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ABSTRACT

Volume 19 of the newsletter of the National Association for Bilingual Education, which spans the period from September 1995 to August 1996, contains a variety of articles on issues and developments in bilingual education policy and programs, including: two way bilingual education; language information from the 1990 Census; cultural influence and learning styles among Korean students and Korean-Americans; American Indian and Alaska Native education; affirmative action; federal policy formation and appropriations; the English-only movement; English-as-a-second-language (ESL) teaching; educational technology and language-minority students; Asian-American student diversity; bilingual program staff development; cooperative learning; stabilizing indigenous languages; ESL for home use; Internet resources; Laotian students; program administration; teaching linguistically diverse populations; parent involvement and influence; Goals 2000; bilingual teacher education; local policy formation; software selection; classroom first language use; special education; urban education; native language instruction; program exit criteria; and Chinese-American child literacy education. Program descriptions, editorials, professional notes and resources, event calendars, and book reviews are also included in each number. (MSE)

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NABE Interviews Dr. Eugene García *OBEMLA Director to Head UC-Berkeley School of Education*

by Dr. Nancy F. Zelasko
NABE Deputy Director

Dr. Eugene García has announced his resignation as Director of the Office of Bilingual Education and Minority Languages Affairs, effective September 17, 1995. Dr. García will be assuming the post of Dean, Graduate School of Education, University of California, Berkeley. NABE Deputy Director and *NABE NEWS* Editor Nancy Zelasko interviewed Dr. García before he left Washington.

Dr. García, you took office as OBEMLA Director just as the most positive and significant reauthorization of Title VII and the Elementary and Secondary Education Act was taking place. You are leaving office two years later while the Republican Congress is proposing to reduce Title VII funding by 75% and is considering turning the program into a state-administered block grant program. How would you describe your tenure as OBEMLA Director?

I think you described it well in that the first half was very positive. We didn't hear much from the enemies of bilingual education — and immigration, because I think



*Dr. Eugene García
Director, Office of Bilingual Education and
Minority Languages Affairs (OBEMLA)*

the two have joined forces somewhat. It was not an easy year; we had a lot of clarifications that were necessary on the new legislation, what I thought was a very substantive new reauthorization. And then it all changed about November 6, 1994. We now heard very negative voices come forward and drown out the more positive activities of OBEMLA and the Department with regard to non-English-speaking children. I think it is a political tide that we've seen before — it's not new, we saw it in the early 1980's — I don't think it's going to override all the positive. But we're in the midst of it; we're going to have to ride it out and do all the work that is necessary.

There's been no withdrawal of support from the Administration. The Secretary and the Undersecretary have spent the last three days defending bilingual education. They've done an excellent job; and they've done it, they didn't say "call Gene García".

The White House has supported us. I think the real issue is the Congress; and the Administration has had trouble with Congress, not just with bilingual education, but also on other issues, you name it. I think bilingual education is one of a number of targets identified by the new Congress; but I think we'll withstand it.

I feel a little hesitant to be leaving now, but I think it's time for me to move on to other responsibilities and challenges. I think what we've tried to do here will make a very significant difference in how children from linguistically and culturally diverse backgrounds will be treated in this country in the future.

What do you consider to be your most important accomplishment?

Two accomplishments. One is the reauthorization. None of this can I say was my accomplishment; there was tremendous help from NABE, TESOL, and many other organizations and individuals throughout the country. Without their support, politically and intellectually, it wouldn't have been done. I think the 1994 reauthorization was a great accomplishment on behalf of all of us who work for children who come to school not speaking English.

Besides the reauthorization, I think the second major item is the overall influence that we've been able to have on other parts of the Department. I think that's a major step forward for OBEMLA. We were able to influence Title I legislation, OERI and, particularly, NCES. In 1994, we'll have the first bilingual NAEP assessment; Spanish/English. We've been able to influence research priorities and name people to

CONTINUED ON PAGE 13

ISSUE HIGHLIGHTS

**Budget Battle Update
begins on page 17**

**Special Report - Language
Policy begins on page 22**

**New comprehensive Table of
Contents on page 2.**

NABE NEWS

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Message From The President

Who Will Teach the Children?

by Dr. Kathy Escamilla

It hardly seems possible that we are beginning another school year. For me, every summer seems to go by faster and faster. I start this message by sending a wish for all of you to have a successful and gratifying school year. This year, I begin my 25th year involved in some aspect of public education. I have been a bilingual classroom teacher, a bilingual resource teacher, a bilingual program director and a university professor, and do you know what? I never get tired of the beginning of school. I still get a knot in my stomach when school gets ready to open. I get excited about meeting my new students, and I hope I can meet their educational needs no matter what age they are! I hope all of you are excited about getting back to school and meeting your new students and their parents, and renewing collegial relationships with your peers.

Each year, at the beginning of school, I become a little nostalgic and think about how education and schools have changed over the years, and how they have stayed the same. As I was reminiscing this year, I found myself thinking over and over about the messages school children of 1995 are receiving and how different those messages are from the ones I received as a child.

I grew up in a very small town in northern Colorado. There were fewer than 1,000 people in the town and I went to an elementary school where the pupil teacher ratio was about 1:18. In our town and in my school about half of the families spoke only Spanish. It was not a wealthy community by any stretch of the imagination, and yet the town in the 1950's and 60's was proud of the public school system, and proud of the fact that they had never voted "NO" on any ballot measure that provided more money for our schools. Few of the people in the town had a college education, yet most considered it their patriotic duty to support public education. They



1995-1996 NABE Executive Board President,
Kathy Escamilla

wanted a better education for their children than they had.

In 1958 (for those of us old enough to remember), the Russians launched Sputnik, and Fidel Castro took over Cuba. At that point, there was widespread panic in the country as we feared we were losing the cold war and lagging behind in the space race. To the credit of the federal government, it was felt that an arms buildup was only a partial way to deal with this problem. *The real key to winning the cold war was education.* During the post-Sputnik/Castro era of my youth, the nation saw a flurry of attention paid to public school issues, and the federal government passed legislation designed to improve public education and public school teachers. Such initiatives included the NDEA (National Defense Education Act), and FLES (foreign languages in the elementary schools).

During this era, there was widespread agreement that the children were our future and we needed to invest in that future by building a public school and university system that was the best in the world. If we wanted schools to get better, we had to help them get better with support and, yes, support included money. The renewed interest in education from the federal government was matched enthusiastically and dollar for dollar by state and local education agencies. *We were all responsible for the children!*

To make a long story short, although I could not verbalize it then, I knew that I was fortunate. I got multiple messages — both explicit and implicit — that my country and community cared about me. I was the future, and my parents, my community and my country were willing to invest in me and take an active and sustained interest in my development. A lot of people cared!

My experiences parallel those of many public school children of the 50's and 60's and I use them as a backdrop to discuss the situation as children go back to school in 1995. Things have changed and *NOT* for the better.

In 1995, there is still a pretense that the federal government is interested in education. Indeed, we still have the National Education Goals. However, you have noticed from the *NABE Action Alerts* you have received all through the summer (thanks to the fine work of NABE's new Associate Director for Legislation, Policy and Public Affairs Rick López), that the federal government now expects schools to meet the national goals without federal support. In a flurry of legislative activity this year, many federally-funded educational programs were targeted for total elimination, and many others recommended for funding levels below those of the 1960's. As a 25-year veteran bilingual educator, I am, of course, deeply concerned about federal support and direction for bilingual education. However, I am equally concerned about the entire federal role in public education.

Unfortunately, there are many in Congress who justify a reduced or eliminated role in public education with the simple view that education is the responsibility of the states. At the same time, ironically, many states are also reducing their role in public education, eliminating state support for many educational programs and cutting others. Some states have gone so far as to propose the elimination of the entire state department of education. Their reasoning: education is the responsibility

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Two-Way Bilingual Education: A New Era for Palmetto Elementary School

by Dr. Jaime A. Castellano

Palmetto Elementary is a K-5 school located in a blue-collar, low socio-economic community in West Palm Beach, Florida. It is home to approximately 500 students, of which the preponderance are Hispanic; primarily Cuban and Puerto Rican.

The school is designated as an ESOL Center — a school site that serves a large number of limited English proficient students through an English as a second language program — and a Title I School. Standardized achievement test scores over the past few years have been below the national average; about 85% of the students receive free lunch; and more than 350 speak a language other than English.

I am in my first year as principal of Palmetto, having relocated to Florida's Palm Beach County School District which has 130,000 students. My former position was as an assistant superintendent in a small Chicago suburb with 3,700 students. I served in this position for the past four years administering select programs including a Title VII grant, bilingual education and ESL programs, and parent education programs, among others.

Through our Title I grant we have been able to implement a Two-Way Bilingual Education program at the first and second grades. Throughout the next year we will provide *NABE NEWS* readers with an ongoing account of progress via this column.

As an administrator with extensive background in bilingual education, I look forward to educating a staff, community, and school district on the advantages of bilingualism. I have been told that I may have a rocky road ahead of me, and to expect roadblocks, as there is a strong anti-bilingual education sentiment prevalent in the Palm Beach County School District, as well as in my own school community. I have faced adversity in the past, as most of

us in bilingual education have. My first priority is the children. As Samuel Betances says, "Sometimes we must inconvenience ourselves to do what's in the best interest of the students!"

Two-Way Bilingual Education

Developmental bilingual education programs may also function as two-way bilingual education, which is defined as an integrated model in which speakers of two languages are placed together in a bilingual classroom to learn each others' language and work academically in both languages. Most common in the United States are programs that simultaneously teach Spanish to English background children and English to Hispanics, while cultivating the native language skills of each group.

For students enrolled in first and second grade at Palmetto, the implementation of a two-way program by an experienced bilingual teacher who advocates bilingualism for all students offers the promise of a highly successful first year. Some of the advantages of this approach include, but are not limited to, the following:

1. Builds on skills students bring to school, using an enrichment and additive approach;
2. Provides comprehensible content-based instruction enabling students to maintain academic progress while learning a second language;
3. Includes speakers of both languages in the same classroom;
4. Holds high expectations for all students;
5. Facilitates parent and community involvement;
6. Prepares students to function in American society and in a diverse, global society; and
7. Native language skills of both groups are developed with the goal of true bilingualism and biliteracy.

The ultimate goal for Palmetto is to incorporate a two-way language model for all students in grades K-5. The reliance on "soft money" from Title I must eventually be replaced with a funding source that incorporates capacity building and a commitment to the philosophy of bilingualism. In a sense, this two-way approach may also serve as developmental bilingual education for our monolingual Spanish-speaking students. My expectations for the program teacher include the empowerment of these students by offering native language instruction, in addition to their daily ESL component.

I anticipate controversy along the way. Because there are so many Spanish-speaking students at Palmetto, some teachers are inquiring if their jobs will be secure in the next year or two. My response to them is that for now they have nothing to worry about. I have promised that I will keep them informed about any changes that I will initiate in the future.

One of the elements that we will be monitoring throughout the year is the progress of those Spanish-speaking students identified as "at risk" in the traditional English curriculum. We hope to document increased achievement when this same curriculum is implemented in Spanish. With an emphasis on working together, issues of increased self-esteem will also be monitored.

When instituting a new initiative there are an abundance of issues to be considered: program continuity as students move up in grades, personnel, space, materials, assessment, and funding, to name a few. A program is only as good as the individual teachers and administrators. Effective teachers working with knowledgeable supportive administrators and parents form the basic building blocks of an effective program.

Changing demographics in our society and current data on the academic achieve-

CONTINUED ON PAGE 6

of local education agencies. Sadly, local education agencies are finding that even in the wake of growing numbers of students, their communities are voting "NO" to increased funding for schools.

If the federal government no longer wants a role in public education, and state governments no longer want this role, and local education agencies can't adequately support and fund public education, we are left with a tragic situation. We all need to ask ourselves, "Who will educate the children?"

In this most negative climate, children of the 90's are receiving very different messages than did children of the 60's. Contrary to the messages my generation received in school that we were loved and our country cared about us, children today — along with public schools and teachers — are being rejected and treated with outright hostility. Instead of nurturing and encouragement, they are being told they are a burden by policy makers at all levels. This attitude *MUST* change and it will be up to the education community (you and me) to do it!

I ask you to get involved. The situation, at this point, is sad but not hopeless. In other articles in this newsletter and from *NABE Action Alerts*, you have been given specific ideas about how to get involved to reverse this horrible trend that could potentially destroy the greatest public school system in the world. Please, please take five minutes and write your elected officials, including President Clinton. Simply ask them not to cut *ANY* education programs. Also, get involved in your state and local educational decision-making processes. Make sure the voices that speak for children are heard.

Finally, as the school year begins, make sure you let your students know (no matter where or what you teach) that you value them, that you believe in them, and that their country needs them. They must know that they are valued and respected. In 1995, as in every year, WE ARE STILL RESPONSIBLE FOR ALL THE CHILDREN!

-NABE-

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ment of language minority groups within the general school population dictate a reevaluation of the program for "at risk" limited English proficient students. Experience and research point away from remedial, compensatory programs and towards programs which empower students with high levels of academic achievement, high levels of proficiency in two languages, and positive attitudes about themselves and our multicultural society.

In summary, with a growing number of language minority students needing some form of bilingual education, U.S. schools are in need of some type of educational system that will work with and support the needs of the changing school population. While there are many models of bilingual education, officials need to look past all of the misinformation floating around and find a program that fulfills not only the educational and economic conditions of the school district, but also the educational and emotional needs of its students. It is hoped that this article will assist local school administrators with this very important decision as they plan for the future of language minority students, their school system, and the greater school community.

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Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

- NABE -

NABE '96 - Orlando, FL

Language Information from the 1990 Census

by Dr. Dorothy Waggoner

One in five school-age youngsters in the United States lives in a home in which one or more people speak a language other than English. One in seven speaks that language at home. In 1990, there were nearly 10 million language minority children. This population increased by 22% between 1980 and 1990. There were 6.3 million home speakers of non-English languages, aged 5 to 17, an increase of 38% between 1980 and 1990.

Some of the youngsters who speak languages other than English at home are fully proficient in English. Many of them, and perhaps as many as half of youngsters who only speak English in language minority homes, lack the English language skills, especially the reading and writing skills, to enable them to succeed in English-medium schools and otherwise fulfill their potential in English-speaking society. The number of limited-English-proficient people in the United States is unknown. However, based upon the 1990 census estimate of the size of the school-age language minority population and depending upon the definitions and the standard of English proficiency used, there are at least 4.5 million and there may be as many as 6.6 million children and youth, aged 5 to 17, in need of special programs related to their language backgrounds.

Two-thirds or about 4.2 million of the youngsters who speak non-English languages at home speak Spanish, according to the 1990 census. Seven other language groups have at least 100,000 speakers aged 5 to 17. French is spoken by some 269,000 youngsters; Chinese languages, by 219,000; and German, by 183,000. All the other languages spoken by more than 100,000 children and youth are Asian: Vietnamese, Asian Indian, Korean, and Filipino, i.e., Tagalog or Ilocano.

Table 1 shows the age distribution of the speakers of the 36 languages and language groups with at least 50,000 speakers in 1990.

The age distribution reflects the continuing growth of the Hispanic population

TABLE 1.

ESTIMATED NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5+, BY AGE GROUP AND LANGUAGE: 1990

Language	Total	5-17	18-64	65+
All languages	31,845,000	6,323,000	21,708,000	3,814,000
AmerInd/AlaskaNative	332,000	74,000	227,000	31,000
Arabic	355,000	66,000	263,000	26,000
Armenian	150,000	25,000	99,000	26,000
Asian Ind. languages	646,000	119,000	508,000	20,000
Chinese languages	1,319,000	219,000	978,000	122,000
Czech	92,000	5,000	41,000	47,000
Dutch	143,000	14,000	94,000	34,000
Farsi	202,000	36,000	156,000	10,000
Finnish	54,000	3,000	24,000	28,000
French	1,709,000	269,000	1,131,000	309,000
German	1,548,000	183,000	995,000	370,000
Greek	388,000	51,000	270,000	67,000
Haitian Creole	188,000	44,000	134,000	9,000
Hebrew	144,000	33,000	99,000	13,000
Hmong	82,000	41,000	39,000	3,000
Hungarian	148,000	10,000	79,000	59,000
Italian	1,309,000	94,000	721,000	494,000
Japanese	428,000	49,000	308,000	70,000
Korean	626,000	116,000	478,000	32,000
Kwa	66,000	7,000	58,000	*
Lithuanian	56,000	3,000	23,000	30,000
Mon-Khmer	127,000	49,000	75,000	4,000
Norwegian	81,000	6,000	36,000	39,000
Polish	723,000	55,000	350,000	319,000
Portuguese	431,000	76,000	299,000	55,000
Romanian	65,000	12,000	43,000	11,000
Russian	242,000	37,000	151,000	55,000
Serbo-Croatian	142,000	17,000	87,000	38,000
Slovak	80,000	3,000	29,000	48,000
Spanish	17,345,000	4,168,000	12,121,000	1,057,000
Swedish	78,000	7,000	39,000	31,000
Tagalog and Ilocano	884,000	102,000	693,000	89,000
Thai and Laotian	206,000	57,000	145,000	5,000
Ukrainian	97,000	6,000	49,000	41,000
Vietnamese	507,000	135,000	357,000	15,000
Yiddish	213,000	32,000	67,000	114,000

*Fewer than an estimated 1,000 people.

NOTE: Detail may not add to total because of rounding.

and the increasing linguistic diversity of the United States in the late twentieth century. About a fifth of the total population and of all home speakers of non-English languages were aged 5 to 17 in 1990. In contrast, nearly a quarter of Spanish speakers and more, proportionally, of speakers of Southeast Asian languages,

including Vietnamese, were school-age. Other language groups with above average proportions of 5-to-17-year-olds in 1990 were Haitian Creole, Hebrew, and American Indian and Alaska Native languages. Among German speakers, only 12% were school-age.

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Table 2.
ESTIMATED NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5-17, BY LANGUAGE AND STATE: 1990 (Numbers in thousands)

State	NELS	AI/AN		Arab	Asian		Chin	Fr	Ger	Grk	Ital	Kor	Pol	Port	Span	Tag/Ilo		Thai/Lao		Viet
					Ind															
All states	6,323	74		66	119	219	269	183	51	94	116	55	76	4,168	102	57	135			
Arizona	157	30			1	1	2	2		1	1	1			114			1		
California	1,879	1		13	25	101	15	14	4	7	41	3	12	1,351	57	22	65			
Colorado	51				1	1	2	3			2			34		1	2			
Connecticut	78				2	1	5	1	2	5	2	4	5	45		1	1			
Florida	360	1		3	4	3	15	6	2	4	2	2	3	279	2	1	3			
Georgia	56			1	2	2	7	4		1	2			27		1	1			
Hawaii	30				3	3					2			9		1	1			
Illinois	302			5	12	7	9	9	7	6	7	14		195	5	2	2			
Indiana	52				1	1	6	11	1					22						
Iowa	25						2	3			1			14						
Kansas	49				1	1	21	3						15						
Louisiana	68			1	4	4	8	3	2	1	5	1	1	26	1	1	5			
Maryland	144			2	2	6	9	2	4	5	1	2	25	63		1	1			
Massachusetts	144			10	3	3	9	8	2	3	2	4		33	1	1	4			
Michigan	96				1	1	3	6			1			11		2	2			
Minnesota	42			1	1	1	5	5		1	1			14			1			
Missouri	34			1	1	1	7	4	4	12	7	6	11	140	5		1			
New Jersey	246			5	14	9		1						73			1			
New Mexico	95	19						1						5			1			
New York	701	1		8	18	39	31	9	13	30	15	8	5	416	5	2	3			
North Carolina	54			1	1	1	9	3	1		1			31		1	1			
Ohio	101			3	3	2	13	15	2	3	1	1		38		1	1			
Oklahoma	28					1	2	2						16			1			
Oregon	37					2	2	2						19			2			
Pennsylvania	136			2	4	4	10	12	2	6	3	3	1	58	1	1	4			
Rhode Island	26						2	2		1	1		7	10		1				
Tennessee	29				1	1	5	3			1			13		1				
Texas	974	1		3	8	9	9	10	1	1	5	1	1	892	2	4	15			
Utah	25	3				1	2	2						12		1	1			
Virginia	75			2	4	3	8	4	1	1	5			32	2	1	4			
Washington	78	1		1	1	4	4	4		1	5			36	3	2	4			
Wisconsin	51	1			1	1	4	8		1	5	1		22		1				

*Fewer than an estimated 1,000 people.

About 14% of the total population and 12% of home speakers of non-English languages were aged 65 or older in 1990. There were ten Northern and Eastern European languages in which 40% of more speakers were aged 65 or older: Slovak, Lithuanian, Yiddish, Finnish, Czech, Norwegian, Polish, Ukrainian, Hungarian, and Swedish. Nearly a quarter of German speakers were in the oldest age group. These are all languages spoken in countries from which few immigrants have come in recent years. Speakers of these languages are aging and the languages are not being maintained in homes with young children.

School-age children and youth who speak non-English languages at home live in all states, many in substantial numbers. In 1990, there were 31 states with 25,000 or more of these youngsters. The largest numbers are found in California, Texas, New York, Florida, and Illinois, all of which were home to at least 300,000 in 1990. The geographic distribution of school-age speakers of the 15 languages or language groups spoken by at least 50,000 children and youth in the states with 25,000 or more is shown in Table 2.

In the summer of 1993, the Bureau of the Census began releasing language information from the sample of the 1990 census completed by about 17% of households. The information on home speakers of non-English languages by age group is from a new set of tables, "Social and Economic Characteristics of Selected Language Groups for U.S. and States: 1990" (PH-L 159). The tables contain estimates of the numbers of speakers of 67 different languages, including such languages as Irish Gaelic, Albanian, and Cajun, by reported English-speaking ability, linguistic isolation (defined as living in a household in which everyone, aged 14+, speaks a non-English language and no one was reported to speak English "very well"), age group, and state. They also provide selected social and economic information on language minority households and home speakers of non-English languages, compared with English-only households and English monolinguals. The tables are available in printout, 1,000+ pages, for \$147 from the Census Bureau's Population Di-

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Cultural Influence on Learning Style Change: An Analysis of Korean-American and Korean Students

by Eunsook Hong

Many of the challenges classroom teachers encounter are related to individual differences among students. Students bring various interests, aptitudes, personalities, attitudes, and learning styles to the classroom. Students' ethnic and cultural backgrounds add yet another dimension to planning adaptive instruction. Understanding individual differences in a classroom full of students from diverse backgrounds is not an easy task.

