



# Context:

## Southeast Asians in California

Volume 8, Number 66 May-June, 1988

(formerly "Refugee Update")

Folsom Cordova Unified School District  
2480 Cordova Lane,  
Rancho Cordova CA 95670  
(916) 635-6815  
Judy Lewis, Editor

### *The Adaptation of Southeast Asian Refugee Youth: A Comparative Study*

**\*Rumbaut, Ruben G., and Kenji Ima. 1987.**

Summary of the report prepared for the ORR, Family Support Admin, US Dept of HHS, by the Southeast Asian Refugee Youth Study (SARYS), Dept of Sociology, San Diego State University, San Diego CA. Printed in Washington, DC by the Government Printing Office (110 pages).

This study looks at the comparative educational and occupational adaptation of Southeast Asian youths in the San Diego area. Test data from the schools and in-depth interviews with Vietnamese, Khmer, and Hmong refugee youth formed the basis of the study. The youth interviewed were born in Southeast Asia, but "formed" in the U.S.

#### OTHER STUDIES OF HOW THE YOUTH ARE FARING...

QBaizerman, Michael, Glenn Hendricks, Ruth Hammond, Norah Neale, and Phuc Nguyen. 1987. *A Study of Southeast Asian Refugee Youth in the Twin Cities of Minneapolis and St. Paul, Minnesota.*

Report prepared for the ORR, Family Support Admin, US Dept of HHS, by the Southeast Asia Refugee Studies Project at the University of MN. Printed in Washington, DC by the Government Printing Office (75 pages).

QPeters, Heather. 1987. *A Study of Southeast Asian Youth in Philadelphia: A Final Report.*

Report prepared for the ORR, Family Support Admin, US Dept of HHS, by the Institute for the Study of Human Issues of Philadelphia, Pennsylvania. Printed in Washington, DC by the Government Printing Office (110 pages).

Obtain free copies of the above by writing to Office of Refugee Resettlement, Family Support Administration, Room 1229 Switzer Building, 330 C St., Washington, DC 20201. Attn: Toyo Biddle.

#### *Among the findings--*

- Vietnamese were 10.9% of the graduating class in 1986, but they made up 23.4% of the valedictorians and salutatorians in the eleven high schools.
- GPAs ranked: Vietnamese, Chinese-Vietnamese, Hmong, Khmer, Lao.
- When GPAs are compared to CTBS reading, the GPAs present a picture of higher functioning than the norm-referenced reading scores.
- School suspensions (most to fewest): Vietnamese, Lao, Khmer, Hmong. Most frequent reasons? fighting with non-Asians. Vietnamese and Lao youth seem least able to avoid conflict, Khmer and Hmong most able.
- Drop out rate (highest to lowest): Khmer, Lao, Vietnamese, Hmong. The highest, Khmer, at 13.6%, was lower than Pacific Islander (17.1%) or Hispanic (14.1%).

#### *What are the predictors of successful adaptation?*

- longer time in the U.S.
- younger age at arrival (those past puberty with little school are most at risk)
- parental factors (degree of depression, amount of school, mothering skills).

#### *What was a surprising finding?*

- Hmong youth have the least likelihood of school success (in terms of GPA, at least) when looking at the predictors, but their average GPAs are in the middle-- below Vietnamese and Chinese but above Lao and Khmer.

\* ordered for the SEACommunity Resource Center.

## Books of Interest



### \*Working with Refugees, 1986


Peter I. Rose, editor.

\$17.50 cloth, \$12.95 paper. Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304, (718) 351-8800.



### \*Refugees: Issues and Directions, 1986

Special issue of *International Migration Review*, \$14.95. Center for Migration Studies, New York




### \*Calculated Kindness: Refugees and America's Half-Open Door, 1945-present.

Gil Loescher and John A. Scanlan  
Macmillan, New York, \$22.50



### \*The Guarded Gate: The Reality of American Refugee Policy,

Norma L. Zucker and Naomi Flink Zucker  
Harcourt Brace Jovanovich, \$22.95.



### \*Refugee Mental Health in Resettlement Countries

Williams, C.J. and J. Westermeyer (editors).  
Washington DC: Hemisphere Publishing Corp, 1986. \$45.



### \*\*A Cambodian Odyssey

Haing Ngor, 1987

Haing Ngor, academy award winning actor in the *Killing Fields* has written his own story, as a doctor surviving the holocaust. Available locally. \$20.



### \*The Vietnamese in America

Paul Rutledge, 62 pages, many photos  
Lerner Publications, 241 First Ave North, Mnpls, MN 55401.



### Yazou Zhoukan

("Asia Weekly Publication").

The world's first international Chinese-language publication. Contact *Asiaweek*, 8th floor, Toppan bldg., 22A Westlands Road, Quarry Bay HongKong. First year subscriptions are limited to government institutions.



### \*An Eye for the Dragon: Southeast Asia Observed, 1954-1986

Dennis Bloodworth, updated from the previous edition, 1954-1970.

