seesvoy Suvanhmee, in Lao)
- 1734 *Stories from Classical Allusions: No. 3001* (Overseas Chinese Educ, bilingual Chinese & Eng)
- 1735 *Lao Literature: The Phralak Phralam* (Sakchikdananda Sahai, in Lao)
- 1742 *Adaptation of SEAsian Refugee Youth* (Rumbaut & Ima)
- 1744 *English-Hmong Bilingual Glossary* (Huynh Dinh Te, Transl by Lue Vang)
- 1755 *Storm over Laos* (Sisouk Na Champasak)
- 1764 *Lost in Translation: A Life in a New Language* (Hoffman)
- 1769 *Xov Xwm: Yim Hmoob*, Vol2, No2, Dec 88
- 1770 *Grammar of Mong Njua: Green Miao* (Lyman)
- 1777 *Hmong Batik: A Textile Technique from Laos* (Mallinson, Donnelly, Hang)
- 1779 *People* (Spier)--child's book
- 1780 *Forced Out* (Kismaric)
- 1786 *Area Handbook for Laos* (Roberts et. al, copy)
- 1787 *Voice from the Plain of Jars: Life under an air war* (Branfman, copy)
- 1788 *The Role of the Chinese in Lao Society* (Halpern, paper)
- 1796 *Teaching Pre- and Semi-Literate Lao and Cambodia* (Hancock & DeLorenzo)
- 1897 *Internat'l Ass'n of Yao Studies Newsletter, Feb 89*
- 1800 *Refugees from Laos (Mien)* (Crystal, video)
- 1802 *Working with Refugees* (Rose)
- 1803 *Legends of Vietnam* (in VN)
- 1804 *Cours Enfantin* (VN text)
- 1805 *Cours Elementaire* (VN text)
- 1806 *Cours Preparatoires* (VN text)
- 1808 *VN Traditional Stories (To Nguyet Dinh)*
- 1809 *VN Mystics (VN Truyen Ky Tap Truyen, Que Huong)*
- 1810 *Image of VN in the Past (VN Nam Nhung Hinh Anh Xua, Nguyen Khac Ngu)*
- 1813 *NCBE Forum Newsletter: Educating Refugees: Understanding the Basics* (Vol XII, No. 3)
- 622 *We Have Eaten the Forest* (Condominas)
- 623 *Khmer Buddhism & Politics* (Sam Yang)
- 624 *Khmer Folk Dance* (Sam Sam Ang & Sam Chan Moly)
- 625 *Khmer Court Dance* (Sam Chan Moly)
- 626 JSRC (Ban Vinai) *Xyooob Dag (Yellow Bamboo)*
- 627 *Hmong Folktales: An Oral Tradition* (Xiong Eng)

Context:

Southeast Asians in California

c/o Folsom Cordova USD
Transitional English Programs Office
2460 Cordova Lane,
Rancho Cordova, CA 95670

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