In this article, two characteristics which influence teaching and learning — learning style and cultural background — are discussed. Specifically, Korean-American students' learning styles were compared with those of Korean students and then, the question of whether differences in geography, environment, and culture, resulting from immigration to the United States, influence the development of learning styles is explored.

Learning style has been considered one of the major factors that account for individual differences in learning. Keefe (1979) defined learning styles as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Dunn, Dunn, and Price (1987) developed the Learning Style Inventory, which measures 22 elements of students' learning styles preferences:

- Noise
- Light
- Temperature
- Design
- Motivation
- Persistence
- Responsibility
- Structure
- Alone/Peer
- Authority Figures

- Several Ways
- Auditory
- Visual
- Tactile
- Intake
- Evening vs. Morning
- Late Morning
- Afternoon
- Mobility
- Parent-Motivated
- Teacher-Motivated

This inventory has been used widely in elementary and secondary schools across the United States. While no one is affected by all elements, most individuals have between six and 14 elements which comprise their strong style preferences (Dunn, Gemake, Jalali, Zenhausern, Quinn, & Spiridakis, 1990).

Studies have shown that students who were matched with environments or teaching strategies that complemented their individual learning style preferences increased their academic achievement and showed more positive attitudes toward school than those who were taught or tested in a mismatched environment. More effective counseling outcomes have also been reported when the approach used by counselors matched the learning style preference of the student (Griggs, 1991).

Considerable research has been conducted on cultural differences in learning styles. These studies indicate that learning styles often differ significantly among individuals from diverse cultural backgrounds (e.g., Dunn & Griggs, 1990; Pearson, 1992). For example, in their comparison of learning styles between American and Korean students, Suh and Price (1993) found that Korean students preferred a more formal design (wooden chair and table, as in a conventional classroom) and a warmer environment; preferred to learn more with peers; and wanted more structure (e.g., specific directions) than did American students. By contrast, Ameri-

can students were more persistent; preferred more intake (eat or drink while studying) and more authority figures (teachers or parents) present; preferred to learn in the afternoon and in several ways; and preferred more mobility than did Korean students.

Hong, Milgram, and Perkins (in press) investigated cultural differences in children's homework style between Korean and American students and found clearly distinguished patterns of homework style preferences. For example, Korean students preferred brightly illuminated home environments; preferred to study at a chair and table (formal design); preferred to have specific directions concerning the focus or length of homework (structure); preferred visual learning; and preferred morning to evening for doing their homework on Saturday or Sunday. Korean students were self-reported as more self-motivated and more persistent than were American students.

American students reported that they worked better with music or sounds of some sort; liked to eat or drink, and/or liked to move around as they worked on homework; preferred to learn with adults; and also liked to learn in any combination (i.e., alone or with others). American students were also more parent-motivated and teacher-motivated than were Korean students in doing homework. Hong, Milgram, and Perkins (in press) discuss the importance of cultural and family influences on in-school and out-of-school achievement and the need to match homework environment with children's homework style preferences.

Studies report that the learning styles of children may change as they develop. Price (1980) noted that preferences for the formal design, structure, and teacher-motivation tend to decrease at higher grades. Barbe and Milone (1981) suggested that

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perceptual preferences (i.e., visual, kinesthetic, or auditory) tend to change with age. Primary grade children tend to be more auditory than visual because their interaction with others primarily depends on speaking and listening. However, the visual and kinesthetic modalities become more dominant between late elementary grades and adulthood as students are expected to read and write more frequently (Barbe & Milone, 1981). These findings contradict those of Price, Dunn, and Sanders (1980), who report that very young children are the most tactile/kinesthetic; that there is a gradual development of visual strengths through the elementary grades; and that only in fifth or sixth grade can most youngsters begin to learn and retain information through the auditory sense. Other studies indicated that learning styles remained consistent for the older students (secondary and postsecondary) regardless of the topic taught or the environment (Copenhaver, 1979; Reinert, 1976).

Reid (1987) studied the learning styles of students in English as a Second Language classes using students from diverse language backgrounds. The results of her study suggested that, as the students adapted to the academic environment of the United States, some modifications and extensions of learning styles might occur. For example, the longer students had lived in the United States, the more auditory their preference became. Students who had studied English in the United States for more than three years were somewhat lower in their preference means for visual, kinesthetic, and tactile modalities than were students who had been studying English in the United States for shorter periods of time. With these results she questioned whether the students who have lived and studied for an extended time in the United States change or adapt their learning styles to the demands of the American educational system. The findings in her study indicated that the learning style preference means of non-native speakers of English who had lived and studied in the United States the longest more closely resembled those of native speakers of English.

Because cultural values and beliefs, socialization practices, and environmental milieus differ among and within ethnic

groups living in culturally, environmentally, and geographically different locations, one would expect these differences to influence cognitive style development. To see whether changes in children's learning styles occurred with cultural/environmental changes within an ethnic group, we compared the learning styles of Korean-American and Korean students. The Korean-American children all resided in suburban New York and attended a special weekend Korean language school (20 boys and 29 girls; 10 to 14 years of age). Korean was their second language and they were not proficient in Korean. All had parents born in Korea who had emigrated to the United States. Thus, the Korean-American subjects were first generation Americans, with some born in Korea but mainly raised in America. The Korean children who participated in the study were sixth graders (78 boys and 68 girls; 11 to 13 years of ages) from four randomly selected classes from two public elementary schools in the capital of Korea. The Learning Style Inventory (Dunn, Dunn, & Price, 1987) was used to assess their learning styles. The Learning Style Inventory has 104 items which are rated on a five-point scale of agreement. The English and Korean versions of Learning Style Inventory were used for the Korean-American and Korean children, respectively.

As we predicted, a few elements of learning styles of Korean-American students were different from those of Korean students due to the differences in location, environment, and culture resulting from immigration. The distinguishing learning style elements were temperature, design, time of day preferences, auditory, mobility preferences, noise, structure, and intake. That is, Korean-American students preferred a warmer environment than did Korean students. This result conflicts with the previous research finding that Korean students preferred a warmer environment (Suh & Price, 1993). However, the Korean-American students in the current study all resided in New York, while the students in the previous study were randomly selected from a database of learning style scores of students from various locations in the United States. One may conclude that this geographic difference accounts for the apparently conflicting findings.

Korean students preferred a more formal design than did Korean-American students. Most Korean classrooms in public schools offer only desks and chairs and, because classes are large (approximately 35 to 50 students in a class), classrooms are designed mostly for lecture style with occasional changes for group activities. American classrooms offer more variety in seating arrangement and teachers employ a greater variety of teaching/learning activities as compared to Korean teachers. These differences in academic environments may also be the reason why Korean-American students had lower auditory scores than did their Korean counterparts. Korean students preferred morning rather than evening as compared to Korean-American students. Korean-American students reported that they preferred more mobility than did Korean students. Mobility in Korean classrooms is more highly restricted than in classrooms in the United States. Korean-American students wanted sound present and preferred more intake than did Korean students. Korean students preferred more structure than did Korean-American students.

Two elements that were most preferred by both Korean-American and Korean children were self- and parent-motivation. Both Korean-American and Korean students in the study were self-motivated and parent-motivated. Korean-American and Korean students come from homes where education is highly regarded. Most Korean parents support their children's education at considerable personal sacrifice. Thus, it is not surprising to see that students from both groups are highly self-motivated and parent-motivated.

These findings indicate that there are more similarities than differences in learning styles between Korean-American and Korean students. However, those learning styles that did show significant differences seem to have been influenced by the cultural, social, and environmental differences between Korea and the United States. For example, mobility and intake during class hours are more acceptable in the United States than in Korea; and most Korean classrooms are more formally designed and highly structured as compared to classrooms in the United States.

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

American Indian Bilingual Education: Affirmative Action

by Jon Reyhner

Affirmative action is a current hot issue defended on one side by President Clinton and castigated on the other side by presidential candidate Pete Wilson. I have generally been a proponent of affirmative action, but this renewed debate has caused me to think more about the issue.

Two relatively recent publications have shed light on affirmative action for me. The first is Richard White's new history of the American West entitled *It's Your Misfortune and None of My Own*. White clearly shows how discrimination is not, as one frequently hears, a thing of the distant past. Perhaps the most telling example is from World War II. When the munitions factories, airplane manufacturers, and ship-builders were in desperate need of skilled labor they called upon Indians, Hispanics, and Blacks. But when the majority-group soldiers came home, these same minorities were relegated back to unskilled jobs.

The second publication is David Berliner's 1993 article entitled "Mythology and the American System of Education," which documents that our public schools are not failing majority group students and that they are turning out more than enough scientists and other professionals to fill "quality" jobs.

There are not enough relatively high paying jobs in most fields for those who have the ability to do them and want them. I have applied for jobs where I was competing with over a hundred other applicants. Perhaps twenty of those applicants were minorities. Even if no minorities had applied for the job, there would have been many disappointed applicants. I think affirmative action and minority job applicants have become a scapegoat for disappointed majority applicants.

We as a nation have faith in education. We tell students if they just study hard in

school they can be successful. But as Ogbu (1978) and others have pointed out, if students do not see their educated peers getting jobs, they will not listen to the national rhetoric. Deyhle (1992) found that Navajo youth who finished and graduated from high school wound up with the same low status jobs as their dropout peers — when they *could* get them *at all*.

One of the long term efforts of the Bureau of Indian Affairs has been to provide jobs within the Bureau for educated Indians, because they need jobs and because the Bureau had to live up to the faith the U.S. Government put in the schools it forced upon Indians. This absolute preference in hiring within the Bureau of Indian Affairs has been affirmed by Congress and the courts.

The bilingual and Indian education programs that are now under the budget axe have not only enabled language-minority students to progress academically, but have also created role models for these students in their bilingual teachers.

We are just finishing a long hot summer, and we have had no rioting and cities burning as we had in the sixties. Before we balance the budget on the backs of these programs designed to help minorities, we need to think of the costs of the lost hope of minorities in the "system," which has historically systematically relegated them to third class education (Kozol, 1991) and third class jobs.

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particular boards and advisory groups throughout the Department. The Director has been named to the Goals 2000 Management Council, which governs all the priorities of the Department, and has also been appointed to the Waiver Board, which ensures regulation waivers will need to deal with the issues of linguistic and cultural diversity. Finally, we've been involved from the ground up with the reauthorization of IDEA, where linguistic and cultural diversity are playing a major role. I think the Department's finally realizing that the issues that affect linguistically and culturally diverse children are issues that affect the entire Department. They've called on us to be involved in everything from reauthorization and regulations to reviews of documents. I would anticipate that four or five years from now we'll have reauthorizations in place for special education, Title I, and vocational education that specifically reflect the interests of linguistically and culturally diverse populations. I think the field in five years will be better off for that, and we'll have OBEMLA and Title VII plus accessibility to the other programs.

What is your biggest disappointment?

The new Congress. I think that we — all the people who take responsibility and credit for the great victory we had in 1994 — are probably all responsible for the devastating situation that led to the election of this hostile Congress. We probably didn't act politically, as we should have, and that led to lot of people's election on platforms negative to bilingual education. We've got work to do, and I'm happy to go back to California — where there's a lot of work that needs to be done — and do it. I think we need to be in the forefront of political activity. Even within the Administration: the Administration needs to understand that education is a priority and that the education of linguistically and culturally diverse students is a priority, and that they need to play that into positive political results. I advise the future Director and all our friends that if we want Title VII, if we want OBEMLA, then we're going to have to remain politically vigilant.

Were there any expectations or ideas you had about what you would be doing when you came here that turned out to be unrealistic?

I talked to three previous Directors before I came here. They all said "you can't imagine what's it's like," and I couldn't. It's very different from anything I've ever done. A very positive side is that I didn't expect such strong support for issues within the Administration. I had expected that bilingual education would be perceived

and sometimes acted on within the Department in a very negative manner. But I never had that feeling from my senior colleagues; they were always supportive and were always willing to understand the importance of these issues. So I have to say that what I didn't expect was so much collegial support. I started ready to fight hard inside the Department and found that wasn't necessary; it was a pleasant surprise.

Bilingual education was not "protected" when the President vetoed the initial FY '95 rescissions bill and, as a result, Title VII was cut \$39 million. If the President vetoes the FY '96 Labor-HHS-Education appropriations bill, as he has indicated he will, will bilingual education be one of the programs he insists be fully funded during his negotiations with Congress this time?

I don't know. I think that's a political question. There are political trade-offs that take place between the White House and the Congress which have nothing to do with the effectiveness or value of bilingual education. In that Rescissions bill, the Department was not even consulted; nor were they consulted about the new Presidential budget in response to the Republicans' push to reduce the deficit. The President, to his credit, is supporting bilingual education, at levels that will lead to increases in the next year. I think when it comes down to the nitty gritty of dealing with Congress about rescissions and the '96 budget, bilingual education will probably be on the table as a bargaining chip. The President must hear from constituencies that bilingual education

is important to them. The White House is quite aware that this will be an important political issue. I think that all of us — me, the new Director, and the general constituency — must make it clear just how important it is.

Do you get feedback from the White House?

No, we don't. The White House has a tendency on these kinds of issues to make their best political judgement. And as I said before, in the rescissions and the development of the budget, the Department was not even consulted. We had tendered our '96 budget priorities a long time ago, and we weren't disappointed with the new Presidential budget; the response to the Republican version. The President's budget supports bilingual education, Goals 2000, School to Work — all things which are priorities for us. But, quite honestly, when it comes down to pushing and shoving it's typically just the White House leadership and the Domestic Policy Council working with the Congressional leader-

CONTINUED ON PAGE 15

The President is supporting bilingual education, but I think when it comes down to the nitty gritty of dealing with Congress about rescissions and the 1996 budget, bilingual education will probably be on the table as a bargaining chip. The President must hear from constituencies that bilingual education is important to them. All of us -- me, the new Director, and the general constituency -- must make it clear just how important it is.

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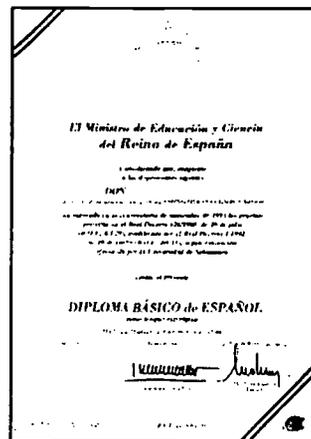
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ship. That's why it's so important for the people to let the Congress and the White House know what their perspectives are.

What would be the impact if the House-approved appropriations of \$53 million for Title VII, along with the elimination of Subparts 2 and 3 of Title VII and the elimination of the Comprehensive Regional Assistance Centers actually took place?

Oh! It would be devastating, devastating! You'd eliminate services to about 400,000 of the 700,000 students that we'd be serving with the projects we've funded this year; that's even with the \$39 million reduction. Funds would be reduced by two-thirds — you're talking about 400,000 kids not being served. Initiatives that are related to systemic reform, particularly as they relate to linguistically and culturally diverse populations, would be substantially reduced. Major cities now funded to do systemic reform across the entire district would probably lose those dollars and the initiatives. A lot of students who are now being served would not be served. Another issue is that many of the initiatives which influence the much greater number of kids who don't get served by Title VII would also be reduced. You're really talking about a magnifying effect — an almost geometric effect — on services to limited English proficient students.

With a reduction in the funding for Subpart I (instructional programs) of more than 50%, there would be no way to even fund all continuation programs. How would you determine which Subpart I programs would be terminated?

I don't know and we don't even want to think about it right now. Our job is to make sure that those cuts aren't made. We will continue to do everything we can to reverse what the House has done. We're asking the Senate and the President to ensure that we will have enough for continuations and enough for new projects that are systemic in nature.

What about a continuing resolution?

My sense is that a continuing resolution won't affect us as much because we're forward funded. We already have had a rescission that we've lived with; we've gotten all the money out — continuations and new money. They won't be affected by anything that happens in the '96 budget because the '96 budget funds projects for '97. My sense is that you'll have some resolution — whether it's a continuing resolution or whether it's a real budget decision — made in time for decisions that are made for projects funded to start or to continue in '97.

There are proposals to turn Title VII into a state-administered, formula-funded block grant program? What issues need to be taken into consideration in doing this?

I oppose it. The Department opposes it. There are issues of national leadership and national accountability that are important. That's the reason why we want the program run here; there is a national need. Right now we fund every state and about half of the school districts in the country; we're having a national effect. If this money were dealt on a state basis, small states would lose. Even the larger states that would retain money would themselves have to start up their own administrative programs. We're not going to save money by doing this; the arguments for a state grant system that would somehow save money are just wrong. What would be missing is the accountability and the presence of a national program. We received over 1,500 proposals, from every state in the country. There is obviously a need, but we're able to fund very few of those proposals. The obvious thing to do is to enhance the national presence of the current program and move it forward.

What do you think would happen if states/districts were given free reign to design programs for LEP students?

They have free reign right now; they can generate any type of program they want. They can submit proposals to us; we fund a fully diverse range of programs. But the real issue is that there's no money out there. If you do a formula grant program to the states, you wind up sending about \$20 per student. I'd like to see a superintendent do something with \$20 per student. Right now the average amount on a Title VII project is anywhere from \$150 to \$300 per student. Title I is \$1,000 per student. So \$20 per student is a joke. We've argued for Immigrant Education that you either have to fund it properly, or not make it a state-formula program, because essentially the state gets \$38 per student. There isn't much you can do with \$38.

But what about the block grant proposal to replicate OBEMLA on the state level; to have state level competitions for the funds?

Then you'd have 50 bureaucracies instead of one. There are 40 people here at OBEMLA; replicate that in each location — you've just increased the cost of administration fifty-fold. Each separate program will probably eat up 5% in administrative overhead, whereas we administer our program with less than 1% of all funds that go out; we're cheap. In fact, the Department administers all its money for less than 1.5%. Increased administration costs mean

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The problem is not what districts will do with their money; the problem is that they won't have enough money to do much of anything. A formula grant program to states winds up with about \$20 per student. I'd like to see superintendents do something with \$20 per student; it's a joke. Right now the average amount per student on Title VII projects is anywhere from \$150 to \$300; Title I is \$1,000 per student. You can't develop quality programs for \$10 or \$20 per kid; you just can't do it.

less money to school districts and to kids. Also, many states would be left out. The states that have few kids will get very few dollars, if any. Yet the demands there might be tremendously substantive — equal to what's going on in New York — except that you've got thousands of kids in New York and hundreds of kids there. But the impact is the same. The problem is not what school districts will do with the money; the problem is that they won't have enough money to do much of anything. You can't develop high quality programs for \$10 or \$20 per kid; you just can't do it.

In your own home state of California, 25% of the LEP secondary students still are receiving absolutely no special services; there is no state mandate to provide bilingual education; and certification requirements for bilingual teachers are being reduced. Given that 1/3 of all LEP students reside in California, what kind of message is this sending to the rest of the nation? Do you think this is a trend?

Yes, it is and I think it's part of the politics. I see it in California and I see it in the nation. It's the same message being sent by the new Congress. Unfortunately, in many cases that message is that these kids don't count; that we are going to lower our standards and expectations. It runs counter to everything we've tried to do, everything we stand for — which is high achievement and high standards for all kids. It does send a very negative message. I think we've got some work to do in California, in Texas, Arizona — quite honestly, we've got some work to do throughout the country. But California is one place where there are major consequences from that message.

We all know that bilingual education, when properly implemented does work. Why, then, in your opinion, does it meet with so much opposition and how can we best deal with this opposition?

The opposition we deal with is political. It isn't from knowledgeable people who have their own conceptual views counter to the premises and presuppositions of bilingual education: such as, every child should achieve to high standards; should learn English; should have access to the very best teachers and the best instruction. Again, what we face here is primarily a political argument, one linked to a lot of similar arguments about immigration; deficit reduction and "these kids are costing us too much money." They do cost money; no doubt about it. Good, effective practices are going to cost us. But understand that the debate we're

having now is not one of practice. It's not a choice between ESL and native language instruction: it's really about who gets served, and who doesn't. So I believe our response needs to be political.

What has or could OBEMLA do to "prove" that bilingual education works?

We made a conscious decision to inform people. As part of the Federal government, we have ethical responsibilities; we can't take sides in a political debate. As a Federal agency, we need to offer information so that people on the street, in the halls of Congress, and in the states can make informed decisions. OBEMLA also has a responsibility as a Federal agency to make sure people have the *best* information available. If we don't have it, we ought

to get it. What we've consciously tried to do is provide the very best information — what does the literature say; what do teachers say; what works and what doesn't work — and get it to those who can use it to make informed decisions about policy. I think that's OBEMLA's role. Since the Director's position is a political appointment, I have a responsibility to articulate our data in alignment with the Administration *vis a vis* education, as detailed in initiatives we've put forward. High quality education for linguistically and culturally diverse students is a standard of these initiatives. What the Director must do is continue to articulate that position as best he/she can, and be sure that the Secretary, Deputy, President and White House understand the importance of that position and how to interpret data relating to that position.

Political trade-offs take place between the White House and Congress which have nothing to do with the value or effectiveness of bilingual education. In the Rescissions bill, the Department was not even consulted; nor were they consulted about the new Presidential budget. The White House has a tendency on these kinds of issues to make their best political judgement. But when it comes down to pushing and shoving, it's typically just the White House and the Domestic Policy Council working with Congress: that's why it's so important for the people to let both the Congress and the White House know what their perspectives are.

Have you increased data collection and dissemination activities?

We have a new benchmark study that will be a broad-based evaluation of our new reauthorization. Through NCBE, we have already published data and idea books, and compilations of research. We've worked with OERI to get data in different analyses such as inclusion in NAEP, so we have better assessments of what LEP students are doing across the country. This year we'll fund field-initiated research, so we'll have new projects. We have tried to expand our services through our EAC's; we've redirected their efforts to get the assessment of LEP students to be a priority — all LEP students, whether in Title VII or in Title I. We've made a very conscious effort to not only increase data collection, but also to increase dissemination to the right people, particularly state and local districts and Title I staff.

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The View From Washington

by Rick López, NABE Associate Director for Legislation, Policy, and Public Affairs

While Budget Battle Simmers, Block Grant Train Is Rolling Toward (and Over) Bilingual Education

A new threat has emerged to the federal Bilingual Education Act: block grants. A House Committee is proposing to "block grant" the federal bilingual education program, eliminate any references to "bilingual," and remove evaluation and accountability requirements. From a long-term perspective, the block grant proposal may be as serious a threat to language minority students as the current battle over education funding cuts.