Singapore \$29.90, cloth, 471 pages.

Times Books International, Times Centre, 1 New Industrial Road, Singapore.



### \*Losers are Pirates,

about \$11, from Tran Canh Xuan,  
Cajon Valley Union School District, El Cajon, CA.



### \*The Cambodian Agony

David A. Ablin and Marlowe Hood

ME Sharpe, 80 Business Park Drive  
Armonk NY 418 pp, \$35.

More and more personal accounts of the holocaust years are appearing on book shelves (Someth May's *Cambodian Witness*; Haing Ngor's *A Cambodian Odyssey*; Criddle and Mam's *To Destroy You is No Loss*), but this book provides the wider historical and political context that makes completes the picture. This book is a collection of 15 essays written after 1982, some of which were presented at an international conference at Princeton. (from *Asiaweek*).



## Asia Resource Center,

PO Box 15275,  
Washington DC 20003.  
(202) 547-1114.

### *Cambodia: This Shattered Land*

video, 60 minutes, ABC-TV documentary. \$50 rental.

### **\*Viet Nam: When Night Comes**

video, 30 minutes, made by returning International Voluntary Service workers, \$50 per copy (\$45 for refugee groups).

### *Southeast Asia Chronicle/Indochina*

*Chronicle* (1971-85). Back issues, complete set, \$100.

*The Block Prints of Viet Nam.* A display portfolio of 20 traditional colored woodblock prints that tell about daily life and ancient mythology. \$50 rental.

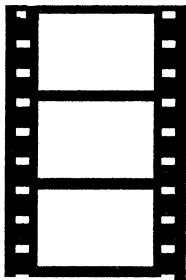
### **\*Of Quiet Courage: Poems from Viet Nam.**

Poetry of the U.S. Vietnam War Era, edited by Jacqui Chagnon and Don Luce. 150 pages with photos/artwork. \$3.00.

### **\*"Vietnamese Death Squads in America? A Casebook."**

*Asia Insights* (Summer 1986). Concise analysis of violent attacks in several U.S. cities on victims involved with Vietnam political issues. \$1.50.

## **\*Southeast Asia: The Land, People, and the Cultures**



Video (VHS) \$60.

Order from: SEAGEP, K W Dumars,  
Dept of Pediatrics, Bldg 27, Univ of  
CA, Irvine, 101 The City Drive South,  
Orange, CA 92668. (Make check to  
U.C. Regents).

Gus Frias, Manager

## Operation Safe Schools

Orange Country Dept of Education  
Costa Mesa, CA

Operates an intervention program aimed at 6th grade to high schoolers, and parents. Gus Frias is in law enforcement, with gang related crimes, so he speaks with knowledge. *Operation Safe Schools* is a pilot program, which might be applicable in other areas.

## Classroom & ESL Materials



Scholastic's

### **\*U.S. Express**

(14 biweekly issues), about \$2.25 per student

Newsletter correlated with basic ESL objectives: vocabulary development, oral reading, listening/speaking, reading comprehension, cultural literacy, content area vocabulary and concepts (geography, US gov't, US history, science, math, literature), skills development (reading and study skills, practical skills, writing skills), cross-cultural understanding.

Scholastic, Inc., PO Box 3710, Dept 4009, Jefferson City, MO 65102-9957.

### *LAS Reading/Writing Test*

Language Assessment Scales Reading and Writing Review Kit, \$12.50 Order No. 65720PT

CTB/McGraw Hill, 2500 Garden Road, Monterey, CA 93940. 800-538-9547

### *Spanish Assessment of Basic Education*

Review Kit, \$28.25 Order No. 80303PT. CTB/McGraw Hill, 2500 Garden Road, Monterey, CA 93940. 800-538-9547

### *ESL Adult Literacy Bulletin (newsletter).*

Alemay CCC, 750 Eddy St., San Francisco, CA 94109. Send 39¢ self addressed envelope to Susan Lawson.

### *IN PRINT: Beginning Literacy Through Cultural Awareness.* Addison Wesley.

*PREVENTIVE MENTAL HEALTH IN THE ESL CLASSROOM: A Handbook for Teachers.* American Council for Nationalities Service, 1986 (ACNS, 95 Madison Ave, New York, NY 10016, \$6.50).

### *A GUIDELINE FOR TEACHING LITERACY: A COMPETENCY-BASED CURRICULUM FOR USE WITH ADULT ESL STUDENTS.*

Dee Ann Holisky, George Washington University, 310 Project, Virginia Dept of Adult Education, 1985. D. Honlinksy, English, George Mason University, 4400 University Drive, Fairfax, VA 22030.

## Char-L's Intensive Phonics

for IBM and Apple

Phonics, word-attack, letter formation for non-literate adults; adaptable to ESL setting. Quick study, step by step approach.

Adult Phonics Courseware (H125) \$995.00

Order from Communication through Language Development,  
325 E. Delaware Rd, Burbank, CA 91504. (818) 845-9602.