Appropriations Battles in September

Just as they have done in other major social legislation this year, the Senate appears as though they will be more moderate than the House in pursuing large-scale budget cuts in education. The Senate Appropriations Committee-approved bill, HR 2127, Labor-HHS-Education Appropriations for Fiscal Year 1996, provided over \$1.5 billion more for education programs than the House. The status of various major education programs is summarized in an accompanying table.

The Committee provided \$69.9 million more than the House for bilingual education, increasing funding from the House-passed level of \$53 million to \$122.9 million. The Senate Committee figures still represent a 37 percent cut to the bilingual education program from FY 1995. Of the \$122.9 million, the Committee allocated \$107.8 million for instructional services, \$15.1 million for professional development, and eliminated all support services funds.

The Senate floor is the next battleground. Debate on the bill should begin the week of September 25. A House-Senate Conference Committee must resolve the difference between the bills, although the Conference Committee is not expected to complete their work until early October. Members of the Conference Committee are composed entirely of the Members of the respective House and Senate Appropria-

tions Subcommittees on Labor-HHS-Education.

The Conference Committee must approve funding levels in between the House- and Senate-passed levels. Thus the final House-Senate compromise will likely provide less bilingual education funding than a Senate-passed bill. They could, of course, agree to the higher Senate numbers.

Passage of a Labor-HHS-Education Appropriations bill and other important budget legislation in late September creates the real possibility of a shutdown of the federal government. The federal fiscal year ends on September 30. Federal agencies cannot spend money after that date without passage of Appropriations bills for FY '96. Given the present timeline, Congress and the President may not have a time to renegotiate funding priorities after an expected Presidential veto. Thus follows the "shutdown scenario." (A shutdown may be temporarily avoided by enactment of "Continuing Resolution" which continues funding at last year's level for a short period of time.)

A shutdown scenario is one move in a political game of chicken. A shutdown makes the country look bad because it appears as though our elected leaders cannot get it together enough to pay the bills. The President hopes that the public will blame the Republican Congress. The Republican Congress hopes that the public will blame the President. Whoever has more political leverage, i.e., is winning the battle for public opinion, gains the upper hand during budget negotiations. That is why it is critical for NABE members and others to continue to express your views on federal education funding cuts.

Our office has heard that Members of Congress and the White House are beginning to receive letters and phone calls about cuts to education and the Bilingual Education Act. **Even if you wrote one or two letters, it is important to write and**

call again during these final negotiations. Consult the updated "Things to do to Stop Education Cuts" list printed in this issue and communicate your views to federal officials. Late-breaking, urgent developments are always available in NABE Action Alerts or announced on the NABE budget hotline at (202) 898-1829, extension 777.

The Goodling Block Grant Bill

The architect of the block grant proposal is Congressman William F. Goodling (R-PA), Chair of the House Economic and Educational Opportunity Committee. In the spirit of the new Congress, Goodling has proposed consolidation of over 50 federal elementary and secondary education programs currently funded at more than \$1.5 billion. The Goodling bill would take all of the funds that had previously been devoted to the old programs — minus a 10 percent cut — fold them into an education mega-block grant, and provide them with no strings attached to each state's governor.

Goodling has special plans for bilingual education. The bilingual education section of the larger block grant bill is still undrafted, but a bill summary prepared by his staff describes the bill as follows: "The Bilingual Education Program and the Emergency Immigrant Education Program would be consolidated into a separate block grant to States and sent out based on the number of limited English proficient (LEP) children in the State. There would be no restrictions on the teaching method to be used to teach English." The summary indicates that the emphasis would be teaching English, not on teaching math, science, and other academic content areas. Unlike the 10 percent cut indicated for other consolidated programs, it unclear how much a cut the bilingual education program would take when it is consolidated.

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Things You Can do to Save Education Funding

- ✓ **Schedule an appointment to meet with your Representative/Senator while they are home in the district.** Members of Congress return to their districts nearly every weekend. If you can't organize a group visit with other educators or parents, go by yourself. If you can't schedule an hour, meet for 10 minutes. If you can't meet with the Representative/Senator, meet with their education/appropriations staff person.
- ✓ **Meet with the editorial board of your local newspaper or TV station.** Editorial boards are set up to receive groups. Organize a small team of leaders and schedule an appointment this month. Request an editorial urging Congress to keep education, including bilingual education, off the budget cutting table, and give them real stories about the impact of federal education budget cuts on students and families in your communities. Call the NABE office if you need materials. Do not be afraid to take this important step.
- ✓ **Start a letter writing campaign.** Mobilize your networks to write as many letters as they can, or have them call in. Push your Representatives and Senators to become vocal in their opposition to education funding cuts.
- ✓ **Recruit bilingual education spokespersons, including current and former students,** to put a human face on federal education budget cuts. Forward their stories to NABE.
- ✓ **Ask your school board and local government officials what they will have to do make up for federal education budget cuts.** Ask them what services they will cut or what taxes they will raise. Use the information to buttress your arguments.
- ✓ **Write the President urging him to hang tough and veto any spending bill that cuts education, especially bilingual education.** The President initially vetoed the Rescissions bill but later sacrificed bilingual education funding. Don't let this happen again.
- ✓ **Refer to the "To Do" list in last month's NABE NEWS for more ideas.**
- ✓ **Let us know what you plan to do and what you accomplish so we can tell others around the country.** Send us copies of your letters, the replies, and any newspaper stories.

Key addresses

Senator _____
U.S. Senate
Washington DC 20510
(202) 224-3121

Representative _____
U.S. House of Representatives
Washington DC 20515
(202) 225-3121

The President
The White House
Washington DC 20500
(202) 456-1111
President@whitehouse.gov

dated with the emergency immigration education program.

The problems with the Goodling block grant proposal are deep and numerous. The bill appears to contain no mechanism to ensure that federal money is being used to improve educational outcomes or a way to ensure that funds are equitably serving students. Funds could be used by states to buy more classroom chairs or new pencils for students rather than directing funds into school reform as required by the recently reauthorized Elementary and Secondary Education Act.

Furthermore, because there are no evaluation requirements — other than one toothless statewide evaluation in 1999 — federal funds could be diverted away from

limited English proficient (LEP) children. There is literally no way to know if LEP students are being served appropriately, with instruction based on sound theory, by qualified teachers, and with measurable results. So much for accountability. In fact, the only time the Secretary has the power to withhold funds to a state or school district is if the state or district is unwilling to equitably provide funds to private school students!!!

The second major problem with the bill is that there are no real within-state funding allocations, meaning governors could reward political cronies in affluent school districts while poor urban and rural districts suffer. Funds would be distributed to the states based on the size of each state's school-age population. Before distributing funds to the 50 states, 0.5 percent of total funds would be reserved for Indian schools, to be administered by the Bureau of Indian Affairs, and another 0.5 percent reserved for territories and outlying areas.

Once at the state level, 7.5 percent of each state's funds would be given to the governor for "education reform activities as the Governor considers appropriate." Another 7.5 percent would be given to the "State" for administration. The final 85 percent of the funds would be distributed by the "State" to districts, charter schools, and private schools. Since "State" is left undefined in the bill (it is not defined as the State Education Agency), the governor effectively would have control of 100 percent of the bill's funds with very few restrictions on how to distribute the funds.

The aim of the block grant proposal is explicit. Legislative language in the bill repeatedly states that funds should be used for "statewide education reform, including public and private school choice programs, charter schools, magnet schools, and private management of public schools." In fact, the Secretary of Education has explained that as much as 90 percent of the bills funds could be for vouchers, charter schools, and private schools, diverting funds from poor rural and urban school districts. What the bill does not do is follow the guiding principle for federal education policy for 30 the last years: providing the greatest help to areas and populations of greatest need. In the past, the federal government has followed

Status of FY '96 Appropriations for U.S. Department of Education

	1995* Appropriations	'96 Administration Request	'96 House Bill	'96 Senate Sub-Committee
Education Reform	\$494.3 million	\$950 million	\$95 million	\$432.5 million
GOALS 2000	\$371.8 million	\$750 million	\$0	\$310 million
School to Work	\$122.5 million	\$200 million	\$95 million	\$122.5 million
Elementary & Secondary Education	\$9.3 billion	\$9.7 billion	\$7.6 billion	\$8.4 billion
Title I	\$7.2 billion	\$7.4 billion	\$6.0 billion	\$6.5 billion
(Migrant Education)	\$305.4 million	\$310 million	\$305.4 million	\$305.4 million
(Migrant Ed. - HEP/CAMP)	\$10.2 million	\$0	\$0	\$9.4 million
Impact Aid	\$728 million	\$619 million	\$645 million	\$677.9 million
Professional Development	\$598.5 million	\$735 million	\$550 million	\$550 million
Safe and Drug Free School	\$465.9 million	\$500 million	\$200 million	\$400 million
Magnet Schools Assistance	\$111.5 million	\$111.5 million	\$95 million	\$95 million
Training & Advisory Services (CRA IV)	\$21.4 million	\$14 million	\$0	\$14 million
Education for Native Hawaiians	\$9 million	\$9 million	\$0	\$12 million
Foreign Language Assistance	\$10.9 million	\$10.9 million	\$0	\$10 million
Comprehensive Regional Assistance Centers	\$29.6 million	\$55 million	\$0	\$21.5 million
Indian Education**	\$81 million	\$84.7 million	\$52.5 million	\$54.6 million
Bilingual and Immigrant Education	\$206.7 million	\$300.0 million	\$103 million	\$172.9 million
<i>Title VII Student Services</i>	\$117.1 million	\$155.6 million	\$53 million	\$107.8 million
<i>Title VII Support Service</i>	\$14.3 million	\$15.3 million	\$0	\$0
<i>Title VII Professional Development</i>	\$25.1 million	\$28.9 million	\$0	\$15.1 million
<i>Emergency Immigrant Education</i>	\$50 million	\$100 million	\$50 million	\$50 million
Special Education & Rehabilitation	\$5.8 billion	\$5.9 billion	\$5.7 billion	\$5.8 billion
Vocational and Adult Education	\$1.4 billion	\$1.6 billion	\$1.2 billion	\$1.3 billion
Postsecondary Education	\$14.9 billion	\$12.6 billion	\$12 billion	\$11.9 billion
Educational Research and Improvement	\$468.1 million	\$540 million	\$351.5 million	\$454.1 million
Office for Civil Rights	\$58.2 million	\$62.8 million	\$54 million	\$55.5 million
DEPARTMENT OF EDUCATION TOTAL	\$32.9 billion	\$31.7 billion	\$27.0 billion	\$28.5 billion

* Revised to include cuts from FY1995 Rescissions bill

** The majority of funding for Indian education comes from the Interior Department.

a moral obligation, buttressed by years of policy and case law, to use its education dollars to make our society more, not less, equal. No more.

The third major problem with the bill has to do with the myth of school choice as it relates to bilingual education. The justification for the bill is a belief that state governments, school districts, and parents should make educational decisions for students. In practice, the bill drives money to the governors and permits an unrestricted

amount of money to go to private and religious schools. There are many serious flaws with a voucher program, especially one that permits funds to go to private schools, that have been discussed elsewhere.

The choice issue at the local level for bilingual education is unique. Federal funds have been used to *expand* educational options that would not otherwise have existed by supporting model and innovative bilingual education programs. For nearly

thirty years, federal bilingual education funds have introduced communities to the option of bilingual education because local administrators lacked either an understanding of bilingual education or sufficient resources to start up a program. Federal bilingual education funds and national expertise and technical assistance have been there to help.

Eliminating "bilingual" from federal bilingual education funds and spreading

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In the next issue of the Bilingual Research Journal, editor Richard Ruiz wrote a forward which he urges researchers to take into consideration the fact that there are political consequences to the research they do. How do you view the role of researchers?

I think the research community has the responsibility to do the very best analyses and to promote the very best theories. That's what they're trained to do; they're not politicians. I think it's incumbent upon those of us who have agreed to take on that responsibility, i.e., as a political appointee or as an advocate to Congress like NABE and other organizations, to then take that information and use it. But again, the current question is not whether we know enough. The real debate is a political debate — who gets resources and who doesn't.

I think researchers in the last 15 years have done an excellent job of documenting; I can name a number of them who have distinguished themselves. When you take that data overall, we *do* know that native language can be important; we *do* know how to prepare good teachers — we know what makes a difference. But whether we have the resources to implement these things, has been the primary issue facing us — a political issue. When I show data to a new Congressperson, they're not interested. They want to hear from the folks at home what they feel about bilingual education, or education, parent involvement, whatever... a political response.

Researchers certainly have the responsibility as citizens to promote their own political perspectives and to assist others who may share them. And I believe Richard is right, many researchers don't realize how their data is being used, and they ought to know. But I think the major responsibility for bilingual researchers is to be good researchers.

What do you see as the future of the federal bilingual education program?

It should have the same vision, same goals, and mission — and that is the value of leadership nationally. You've got to have a national leadership, vision and mission. You can't have California doing something and Nebraska doing something else. Title VII has helped the country in that way. It is an appropriate Federal role. It isn't going to do it all — shouldn't do it all — but it should provide leadership and the opportunities for local authorities to develop their own capacity to do the things they determine best for that locale. We never try to dictate what people should do; we say, here are good programs we can help you fund, and you decide what their nature is, what their ingredients are. But we don't make those decisions, the Federal government doesn't make those final decisions, *you* do. You don't have to apply for these funds if you don't want to.

Besides that, I'd like to see a major mission within the department to provide leadership to other areas here inside the federal government such as OERI, OSERS, OESE, NSF, NIH... We have experts who know about kids learning two languages, about cognitive development and linguistic development. I have found that in discussions with other agencies they're more than willing to receive assistance to understand how they might be more responsive to these issues. We've made some steps in that direction; we have to do a lot more.

What do you see as the future of bilingual education in general?

We may continue to have our ups and downs, but the kids are not going away — there's growth in the population. We have the instructional practices that will allow schools to respond to these kids. As long as we move in the direction to assist children, bilingual education will be there. I don't see it going away or decreasing. It may be funded through Title I; it may be funded more through local districts; it may be funded through state funds. It's not going to disappear, because the kids need it.

What words of advice do you have for your successor?

The major issue now is the political issue of this new Congress. This next year will be a heavy political year because of the presidential and congressional elections. Hang in there! OBEMLA has taken some steps already with the systemic efforts and with the new projects; but I believe the field will need further assistance and information. We've tried to open up communications and to be more accessible to the field. I'd advise the new Director to continue to move that way. The staff here have done a good job of putting their own organization together, and we need to make sure it continues. Also, the new Director should be confident of the support of the Secretary and the Undersecretary; that's one thing they do not have to worry about.

Congratulations on your appointment to Berkeley. What are your plans?

I am going to go back where I think I belong. I knew I'd only be here for a period of time. I am pleased to be able to go back, back to one of the premier graduate schools of education — ranked third in the country. I will be fortunate and honored to serve as the new Dean; I have good, supportive colleagues there. I think we'll be able to continue the preparation of a new cohort of good researchers and good teachers — not only in bilingual education, but also in other areas. I will still continue my research. I hesitate taking a full-time administrative post because it would be much like OBEMLA — administration all the time. I don't mind administration, but I feel I still have some research and writing left and I'd like to do that as well. As Dean at Berkeley, I can mix these different tasks in a place that's critical — California. I believe that UC-Berkeley can provide the kind of leadership California needs in dealing with its diversity, and I plan to help do that.

Do you have any special message for the NABE membership?

Hang in there! NABE has been a tremendous support to OBEMLA and to the broader goals of educating children as articulated by this Administration. I encourage NABE's continued participation — political and intellectual. I think there's a great deal NABE can contribute intellectually, particularly in the preparation of professional staff. I would encourage the membership to continue doing this, while at the same time, to be politically vigilant and active. I think it's important work. I will continue to be a member of NABE and to support it, and I thank both the membership, for their wonderful support, and all of you here in Washington — Jim, you and others — who have been especially supportive and helpful.

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

Closed Captioned TV: A Resource for ESL Literacy Education

by Carolyn Parks

It has been five years since the publication of *Closed Captioned Television for Adult ESL Literacy Learners* (Spanos & Smith, 1990). Since that time, interest in the subject has been growing among teachers, students, and researchers. What is new in closed captioned television (CCTV)? Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the medium's educational potential. This digest reports on new captioning legislation that increases access to captioned programs and on new research, technology, and uses of closed captions in the field of adult ESL.

Increased Access to Captioned Programming

In 1990, Congress passed the "Television Decoder Circuitry Act" mandating that all new TV sets 13 inches or larger manufactured for sale in the United States have a built-in computer chip that decodes captions. This eliminates the necessity of buying a separate decoder (about \$150) for this purpose. Sets with the built-in decoder offer a menu with a "caption option." When this is selected, a written version of a program's audiotrack is displayed at the bottom of the TV screen. The law went into effect in July 1993, and the National Captioning Institute (NCI) estimated that by the end of 1994, 40 million households would have these new "caption-ready" sets, that provide free access to the educational benefits of captioned TV and video (National Captioning Institute, 1993).

More Captioned Programming

Educators and learners now have many captioned programs from which to choose. More than 800 hours of captioned programming per week (up from 400 in 1990) are broadcast by the major networks, both

public and commercial, and by the cable networks (National Captioning Institute, 1993). Almost all primetime TV programming — news, dramas, documentaries, situation comedies, children's fare, sports events, movies, commercials, and special reports — is captioned. In addition, thousands of video programs for home and school viewing are being captioned every year. The level of language used, age appropriateness, sophistication, and overall quality of these programs vary widely. The captioning also varies in pacing and in the degree of correspondence with the spoken text, from verbatim to paraphrased. Like a new wing in a library, closed captioning provides a new body of reading

material that offers teachers a rich resource and new options for instruction.

Research Results

The latest research studies on the benefits of using CCTV with second language learners of all ages continue to confirm the findings of earlier years (Bean & Wilson, 1989; Goldman & Goldman, 1988). Students using captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read. Thomas Garza (1991) used verbatim captioning with adult ESL learners and

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BACKGROUND INFORMATION ABOUT CLOSED CAPTIONING

WHAT IS CLOSED CAPTIONING?

The symbols (registered trademarks of the National Captioning Institute and of the Caption Center) and "CC" identify, in TV program listings, television programs and videotapes that are closed captioned. These programs have captions, or printed text, at the bottom of the screen, which can be accessed with a decoder. The captions are synchronized with the dialogue or narration of the program's audiotrack.

WHAT KIND OF EQUIPMENT IS NEEDED TO SEE THE CAPTIONS ON A REGULAR TELEVISION SET?

When a captioned program is broadcast on TV or played on a VCR, the captions are visible on sets that have a separate or built-in "caption decoder."

HOW ARE THE CAPTIONS ADDED TO A VIDEOTAPE?

Captioners, somewhat like court stenographers, spend many hours at specialized computer work stations watching and listening to programs and typing a transcript of the words being spoken. These words are then encoded on the videotape as closed captions. They cannot be read until they are decoded.

HOW FAST DO THE CAPTIONS MOVE ACROSS THE SCREEN?

Programs are captioned at different speeds depending on the sophistication and speed of delivery of the language of the spoken text. *Sesame Street*, for example, is captioned at 60 words per minute, *Reading Rainbow* at 120 wpm, and the *ABC Evening News* at up to 250 wpm.

DO THE CAPTIONS MATCH THE SOUNDTRACK EXACTLY?

Some programs are captioned almost verbatim; others are paraphrased for ease of readability.

SPECIAL REPORT ON LANGUAGE POLICY

USA Today Editorial Opposes Official English

Today's debate: Official English -A phony solution in search of an imaginary problem

Our view: Politicians are using official English to pander to public fear of immigrants

Senate Majority Leader and presidential candidate Bob Dole obviously recognizes a popular slogan when he sees one. Monday, he became the latest advocate for making English the nation's "official language."

Official-English bills have been kicking around in Congress for years, and laws or constitutional amendments have been adopted in 22 states, including New Hampshire, Montana and South Dakota this year. The idea is simple and easy to sell.

Unfortunately, it's also a feel-good answer to a largely imaginary problem — that American culture is threatened by non-English speakers. Dole, for instance, said "ethnic separatism" threatens the nation.

Hardly. While 32 million U.S. residents speak a foreign language at home, the vast majority speak English as well. Only 0.8% of the population, hardly enough to be a menace, can't speak English.

Census data show that nearly 90% of Latinos ages 5 and older speak English at home. And 98% of Latinos surveyed said they feel it is "essential" that their children learn to read and write English "perfectly."

In fact, the vast majority of today's Asian and Latino immigrants are acquiring English proficiency and assimilating as fast as did earlier generations of Italians, Russians and Germans. More than 95% of first-generation Mexican-Americans are English proficient, and more than 50% of second-generation Mexican-Americans have lost their native tongue altogether.

What would making English official mean? Dole didn't say. He hasn't endorsed any of the proposals pending in Congress.

But others have. The most widely supported, with 180 cosponsors in the House and 17 in the Senate, would bar taxpayer funding of publications, forms and ceremonies in other languages and call on government to "preserve and enhance the role of English." A hearing is scheduled for October 18.

Two other bills would require all government communications to be in English, terminate support for bilingual education and end

the Voting Rights Act requirements that election ballots be available in other languages where there are heavy concentrations on minority-language speakers.

A fourth would write an official-English provision into the Constitution.

State and local experience suggests none of them would achieve anything of value. Even backers are hard pressed to cite positive results, for government is in fact overwhelmingly conducted in English already.

Meanwhile, anecdotal evidence suggests official English invites unexpected trouble. Hundreds of complaints have been filed against employers, shopkeepers, even bus drivers who cited official-English laws — wrongly — as grounds for firing workers or denying service.

A federal law would do no better.

The notion of barring native-language voting help to elderly immigrant-citizens, whom it was designed to help, is downright mean-spirited.

And bilingual education, except for minor financial support, isn't even a federal issue. Done right, it helps children get started in substantive schooling while also learning English. Most youngsters in the programs move into regular classes in less than three years.

Where it's done wrong, the states and school districts that control education — not Congress — will have to find an answer. And official English is not it.

In Georgia and Maryland this year, governors rejected political pandering and vetoed official-English bills. In seven other states, proposals failed in the legislature.

Official English is one more law we're better off without.

USA Today, September 7, 1995,

Reprinted with permission from USA Today.

• NABE •

This Special Report on Language Policy contains two petitions -- one in support of bilingual education and the other opposing Official English. Please photocopy these petitions and distribute them to your colleagues and friends. Ask that as many people as possible fill them out and send them to NABE as soon as possible. This is an opportunity to let national policy makers know your opinions.

SPECIAL REPORT ON LANGUAGE POLICY

Language-Restrictionism & National Politics

by James J. Lyons, Esq.
NABE Executive Director

Beyond the epic questions of education funding covered elsewhere in this issue, the last six weeks have been the most challenging, the most frightening, the most gratifying, and maybe the most momentous time in memory for bilingual education and American language policy. This special report covers some of these recent events.

The months ahead promise to be even more crucial as laws which uphold the rights of language-minority Americans, protect the liberties of all Americans, and promote the successful schooling of language-minority children are targeted for legislative amendment and repeal by the English-Only lobby and by national politicians pandering to nativism.

As NABE members, we can do much to inform public opinion and to influence public policy and legislation through the democratic process. The stakes — educational success for the nation's children and protection of fundamental human rights and American values — demand our total investment.

Newt Gingrich: "English as the American Language"

The August 4th edition of the *Los Angeles Times* reprinted the chapter "English as the American Language" from Newt Gingrich's book *To Renew America*. In this scant four-page book chapter, the Speaker charges:

Today the counterculture left and its allies profess to smooth the path for immigrants by setting up bilingual education programs, making it possible for children to continue in their own language. In fact, they have actually made it more difficult. Bilingual education slows down and confuses people in their pursuit of new ways of thinking. It fosters the expectation of a duality that is simply not an accurate portrayal of America. Immigrants need to make a sharp psychological break with the past, immersing themselves in the culture and economic system that is going to be their home. Every time students are told they can avoid learning their new native language (which will be the language of their children and grandchildren), they are risking their future by clinging to the past...

In addition, educators and professionals who make their living running these programs often become the biggest opponents for letting these people move into the mainstream. Sadly, there are some ethnic leaders who prefer bilingualism because it keeps their voters and supporters isolated from the rest of America, ghettoized into groups more easily manipulated for political purposes often by self-appointed leaders.

Linda Chavez: New Stage, Same Song

At the beginning of August, NABE received a press release about the formation of a new organization in Washington, the Center for Equal Opportunity (CEO). Its President is none other than Linda Chavez, former Executive Director of U.S. English and Staff Director of the U.S. Commission on Civil Rights under President Reagan. CEO, which styles itself a "think tank", has a three issue agenda — immigration, affirmative action, and multi-cultural education.

The August issue of *Reader's Digest* contains a five-page article by Linda Chavez entitled "One Nation, One Common Language." The article is a rehash of Linda's shop-worn accusations that parents don't want bilingual education and that bilingual education harms students. As always, her evidence is based on a combination of anecdotes of bad educational practice, half-truths, and full-truths taken out of context. And as before, Linda portrays bilingual education exclusively as an immigrant issue and an Hispanic issue. The article's bottom line message: "the best policy for children — and for the country — is to teach English to immigrants as quickly as possible. American-born Hispanics, who now make up more than half of all bilingual students, should be taught in English."

Throughout August, Linda Chavez has been inviting selected people, including yours truly, to participate in a September 18th "conference" on bilingual education to take place on Capitol Hill. The opening speaker for the CEO "conference" is Representative Toby Roth (R-WI), author of Official English/English-Only legislation which would repeal the federal Bilingual Education Act and the bilingual provisions of the Voting Rights Act. According to the invitation, Linda Chavez will serve as moderator. I declined to participate in Linda's conference; under her sponsorship and control, the event would not be productive. More importantly, I received a far better offer — more about that later in this column.

Samuel Kiser: When Lies Become Law

Later in August, the Associated Press reported that a Texas State District Judge, Samuel C. Kiser, had equated a bilingual mother's speaking Spanish to her 5-year-old daughter with "child abuse" and had declared that by not speaking English to the child, the mother was "relegating" her to the position of a "housemaid."

The Judge's outburst came in a child custody case in Amarillo, Texas. According to the AP story, Judge Kiser admonished Mexican-born U.S. citizen Marta Laureano:

If she [Marta's daughter] starts first grade with the other children and cannot even speak the language that the teachers and the other children speak, and she's a full-blood American citizen, you're abusing that child and you're relegating her to the position of a housemaid.

CONTINUED ON PAGE 26

SPECIAL REPORT ON LANGUAGE POLICY

PETITION

TO

THE PRESIDENT OF THE UNITED STATES,
MEMBERS OF THE SENATE,
AND MEMBERS OF THE HOUSE OF REPRESENTATIVES

I support bilingual education because it:

1. enables students to learn content area material *while* they are learning English, so they don't fall behind academically;
2. facilitates the acquisition of English language skills;
3. develops the linguistic resources of our nation; and
4. connects schools with families and allows parents to be active partners in their children's education.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

Return this form to
NABE
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018

Yes! I want to help preserve federal bilingual education programs. I am contributing:

\$10 \$25 \$50 \$100 \$500 \$1000 \$ _____

Enclose check or money order made payable to NABE

SPECIAL REPORT ON LANGUAGE POLICY

PETITION

TO

THE PRESIDENT OF THE UNITED STATES,
MEMBERS OF THE SENATE,
AND MEMBERS OF THE HOUSE OF REPRESENTATIVES

I oppose Official English because it:

1. violates the basic values of freedom and mutual respect which have given strength and unity to the nation;
2. violates basic human rights and restricts life opportunities;
3. wastes valuable linguistic resources; and
4. fosters ethnic and linguistic discrimination and division.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

Return this form to
NABE
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018

Yes! I want to help preserve language freedom in America. I am contributing:

\$10 \$25 \$50 \$100 \$500 \$1000 \$ _____

Enclose check or money order made payable to NABE

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SPECIAL REPORT ON LANGUAGE POLICY

RESTRICTIONISM AND POLITICS

FROM PAGE 23

Judge Kiser's courtroom remarks faithfully echo the sentiments expressed in expensive advertisements run by U.S. English in the *New York Times* and *Time Magazine*. The 1989 U.S. English ad in the *New York Times* charged in bold headline print "IF SOME NY EDUCATORS GET THEIR WAY THIS IS THE KIND OF FUTURE MANY OF OUR CHILDREN WILL FACE." Under the headline was a picture of a dishwasher in a restaurant kitchen. The U.S. English advertisement was directed against a strengthening of New York's bilingual education programs by the State Board of Regents. Judge Kiser's housemaids, U.S. English's dishwashers. The U.S. English ad in the March 20, 1995 edition of *Time Magazine* directly equated bilingual education with child abuse. The first two paragraphs read:

Deprive a child of an education. Handicap a young life outside the classroom Restrict social mobility. If it came at the hand of a parent it would be called child abuse. At the hand of our schools and funded primarily by state and local government, it's called bilingual education. A massive bureaucratic program that's strayed from its mandate of mainstreaming non-English speaking students. Today more money is spent teaching immigrants in their native languages than teaching them English.

Bob Dole: Official English

In a Labor Day speech to the national convention of the American Legion, Republican presidential candidate and Senate Majority Leader Robert J. Dole, cited threats of "ethnic separatism" and called for English to be made the official language of the United States. According to a *Washington Post* report, Senator Dole declared that

with all the divisive forces tearing at our country, we need

the glue of language to help hold us together. If we want to ensure that all our children have the same opportunities in life, alternative language education should stop and English should be acknowledged once and for all as the official language of the United States.

In the same speech, Senator Dole: called for an end to affirmative action; attacked proposed national history standards as overemphasizing negative aspects of U.S. history such as "the scourge of McCarthyism and the rise of the Ku Klux Klan"; and pledged to pass a constitutional amendment banning flag burning and desecration.

Senator Dole's speech has generated widespread and intense media interest. Radio and television talk-shows have picked up on the issue of language policy featuring debates between Members of Congress. Rick López and I have received calls from more than 50 news reporters, and have participated in numerous television and radio news specials on official English/English-only and bilingual education.

Most of the editorials that we have seen criticize Senator Dole's promotion of official English, and more editorials are likely in coming days. *USA Today's* editorial captioned official English as a "Phony solution in search of an imaginary problem," stating that "Politicians are using official English to pander to public fear of immigrants" [see reprint of editorial in this issue]. The *Washington Times*, however, supported Dole's position in an editorial entitled "Official English is coming." The editorial enthused:

English is America's mother tongue. Americans not only speak English but, on the whole, refuse to learn another language. In a speech this week to a national convention of the American Legion in Indianapolis, presidential aspirant Robert Dole made that

point loud and clear, saying, "If we want to ensure that all our children have the same opportunities in life, alternative language education should stop and English should be acknowledged once and for all as the official language of the United States.

Capitol Hill, September 18, 1995: Separating Fact From Fiction in Bilingual Education

Earlier I noted that I had declined participation in Linda Chavez' September 18th Capitol Hill "conference on bilingual education." I also mentioned a better offer. The offer came in the form of a request from the Congressional Hispanic Caucus and Congressional Asian Pacific American Caucus to help them organize a three-hour session during the morning of September 18th on bilingual education for Members of Congress, congressional staff, the media and the press. The purpose of the CHC/CAPAC event is to set the record straight about bilingual education before it is twisted by Linda Chavez and her allies.

The Months Ahead

Debate over national language policy is likely to intensify as elections approach. Hearings on Official English are being scheduled by the House of Representatives for mid-October. Bilingual education will be challenged by U.S. English, English-First, Linda Chavez, and other English-only advocates. With your involvement, and with the investment of your time and contributions to NABE, we will, I believe, succeed in preserving educational programs which help students succeed and language policies which reflect and respect the diversity of the American people. NABE's efforts to preserve bilingual education and language freedom cost money. Contribute now, by sending a check to NABE. Your contributions can help preserve bilingual education and language freedom in America.

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SPECIAL REPORT ON LANGUAGE POLICY

An Open Letter in Response to Judge Kiser

The following letter, reprinted in full, was sent to the *Amarillo Globe Times* newspaper in Amarillo, TX by Dr. Rosa Castro Feinberg in response to Judge Kiser's remarks during the Laureano child custody hearing. Dr. Feinberg's note to the *Globe Times* editor is also include (printed below in italics). *NABE NEWS* thanks Dr. Feinberg for her permission to reprint the letter for our readers.

Dear Editor:

This is an open letter of thanks to my Mother, addressed to you and your readers in response to Judge Kiser's recent remarks to Ms. Laureano in a child custody hearing. I would appreciate receiving a copy of the issue which contains this letter to give to my Mother.

September 4, 1995

Mi Querida Mamá,

As a child of the depression, you were never able to go to college, but we all know that seeking degrees and titles is but one way of knowing things. Your wisdom has produced a child and a grandchild who have enjoyed a large measure of success through helping others, based on the values you instilled in us, and the linguistic and cultural skills of which you laid the foundation.

When I was growing up in New York City, you spoke to me only in Spanish. You read to me in Spanish. You sang to me in Spanish. Family rituals were conducted in Spanish. Mealtime conversation was in Spanish. I was able to talk with my Grandfather, who spoke only Spanish, about the books he was always reading, and with my Uncle, who was in the Merchant Marines, about his trips all over the world, and with my Father about his early years in Spain and his subsequent travels. I was able to talk with you about your years in Colombia, and learned the stories you first heard there.

You knew that the only way I could have access to the treasures of family history and heritage was through Spanish. You knew that the best way for me to enjoy the full benefits of bilingualism was to establish a firm base of competence in the language that would receive the least support in the public schools. You knew that there were familial, social, academic, and vocational benefits to bilingualism, as well as benefits to our nation in its international trade, diplomatic, and military activities. You chose the best possible means of ensuring that your child, your family, your community, and your country would receive the legacy of language and culture you freely gave, gifts of great worth, for which I thank you.

My first job, while I was in high school, was at Mary Jane Shoes, in downtown Miami. There, and in subsequent summer jobs at Richards, Burdines, and Drug City Drugs, my ability to speak Spanish helped me get the job from out of a crowded field of applicants, and to do the job of serving customers who, more often than not, were Spanish-speakers.

When I began teaching in 1960, my ability to speak Spanish enabled me to be part of a newly designed program for recently arrived Cuban refugee children. As I continued in my teaching career, my bilingualism helped not only in the classroom, but also in the all important task of keeping in touch with the parents of all my students.

When my son was born, you looked after him while I was working. You gave him the same gifts you gave me, for which he, too, is the richer. Now, he is an attorney, working on behalf on low income aged or disabled clients in Louisiana. I am an Associate Professor at Florida International University, helping to prepare teacher education majors for teaching and administrative careers in the fourth largest school district in the country, where over 45,000 students are of limited English proficiency, and bilingualism is again an asset.

I am also a Member of the Dade County School Board, elected county wide with the largest number of votes cast for any of the four sets of candidates who were elected in 1992. I was first appointed to fill a vacancy for this position by then Governor Graham in 1985, because of my experience as an educator and policy maker, and because of my years of service with community based organizations in Florida.

That service, including work with Puerto Rican, Cuban, Mexican American, Haitian, Seminole, Miccosukke, Greek, Vietnamese, Chinese, and Thai organizations, as well as my teaching experience, called for the linguistic and cultural skills you first taught me. Subsequent to the appointment, I have used Spanish constantly, to talk with community groups in a jurisdiction with over 50% of the population classified as Hispanic, to talk with parents, and to provide orientation to the school system via the extensive network of Spanish language print, radio, and television communications media.

Throughout my life, whatever success I have enjoyed, I can trace back to the fact that I had a mother who read to me, and thank God, she read to me in Spanish!

Muchas gracias, Mamá. Con besos y abrazos, tu hija que mucho te quiere,

Rosita
(Rosa Castro Feinberg, Ph.D.)

adult Russian language learners to explore the language learning benefits of merging spoken and printed text in one medium. He chose short (2-4 minutes), verbatim, captioned segments from actual Russian and American TV programs which provided a kind of visual glossary for difficult vocabulary. When, over time, he tested students' ability to use specific vocabulary from the segments in retellings of their content, he found significant increases in comprehension of the segments, as well as recall of the language used in them.

In a study commissioned by the National Captioning Institute, Neuman and Koskinen (1992) found that using captioned science materials from the television program *3-2-1 Contact* with Asian and Hispanic seventh and eighth grade ESL students resulted in higher scores on tests of word knowledge and recall of science information. These results support the theory that multisensory processing of the audio, video, and print components of captioned TV enhances language learning and content.

ESL Classroom Applications

Several technological advances have made the use of captioned materials a less time-consuming activity for teachers and a rich experience for students. It is now possible to capture the captions, i.e., transfer them directly to a printer or computer as they appear on the TV screen. The Scriber system (Pacific Lotus Technologies, PL100 hardware and software packet) enables the viewer to either print out the captions as they appear on the screen or save them on the computer in a word processing program where classroom activities such as the following can be developed: accessing key words, generating cloze exercises, changing the font and spacing, and converting upper case letters to lower case (all captioning is done in capital letters).

For example, Tim Rees (1993) at the International Language Institute of Massachusetts reports success with Chinese and Japanese students of ESL using CCTV news programs and situation comedies to expand vocabulary, improve listening comprehension, increase knowledge of current affairs and U.S. culture, and stimulate class discussions. Rees transcribes the

captions on a word processor and uses the printed-out script of programs students have viewed in class for classroom and homework reading. He also designs cloze and other vocabulary activities from TV programs the students view in class.

Todd Ellsworth (1992), teaching at the Benjamin Franklin Institute in the Mexican state of Yucatan, where students have little exposure to real English, uses captioned TV programs received via satellite from the United States. He divides his classes into three groups to view the same program: the first views the program without captions; the second with captions; and the third with audio only (without video or captions). From issues arising during full-class discussions after the group viewings, Ellsworth designs lessons on grammar and vocabulary, including idioms and slang; on U.S. cultural expectations and social etiquette; and on the effects of emotion on stress patterns and pronunciation. He finds the in-class study of closed captioned programs motivates the learners to use their second language, English, with greater ease and confidence.

Salvatore Parlato, who works with deaf and hearing ESL students in Rochester, NY, uses in-class captioned TV viewing as a group activity that provides a common frame of reference or talking point from which to build vocabulary and concepts (Parlato, 1986). He focuses the students' attention on the job of the captioner, who often paraphrases and simplifies what is being spoken to make captions short and slow enough for easy readability. His students view programs, looking for differences between captions and dialogue, and discuss these differences after the viewing. Parlato turns the volume off during a second viewing and either he or a student reads the captions aloud while the rest of the class reads along silently. This activity helps develop reading fluency and metalinguistic knowledge about how language can be used and manipulated.

Webb, Vanderplank, and Parks (1994) suggest using certain closed captioned children's programs, such as *Sesame Street*, *Reading Rainbow*, and *3-2-1 Contact*, with adult ESL learners. The content, speed of captioning, and vocabulary make these programs suitable for use in the adult ESL classroom and many adult activities can be

designed around them. (See Smallwood, 1992 for a discussion of ways to use children's literature with adults.) *Rescue 911* and *NOVA* are two adult programs that are also suitable for ESL classrooms.

Conclusion

Through training in the use of CCTV and sharing of experiences with each other, educators will continue to discover ways in which captioning can transform the medium of television into a powerful and effective literacy and language learning tool for all ESL students, including adult learners.

Resources

The Caption Center, 125 Western Avenue, Boston, MA 02134. (617) 492-9225. Information on how to make your own captions.

The National Captioning Institute, Inc., 5203 Leesburg Pike, Falls Church, VA 22041. (703) 998-2400. Information about decoders and research studies.

Pacific Lotus Technologies, 1 Bellevue Center, 411, 108th Avenue NE, Suite 1970, Bellevue, Washington, 98004. (206) 454-7374. Information about decoders and computer software for transcribing.

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New Comprehensive Regional Assistance Centers Funded

The U.S. Department of Education has funded 15 new Comprehensive Regional Assistance Centers, thus consolidating the services of more than 40 technical assistance centers (including 16 Multifunctional Resource Centers and two Evaluation Assistance Centers funded by Title VII). The new centers are designed to assist states, school districts, and schools in "meeting the needs of children served under the Elementary and Secondary Education Act, including children in high-poverty areas, migratory children, immigrant children, children with limited English proficiency, neglected or delinquent children, homeless children and youth, Indian children, children with disabilities, and, where applicable, Alaska Native children and native Hawaiian children." The Centers will provide "comprehensive training and technical assistance, related to administration and implementation of programs under ESEA to states, local educational agencies, schools, tribes, community-based organizations, and other recipients of funds under ESEA. They will focus on two priorities, as required by ESEA: assisting Title I schoolwide programs, and they will help local educational agencies and schools funded by the Bureau of Indian Affairs that have the highest percentages or numbers of children in poverty."

These Comprehensive Regional Assistance Centers will be transitioned in over the next six months, during which time the Multifunctional Resource Centers and Evaluation Assistance Centers funded by Title VII will continue to operate. Funding for the Centers after the initial six month period is pending resolution of appropriations for Fiscal Year 1996. Under the House-approved funding bill, these Centers would be eliminated.

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Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

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Region II (New York)

New York University, New York

Region III (Delaware, District of Columbia, Maryland, New Jersey, Ohio, Pennsylvania)

George Washington University, Washington, DC

Region IV (Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)

Appalachia Educational Laboratory, Charleston, WV

Region V (Alabama, Arkansas, Georgia, Louisiana, Mississippi)

Southwest Educational Development Laboratory, Austin, TX

Region VI (Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin)

Wisconsin Center for Education Research, Madison, WI

Region VII (Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma)

University of Oklahoma, Norman, OK

Region VIII (Texas)

Intercultural Development Research Association, San Antonio, TX

Region IX (Arizona, Colorado, Nevada, New Mexico, Utah)

New Mexico Highlands University, Albuquerque, NM

Region X (Idaho, Montana, Oregon, Washington, Wyoming)

Northwest Regional Educational Laboratory, Portland, OR

Region XI (Northern California: all counties not included in Region XII)

Far West Laboratory for Education Research and Development, San Francisco, CA

Region XII (Southern California: counties of Los Angeles, San Bernadino, Orange, Riverside, San Diego, Imperial, Mono, and Inyo)

Los Angeles County Office of Education, Los Angeles, CA

Region XIII (Alaska)

South East Regional Resource Center, Juneau, AK

Region XIV (Florida, Puerto Rico, Virgin Islands)

Educational Testing Service, Princeton, NJ

Region XV (Hawaii, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau)

Pacific Regional Education Laboratory, Honolulu, HI

The pattern of preferred learning styles in Korean-American students tends to be similar to that reported for students in the United States. For example, both Korean-American and American students preferred more intake, mobility, informal design, and less structure than did Korean students. This may indicate that the Korean-American students had become acculturated and their learning styles became close to the learning style pattern of American students. Thus, one may say that the development of learning styles is partly moderated by cultural and environmental influences.

Although learning style differences exist between the two groups (Korean and Korean-American students), it should be noted that there are as many individual differences within each group as between the two groups. Thus, even though it is important to understand the group differences in learning style preferences, teachers should also consider individual differences in each student. Using some form of learning style measure, teachers may identify individual students' learning styles

and help them understand their own learning styles such as time of day preferences, perceptual preferences (auditory, visual, tactual, or kinesthetic), sociological preferences (learning alone, with peers, with a teacher, in small or large groups), mobility needs, and instructional environments (noise level, lighting, formal/informal design...). Then, teachers should provide guidance for studying through their strong style preferences and also try to match teaching/learning environments with the individual students' learning style preferences as much as possible.

Eunsook Hong is an Assistant Professor of Counseling and Educational Psychology at the University of Nevada, Las Vegas. She teaches courses in educational psychology, research methodology, human measurement, and statistics. Her areas of research interest include human learning and problem-solving, gifted education, and sociocultural impact on the education of ethnic minorities.

Editor's Note: Contributions to the Asian/Pacific American Education Concerns column should be sent to Janel Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94912. (510) 834-9458. FAX (510) 763-1490. E-mail: JANET_LU@arcoakland.org

<NAME>

CENSUS — FROM PAGE 8

vision (301-457-2429). A CD-ROM with the tables and a special data set with information separately by state for independent analysis sells for \$150 from the Population Division.

This article is adapted from articles in the July 1995 issue of NUMBERS AND NEEDS, a newsletter on ethnic and linguistic minorities in the United States, edited and published by Dorothy Waggoner.

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Carolyn Parks is a staff member of the Adjunct ERIC Clearinghouse for ESL Literacy Education.