## Indochinese Refugee Action Center (IRAC)

1118 22nd Street, NW, Suite 300, Washington, DC 20037.  
(202) 223-8866.

### *The Bridge*

(quarterly newsletter), \$15 per year

Past issues, per year \$12

volume I, 1984

volume II, 1985

volume III, 1986

volume IV, 1987

### Essays, etc:

**\*\*Hmong Youth Achievements in the Twin Cities**, 1987 (\$2.50)

**\*\*Hmong in the U.S.**, 1987 (\$8.00)

**\*Confronting New Realities** (1986 Indochinese Community Leadership Convention), 1986 (\$6.00)

**\*Bilingual Info on Immigration Procedures** (Khmer-English) (\$2.50)

**\*Management Workbooks for Self-employed People** (\$15.00)

**\*Organizing and Chartering Credit Unions**, 1986 (\$3.50)

**\*Listing of MAAs in the U.S.** call for price.

**\*Testimonies before the U.S. Congress** (1982, 1988) (\$10.00)

**\*Bibliography of Overseas Vietnamese Periodicals and Newspapers**, 1985 (\$3.95)

**Working With Your Consultant**, 1985 (\$3.50)

**\*Southeast Asian Mutual Assistance Associations: An Approach for Community Development** (from SEA Mental Health: Treatment, Prevention, Services, Training, and Research), 1985. (\$5.00)

**\*Highland Lao Ag Practitioner Workshop (Volume I, II)** (\$5.50, \$5.00)

**Current Resettlement Issues for Hmong Refugees in the United States**, 1983 (\$5.50)

**\*Survey of Refugee Self-Help Initiatives**, 1982 (\$10.80)

**The Cambodian Cluster Project: A Survey Report...**, 1982 (\$8.75)

**\*Domestic Violence in the Indochinese Community**, 1982 (\$10.00)

## Cambodian-American Cultural Institute

4912 Tanglewood Lane  
Stockton, CA 95207

This group has found a way to provide Cambodian language instruction to 400 school children after the regular school day is over, in a cooperating effort with Lincoln Unified School District. The teachers are volunteer, and the students pay no tuition. Now a non-profit corporation, the Cambodian-American Cultural Institute can accept tax-deductible donations to provide transportation, classroom supplies, and English language/American culture classes to adults. Call 209 477-2615 for information.



## New Faces of Liberty

*A Program for Teachers of  
Newcomer Students*

Grades K through 12

University of CA, Berkeley  
Graduate School of Education  
Zellerbach Family Fund

### **\*Background essays:**

(\$2 each, or \$10 per set), plus \$1.50 s/h for up to 4 essays.

*Working with Vietnamese High School Students*, Chung Hoang Chuong

*An Overview of the History and Culture of "Indochina"*  
William Collins

*Cambodian Refugees: An Introduction to Their History and Culture*, Paula Gillett

*Mexican Immigrant Children in American Schools: A Brief Sketch*, Alex M. Saragoza

*An Introduction to the Hmong People*, Wendy Walker

*The New Immigrants and California's Multi-Ethnic Heritage*, Charles Wollenberg

*Chinese Immigrant Students in the Classroom*, Sau-Ling Wong

### **\*Curriculum guide:** *The New Refugees*,

grades 5-8 (adapable higher and lower)

Karen Jorgensen-Esmaili, 120 pages, looseleaf. \$10 plus \$2 s/h.

Contact: Paula Gillett, Graduate School of Education, University of CA, Berkeley, CA 94720. (415) 642-4793. (Checks to UC Regents).

### **\*Linguistics of the Tibeto-Burman Area,** Volume 10, Number 2.

Hmong-Mien linguistics: papers from the SEA Studies Summer Institute conference held in Ann Arbor, MI, in 1985. Mien papers are on classifiers and spelling. Hmong papers deal with discourse, tones, phonetics, among other topics.

Issues are \$10 each, from Ms. Tanya Smith, LTBA, Sino-Tibetan Etymological Dictionary and Thesaurus Project, 2041 Bancroft Way, Suite 204, Berkeley, CA 94704.

## New "Occasional Papers" from the University of Minnesota

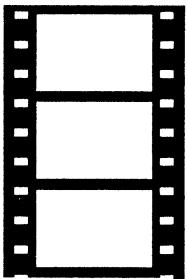
**\**Southeast Asian Refugee Youth: An Annotated Bibliography.*** SARS Occasional Papers Number Six. Hammond, Ruth E., and Glenn L. Hendricks, compilers. 1988. 139 pages. \$6.50, payable to University of Minnesota. Order from CURA, Univ of MN, 330 Hubert Humphrey Center, 301 19th Ave South, Mnpls, MN 55455. (612) 625-5535.

**\**An Annotated Bibliography of Cambodia and Cambodian Refugees.*** SARS Occasional Papers Number Five. Marston, John, compiler. 1987. 121 pages. \$4.50, payable to University of Minnesota. Order from CURA, Univ of MN, 330 Hubert Humphrey Center, 301 19th Ave South, Mnpls, MN 55455. (612) 625-5535.