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Editor's Note: Contributions to the Technology and Language-Minority Students column should be sent to Dr. Dennis Sayers, New York University, 239 Greene Street, Room 635, New York, NY 10003 (212) 998-5485. E-mail: SAYERS@acflcluster.nyu.edu

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Petition supporting bilingual education! — page 24

TEACHING OPPORTUNITIES

Are you interested in teaching in sunny Southern California?

Bilingual Education: Spanish (K-8)

Must be eligible for appropriate California Credential

Starting Salary
\$27,000 - \$52,362
plus fringe benefits

Call or write:
**Ontario-Montclair
School District**
Dr. Sharon P. McGehee
Personnel Services
950 West "D" Street
Ontario, CA 91762
(909) 983-9501

News from NABE's Central Region

An Update on People, Conferences and Policies



by Dr. Joe Bernal

NABE affiliates in the Central Region have been busy contacting their respective memberships about potential cuts in federal education funds, particularly in bilingual education. Highlights of their efforts on behalf of language-minority students are provided in this column.

Kansas

Tulio Tablada was elected president of the Kansas Association for Bilingual Education at the state convention held in June in Hutchinson. He replaces Grace Blum. The convention, entitled "Blending for Success: Bringing Title VII, Title I, and Migrant Education Groups Together" was a huge success. According to Tablada, much of the success was due to keynoter Juan Andrade, President of the Midwest-Northeast Voter Registration and Education Project from Chicago, who gave a great inspirational and motivational talk centering on excellent teachers producing quality students. On the lighter side, ventriloquist Nacho Estrada and his puppet, Don Chema, had everyone rolling in the aisles.

Tablada reports that he plans to emphasize three things during his tenure of office: (1) increase membership (local state and national), (2) become more vocal and active in governmental affairs, and (3) support teachers' efforts at the local level.

Louisiana

Louisiana Association for Bilingual Education president Lourdes Deya announced that plans are being made to name a new LABE executive board for 1995-96. Plans for a state conference in New Orleans in December were discussed by the Transitional Committee. Interested persons may contact Ms. Deya at (504) 928-9296. A decision was also made by the

Transitional Committee to support the New Orleans conference to be held by the National Association for the Education and Advancement of Cambodian, Laotians, and Vietnamese Americans. That conference will be held at the Pontchartrain Hotel, March 31st-April 2nd, 1996. Interested persons may contact Greg Levitt at the University of New Orleans.

North Dakota

The most important news from the North Dakota Association for Bilingual Education is the announcement by President Marc S. Bluestone that their legislature adopted SB 2491. The bill, written by affiliate members including Bluestone and Joyce Burr, allows for special certification to be given an individual as an instructor of North Dakota American Indian languages and culture if the individual is recommended for certification by the North Dakota indigenous board created by the tribal governments. The instructor being certified must (1) display competence in North Dakota American Indian languages and culture and successfully completed a three-semester-hour course in classroom instruction at a tribal college or other institution of higher education, or (2) hold a BA or BS degree and have knowledge of and experience in North Dakota American Indian languages and culture.

The affiliate state conference will be held at the Double Wood Inn, in Bismark, North Dakota, October 18-20, 1995. Interested persons may call Marc Bluestone at (701) 627-3718.

South Dakota

South Dakota Association for Bilingual Education president Ray G. Howe reports that their state conference will be held at the Howard Johnson Hotel in Rapid City, February 13-15, 1996. For further information about the conference, contact Mr. Howe at (605) 867-5633 or Pat Steward at (605) 773-4257.

Texas

Dr. José A. Ruiz-Escalante's first act as Texas Association for Bilingual Education president was to mail the NABE Alert on budget cuts to each state member. An updated NABE alert was also sent by Frank Campos, Legislative Co-chair, with former TABE president Dr. Adela Solís assisting. Esther de la Garza, president of the San Antonio Area Association for Bilingual Education, has also done a mailout to all San Antonio members. They also developed a model resolution opposing education cuts for their members to take to their respective School Districts for their trustees to adopt.

NABE Pioneer, Dr. Elisa Gutiérrez, recently retired from her position as Director of the Division for Bilingual Education of the Texas Education Agency. Many people attended a reception held in her honor at the Texas Education Agency on September 1, 1995.

The 1995 TABE state conference will be held in El Paso on November 9-11, 1995, at the Camino Real Paso Del Norte Hotel. Anyone wishing to attend may call 1-800-484-5745, Ext. TABE or 8223.

TABE leadership will go before the state Board of Education to give testimony regarding assessment exemptions for language minority (LM) children. The question of accountability regarding the progress of language minority children is in question in that an inordinate number were exempted from state testing, but little or no reporting was made on the alternative assessment used with LM children.

TABE has also gone On-Line. Its E-mail address is TXTABE@aol.com.

Wisconsin

Toni Griego Jones, president of the Wisconsin Association for Bilingual Education, reports that they have been quite busy contacting members regarding budget cuts. WABE's state convention will be

CONTINUED ON PAGE 32

held at the Holiday Inn City Center in Green Bay, September 29-30, 1995. Dr. Alba Ortiz will keynote the conference entitled: "Assessments for Non-English Speaking Students." For more information, call Ivy Santiago Covert at (414) 475-8711 or Toni Jones at (414) 229-5255.

Dr. Jones reports that students in Green Bay can now complete their bilingual education certification credits at the University of Wisconsin at Green Bay (UWGB) due to a new partnership with the University of Wisconsin at Milwaukee. Further still, procedures are being established for such certification courses to be extended into areas where they are not now available.

- NABE -

Regional News Wanted

Have you changed jobs? Have you or a student in one of your bilingual programs received an award? Is there new legislation or policy being proposed in your district or state? Send your news to your NABE Executive Board Regional Representative. "Regional News" is a new regular column which will appear in each issue of NABE NEWS. We hope to hear from you!

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Making English Time Fun: ESL Tips

by Arlene Zamora

As a bilingual teacher I knew I had to do something to help my Armando become comfortable with the English language. ESL was the only time he would show any interest in practicing English, so I had to make it a FUN time for him and the rest of my class. I honestly believe if I had not made that extra effort, Armando would not have bloomed as beautifully as he did at the end of the school year.

Remembering all the techniques from my education courses in college, drama seemed the best way to make our "English time" fun and exciting. I had reservations and doubts at first, "Will it work?", "How will they respond?" were my concerns. I reassured myself with a bit of advice one of my bilingual professors gave me, "If it helps just one of your students, it's worth trying." So I did.

These are some of the techniques I used to make ESL a fun time.

Make sure all students can see and hear you when you read the story. Have a comfortable setting and atmosphere to make it a risk-free environment. Provide bean bags, big cushions... change the lighting if possible to coincide with the theme of the story.

Use a variety of methods to read the story to your students. Have recorded stories, invite other staff members to read to your students, ask a parent or a member of the community to come in, or simply view the cartoon version of a particular story.

Use prompts and costumes to dress your students for the part. You can make vests from butcher paper, use old clothes, make hats and masks from construction paper. They love to dress up.

Act out the drama more than once. This gives other students an opportunity to be in the spotlight.

Praise your students for the efforts they make to speak English. No matter how small the part they played in the drama, praise them! Encourage those students who need to practice English to share experiences similar to the events in the story.

Finally, join in the fun with your students. This gives you a chance to model the language and have a blast with your students. The teacher can even dress up too.

I am pleased to report my efforts paid off for Armando. One day during our "English time" (ESL), I asked for a volunteer to tell me what the story was about. Armando raised his hand; I was surprised with his effort to share with the class but I called on him anxiously. To my surprise Armando spoke beautifully! I could see him thinking about what and how to say things. He was still at a loss for a few words in English, but I asked him to tell me in Spanish, then I would help him by saying the word in English. It was a day I will never forget.

My professor was right when she told me, "As long as it will help one student, it's worth trying." So don't be afraid to try new innovative ideas with your students. It might just be the key in helping one of them succeed.

Arlene Zamora teaches second grade students at E.B. Reyna Elementary School in Mission, TX.

- NABE -

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Upcoming Events

September 15 - October 15, 1995
National Hispanic Heritage Month.

September 27-29, 1995 - The 1995 National Symposium on Refugees. Sponsored by the Office of Refugee Resettlement, U.S. Department of Health and Human Services and the Texas Office of Immigration and Refugee Affairs. Contact Juan Antonio Flores at (512) 873-2400, FAX (512) 873-2420.

September 29-30, 1995 - "Assessments for Non-English Speaking Students." Annual State Conference of the Wisconsin Association for Bilingual Education, Holiday Inn City Center, Green Bay, WI. Contact Ivy Santiago-Covert at (414) 475-8711 or Toni Griego Jones (414) 229-5255.

September 30 - October 3, 1995 - "Riding the Tidal Wave of Change: Implications for Hispanics." Ninth Annual Meeting of the Hispanic Association of Colleges and Universities, Sheraton New York Hotel and Towers, NY. Contact HACU, National Headquarters, 4204 Gardendale Street, Suite 216, San Antonio, TX 78229, (210) 692-3805.

October 4-6, 1995 - 15th Annual Conference of the National Puerto Rican Coalition, Inc. Sheraton New York Hotel, New York, NY.

October 18-20, 1995 - North Dakota Association for Bilingual Education Annual State Conference. Double Wood Inn, Bismarck, ND. Contact Marc Bluestone at (701) 627-3718.

October 13, 20, 1995 - "Sharing ESOL Successes." Kansas State Board of Education Conferences. 10/13 - Topeka, KS; 10/20 - Liberal, KS. Contact Kim Kreicker at KSBE. (913) 296-7929.

October 18-21, 1995 - "Constructing the Next American Dream," Educating One-Third of a Nation Conference. Hosted by the American Council on Education and its Office of Minorities in Higher Educa-

tion. Kansas City, MO. For more information, contact the American Council on Education at (202) 939-9395.

October 19-21, 1995 - "Research and Practice in Immersion Education: Looking Back and Looking Forward." Sponsored by the University of Minnesota and the Minnesota Council on Teaching of Languages and Cultures. Contact Shirley Mueffelman at (612) 625-3850.

October 27 -28, 1995 - "Standards and the Bilingual Student: Preparing Students for the Year 2000 and Beyond." Colorado Association for Bilingual Education Annual Conference, Westin Resort, Vail, CO. Contact CABA at (303) 857-2464.

October 28-30, 1995 - New York State Teachers of English to Speakers of Other Languages. Uniondale, NY. Contact Linda Ann O'Malley at NYTESOL (516) 877-1260.

November 8-12, 1995 - American Translators Association 36th Annual Conference. Nashville, TN. Contact ATA, 1800 Diagonal Road, #220, Alexandria, VA 22314. (703) 683-6100.

November 9-11, 1995 - Texas Association for Bilingual Education Annual Conference. Camino Real Paso Del Norte Hotel, El Paso, TX. Contact TABE at (800) 484-5745, Ext. TABE or 8223.

November 15-17, 1995 - "Getting Our Children Ready for Tomorrow." Joint Conference of Advocates for Language Learning (ALL) and Second Language Acquisition by Children (SLAC), in conjunction with the annual meeting of ACTFL. Conference Center Marriott on the Campus, California State University, Fullerton, CA. Contact Dr. Paul Garcia at (816) 871-6317, FAX (816) 871-6313.

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To receive your registration materials, call NABE at (202) 898-1829; ask for Mina or Celia.

All current NABE members and all 1995 conference attendees will automatically receive all necessary 1996 registration materials.

Native American Cultural Pride: Whose Responsibility Is It?

by Janice Jones Schroeder

Teachers and parents both have important responsibilities to fulfill and roles to play in sharing and preserving cultural pride in Native American students. Children need to be reassured of their own culture and values. Once they know who they are, children with a positive sense of self can make better choices and go on to become "all they can be."

What is the Teacher's Role?

Teachers have an important part to play in teaching young people about culture. They can be positive role models to students as they teach them to respect the differences and similarities of the cultures that might be represented in a classroom. Teachers who are sensitive to, and aware of, the richness of culture differences can also:

- Teach concepts and similarities among people rather than just pointing out differences. They can demonstrate how different cultures or societies express the same ideals.
- Teach the many positive aspects of all cultures and point out that no culture is bad or wrong. Teachers can assist students in coming to appreciate others, and help them become aware of the positive by all cultures represented in the students who come from that culture.
- Share insights about the positive contributions of all cultures

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- represented in the community or society where the students live.
- Compare and contrast the cultures represented in their classroom. Teachers can discuss with students how they are alike and how they are different.
- Demonstrate the advantages of multiculturalism in their state (town). A culturally sensitive teacher can identify specific ways in which the many cultures in their state (town) have blended customs, practices, material, culture, knowledge, skills, art, thoughts, technology and experiences to benefit all their students.

What is the Parent's Role?

Parents are a child's first teachers. In fact, some experts feel that children begin to learn from their parents long before they are born. So the first responsibility for positive learning and development begins with the parents. They are a vital link in nurturing and promoting cultural pride in their children. Parents can:

- Serve as role models through what might be called the "imprinting process." Children watch, listen, learn, and try to copy the actions of their parents. This socio-cultural development continues as children learn to "walk in our moccasins."
- Examine what kind of role models they are for their child. As well if parents don't take pride in their heritage culture, their child may grow up not knowing that s/he even has a culture.
- Use their cultural base as a resource to help them in being good role models for their child. Grandparents, uncles, aunts, cousins and extended family can also provide positive support and a good learning base needed in order to help a child cope with the transition of moving from a Native system and way of life in to the Western way of school life.

- Help children get started from the right frame of reference by emphasizing a cultural base at home and at school. Children start thinking and learning from the right hemisphere of the brain; this is where the inherited symbols are located. These symbols become activated by culture, myths, legends, stories, rituals and ceremonies. Parents can provide this positive cultural base by spending time with their children, helping them to learn about their heritage and culture and by being a "teacher" to their child. Other ways parents can share culture with their children include native storytelling and participation in traditional native cultural activities.
- Be good role models for their children with their homework by giving them support and encouragement, helping them read, and prepare for tests, and using "culture" as a basis for self-esteem building.

Once a culture base has been solidified, the Native child can begin to adjust to the Western-oriented way of thinking; s/he can begin to move from the unconscious part of the mind into the conscious part of learning. The conscious part of learning relies upon the five senses and rational/logical thinking. This is what is emphasized in most school systems. By leading a clean and healthy life, by being active in school affairs and education, by maintaining cultural activities, and by improving their own education in some way, parents can serve as positive role models for their children. Their moccasin tracks will lead toward education, and not away from it. And guess who will be following?

Janice Jones Schroeder is a Member-at-Large of NABE's Executive Board. She is affiliated with the Interface Network MRC in Anchorage, Alaska.

NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Native American Postcolonial Psychology

Reviewed by Paula Gill López

Edward Duran & Bonnie Duran (1995). *Native American Postcolonial Psychology*. New York: State University of New York Press. 227 pp.

Edward Duran and Bonnie Duran present a well thought out, comprehensive argument outlining the way Native Americans should be treated clinically for a range of problems. Duran and Duran describe how Native Americans are traditionally treated in the clinical setting and the reasons these traditional efforts overwhelmingly fail. The authors credit Western practitioners' Eurocentric view of treatment for the poor treatment outcomes of Native Americans: "Western practitioners approach traditional healing methods with skepticism while expecting absolute faith from the traditionals in orthodox Western-oriented therapeutic strategies. A bridge between these two camps must be built (p. 9)." Duran and Duran wrote *Native American Postcolonial Psychology* with the hope of integrating traditional Native American and Western world views in order to improve the treatment outcomes of Native Americans.

The authors divide the book into two parts. The first part deals with the theoretical perspectives that provide the foundation for their treatment plan. For those who would help, the authors emphasize the importance of understanding the history of a culture, particularly the history of a people who have been colonized. In Part 2, Duran and Duran describe the treatment plans they have used for specific clinical areas, including chapters on alcoholism, substance abuse, domestic violence, and depression. The authors also discuss the importance of community intervention when helping to ameliorate the problems of Native Americans. This present article goes in depth to review Part 1 chapters because they provide the rationale for treatment and the essence of a new perspective for conceptualizing the Native American postcolonial experience. Part 2 will be addressed more generally.

The authors begin by illustrating the fundamental ways in which the psychological worldview of traditional Native American culture is diametrically opposed to the psychological worldview of Western culture. The antithetical pairs discussed in Chapter 2 include time vs. space location, process vs. content thinking, compartmentalization vs. non-compartmentalization of experience, and intensity of event vs. passage of time. To elaborate, Western thought conceptualizes time in a linear sense (*when* something took place), while Native American thought is concerned more with time in a spatial sense (*where* something took

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Language and Learning: Educating Linguistically Diverse Students

Reviewed by Minako Inoue

McLeod, B. (1994). *Language and Learning: Educating Linguistically Diverse Students*. New York: State University of New York Press. 311 pp.

The recent school reform movement has been supported by research on school effectiveness that tried to identify factors that "make a difference" in student learning. The first wave of educational reforms from the late 1970s focused on academic content and higher standards for students and teachers. However, this "top-down" approach, which sought to change schools through state programs and regulatory activity, was often criticized as doing little to produce meaningful gains in learning since it did almost nothing to change the content of instruction, to directly involve local schools in the reform process, or to alter the reigning notions of teaching and learning (Cohen, 1990; Carnegie Forum, 1986; David et al., 1990).

Largely in response to such deficiencies of the first wave, in addition to the issues of the widening diverse population, budget crisis, and the threat of privatization through the voucher initiative, the second wave of change efforts began in the middle-to-late 1980s. Many agree that some form of decentralization, professionalization, and bottom-up change are necessary to solve such problems. However, some analysts remain skeptical, arguing that education is a complex enterprise and the current reform approach has failed to produce meaningful gains in learning. Higher performance demands, more directed technical demands, and clear accountability systems are needed in order to succeed at a decentralization approach (Hannaway and Carnoy, 1992).

Language and Learning focuses on the status of the education reform nationwide to implement effective and systemic reform. McLeod, a project coordinator of Student Diversity Studies as well as a research associate at the National Center for Research on Cultural Diversity and Second Language Learning at the University of California at Santa Cruz, claims that reform efforts in the past focused on excellence but neglected equity, thus disregarding many students whose native language is not English. Throughout the entire volume, *Language and Learning* considers the effects of the education reform movement especially on those students with non-English language backgrounds. It includes important implications for increased linguistic diversity in the field of education.

This volume is a compilation of commissioned papers by nine nationally-recognized scholars, under the auspices of the Studies of Educational Reform Program supported by the U.S. Department

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place). Similarly, Native Americans are process thinkers as compared with their Western content-thinking counterparts. "Process thinking is best described as a more action and eventing approach to life versus a world of object relationships" (p. 15). Western thought is also characterized by compartmentalization, separating the mind, body, and spirit while basic to Native American thought is the idea that the individual is part of all creation, and that life is lived as one system. Finally, in Native American healing the important element is the *intensity* with which one is engaged in treatment, not the *duration* of treatment as in Western culture. This theme of opposites is carried out in later sections of the book as well.

These basic differences in thinking demonstrate how ridiculous it is for Culture A to "give" Culture B its frame of reference and expect Culture B to thrive. In Chapter 3, Duran and Duran describe the effects of colonization in a socio-historical context, emphasizing that a culture *cannot* be understood out of context. In a fascinating discussion of psychological and historical

events, the authors explain why Native American people have failed to thrive, why they have been prevented from thriving.

In some prior work, Edward Duran simply asked the Native American community why rates of alcoholism, depression, suicide, and school dropouts were so extremely high for Native Americans. The concept of "soul wound" emerged from the "Native American community across the United States and perhaps the entire Western Hemisphere" (p. 24). Before colonization, Native Americans maintained a holistic worldview which allowed them to have a unified awareness or perception of the physical, psychological, and spiritual phenomena that make up the totality of human existence or consciousness. Native American people were able to have a centered awareness that was fluid and non-static. The core of Native American awareness was the place where the soul wound occurred. This core essence is the fabric of soul and it is from this essence that mythology, dreams, and culture emerge. Once the core from which soul emerges, then all of the emerging mythology and dreams of a

people reflect the wound. The manifestations of such a wound are then embodied by the tremendous suffering that the people have undergone since the collective soul wound was inflicted half a millennium ago. (p. 44-45)

According to the authors, the wound was inflicted systematically, first by the U.S. government, then by the Native people themselves. The soul wound can also be seen as a metaphor for the destruction of the Native American family that began with the forced attendance of Native American children at government run boarding schools designed to disconnect the children from their Native American culture. The authors present statistics and research, convincingly making the argument that the Native American people were "assaulted in a genocidal fashion" (p. 29) similar to that which occurred in Nazi Germany.

These historical events have resulted in such feelings of helplessness and despair that "the psyche reacts by internalizing what appears to be genuine power-the

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ment of Education's Office of Educational Research and Improvement. The purpose of this book is to discuss the challenges faced by students with a non-English language background as well as by teachers, school administrators, and policy makers responsible for bringing maximum opportunities for all students in the restructuring system. Although it presents political, historical, philosophical, and sociological issues in bilingual/multicultural education, it especially emphasizes the political and pedagogical tension between native language development and English language instruction, the rhetoric surrounding education reform vs. its effect on different student populations, the rationale and consequences of programs with a compensatory vs. accelerated objective, the evidence for cultural specificity in learning styles vs. the necessity of discovering universal teaching strategies, and the significance of defining knowledge as inculcation vs. knowledge as reflective experience (xi). Throughout the volume, McLeod maintains the importance of not viewing individual students as members of a particular

group, but rather of offering a supportive environment in which each individual can achieve ultimate development in school as well as in society.

This book is divided into four sections. The first section, by McLeod and Gardara, presents the effects of educational reform proposals and the educational needs of these students. McLeod discusses the linguistic, cultural and social influences on achievement of non-English language background students by reviewing a variety of research. She proposes that changes in perspective and practice would benefit these students. On the contrary, Gardara's analysis of her own survey research and reviews of reform proposals emphasize the myth that reform was believed to bring benefits to all types of students equally. In addition, Mahan also contributes a discussion of the power of language in the classroom, reform, and research in education by illustrating implicit metaphorical models in education. Such models illustrate that reforms are always grounded in certain assumptions and metaphorical concepts. This section provokes in the audi-

ence some questions not only of how education should be reformed but also what our idea of children should be. It is a critical question about what kind of education should be given to students from non-English backgrounds, and how the nation views these children's needs and their potential.

The next section, by Sleeter and Tharp, addresses cultural diversity, curriculum, and pedagogy in terms of theory and practice. Sleeter discusses the cultural content of curriculum, arguing that American society, in general, and schoolchildren, in particular, would benefit from acquiring a multicultural perspective. Though reviewing various comparative studies, Tharp examines the pedagogy focusing on how children from different cultures learn and how they are best taught. Tharp argues for culturally sensitive pedagogy, which emphasizes the importance of culturally patterned learning styles of each student in educational settings. This section raises several questions about the theory and proactivity of multicultural education. It

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power of the oppressor" (p. 29). The self-esteem is so damaged that it sinks to a level of self-hatred. In the Native American community, internalized self-hatred results in suicide and deaths related to alcoholism. Externalized self-hatred is manifest in the highest rates of violent crime of any group in the U.S. Domestic violence serves a dual purpose. By committing the violent act against a family member the anger is momentarily relieved, while at the same time destroying the victim which reminds the perpetrator of the hated part of him or herself.

The authors present an absorbing account of the relevance of intergenerational post-traumatic stress disorder (PTSD) for Native Americans. Though most of the research done on PTSD involved victims of the Nazi holocaust, Duran and Duran offer a scheme of the progression of post-traumatic stress disorder within the Native American community. The progression includes the first contact between the native and colonial cultures, economic competition with European settlers, the invasion war period, the subjugation and reservation period, the boarding school period, and the forced relocation and termination period.

In Chapter 4, Duran and Duran define a "therapist-centered" approach, citing M. Sandner's belief that, when treating Native Americans, "the effectiveness of psychotherapy depends more on what we do than on what we know" (p. 57). The authors offer an intriguing comparison of the healing roles of the shaman, psychotherapist, and the medicine man. They devote the remainder of the chapter to discussing the relevance of Jung's archetypal theory for treating Native American clients.

Rather than specifically addressing each of the clinical chapters in Part 2, a typical protocol for treatment will be described. As mentioned, during the time of colonization and since, Native American people suffered such trauma that they were wounded in the very core of their essence, the phenomenon termed "soul wound". The authors maintain that the healing of the soul wound must occur at the core of Native American awareness, which is also the level of myth and dreams. Duran and Duran espouse an ingenious system of therapy that validates the client's beliefs through the interpretation of their dreams in a traditional Native American context. Admirably, the authors heed their own admonition by not pretending that all Native Americans share the same beliefs. Instead, they acknowledge "there are so many distinct tribal groups that the compilation of a generic Native American philosophy is ludicrous. This model attempts to serve people of various tribes from a perspective of respect to the particular tribe and individual...If there is one central tradition among a majority of tribes, it is the tradition of the dream being a core spiritual and psychological reality" (p. 88).

This therapeutic approach has three components. First, *dream interpretation* is an approach that has meaning for clients within a traditional Native American context. Next, *traditional counselors* and *traditional medicine people* are key members of the treatment team. Last, by using traditional Native American methods and people the approach gives the client *respect*, something that has so long been denied, by acknowledging Native American culture as legitimate and worthwhile. The authors discuss how central these components are to the success of the treatment program. "[T]he

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also presents a consideration of comparative studies. These comparative studies are useful information for education, however it should be noted that there is a diversity within cultures. Balanced curriculum and instruction should address the universal culturally specific and individual characteristics and needs of students.

In section three, McLaughlin and Bartolome present research on language arts, representing different perspectives on the issue. McLaughlin reviews and summarizes research from the cognitive psychological tradition on the first and second languages in learning literacy which, he argues, have great impact on reading and writing in a second language. Bartolome, on the other hand, questions the more fundamental issues of learning. He argues that it is necessary to examine the sociocultural context when we talk about effective teaching metacognitive strategies, McLaughlin focuses on methodological concerns — how humans learn language — and examines the process oriented instructions: for example, if they bring benefit for second language learners. Bartolome poses philosophical questions — how sociocultural factors shape educational context, teaching philosophy and practice. This section prompts the reader to reconsider perspectives on language and instruction for students from a non-English language background.

The final section outlines approach, emphasizing meaningful communication to teach mathematics and science to these students. Brenner discusses techniques of mathematics instruction for students whose language background is not English, while Gallard and Tippins address science instruction. Both chapters in this section take a social constructivist perspective on learning that emphasizes how the social context shapes thinking and knowledge. However, they focus on different aspects: Brenner concentrates on how communication occurs during the learning process, while Gallard and Tippins focus on the attitude and experience teachers and learners bring to the classroom. This section describes a new vision of mathematics and science education. Both authors intend to propose new thinking about mathematics and science which tend to be treated as transforming formal skills or abstract knowledge from teachers to students, arguing that skills in mathematics and science are learned best when collaborative inquiry and argument occur between teachers and learners. They stress the importance of using children's cultural and linguistic background as a powerful vehicle so children can build new knowledge or skills based on previous experiences.

McLeod concludes this volume by arguing that schools must change radically for students from non-English backgrounds to succeed, and she summarizes the authors' discussion of moving from one vision of education to another. She also argues that the challenge in a diverse nation is to reach a common vision of the common good.

McLeod does an excellent job of coordinating the entire presentation, giving a complete overview of research and development in the reform effort and its effects; presenting the complex challenge faced by educators; and offering a variety of perspectives on the issue. Each chapter contains a solid theoretical framework and presents current data, which strengthens each presentation. The interpretation seems quite reliable. This book raises educators'

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emphasis is on core versus periphery. Many programs that incorporate traditional approaches usually have the traditional component serve as a complement to the Western service delivery model. This practice is disrespectful and dooms the program to failure" (p. 88).

Duran and Duran stress the importance of the client's getting in touch with his/her Native American identity. This goal accomplishes two tasks: 1) an improvement of self-esteem and sense of identity, and 2) an awareness of historical factors which facilitates the exorcism of the internalized oppressor. Toward these ends the authors have developed a typical treatment plan. The treatment plan has been implemented with great success at the Family and Child Guidance Clinic, directed by Eduardo Duran and located at the Urban Native American Health Board in San Francisco and Oakland. The procedure is as follows:

The client is referred to either a psychologist or traditional counselor for help.

The psychologist or traditional counselor assesses the client and staffs the case with the rest of the clinical team, which includes all counselors, social workers, and providers. The team plans the specific course of treatment as a group.

Book Review Guidelines

Reviews for publication in the **Book Review** column should be sent to Dr. António Simões at Fairfield University, the Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250. Materials from publishers should be sent to the NABE NEWS editor, and should be clearly marked **BOOK REVIEW MATERIALS**; two complete sets of materials must be submitted.

The client engages in psychotherapy and traditional ceremonies, as appropriate. If the client needs to see a medicine person, visits with a medicine person from the client's traditional belief system are arranged. Sometimes the therapy takes place in a traditional sweat lodge. Therapy is designed to help the client understand the process itself. Often, the focus of therapy is to help the client understand his or her modern "lifeworld" from a traditional perspective.

The clinical team evaluates the client and recommendations are made for ongoing therapy or participation in traditional ceremonies, as appropriate. Caution must be taken not to compartmentalize treatment, as is ordinary with Western therapists and their clients. For instance, in a ceremonial setting it is appropriate for a client to discuss treatment issues even after treatment has been terminated.

The reviewer has one criticism. The number of typographical errors that went uncorrected was distracting and struck the reviewer as disrespectful of the content. Overall, Duran and Duran offer a powerful scholarly discourse. The text is replete with relevant literature reviews and case studies. Throughout the book, the authors' voice sounds sometimes frustrated, sometimes angry, but always genuine with passionate concern. The monumental investment they have in the subject and the keen identification they feel with the Native American population is evident in the often poetic narrative.

The strong emotion they demonstrate is never more apparent than in the sarcastic

(almost tongue-in-cheek) use of rhetorical questions throughout the text. Two examples of such pointed questions follow. Attempts by Western researchers to explain the positive effects of peyote in treatment while ignoring the role of peyote as viable medicine in Native American culture cause the authors ask, "Is it possible the peyote is exactly what Native American people say it is?" (p. 98). When referring to the Western researchers whose work does not provide productive insight and, in fact, serves to further stereotype Native Americans, Duran and Duran ask, "Have these researchers heard of experimenter bias and transference—and how these have a fundamental effect on most human interactions?" (p. 99). The sympathetic reader can share the authors' fantasy "that one day the DSM-III will have diagnostic criteria such as 'acute or chronic reaction to genocide and colonialism'" (p. 53).

The intensity Duran and Duran have for their subject is neither distracting or unprofessional. On the contrary, it is wholly appropriate and serves to interest and inspire the reader. The reader is encouraged to self reflect in order to identify the "cross-cultural blind spots" (p. 59) with which she may be operating. *Native American Postcolonial Psychology* is recommended reading for anyone who works with any people who do not innately belong to the culture of power. It is must reading for anyone who wants to understand postcolonial Native American culture.

Paula Gill López is an assistant professor at Fairfield University.

• NABE •

BOOK REVIEW (MCLEOD)

FROM PAGE 38

awareness of how important it is to develop high quality education for a linguistically and culturally diverse population. *Language and Learning* helps the reader to have critical and insightful thoughts for viewing reform, its plan, premise, implementation and evaluation.

It might be more helpful if this volume were to include more detailed directions to show educators how to develop techniques to implement the reform that brings together students with different backgrounds.

Finally, *Language and Learning* is also recommended to policy makers and educational administrators since it deals with implementation of the restructuring of schools. These professionals can recognize what is lacking in past reform and what is needed to make current reform meaningful.

Minako Inoue is affiliated with the University of California, Santa Barbara.

• NABE •

Resources for Bilingual Educators

Content-ESL Training Materials - The three year-year content-ESL project at the Center for Applied Linguistics closed with the publication of *Content-ESL Across the USA: A Training Packet*, the third volume of a series. This final volume is a compilation of guides on a range of topics which teachers and administrators can call upon when designing, implementing, and sustaining programs for limited English proficient students that combine instruction in ESL and a content area. Volume III (as well as Volumes I and II) is available from the National Clearinghouse for Bilingual Education at (800) 321-NCBE, or (202) 467-0867 in the Washington, DC area.

The ESL Teacher's Book of Lists - compiled by *Jacqueline E. Kress, Ed.D.* - A resource that includes 80 practical, tested lists for developing instructional materials and planning lessons for elementary and secondary ESL students at all ability levels. This sourcebook contains ready-to-use information, activities, and ideas for teaching English language acquisition to limited English proficient students. For quick access, the lists are organized into seven sections, numbered consecutively within each section, and printed in a big 8 1/2" x 11" spiral-bound format for easy photocopying as many times as required for individual or group instruction. The seven sections include: General Vocabulary, Academic Vocabulary, Grammar, Grammar Patterns & Practice, Pronunciation, Assessment, and Curriculum & Instruction. \$29.95 plus applicable state tax, postage and handling. To order contact Center for Applied Research in Education, 110 Brookhill Drive, West Nyack, New York 10995. (800)288-4745.

Latino Immigrants in Los Angeles: A Portrait from the 1990 Census - The March/April 1995 issue of *Poverty & Race*, published by the Washington, D.C. based Poverty & Race Research Action Council, contains a three-page article on Latino immigrants in Los Angeles, written by David Hayes-Bautista, Werner Schink and Gregory Rodríguez. The article is a con-

densed version of a full report published by the Alta California Policy Research Center. To obtain a free copy, send a self-addressed, stamped envelope to: PRRAC, 1711 Connecticut Avenue, NW, Suite 207, Washington, DC 20009. (202) 387-9887.

Let's Find Out - This is a classroom magazine whose goal is to provide rich learning experiences for children 4-6 years old. Monthly theme-related children's issues and the Teacher's Edition Curriculum Guide support and extend curriculum through informational articles, stories, and activities. *Let's Find Out* nourishes children's natural curiosity and creativity, builds self-esteem and a sense of belonging, and encourages early literacy. It provides teachers with an integrated program that fosters active learning and builds on children's knowledge and experience to develop creative and critical thinking, its portrayal of children and families reflects the multicultural world we live in. Colorful weekly magazines for each child include: photo stories that show real children in theme-related learning situations children can identify with; see-through issues that develop themes and content; new science and people and places articles that add content and opportunities for critical thinking; mini-books containing folk tales and literature, with a whole-language orientation. Children cut and put together pages to form small books; news issues featuring holidays, seasons, and timely, high-interest topics such as dinosaur discoveries; activity pages for independent skill development, with parent notes for sharing fun; high-quality illustrations and fine photography; children's issues, discovery cards, and big Pages. 1-9 student subscriptions, including one Teacher's Edition, \$4.65 each; in combination with Parent and Child, \$5.15; 10-39 student subscriptions, including one Teacher's Edition, \$4.95 each, in combination with Parent and Child. Communications relating to subscriptions should be addressed to Scholastic *Let's Find Out*, 2931 East McCarty Street, P.O. Box 3710, Jefferson City, MO 65102-3710. (800) 631-1586.

The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools by *David Berliner and Bruce Biddle* - This book examines the question of whether our nation's school system is really in the sad state that "A Nation At Risk" and similar reports have suggested. The authors argue that this is not the case. With facts, figures, and good old-fashioned outrage, they seek to crush the myths that allow a nation to engulf itself in a crisis that does not exist. While they do not deny that there are problems in today's educational system, the authors insist that he real evidence shows that many of the charges levied against the schools are not true and that those charges fail to address the real dilemmas that American educators face. The book describes commonly held beliefs and contrasts them with the facts on topics such as achievement and aptitude, education funding, and education reform efforts. They specifically address the myth of English language immersion programs for language minority students and the motivations of those who support them, concluding that "the research evidence provides little support for education critics who advocate scrapping bilingual education." \$25.00 hardcover. ISBN: 0-201-40957-7. Addison-Wesley Publishing Company, Jacob Way, Reading, MA 01867. (617) 944-3700.

Second-Language Learners - by *Julia Lara* - A case study of a middle school in a large urban district in California has found that students who are just learning to speak English are less likely to receive career counseling or similar types of guidance. In *Second-Language Learners and Middle School Reform: A Case Study of a School in Transition*, 38 pages, the author revealed that while school officials created a positive climate for all students, there was virtually no recognition of the value of the students' native languages. For copies, send \$8.00 to: the Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001. (202) 336-7016.

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Campaign Against Racism and Extremism

NABE CARES

Three More States Enact English-Only Legislation

by Rebecca Starrick

Within the past three months, three more states have enacted English-only legislation, bringing the total to 22 states.

South Dakota, Montana and most recently New Hampshire passed laws requiring all official government documents be printed in English, with exceptions for documents dealing with public health and safety, judicial proceedings, tourism and foreign-language instruction.

Also, on May the 9th Circuit Court of Appeals agreed to rehear *en banc* the case involving Arizona's English-only law, considered the nation's most restrictive. Last December, a three-judge panel from the 9th Circuit ruled it unconstitutional.

"This indicates the court realizes that the English amendment is an important

issue deserving of a full hearing," said Mauro Mujica, chairman of U.S. English, an organization that promotes legislation at the state and federal levels to make English the official language and has conducted lobbying campaigns to achieve those goals.

At the federal level, an English-only bill authored by Rep. Bill Emerson (R-Mo.) has gained 163 congressional supporters from 35 states. A hearing is expected in or early fall. In other states:

In Oklahoma, a Senate committee killed an English-only bill March 16 after it made it through the House chamber.

In Maryland, Gov. Parris Glendening (D) vetoed an English-only bill on May 24, calling it divisive.

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Texas Governor Bush Attacks Buchanan Will See That Immigrant Bashers "Pay the Price"

by Kay Bárbaro

At Ross Perot's recent Texas pig-roast, Lone Star Governor George W. Bush stuck his thumb in Pat Buchanan's squinty eye, labeling the darling of GOP reactionaries an "isolationist" for his inflammatory rhetoric blaming undocumented immigrants and NAFTA for our nation's faults and woes.

Bush warned, "I will speak out strongly at the (GOP) convention and any chance I get if the Republican Party chooses to bash Mexico."

A few days earlier, Bush promised a largely Hispanic audience in El Paso he'll see that any presidential candidates who resort to immigrant-bashing will "pay the price."

His comments were followed by equally potent words from Rudolph Giuliani, New

York City's Republican mayor.

In an interview reported Aug. 23 in the New York Times, Giuliani, whose grandparents immigrated from Italy, charged the anti-immigrant bills being concocted in Congress play on irrational fears, violate basic decency and would have "catastrophic social effects" if implemented in NYC and other major urban communities. To which Calif. Representative Elton Gallegly, author of some of the most race-baiting bills, responded: "I make no apologies for putting Americans first."

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RESOURCES — FROM PAGE 41

Selected Readings from CHIME - (Clearinghouse for Immigrant Education) are free annotated bibliographies on specific topics: - Immigrant Parent Participation in Schools, Haitian Students in U.S. Public Schools, Multicultural Education, and Addressing Racism and Violence in Schools. CHIME, a service of the National Center for Immigrant Students (NCAS), provides networking assistance and facilitate access to educational materials, organizations, and individuals concerned with effective education of immigrant children. CHIME can be reached by calling its toll-free number (800) 441-7192.

New Voices Newsletter - This is a periodic newsletter from the National Center for Immigrant Students (NCAS) that disseminates summaries and analyses of current issues, policies and legislation pertaining to immigrant students. It also provides reviews of literature and curriculum materials, and descriptions of research and model programs that support school success of immigrant students. The newsletter is free of charge. For more information contact the National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116. (617) 357-8507, FAX (617) 357-9549

Resources are listed for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

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Publishers and Educational Materials Developers

Do you have new products to tell NABE members about?

Send a sample of your material to the NABE NEWS Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials will be listed ONCE, free of charge, in the Resources for Bilingual Educators column.

Make Your Voice Heard Beyond Classroom Walls

by Ann-Marie Wiese

It is June and the last week of the 1994-1995 school year. The classroom looks bare as bulletin boards and students' work come down off the walls. We began the school year as 33 students. Mexican and Anglo-American, and one bilingual teacher. We had high expectations: each student would develop his/her native language while acquiring a second language. As a group, we learned about each other, and together we explored the surrounding world. We became a bilingual, bicultural community.

Ten months of the year, I teach a 1st and 2nd grade blend in a Dual Language Program in Salem, Oregon. As a teacher my responsibilities are numerous. I have the responsibility to acknowledge and follow the guidelines present in Title I, Title VII, Goals 2000, IDEA and other national policies. I also have a responsibility to comply with state and district curriculum, guidelines, and policy. I have a responsibility to my principal and professional colleagues. Most importantly, I have a responsibility to my students and families, to provide them with the best possible education.

As I tried to incorporate the many national policies into my classroom this year, I developed a true interest in finding out who was on the other side of federal education policy. Who wrote these policies? Does the Department of Education make sure to incorporate the ideas of field practitioners? To answer these questions, I decided to pursue a summer internship with the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

As Eugene Garcia, Director of OBEMLA, has stated, teachers have the responsibility to validate each student's linguistic and cultural background. These are the "roots" students bring to the classroom — the foundation from which students can grow and learn. As a teacher, another equally important responsibility is to facilitate access to the "wings" of knowledge. With these "wings" all students can achieve whatever they wish. To effectively facilitate access to knowledge,

I must view myself as a continuous learner. I need to understand and implement progressive, effective teaching strategies, intercultural communication, and new legislation. As a continuous learner, I decided an opportunity to work "inside" federal policy would be invaluable.

I began my work at the Department of Education seven weeks ago. It was quite a change to be working with adults in an office building rather than thirty students in a classroom. The staff of OBEMLA

Reducing the national deficit with severe cuts to education will only result in an education deficit. The future of our nation is at a crossroads. The future of our children depends on our commitment to act now.

welcomed me as an "expert from the field". I soon found that this group of individuals valued my opinion. In discussions on budget policy, guidance documents for Title I and Migrant Education, talking points on bilingual education for members of Congress, and many other pertinent issues my input was recognized as a critical link with the field of education.

During my time here, I have come to realize how important it is to have field practitioners, like myself, working with the federal government. We can provide a perspective that is often lost, or overlooked. We can make the phrase "number of students served" come to life. As I look to the current situation regarding the 1996 Budget Appropriations, I try to personalize the

impact of the proposed cuts. I talk about my school district, striving to effectively serve its limited English proficient students, yet facing a dramatic lack of teachers trained in effective bilingual and English as a second language methodology. My school began a Dual Language Program in the final year of a Title VII grant. Without additional funding, the teachers at my school will lack the appropriate teaching materials to meet the needs of a diverse student population. Many teachers are willing to seek additional training in bilingual methodology, but without Title VII funds will not have that opportunity. As a Title I school-wide program, the reduction in Title I funding would mean losing a half-time Reading Recovery position at our school as well as access to additional materials such as bilingual literature. *Reducing the national deficit with severe cuts to education will only result in an education deficit.* These cuts are real. They are real to the many students, families, and teachers who will be denied services.

As I look to this coming year, I make a commitment to my students. I will validate their "roots" and help facilitate the development of "wings". At the same time, I cannot help but be discouraged. With the numerous challenges my students already face, how will they and I bear the additional burden of reduced services, materials, and funds?

I urge you to think about how cuts in federal funding would affect your school, your students, and you. Take a stand, invite those around you to take a stand, and clearly delineate what a strong commitment to education looks like, in terms of funds and services. The future of our nation is at a crossroads. The future of our children depends on our commitment to act now.

As teachers, administrators, and parents, this is a critical time to make our voices heard.

Ann-Marie Wiese is a bilingual teacher at the Grant Elementary School in Salem, Oregon.

-NABE-

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VIEW FROM WASHINGTON

FROM PAGE 19

scarce federal dollars thinly across the U.S. is tantamount to restricting choices of administrators, teachers, parents, and students. *Under the \$53 million funding level for bilingual education passed by the House, a formula-funded bilingual education program would provide only 18 cents a day for each of the nation's approximately 3 million LEP students.* That would be enough money to perhaps buy a new notebook for each student, but not to experiment with innovative bilingual education techniques, especially if the current incentives in the Bilingual Education Act to implement high quality instruction are withdrawn.

The fate of the Goodling block grant bill is unclear. The Economic and Educational Opportunities Committee plans to consider the bill as we go to print. The Committee plans to combine it with the much larger *Individuals with Disabilities Education Act*, which has to be reauthorized this year, in an attempt to force a hesitant Senate to act on the Goodling block grant bill. While it is certain that the Senate will not pass the Goodling bill this year, Committee or full House passage of the Goodling block grant bill would set a terrible precedent for next year.