**\**The Hmong: An Annotated Bibliography, 1983-87.*** SARS Occasional Papers Number Seven. Smith, J. Christina, compiler. 1987. 61 pages. (Follows *Bibliography of the Hmong*, second edition, 1983). (Ms Smith is from San Jose State University-649 S. Tenth St. #C, San Jose, CA 95112). \$4.00, payable to University of Minnesota. Order from CURA, Univ of MN, 330 Hubert Humphrey Center, 301 19th Ave South, Mnpls, MN 55455. (612) 625-5535.



## \*Blue Collar & Buddha, 1988.



57 minutes, video.  
Rental \$40. Purchase \$200.

This documentary by Taggart Siegel and Kati Johnson ("Between 2 Worlds"), focuses on the meeting of East and West among the Lao refugees who build a Buddhist temple on a small farmstead of a blue collar town

in the midWest. Features rich and colorful Buddhist ceremonies, Laotians working in a factory, and a monk in robes using a computer. Tensions in the town and attacks on the temple reflect the situations that occur in an increasingly diverse America. Winner of several awards.

Order from Siegel Productions, PO Box 6123, Evanston, IL 60202. (312) 528-6563 or (312) 334-2753.

## \*\*The Ravens:

The Men Who Flew in America's Secret War in Laos  
Christopher Robbins, 1987.

Crown Publishers, New York, \$19.95 (order through local bookstores)



*"From what was once the most secret city on earth, Long Tieng, the Ravens flew against the weather, the rules of engagement, and the odds. General Vang Pao, the leader of the Laotian allies in the North, fought until the end, when he saw his people exiled from their centuries-old mountain farms and villages. His friends, the Ravens, left Laos and returned to an America that neither knew nor cared about a war that never officially took place."*

*"Until now the story has been locked away in classified archives and the memories of those Americans and Laotians who fought and died in a war they believed in. This is the first time their story has been told, in a solidly documented, compelling narrative..."*

### Excerpts:

...Vang Pao wanted his own Meo fighter pilots to fly a squadron of T-28s. This was a tall order. Technologically, the Meo were in the stone age. Because of the rocky mountain terrain they were a people who had never developed the wheel, and did not even have iron tips on their wooden plows. When the Americans had first built landing strips in the country in the early 1960s, villagers had peered under the fuselages of the planes, anxious to discover their sex. In one remote province, near the Chinese border, so many man-eating tigers roamed the strip at night that Special Forces people were flown in to kill them, using chickens stuffed with grenades as bait.

A certain number of promising young men, hand-picked by Vang Pao himself, were sent to Udorn to be trained in a program, known as Waterpump, which the Air Commandos had set up to teach Thai, Lao and Meo to fly. In the case of many of the Meo they were taken from the backs of water buffalo one day and placed in the cockpit of a fighter the next. The commando instructors were sensitive and pragmatic when faced with native idiosyncrasies, and regularly used a local bonze (Buddhist monk), at \$7.62 a session, to exorcise aircraft possessed of bad *phi* (spirits)—the cost included such items as herbs and powder for the ceremony, plus cigarettes, toothpaste, and soap for the monk. Similarly, the Meo's grasp of western medicine was scanty—opium served as their only powerful medication. (As the Meo had built up no resistance to

(Note: Mr. Robbins uses the term "Meo" because that is how the Hmong were known during this time in history; he explains that it is used with no negative connotation. It was Dr. Yang Dao, after his return to Laos in the early 1970's who made it clear that "Hmong" is how the people wanted to be known.)

(continued from page 5)

drugs, up-country medics found that antibiotics cleared up a multitude of ills so quickly it seemed like magic.) But despite the enormous cultural and technological gaps, the Meo proved amazingly adaptable, and Vang Pao had his first batch of fighter pilots within six months.

The attrition rate was high. The first two weeks a new pilot was exposed to combat flying were the most critical. It was a period in which many died. Those who survived were expected to fly combat mission after combat mission, until they became among the most experienced fighter pilots in the world. "Fly till you die," the Meo pilots said cheerfully.

One man stood out among all the others. Lee Lue, a cousin of Vang Pao, had originally been a school-teacher to the Meo children in Long Tieng. He became the first Meo fighter pilot, and his instructor at Watpump declared him to be a natural. Experience had made him superb. "He was the best fighter-bomber pilot I have ever encountered," John Mansur said. "That includes Americans or anybody."

Lee Lue was a quiet but immensely personable man, with the definite strut of the fighter pilot. No mission was too dangerous for him, no weather too bad. ... "The first time I worked with Lee Lue he came right down the chute with two seven-hundred-and-fifty pound bombs—which most of the others would not carry," Art Cornelius said. "And he got down so low that he was never going to miss by far." Lee Lue flew so low in attack missions on enemy troops in the open that maintenance men sometimes found blood on his plane's propeller. When he was shot down on the Plain of Jars and an Air America H-34 helicopter could not land because of the terrain, he clung to the wheel strut until the pilot found a place it could. He took it in his stride and scarcely mentioned it, except in a handwritten note. "Mr. Baker. Please. You have for me one new parachute. Because I have not more. Lee Lue."