The answer is to write and call your Representative. The Appropriations battles are, for now, top priority. But writing on the Goodling block grant bill is equally important for the long term future of America's growing student population and even faster growing LEP population. A

House Committee on Economic and Educational Opportunity

Republicans (24)

Bill Goodling (PA), **Chair**

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Lynn Woolsey (CA)
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Mel Reynolds (IL)

few letters and calls is a small price to pay for the future of millions of language minority students.

If you need help or further information, call the NABE legislative hotline at (202)

898-1829, ext. 777, or Rick López, NABE's Associate Director for legislation, policy, and public affairs, at ext. 106.

- NABE -

ANNOUNCEMENTS

Bilingual Research Journal with Ramírez Study Now Available

NABE has reprinted Volume 16, Nos. 1&2, of the *Bilingual Research Journal*. The Winter/Spring 1992 issue is devoted entirely to the longitudinal study conducted by Dr. J. David Ramírez and his colleagues comparing immersion strategy, early-exit, and late-exit transitional bilingual education programs for language-minority students. In addition to the Executive Summary of the study itself, the *Journal* contains articles by David Dolson and Jan Mayer, Jim Cummins, Christine Rossell, Keith Baker, Virginia Collier, and Wayne Thomas.

This study, which was validated by the National Academy of Sciences, concluded that

- Learning English language skills by LEP students requires six or more years of special instructional support;
- Providing LEP students with substantial amounts of primary language instruction does not interfere with or delay their acquisition of English language skills;
- Providing substantial instruction in the primary language appears to help LEP students catch up to their English-speaking peers in mainstream classrooms in English language, reading and mathematics;

- In contrast, providing all instruction in English or with modest amounts of primary language instruction does not appear to help LEP students catch up to the norming population; and
- Increasing the use of the primary language for instruction appears to make it possible for language-minority parents to support their children's learning by monitoring and/or helping their children with the required work.

The cost for Volume 16, Numbers 1&2, of *The Bilingual Research Journal* is \$10 each copy. Also available are copies of NABE's *Professional Standards for the Preparation of Bilingual/Multicultural Education Teachers* at \$5.00 each copy. Shipping and handling charges are \$2.90 each copy (up to 10), shipped first class mail. Call for shipping/handling charges on larger shipments. Alternative shipping methods are also available at cost. Other issues of *Bilingual Research Journal* and *Annual Conference Journal* are available for sale; call for a fax catalog. Mail all orders, along with payment, to:

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National Association for Bilingual Education

Volume 19, Number 2

Congress Holds Hearings On English-Only

by Jim Lyons and Rick López

Laying the groundwork for future legislative action, the House Economic and Educational Opportunities Subcommittee on Early Childhood, Youth, and Families chaired by Randy "Duke" Cunningham (R-CA) held hearings on October 18th and November 1st on English-Only legislation. Both hearings were slanted toward English-Only supporters.

October 18th Hearing

The October 18 hearing featured testimony by two panels of Members of Congress. The first panel was comprised of English-Only supporters Senator Richard Shelby (R-AL) and Reps. Bill Emerson (R-MO), Toby Roth (R-WI), and Peter King (R-NY). The first panel's sole English-Only opponent, and sponsor of English-Plus legislation, was Rep. José Serrano (D-NY).

Shelby, Emerson, Roth, and King have each introduced English-Only legislation. In their testimony, all four members claimed that making English the USA's official, federal language would "unify" the nation. Representative Serrano argued that there was no need for the legislation since 1990 census data showed that 97

percent of Americans already speak English. He added that the legislation seemed to imply that Latinos were scheming how to "do in English." "When Latino families sit around the table, it is much more likely that they will lament that little José no longer speaks Spanish, not that José has not yet learned English," he said.

The second panel of the October 18th hearing was originally scheduled to include Reps. Sonny Bono (R-CA), John Doolittle (R-CA) — sponsor of an English-Only Constitutional Amendment, Ed Pastor (D-CA) — Chair of the Congressional Hispanic Caucus, Xavier Becerra (D-CA), and Robert

Underwood (R-Guam). Pastor, Becerra, and Underwood argued strongly, on legal and policy grounds, against English-Only leg-
CONTINUED ON PAGE 20



Subcommittee Chairman Randy "Duke" Cunningham (center) and Ranking Democrat Dale Kildee (to Cunningham's right) listening to panel of outside witnesses during November 1st hearing.

This photograph was taken with the Apple Computer digital QuickTake camera.

Showdown Nears Concerning Federal Education Cuts

by Rick López

Joining the full House of Representatives, the Senate Appropriations Committee, on September 15, approved huge federal education cuts as part of HR 2127, the Labor-HHS-Education Appropriations Act for Fiscal Year (FY) 1996. The large cuts prompted President Clinton to promise to veto the legislation because it seriously weakens federal education programs.

While less severe than the House-passed

bill, the Committee-approved bill still slashes over \$3 billion from federal education funding. The Committee recommended \$123 million for Title VII bilingual education programs, \$70 million more than the House but \$77 million less than the President. The Committee bill provided \$107.8 million for student grants and \$15.1 million for professional development awards, representing large cuts to last year's funding.

The Committee bill, like the measure passed by the House, would eliminate all

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New NABE national office phone system — page 33

Meet New Executive Board member — page 13

NABE NEWS

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Message From The President

It's Time To Stop The Slander

by Dr. Kathy Escamilla

I have been in the field of bilingual education for over 25 years. During that time, I have lived in five different states, and have worked in all different kinds of education situations from Kindergarten to college. As old as I am, I thought I had heard all of the arguments against bilingual education that had been leveled against us — both from thoughtful people who simply lack information, as well as from mean spirited people who want to distort the evidence which supports the work we do. Over the years, I have tried to inform those who truly wanted to learn about our field, and to ignore those who simply wanted to slander us. But recently, several groups have raised criticisms about practices and policies in bilingual education programs that must NOT go unchallenged. These latest challenges are not simple distortions of the truth or inaccuracies — they are **BOLD FACED LIES**. Take, for example, the following:

In the September 25th issue of *U.S. News and World Report*, an article entitled "Tongue Tied in the Schools" states: "Assignments to bilingual programs are increasingly a source of complaint. Many students, parents say, are placed in bilingual classes not because they can't understand English but because they don't read well. They need remedial, not bilingual help."

In the August 1995 issue of *Reader's Digest*, Linda Chavez states: "Bilingual education has become an expensive behemoth, often with a far-reaching political agenda: to promote Spanish among Hispanic children — regardless of whether they speak English or not, regardless of their parents' wishes and even without their knowledge." Further on the article states: "11,000 Hispanic children in Denver public schools don't have the choice to participate in ESL full time."

Implied in these messages is the idea that parents don't want their children in



1995-1996 NABE Executive Board President,
Kathy Escamilla

bilingual programs, but have no choice; that districts haphazardly assign children to bilingual classes; and that bilingual programs don't teach English. Further implied in these messages is that all of this misguided practice occurs in districts using federal Title VII funds to establish and implement bilingual programs.

Those of us in the field know that **NOTHING could be further from the truth!** Let's take the Denver example as a case in point, and then take a look at the Title VII regulations about parent notification and option to decline.

First, all good bilingual programs — including those in Denver — have strong, consistent, structured ESL components. Elementary students in bilingual programs spend a portion of every school day learning English. Middle and high school students have at least two classes in ESL and a third where English is the language of instruction. Second, **NO student in Denver**, no matter what their first language, gets "Full Time ESL;" such a program option does not exist for any student or language group. Elementary students in ESL programs get ESL two or three times per week in pullout classes. Secondary students get one or two periods a day of ESL, the same as students in the bilingual classes. Knowing Denver as well as I do, it is easy to say that students in bilingual programs actually have access to more

ESL than do other students since ESL is a daily occurrence in elementary bilingual programs, but happens only several times a week in ESL situations.

Of greater concern, however, is the implication that 11,000 Denver Hispanic students have no educational choices and are placed in bilingual programs simply because they are Hispanic. Had Linda Chavez bothered to check the *Colorado Educational Code* before she wrote her article, she would have found that Colorado is a state which has had "open enrollment" options for at least ten years. Under open enrollment, any student residing in the state has the option of attending ANY public school. He/she does not have to live in the attendance area, or even within the school district. That is, a child living in Denver may attend school in Denver or in any other school district in Colorado if his/her parents so choose.

Further, had Linda bothered to check the Denver Public Schools data on numbers of limited-English-proficient students in the district, she would have found that while there are more than 17,000 identified limited-English-proficient students, only about 12,000 are getting any kind of educational services to meet their linguistic needs. Fully one-third of the students in Denver have no access to either bilingual or ESL programs. Nationally, *lack of access to ANY program* is the biggest challenge facing educators of language minority students, a fact that neither article considered.

Most troubling of all is the implication, in both articles, that federal funds such as Title VII are being used to force children to participate in bilingual education programs without their parents' approval or knowledge. The Title VII Bilingual Education Act of 1994 includes an entire section on parent notification (Section 7502-Regulations and Notification). This section provides a very detailed description of what Title VII programs must do to ensure adequate and accurate parent notification.

CONTINUED ON PAGE 14

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PERMA-BOUND

Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, University of California Educational Research Center

A Conversation with Jim Cummins and Dennis Sayers, Authors of "Brave New Schools"

by Dr. Kristin Brown

Editor's Introduction: In this month's column, Dr. Kristin Brown interviews Jim Cummins and Dennis Sayers, authors of the recently published book *Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks* (from St. Martin's Press). *Brave New Schools* explores the educational potential of long-distance teaching partnerships across cultures and what the authors term "collaborative critical inquiry" to promote academic achievement, literacy learning, and school reform.

Kristin Brown brings a unique perspective to this interview. For ten years she has served as cofounder and co-director — with Professor Enid Figueroa of the University of Puerto Rico and Dennis Sayers — of *De Orilla a Orilla*, an international, multilingual computer network based on team-teaching partnerships. Recently she has also assumed the post of Project Director for I*EARN (the International Education and Resource Network). Since *Brave New Schools* focuses on eight case studies of global networking projects which took place through Orillas and I*EARN, Dr. Brown was able to draw upon her extensive experience with both of these exemplary learning networks in the following interview.

The title, "Brave New Schools," sounds hopeful; yet it also has ominous overtones, evoking as it does Aldous Huxley's "Brave New World," where technology was depicted as an instrument of domination by a totalitarian state. Was this double-edged meaning intentional?

Cummins: Most definitely. The title of our book, *Brave New Schools* reflects the irony of Huxley's title *Brave New World*. What passes for the "educational reform" movement in North America and elsewhere promises to restore the sense of purpose and moral certitude to the educational enterprise for the "small price" of abdication of any pursuit of critical consciousness and collaborative inquiry. In the same way, Huxley's *Brave New World* details how happiness was bought at the expense of freedom. In *Brave New Schools*, we outline the parameters of this Faustian bargain and propose a framework for organizing curriculum and instruction that seriously aims to educate all students, not just the children of the elite. This alternative framework derives from the groundbreaking efforts of educators in schools that can be described — without a trace of irony — as "*brave new schools*," where a new pedagogy for intercultural learning is

being shaped that is responsive to the economic, scientific, environmental and cultural realities of today's world.

Sayers: In *Brave New Schools* we are proposing, as a fundamental catalyst for widespread educational renewal, the adoption on the broadest possible scale of long-distance teaching partnerships across cultures; that is, intercultural networks of partnerships that — to the greatest feasible extent — seek to take advantage of accessible and culturally-appropriate educational and communications technology. We argue that such partnerships can promote academic development across a broad spectrum of content and skill areas including literacy skills development, critical thinking and creative problem-solving in domains such as science and social studies, citizenship and global education, and second language learning. They also stimulate students' research skills and promote sensitivity to other cultural perspectives.

What do you see as the most important themes in the book?

Cummins: We focus on three widely-debated — though rarely linked — issues: first, the topic of increasing cultural diversity and immigration; second, the debate

on contemporary educational reform; and finally, the global networking possibilities ushered in by the "information superhighway." We believe that we have reached a crossroads in each of these three areas, and that the choices we will make in the next few years will carry enormous implications for our societies. In *Brave New Schools* we have tried to establish links between these three phenomena that so preoccupy our collective attention as we approach a new millennium.

Sayers: I think it's important to add that *Brave New Schools* also has a very practical focus, with the concluding third of this 400-page book offering to parents and educators what we think is an invaluable guide, with over 800 annotated listings of Internet resources categorized by subject areas ranging from parent involvement to creative arts in education, social studies, language arts, mathematics and science, multicultural education, bilingualism and second-language acquisition, as well as resources for students with special learning needs. Nevertheless, we do not at all consider this a book that centers primarily on educational or communications technology. The kinds of intercultural collaborations we are proposing derive their impact and momentum not from technology but from a vision of how education can enact in microcosm a radical restructuring of power relations both in domestic and global arenas.

Equity issues are of great concern to parents and teachers. They are afraid that students in bilingual programs may be left further behind. As a result, it is frequently with a great sense of urgency that technology decisions are made. At the same time, these schools are facing increasingly tight budgets and the need to purchase technology wisely that will serve students well over the long term. What decisions should be made urgently and

CONTINUED ON PAGE 6

on which should schools not compromise?

Sayers: We share these concerns of parents and teachers. Why speak of technology at all, let alone computer technology, when textbooks — even pencils and paper for that matter — are in such short supply, and when school buildings remain dilapidated after decades of neglect? Without a doubt, there are glaring inequities of access to technology and networking resources for teachers and students, both within industrialized countries and in schools around the world. In fact, a teacher in New York City may face similar difficulties in getting connected to a computer network as an educator in China. Yet a teacher five miles away in Westchester County, New York, has immediate access to sophisticated technology that permits her students to interact with peers around the globe.

Cummins: Inequity of access to technology resources, including computer networks, simply mirrors the unequal distribution of every other human and material resource in public education, especially in countries like the United States, where educational funding is inextricably tied to local property taxes. Yet, we strongly disagree with the tendency of some educators and policy makers to trivialize (or even to dismiss) the immense potential of intercultural teaching networks as merely another expensive educational technology fashion. They point to the fate of such previous technological dinosaurs as language laboratories or closed-circuit classroom television, so-called innovations which sought to make the curriculum teacher-proof. Teacher partnership networks, however, depend on teachers' initiative and, if students' motivation is to be sustained, require that joint projects relate directly to issues of relevance to students' lives.

Sayers: In these kinds of partnerships, the technology is but a means to an end, as illustrated in the fact that teacher collaboration over long distances and across cultures flourished long before microcomputers were even dreamed of — indeed,

years before television, or even radio and films were widely available in the society at large, let alone within classrooms — as we show in Chapter Four which details the pioneering work of the European educators Celestin Freinet and Mario Lodi, presented for the first time to a mass readership in English. We feel that contemporary educators would do well to emulate the vision of the thousands of teachers in Freinet's team-teaching network who successfully advocated for free franking privileges through the national postal service, in order to facilitate collaborative critical inquiry between classes. Today, this would

We are adamant about the importance of ensuring that all schools have access to this technology and to the instructional strategies which are required to use it fruitfully. If we believe that education has a role to play in shaping the future of our societies, then our national interest with respect to both economic and democratic participation is clearly served by ensuring that all schools have basic access to the Internet for purposes of intercultural learning.

translate into government-subsidized access to the Internet for public schools, libraries, and health services. Building this right of access into the national infrastructure is well within the power of governments today.

Cummins: In short, we believe that computer-mediated learning networks can act as a catalyst for collaborative critical inquiry which is fundamental in preparing students to participate actively in a democratic society. And so, we are adamant about the importance of ensuring that all schools have access to this technology and to the instructional strategies which are required to use it fruitfully. Universal ac-

cess, when combined with a transformative pedagogy, represents a small but significant step towards promoting collaborative relations of power in the educational system. If we believe that education has a role to play in shaping the future of our societies, then our national interest with respect to both economic and democratic participation is clearly served by ensuring that all schools have basic access to the Internet for purposes of intercultural learning.

*At the heart of "Brave New Schools" are eight portraits of teachers, parents, and students who are engaged in various global learning networks. These portraits are drawn from actual classroom networking projects which have taken place in the I*EARN and Orillas global learning networks. Most important, the portraits depend on descriptions and reflections from the participants themselves, and are not merely the authors "telling about" a promising approach to teaching.*

Cummins: In order to argue convincingly for wide-ranging public and educational access to global learning networks and for their specific importance in promoting both equity and excellence in education, we demonstrate in *Brave New Schools* that it is necessary both to describe how such networks have been used powerfully in the past and to articulate a coherent vision of their potential importance in addressing the social and economic challenges we all face as a global community.

Sayers: These eight global learning projects presented in Chapter 2 confront a variety of issues that all sectors of society face on a daily basis, including the need to reduce racial prejudice and ethnic strife in order to cooperate productively to achieve mutually beneficial goals; the kind of intergenerational learning between young people and their elders, extended family, and community that promotes successful learning of basic literacy skills; and the importance of promoting awareness and

CONTINUED ON PAGE 42

Inoculating Bilingual Education Against Attack

by Dr. Stephen Krashen

Opposition to bilingual education has never been more intense. I would like to suggest a simple means of overcoming this problem: Make bilingual education programs so successful that there is simply no doubt of their effectiveness.

While bilingual education is doing very well, it can do much better. In my opinion, bilingual programs will not realize their true potential unless they do a much better job of providing a print-rich environment in the primary language, and encouraging children to read. The case for reading in bilingual education rests firmly on theory and research. As discussed elsewhere (e.g. Krashen and Biber, 1988), it has been argued that successful bilingual education provides the following:

- Comprehensible input in English (ESL, sheltered subject matter teaching).
- Subject matter knowledge, from classes taught in the primary language.
- Literacy development in the primary language.

ESL and sheltered subject matter classes provide comprehensible input directly, while subject matter teaching in the first language helps provide comprehensible input indirectly, supplying background knowledge that makes English input more comprehensible. Literacy developed in the first language transfers to the second.

We can add a fourth characteristic:

- Continued development of the primary language, for economic, job-related advantages, and cognitive advantages.

Reading, especially free voluntary reading, can contribute enormously to each of these four aspects:

1. Reading is an excellent way of providing comprehensible input in English. A growing amount of research indicates that free voluntary reading contributes to second language reading ability, writing ability, vocabulary, grammatical competence, and spelling (e.g. Elley and Mangubhai, 1983; Polak and Krashen, 1988; Tudor and Hafiz, 1989; Hafiz and Tudor, 1989; Polak and Krashen, 1989; Elley, 1991; Pilgreen and Krashen, 1993; Cho and Krashen, 1994, 1995, in press; Constantino, 1994a, Y.O. Lee, Gribbons, and Krashen, in press).

2. Reading, done in any language, is an important source of knowledge. Those who read more, know more (e.g. Ravid and Finn, 1987).

3. The power of reading for first language development is well-documented (Krashen, 1993): The best way of developing literacy in the primary language is thus through reading in the primary language.

4. It is safe to conjecture that those who have continued to develop their primary language read in that language.

There is, therefore, good reason to support reading in both the first language and the second language. Reading in the primary language can provide much of the "common underlying profi-

Table 1. School Library Holdings

School	%SpL1	%LEP	Books/child	
			A	B
Loma	95	80	2.3	.6
Estrella	98	82	3.6	.8
Alvarado	90	82	2.2	.5
Lily Ave	30	35	4.7	.6
86th St	65	65	3.3	1.0
Homer	85	70	3.9	.04
Arapahao	92	70	3.2	.12
Harbor	55	50	25.4	5.5
Cedar	88	69	5.3	1.0

Notes: %SpL1 - percentage of students whose L1 is Spanish; Books/child (A) - Total # of books per student; (B) - total number of books in Spanish per Spanish-speaking child

ciency" (Cummins, 1981) that helps ensure English language development, and English reading will promote English language development directly. In addition, there is some evidence that a reading habit in the first language transfers to the second language: Flahive and Bailey (1993) reported a significant positive correlation between how much international university students read in their first language and in their second language. Thus, free reading in the first language may mean more reading, and hence more literacy development, in the second language.

Where are the Books? Not at Home

Books are very scarce in the lives of limited-English-proficient children. Ramírez, Yuen, Ramey and Pasta (1991) investigated the print environment in the homes of limited-English-proficient children participating in three types of programs in order to determine if the home print environment was a confounding factor in their study of program effectiveness. It was not. Children in all three programs had similar numbers of books in the home. What was remarkable, however, was the paucity of books in the homes of the children in all three programs: the average number of books in the home that were not schoolbooks was only 22 ("immersion" = 20.4 books; early exit = 23; late exit = 24). By way of comparison, it is not unusual for middle-class children to own 50 to 100 books of their own by the time they are adolescents. The Ramírez et. al. figure of 22 included all books in the home, not only children's books.

Where are the Books? Not at School

School has not helped to solve this problem. There is growing evidence that a clear relationship exists between the number of books available in school libraries and reading achievement (Elley, 1992; Lance, Welborn and Hamilton-Pennell, 1993; Krashen, 1995), a finding that makes good sense in light of other research

CONTINUED ON PAGE 8

showing that more reading takes place when children have more access to books (Krashen, 1993) and that reading itself is the source of literacy development. Elley's results are particularly relevant here: He found the clearest relationship between number of books in school libraries in less economically developed countries, countries in which the school library was probably the only source of books for children.

Pucci (1994) studied policies and book holdings in the Los Angeles Unified School District. She noted that in that district, schools could only buy books from a list of approved books. The maximum number of titles approved for Korean was 19 (17 fiction, 2 non-fiction), for Vietnamese 19 (18 fiction), and for Chinese 106 (68 fiction)! Pucci also examined library collections in nine schools that had a significant number of Spanish-speaking students. Table 1 presents some of her results (names of the schools used are fictitious).

Inspection of Table 1 shows that the total book holdings are inadequate: The national average for elementary school libraries is about 17 books per child (White, 1990), and nine out of ten schools in Table 1 are well below this. (The exception, Harbor, is a small school, with a total enrollment of 375 children.) While the holdings in English are inadequate, the holdings in Spanish are pathetic.

Pucci also reported that access to the few books available was very restricted. Library visits ranged from once a week to once a month, with some teachers never bringing their students to the library. Library time ranged from 30 to 45 minutes, with a portion of that time for browsing and checking books out. In addition, "libraries at all schools have limits as to the number of books children are allowed to check out," with two books the maximum at all elementary schools, except for Alvarado, which allowed only one book! The middle schools allowed only three books per child every two weeks. In most elementary schools, however, children were allowed to check out more books if they returned the ones they had, if they had

the opportunity to use the library.