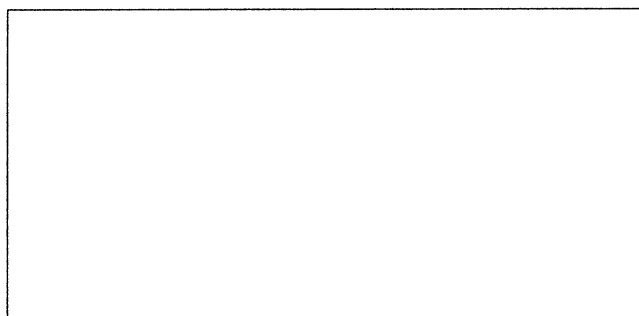
Ravens loved to work with him, even more than American Air Force colleagues. John Mansur had found a small gun emplacement and was attempting unsuccessfully to knock it out with a set of Phantom F-4s when Lee Lue flew into the area. The gun had made the Phantoms exceedingly cautious, and they were dropping from such an altitude that Mansur could hardly see them. The F-4s had already made several passes and dropped their entire bomb load. Lee Lue circled the gun site in his T-28 and watched the sorry spectacle for several minutes before calling Mansur on the radio. "What you have for target?"

"A twenty-three position." Mansur had no intention of putting a lone, slow-flying T-28 prop plane onto a 23mm anti-aircraft gun emplacement, but Lee Lue was insistent. "Let me bomb. No problem."

Figuring Lee Lue was going to do it anyway, Mansur

gave him the go-ahead. ... Lee Lue positioned himself for a run against the gun emplacement. He dropped down in a vertical dive, pickled off a single five-hundred pound bomb, and blew the gun out of existence. It was as impressive a display of aeronautical skill as anyone could ever hope to witness. They job done, Lee Lue banked his fighter and flew off in search of other prey.

The lead Phantom keyed the microphone to his radio. "Say, Raven, who was that masked man?"



## \*International Association for Yao Studies

Notes and news on current research in Yao (Mien) studies in China and outside China, recent and future publication reports, and details of forthcoming workshops. The proceedings of the first colloquium on Yao Studies (Jacques Lemoine and Chiao Chien, available soon, \$20, Chinese or English). Annual membership: \$15 (includes newsletter). Contact Dr. Nicholas Tapp, Anthropology Dept, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong.



## Center for Educational Experimenta- tion, Development, and Evaluation (CEEDE),

Print, AV, and computer materials in Cambodian, Hmong, Lao, Vietnamese and others, in the following subject areas: language arts, math, social studies, science, health, practical life skills, career education, teacher and parent education, management and test scoring systems.

University of Iowa, N345 Oakdale Hall, Oakdale, IA 52319. (319) 335-4116.



# Equal access to success: Minimal services to language minority students

What are the minimum elements of a program for limited-English speaking students now that the "bilingual law" has been allowed to sunset? Do districts in truth enjoy *total flexibility*, as Governor Deukmejian said in vetoing the reauthorization bill in 1987? What are the legal constraints on a district's total flexibility?

Programs for students who speak a language other than English range from "sink or swim" ("my grandfather didn't receive any help when he arrived in the United States, and he became president of his company", etc) to fully developed programs where students receive parallel instruction in both their native tongue and in English. Clearly, for the student, a program that will produce full bilingualism and full biliteracy is the ideal. For the district, allowing students to get along as best they can is least expensive and therefore ideal for them. Designing a program that meets the needs of diverse groups of second language learners, and is possible to carry out in a quality manner given current staff and minimal "extra" funds, is a challenge that staggers the imaginations of many of us. On top of of the very real challenges and constant changes is a layer of entrenched attitudes in the minds of many decision makers which either relegates such challenges a low priority, or encapsulates the decision making process in an opaque shell which allows no new information to enter.

It's one thing to have access to the best possible information on a topic, free of overtones that attempt to batter attitude change, but it's another to have that information ready, in a form that is easy to understand, when a decision maker is receptive to new information, when the shell is at least semi-permeable. What follows is a digest of information, fairly free of missionary zeal. [-editor]

## Prudent Approaches to Bilingual Education in California

by Mark Winger  
in *Thrust*, May-June 1988

*Districts are under legislative and judicial guidance to provide "a prudent program for LEP students which will prevent civil rights suits and charges of lack of concern for students whose native language is not English."*

The relevant legal bases are:

• **Lau v. Nichols** : This supreme court decision established the *right* of bilingual (here meaning having another language in addition to, English) students *to be taught in a way which allow them access to the English language curriculum in the schools*. No specific method or technique is offered; "Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others."

• **Civil Rights Act of 1964**: School districts who accept any federal funds agree to "rectify the language deficiency in order to open' the instruction to students who had 'linguistic deficiencies.'" This act *prohibits discrimination based on race, color, or national origin*.

• **Bilingual Education Act, Title VII** of Elementary and Secondary Education Act (ESEA) of 1968: Authorized money for districts who follow the precepts of bilingual education ("use of the native language in programs"). Districts who have Title VII funds had no change in program requirements after the sunset of California's law in 1987, because the program design elements and underlying approach are similar.

• **Equal Education Opportunity Act, Section 1703**: affirms *Lau v. Nichols* and the Civil Rights Act of 1964, and goes further to say, "no state shall deny equal educational opportunity to an individual ... by (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in the educational program."

• **California laws and codes**: The bilingual program design in California was specified by 1976 and 1980 legislation. Such program elements were: testing and identification procedures, curriculum, class composition, teacher credentialing, and other procedures for dealing with bilingual students (again, a synonym for "language minority" students, or "second language learners").

• **California Education Code sections 62002 and 62002.5**, which say that *parent advisory committees are required*, and that the *general purpose* of the expended funds must be for the intended purposes of AB507.

• **California Constitution, Article I, Section 7(b), Article IV, Section 16**: the California Supreme Court held in *Serrano II* that these sections of the state Constitution have essentially the same effect and protection as the 14th amendment to the US Constitution; that is, that districts in California *may not create a "suspect class" of individuals by their actions*. A "suspect class" might be language minority students who are not successful in the programs for English only students.

(continues p. 8)

**What then, is a prudent program for today's California districts?**

The situation is different for districts who have Title VII funding, which has its own program requirements, and those who have been found in violation of the civil rights of students, and have been required to enter into "Lau" plans to effect desegregation in its schools (the OCR holds that teaching English—ESL—alone is not sufficient). The majority of districts do not have either Title VII funds nor an OCR "Lau" plan; what are their program designs to contain, as a minimum? There are four legal factors to keep in mind.

- Lau decision
- Equal Education Opportunity Act
- California Education Code Section 62002
- California Constitution

Lau and the Equal Education Opportunity Act hold that districts must help LEP students *access* the curriculum. Such help must have a *reason*, a *design*, and *implementation*. The California Constitution is important because it can result in cases being brought to court in which districts do not act in a manner which results in *success*. The California Educational Code clearly states that the "*general purpose*" of AB507 must be followed. Other court decisions maintain different elements of program design are necessary, but the bottom line is that they must be *effective*. The minimum district program, then, must have the desired effect and intent.

AB507 established some procedures that offer one way of proving effect and intent to the public and to judges; districts may consider retaining these procedures, at least until the political process in California is complete, or until alternate procedures are shown to be as effective. LEP students, under AB507, were guaranteed to be identified, taught, and assessed to see if they were fluent in English before program elements were abandoned.

The following four guidelines, in Mark Winger's opinion, will result in districts' demonstrating effective programs to provide access to success for language minority students.

**1) Identification of students.** Districts cannot be meeting students' needs, if they don't know who the students are. Such procedures are contained in Ed Code 52164 (expired). Students for whom effective programs are required are those who are not like their native English peers in any one of the four areas of English: understanding, speaking, reading, or writing.

**2) Reclassification of students.** (Section 52164.6 expired). A district cannot hold that oral fluency alone

is sufficient to think of them as like their native English speaking peers. If a district were to be sued because language minority students were not successful in science or social science or reading, then showing test results of fluent oral English skills would not be enough. *There are four areas to language fluency: comprehension of aural and written material, fluent speech, and fluent writing.*

**3) Parent advisory councils.** Ed Code Section 62002.5.

**4) Design of instruction program, and implementation of such:** Whatever it is, it must *result in success*, and *must address the issues of second language learning specifically*. Since success in most California classrooms rests on adequate comprehension of written material, reading achievement is a crucial element of success.

To what degree a district must use native language in the delivery of a well-designed and implemented program is left open; such design rests on the district decision makers beliefs about what works with second language learners. The challenge is, then, to *build a program which identifies LEP students, meets their needs, protects their rights, and can be shown to be effective in helping them achieve in English speaking schools.*

**"Sound theory" in brief:**

- Language acquisition takes place as an infant learns his own mother tongue—skills are mastered in the same sequence: first understanding what he hears, then speaking, and later, reading, then writing.
- Acquisition takes place during input, both listening and reading; output (speaking and writing) comes after sufficient input. Better output depends on more comprehensible input. (Want to write better? Read more.)
- There are many ways to make the input comprehensible. Examples are talking in "motherese", using visual aids and demonstrations, reducing the complexity of what a student hears or reads, using translated materials with literate students, using bilingual aides to explain vocabulary and concepts, especially to non-literate students.
- The ultimate test of fluency in English is the ability to speak and write well. Students who cannot read with comprehension will not write well, and are therefore still limited in English.
- An important reason to use native language in the program is to prevent "limited bilingualism"; students do not have sufficient skill in either English or their native language with which to think.



## "Southeast Asians and Cultural Conflicts: Why Can't They Be Like Us?"

by Rodger Cryer  
Thrust, May-June 1988.

Excerpts:

Five suggestions:

1. Examine the cultural (background) differences within and between groups of SEAsians.

Understand that affluent urban refugees require different program options than rural nonliterate refugees. Don't jump to conclusions based on prior expectations and experience. For example, in hiring a community aide, *"to help us work better with our Cambodian families, we interviewed a bright young woman with excellent English skills and, we were assured, Cambodian language skills. Another candidate was a somewhat elderly gentleman with very broken English who was brought into our offices by a friend from the local Buddhist temple. Our first instinct was to hire the energetic young lady. She seemed to be knowledgeable and we understood her English clearly. This could have been a major mistake. From a Cambodian perspective, the older man had several advantages: his age made him a more trusted community leader, his gender allowed him to speak forcefully and go into the community unaccompanied, his fluency in Cambodian was of far more importance than his halting English, and his standing as a devout Buddhist and religious leader actually made him by far the best choice. In this example, male gender, older age and important religious standing played a more important role than did the typical American values of greater gender equality, youthfulness, and general disregard of religious preference."*

2. Become more cross-cultural.

Incorporate changes which involve the cultural preferences of the school populations, especially in areas where such changes do not require massive disruption. *...alter school lunch menus to include rice as well as instant mashed potatoes; send the head cook to an Asian restaurant to learn techniques of mass production of egg rolls or stir fried foods; include Asian sports and games in the PE program; teach elements of the rich artistic heritages of the different groups within art programs; invite/encourage parents to come to school to demonstrate techniques; buy books for the library which reflect the back-*

*grounds of the students; tie in native folk lore and proverbs with their European counterparts in the literature program; emphasize immigration in the secondary curriculum; bring relevance to the China and India portions of social studies by incorporating examples from the students' backgrounds.*

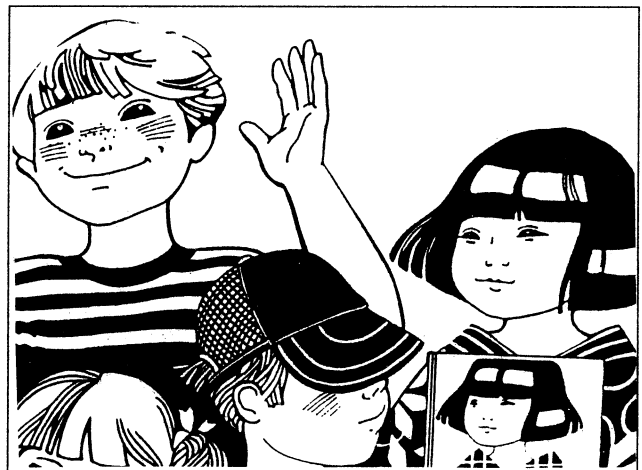
3. Network with others who have similar school populations.

*This involves more active participation in community events and issues than inviting leaders to PTA functions. The boundary between social workers and school personnel becomes fuzzier, but such involvement leads to greater understanding of why people make the choices they do. Because all school districts have to "invent the wheel", work to establish reciprocal services between districts, especially when school populations of SEAsians can turn over completely within a couple years. Different districts have personnel with different areas of expertise; share.*

4. Check the parent-child relationships.

Be aware that the transmission of American values in school often causes dissonance for the child. Examples include teaching girls that they can become doctors and astronauts, teaching that each individual has the right to pursue individual goals even if it requires disrupting family constellations, encouraging questioning behavior which may be seen at home as defiance of authority, etc.

5. Remember, refugees are experiencing a multitude of rapid and disruptive changes and most often there are initial language barriers to overcome. Look particularly to depression among the parents, role conflicts, generational gaps, over-reaction of adolescents in the face of "freedom", pressures from family members in other states or still in the camps/home country.



## From the readers:

On the back of each issue of *Context*: we invite readers to send in information that might be of interest to others, similar to "letters to the editor" in newspapers. We especially value the "insider" view... different Southeast Asians speaking about themselves. (The facts and opinions belong to the authors.) We thank Kae SaePhan for volunteering the following article.

## The Will of the Mien People

by Kae F. Saephan

(as Kao Fow SaePhan)

June, 1986

The history of the Mien culture is rich with history. This paper examines selected traditions and the Mien escape from the communist party in Laos.

### *Selected traditions*

The Mien people were mostly farmers in Laos. Most owned and operated small farms. They grew the necessary staples, rice, wheat, corn and raised a wide array of farm animals. For the majority of Miens the farm was the only means of income.

The Mien culture celebrates three holidays per year. The most favored and celebrated holiday is New Year. New Year falls early in February. As a symbol of New Year, eggs are dyed red. The men take the eggs to different villages in hopes of attracting a bride. New Year's celebrations are generally the time of the year when most young people meet and plan to marry.

The Mien marriage customs differ greatly from the American custom of marriage. The groom's parents must pay for the bride, the groom's family is responsible for "footing the bill". It is the responsibility of the bride's family to invite the guests to the wedding. The weddings can last as long as three days.

### *Leaving Laos*

The communists invaded Laos in 1974. The vast majority of the Mien people did not conform to the communist rule. Those who could not conform were killed by the communist insurgents. The changes were quick and wide spread affecting both the social and the economic factions of the Mien society. Economically the communists demanded one half of the agricultural output. The communists also removed the children from the farms demanding that they attend school.

The Mien youth proved to be the communist's most rebellious sector of society. Many Mien youth in the cities turned to crime. In 1975 the Mien began to flee the communist rule. The escape route was across the Mekong River, the huge river between Thailand and Laos. Many people and sometimes entire families were injured or killed during their quest for freedom. The minority who arrived alive in Thailand were resettled in huge refugee camps. The Mien were supported by the rice and supplies provided by the nations of the world and the UN. After a two or three year stay in refugee camps, the United States offered assistance—a refugee rescue program.

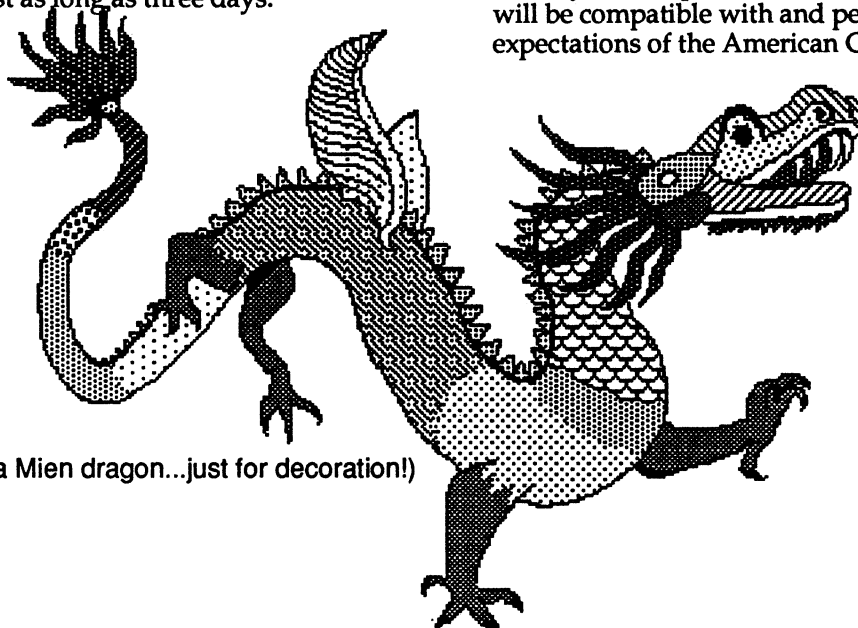
The first selected refugees to come to the U.S. were former members of the military or those involved with the national Army before the communist invasion. Those chosen had to prove their military involvement by submitting to an oral test.

The majority who came to the United States were uneducated and unskilled. The older adults' biggest problem was the language barrier.

Many credit their arrival in the U.S. as their "re-birth" because everything in this country is so different from their country.

There are nearly 500 Mien families living in California, the majority of those families live in Sacramento County.

This is only a brief illustration of the traditions and trouble the Mien have endured in their rich past. The Mien are a close group of people, together they will endure the communist tyranny. Those Mien in this country will help each other so that our achievements will be compatible with and perhaps surpass the expectations of the American Culture.



(not a Mien dragon...just for decoration!)

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4. 編輯功能齊備，剪段貼段，移動段落十分簡單，便於起草文件。
5. 打開檢索和取代，可迅速地在全文中修改同一個字。
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8. 造字功能，讓用戶設計適用的字或圖案。
9. 虛擬鍵盤，包括日語，俄語，法語，希臘語，德語及各種美術符號。
10. 由計算機直接傳迅，解決了中文書信傳遞的困難。
11. 打印效果多樣化，可選擇字型大小，字體，轉向及字體形式。
12. 字符之間的距離均可任意選擇。
13. 顯頁能讓用戶在打印前先看文件中的字型大小，形式與排列，待滿意後才打印出來以節省時間。
14. 有多種不同的打印機供選用（在代理商的安裝下）。
15. 輸入方式有精簡部首法，拼音，電報碼，國標等。
16. 精簡部首法根據傳統寫字方法，易學易用。
17. 精簡部首鍵盤，有常用字及康熙字典36個，更設有人工智能自動檢錯。
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Center Collection  
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Rancho Cordova, CA 95670

Chan van Lam, Curator

(Closed for the summer...follows  
the academic year schedule.)

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## Context:

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Subscription is 20 stamps per year—it seems we usually have at least 8 pages, and that takes 2 stamps to mail. The district's EIA funds subsidize the printing of this newsletter. Readers' ideas are enthusiastically accepted!