Pucci reported that "At Alvarado the atmosphere about checking out books was particularly tense, and the children's activity was noticeably regimented. Children browse the bookshelves holding a ruler, which they use to mark the place where they remove a book in order to examine it. They are not allowed to walk back to their table with the book. Rather, they must stand near the shelf and look at it there, deciding if they wish to check it out. Once children have chosen their books they go immediately to check them out

viewed 159 children and asked them to identify their primary source of free-reading materials. 72% of the children named the school library and 19% the public library. Only 6% named teachers, and only 3% named parents, undoubtedly a reflection of the economic situation their families are in. (Pucci notes that "students who reported the teacher as the primary source are all from one class at Cedar, whose teacher was in a position to receive a large number of sample books from various publishers" (p. 77).

Do they Know about the Library?

It also appears to be the case that language minority students and their parents have little knowledge of the school library. Constantino (1994b) interviewed 14 high school students enrolled in intermediate ESL classes, and reported that use of the school library was rare and "not one of the students interviewed talked about the library as a source of pleasure reading" (p. 9). None of the students, except one, were aware that there were magazines and newspapers in the school library. Constantino (1995) reported that parents of language minority students are spectacularly uninformed about the libraries in general. Of 27 parents she interviewed, only one was aware of the function of the library and used it, and 24 out of 27 "had absolutely no understanding of the library" (p. 10).

The situation is clear: reading causes literacy development, but these children have little reading material in the home, and little in school. What little there is in school is not easily accessible, and limited-English-proficient students do not know much about what is available. Here is an analogy: I am putting you on a weight gaining/muscle building program. Your diet is one glass of water and a cracker each day. If you don't gain weight and get strong on this diet, it is your fault — you are just not trying hard enough.

The problem is especially acute for

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There is good reason to support reading in both first and second language. Free reading in the first language may mean more reading, and hence more literacy development, in the second language. But books are very scarce in the lives of limited-English-proficient children, and many schools have not helped. Although school libraries are the primary source of reading materials for many language-minority students, too often their access is restricted and their choices are pathetically limited.

and then sit quietly at their assigned seats. Many of them start reading, and finish their book before the end of the allotted library time is up. When this happens, they are not allowed to return the book and check out another. In fact, one third grade teacher was overheard strongly advising the children 'not to read' (pp. 74-75)."

A few children found a way of smuggling a little more reading into their lives, passing their books to their classmates and reading their classmates' choices first, and saving their own selections for later.

In Krashen (1993), I summarized research showing that libraries were a major source of books for children. In Pucci's study, this was also the case. She inter-

News from NABE's Eastern Region

An Update on People, Places and Policies



by *María Estela Brisk*
Eastern Regional Representative

Massachusetts

The Massachusetts affiliate is carrying out a number of activities at the professional development and advocacy levels.

With regard to professional development, affiliate members conducted three presentations at the MATESOL Conference on October 21, 1995. The affiliate has designed Teacher Institutes for continuing education and professional development points needed for recertification. The first will be on November 4, 1995 on "Reflective Practices in Bilingual Literacy Contexts." The second will be on "Cooperative Learning" in January 1996. The MABE State Conference is scheduled for March 27-29, 1996. The affiliate will be a conference cosponsor, with the Western MASS Writing Project, in March 1996 at the University of Massachusetts in Amherst. The theme of the conference is "Encouraging Writing in the First Settings: Mainstream, ESL, and Bilingual Classrooms." Finally, there will be a Parent Institute in March 1996.

With regard to advocacy on behalf of language minority students, the affiliate has also been active. For several years, Massachusetts has not had a State Program Director for Bilingual Education. MABE has maintained contact with the State Department to insure that bilingual students are served appropriately. To that end the MABE Board:

- (a) has met with Dr. Dan French, State-wide Administrator for Curriculum and Instruction;
- (b) has followed the process of education reform since its inception and influence its outcomes; and
- (c) is collaborating with the Massachusetts Association of Transitional Bilingual Education Directors to provide the leadership for the State.

Puerto Rico

The Puerto Rico affiliate is greatly concerned with the Official English movement. Puerto Ricans want to maintain Spanish as one of the official languages of the Island. They are concerned about the effects of official English legislation.

• NABE •

Regional News Wanted

Have you changed jobs? Has someone in one of your bilingual programs received an award? Is there new legislation or policy being proposed in your district or state? Send your news to your NABE Executive Board Regional Representative. "Regional News" will appear in each issue of NABE NEWS. We hope to hear from you!

Send your news to:

Eastern Region

(Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Puerto Rico, South Carolina, Rhode Island, Vermont, Virgin Islands, Virginia, and West Virginia)

Dr. María Estela Brisk
School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

Central Region

(Alabama, Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas, and Wisconsin)

Dr. Joe J. Bernal
6410 Laurelhill
San Antonio, TX 78229

Western Region

(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming and the Trust Territories of the Pacific Islands)

Dr. Hermán García
Associate Professor
Department of C & I
College of Education
New Mexico State University
Las Cruces, NM 88003

Join NABE's fight against Official English legislation!
Return the Petition printed on page 26 of this issue!

Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Diversity of Asian-American Students and Its Implications for Teaching and Research

By Dr. Samuel S. Peng

Table 1. Average socioeconomic status (SES) measure by race/ethnicity and Asian subgroups

Race/ethnicity	Average score	Sample size
Hispanic	-.58	3,170
Black	-.50	3,007
White	.01	16,316
Native American	-.44	299
Asian	.09	1,501
Chinese	.02	309
Filipino	.20	288
Japanese	.39	92
Korean	.32	187
Southeast Asian	-.49	240
Pacific Islander	-.19	99
South Asian	.62	126
West Asian	.05	33
Middle Eastern	.38	42
Other	-.03	88

Note: SES measure is a composite score of parents' education, occupation, income, and household items. It is a standardized score with national mean of 0 and standard deviation of 1.

Source: The National Education Longitudinal Study of the eighth graders in 1988, U.S. Department of Education.

Asian American students have been portrayed as model students: they work hard, behave well in school, and have good grades and high college entrance rates. This prevailing view, however, can mask some serious problems of many Asian American students if they are lumped together as a group. As data from the *National Education Longitudinal Study of 1988* (NELS:88) indicate, Asian American students differ significantly in family socioeconomic status, achievement, educational aspirations, and learning environment at home. Some of the major differences and their implications for teaching and research are discussed below.

Differences in Socioeconomic Status

Asian Americans are a collective set of diverse populations. The U.S. Bureau of Census categorizes over 30 distinct ethnic subgroups originating from Asian countries and Pacific islands. Over the past two decades, these groups have grown very quickly. As reported by the decennial census in 1990, the Asian American population numbered close to 6.5 million or about 3% of the total U.S. population. It is estimated that by the year 2050, Asian and Pacific Islanders will increase to 10% of the total U.S. population.

These 30 subgroups differ in their languages and cultural heritage. They also differ significantly with regard to family socioeconomic background. For example, based on a composite measure derived from parents' educational level, occupation, income, and household items, several Asian subgroups of eighth graders in 1988 scored below the national average. On a scale with the national average of 0 and standard deviation of 1, Southeast Asians and Pacific Islanders had a low measure of -.49 and -.19, respectively,

while some other subgroups such as South Asians, Japanese, and Koreans were above the national average (Table 1). Compared with other racial/ethnic minorities, Southeast Asians and Pacific Islanders were not faring any better (Southeast Asians included Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc., and Pacific Islanders included Samoan, Guamanian, etc.). Thus, lumping these two groups with other Asian subgroups would certainly mask their special needs.

Differences in Achievement and Aspirations

Asian American eighth graders in 1988 were also very different in their achievement scores. Data showed that, as a group, Asian American students scored higher than other racial/ethnic minorities on read-

ing and mathematics. They also scored higher than white students on mathematics (Table 2). However, Asian subgroups differed significantly among themselves. The reading scores ranged from 42.86 for Pacific Islanders to 55.13 for South Asians. Similar differences were also shown in mathematics, ranging from 44.91 for Pacific Islanders to 58.24 for Koreans. Pacific Islanders, in fact, had the lowest scores in reading of all racial/ethnic minorities.

Asian American subgroups also differ in educational aspirations. The NELS:88 data show that students' educational aspirations, as measured by their self-reported educational plan, ranged from 3.99 for Pacific Islanders (some education after high school) to 5.52 (post baccalaureate degree) for West Asians (West Asians

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included Iranian, Afghan, Turkish, etc.). Again, Pacific Islanders had the lowest aspirations of all racial/ethnic groups (Table 2).

Table 2: Achievement test scores and educational plan by race/ethnicity and Asian subgroups

Race/ethnicity	Reading	Mathematics	Educational plan
Hispanic	46.01	45.70	4.28
Black	44.62	43.82	4.57
White	51.72	51.81	4.55
Native American	44.33	44.67	4.13
Asian American	51.35	53.79	4.96
Chinese	52.19	56.76	5.11
Filipino	51.66	52.03	4.83
Japanese	52.75	56.33	5.00
Korean	55.06	58.24	5.50
Southeast Asian	49.42	52.56	4.87
Pacific Islander	42.86	44.91	3.99
South Asian	55.13	56.73	5.48
West Asian	53.15	56.38	5.52
Middle Eastern	51.36	54.06	4.77
Other	50.19	51.13	4.73

Notes:

1. Achievement scores were standardized, with national mean of 50, and standard deviation of 10
2. Educational plan was coded as follows: below high school=1; high school only=2; vocational school after high school = 3; some college = 4; graduate from college = 5; post baccalaureate = 6.

Source: The National Longitudinal Study of the eighth graders in 1988, U.S. Department of Education.

Differences in Home Learning Environments

Home learning environments play an important role in student learning, and Asian subgroups differ in their home learning environments. Based on NELS:88 data, several findings were drawn:

- All Asian subgroups, except for Southeast Asians and Pacific Islanders, had more learning materials such as books, magazines, and computers than did many other racial/ethnic groups.
- All Asian Americans, except for Pacific Islanders, valued education highly, as reflected by parents' educational expectations for their children.
- Chinese, Filipinos, Southeast Asians, and Pacific Islanders did not talk to their parents about school activities as often as did other students. Their parents also did not discuss their school plans with them as often as did other parents. In addition, their parents were less interactive with teachers as compared with other parents.

Implications for Teaching and Research

In summary, NELS:88 data show that not all Asian American students come from "well-to-do" families and not all are "whiz" kids with high achievement and high education aspirations. Lumping them together as a group would certainly mask many serious needs among certain subgroups, particularly the Southeast Asians (e.g., Laotian, Cambodian/Kampuchean, Thai, Vietnamese) and Pacific Islanders (e.g., Samoan, Guamanian). Indeed, data show that Pacific Islanders are very different from other Asian Americans. They have low socioeconomic status measures as well as low achievement scores and educational aspirations. They are the neediest students among all racial/ethnic groups. Their educational needs should not be ignored in school.

The study findings point out the need for careful attention to the diversity of Asian Americans in future research designs, data collection, and analyses as well as in planning educational programs. Whenever possible, the differences among Asian subgroups should be examined first to determine whether they should be treated as a single group. Based on this study's findings, it is likely that Pacific Islanders and Southeast Asians will continue to be different from other major Asian subgroups, and thus require separate attention. At a minimum, readers of research studies on Asian Americans should be reminded of the possible

implications for study findings and interpretations.

Except for Pacific Islanders, Asian parents in general have very high educational expectations for their children. This seems to be the most prevailing and common phenomenon among Asian Americans. Perhaps it is a major factor for the overall high achievement of Asian American students. It is possible that the constant pressure and persistent expectations for high achievement help Asian students stay on course as they strive for educational excellence throughout the school years.

It is interesting to note that Chinese, Southeast Asian, and Korean parents are less active in parent-teacher organization activities than other parents, contrary to a general expectation of parents of high achieving students. It is possible that many of those parents, particularly new immigrants, also have language problems and do not feel comfortable talking to teachers and other parents in English. Teachers should be sensitive to this potential barrier and should actively approach those parents to increase their involvement. Interestingly, those parents also appear less communicative with their own children and do not seem to provide more direct help to students than parents in other racial/ethnic groups.

See you at NABE '96 in Orlando, FL!

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Meet the NABE Executive Board

María Estela Brisk, NABE Eastern Regional Representative

My career in bilingual education began in kindergarten. My mother, who believed that you could not be educated unless you spoke several languages, enrolled me in a dual language (Spanish/English) school in my native Argentina. I also had a French tutor and, while in college, studied German. Years later, while working towards a Masters degree in Applied Linguistics at Georgetown University, I agreed to marry an American, also fluent in Spanish. Unsure of what we would do with our children, I took a course on bilingualism. By the end of the semester there was no doubt in my mind that raising children bilingually was the best way. Contrary to Judge Kiser's claim, our daughter — to whom I always spoke Spanish and my husband English — has grown to become a successful documentary filmmaker.

While teaching languages and linguistics at the Inter-American University in Puerto Rico, I began to understand the plight of Puerto Ricans. Raised in Argentina, I firmly believed that being of Span-

ish background was the best thing that could happen to anybody. My experience later in New Mexico showed me differently. I was appalled at the negative attitude toward Spanish-speakers.

Dr. Bernard Spolsky recruited me to pursue my Ph.D. in linguistics and bilingual education at the University of New Mexico. At the time Title VII was just being passed and bilingual education was not a widely known field. A year at the Center for Applied Linguistics allowed me to discover the extent of the needs of bilingual students across the country. With initial support from Title VII, I started teacher-training and doctoral programs at Boston University over 20 years ago.

It has been a great pleasure and honor to work with teachers from so many language groups who have dedicated their lives to the education of bilingual children. Political struggle, teacher preparation, and research have filled my agenda. Some people call me fondly "the grandmother" of bilingual education in Massachusetts since many teachers and adminis-

trators have been my students.

Last year I finally took a sabbatical to work on a book and became an actual grandmother. My book is a synthesis of research and experience. Its purpose is to feature conditions for quality bilingual education — conditions to which I aspire for all bilingual students.

I am humbled by the enormous task and responsibility of working with NABE at this present time. As a member of the NABE board, I hope specifically to continue to serve bilingual education through cooperating with the affiliate organizations in the Eastern Region and, together moving forward the agenda of quality bilingual education for all students.



*Dr. Maria Estela Brisk,
Eastern Regional Rep.*

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EDUCATION FUNDING

FROM PAGE 1

Title VII support services including state grants, academic excellence awards, research and evaluation, and the National Clearinghouse on Bilingual Education. Other Committee-approved cuts include \$701 million from Title I, \$62 million from GOALS 2000, \$241 million from Safe and Drug Free Schools, and \$25 million from Indian Education.

Three key steps remain in the funding process. First, the full Senate will try again in mid-November to pass HR 2127, the education funding bill, after failing in early October when Senate Republican leaders could not break a filibuster over certain provisions (concerning anti-abortion funding & striker replacement workers).

Second, the bill will go to Conference Committee with the House in late November, where differences will be resolved. [Note that if the bill has not yet passed the Senate, Republican Senators will have more leverage in Conference negotiations and will likely produce a bill with deeper education cuts.]

The President will begin the third step by vetoing the bill in late November or early December. After the veto, he will negotiate the restoration of some (or all) education funding before he signs it. The President's veto pledge does not alone guarantee greater

funding for bilingual education. Earlier, the President vetoed a bill which cut FY95 funding, only to reverse his decision after Congress restored funding for a few education programs — however, bilingual education was not included among them.

Whether President Clinton insists on restoring full funding for bilingual education depends on the level of support for the program communicated to him by voters. Members of Congress, especially those on the Appropriations Committee, will also establish funding priorities based on perceived political support. Letters and calls from NABE members and others to federal elected officials are critical to demonstrate support for continued federal education funding and bilingual education.

The October *NABE Action Alert* provides both a to-do list for NABE members and a draft of a letter to federal elected officials. Current status information is available through the NABE legislative and budget hotline at (202) 898-1829, extension 777.

Rick López is NABE's Associate Director for Legislation, Policy and Public Affairs.

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For example, the act specifies that parents be informed about "what programs are available to meet the student's educational needs and how the programs differ in content and instructional goals." It further requires that "Parents of children and youth participating in programs assisted under part A shall be informed of their student's level of English proficiency, and how such level was assessed."

In addition, Section #2 of Section 7502 specifies that parents have the "option to decline" — that is, they may decline to have their children placed in bilingual programs if they so choose, and Section #4 specifies that "Students shall not be admitted to or excluded from any federally assisted education program merely on the basis of a surname or language-minority status."

Finally, and most importantly, Title VII specifies that parents must make decisions

about whether their children participate in programs based on informed consent. Specifically, Section #3 states: "Parents shall receive in a manner and form understandable to such parents, including, if necessary and to the extent feasible, in the native language of such parents, the information required by this subsection."

Thus, federal policy with regard to Title VII programs mandates that parents give permission for their children to participate in these programs; that parents be given information about other program options; and that they be provided information about all their choices in a language and manner that they can understand. Also, explicitly stated in the law is the right of parents to decline to participate.

Given the above, we could easily argue that *Title VII provides for greater parent choice and informed consent than most educational programs*. Why then, would

the popular press and other groups accuse us of holding students "hostage" and not listening to the wishes of parents? I do not know all of the reasons why the disinformation campaign against bilingual education has escalated to the point of saying we are "holding children hostage," but I do know that we can no longer ignore this assault on our profession.

Therefore, I close this message with yet another plea for you to get involved. Write letters to the editors of these magazines, write your congressional representatives and the President, and join NABE. Now more than ever we must work together to *STOP THE SLANDER* against our programs, our profession, and the children and parents whom we serve.

- NABE -

Field-Initiated Studies Funds Available

The five National Institutes funded by the Office of Educational Research and Improvement of the U.S. Department of Education will be making approximately 37 awards under the Field Initiated Studies Program as follow:

The National Institute on Student Achievement, Curriculum and Assessment:	10 awards
The National Institute on the Education of At-Risk Students:	10 awards
The National Institute on Early Childhood Development and Education:	6 awards
The National Institute on Educational Governance, Finance, Policymaking, and Management:	6 awards
The National Institute on Postsecondary Education, Libraries, and Lifelong Learning:	5 awards

Projects will be funded for from 1 to 3 years. The average size of annual awards will range between \$150,000 and \$250,000, based on the President's budget request for FY '96, the actual amount available for this program depends on Congressional appropriations.

The application deadline is January 5, 1996.

Eligible applicants are institutions of higher education, public and private organizations, institutions, agencies, and individuals, or a consortium thereof.

Applications may be requested by sending a fax to (202) 219-2030. A version of the actual *Federal Register* announcement may be obtained from the U.S. Department of Education's Online Library by following these directions: gopher://gopher.ed.gov.11/announce/competitions.

Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Empowering Teachers To Do The Right Thing Through Staff Development: Cooperative Learning and TESA

by *Laura L. Schraeder*

Editor's Introduction

The following case study documents the necessity for empowering teachers through staff development opportunities. Once teachers gather the necessary information to become more effective practitioners, they implement their newly acquired skills with the students they are charged to teach. The following case study illustrates how teachers modify what they learn in order to meet the diverse needs of their students.

Meeting Pedro's Needs: A Case Study

Warm inviting sunlight streams through a middle school classroom window casting an ominous shadow on Pedro, a Spanish-speaking eleven year old ESL student, quietly sitting in the back of the room. From all outward appearances, Pedro seems focused and intent on the pending lesson. His dark brown eyes struggling not to blink for fear of losing concentration converge on the teacher. However, he makes no attempt to interact with either the teacher or fellow classmates. Silence envelopes him as if to protect him from any outside distractions. Yet, do his teacher's words so draw him, or is he merely assuming the position of being attentive to a fault?

As a middle level language instructor I have met Pedro on several occasions; for he plays an integral role in a heterogeneous classroom. However, all too often he eludes my attention because he blends in so well. Unfortunately, Pedro, like so many ESL students, knows how to make his language barrier work for him and chooses to hide behind it by posing as a low achiever. Consequently, the following introspective process results. Do I call on him and risk embarrassing him due to his lack of English, or leave him alone in

his self-constructed silent world? Should I assume he knows nothing just because he cannot tell me? How do I reach Pedro, and what techniques do I employ to draw him out of his shell?

According to several studies, the implementation of Teacher Expectation, Student Achievement (TESA), a program developed in 1972 by Sam Kerman targeting low achievers, is a viable option (Gottfredson, 1991). TESA focuses on several behavioral strands that teachers can employ to engage their low achievers. For example, one such behavior, probing, offers students additional support and clarification through secondary questioning practices.

Moreover, unconditionally accepting students' feelings fosters self-esteem. In addition, volunteering individual help assists students' sense of security, while frequent praise and courtesy create a comfortable nonthreatening environment. Using these techniques definitely resulted in a positive change in Pedro. Slowly but surely he began to emerge from his cocoon state, initiating and welcoming interaction. Often his hand shot up like a rocket before I completed my question. As I watched Pedro's transformation I saw signs of eagerness and anticipation appear that before I had assumed never existed. For all practical purposes Pedro achieved success, or did he?

In a whole class setting Pedro appeared to respond like everyone else. No longer did I have to call on him to draw him into large group class activities. He willingly volunteered, seeking and competing for my attention. The once silent withdrawn ESL student deemed a low achiever suddenly became a vibrant contributor displaying average to above average ability on a regular basis.

However, when the classroom structure changed from whole group to cooperative groups, Pedro's newfound openness slowly deteriorated. Ironically, Pedro reverted

back into his shell as a means of avoiding rejection by his peers in a small group setting. For example, I never observed him openly participating; but rather, he was the last group member addressed by the others. His peers literally coerced him into oral participation by telling him that his lack of it could result in their failure.

Furthermore, for the most part he coasted on his fellow group members' coattails to accomplish the assigned task. Theoretically, such negative student interaction violated the twofold premise of Cooperative Learning as outlined by the Johnson brothers: everyone learns the assigned material and everyone promotes each other's success (Johnson, 1994). Obviously, Pedro failed to master the task and his peers' negativism thwarted his previously attained success.

What happens now? Where do I go from here? Clearly, TESA provided a safe haven for Pedro in a whole group setting because TESA's design lends itself to whole group learning. Yet once the classroom environment changed from teacher-directed to student-centered, Pedro changed too. He reverted to his protective silent world because he lost his security, me.

When employing TESA techniques in a large class setting the communication follows a teacher-student-teacher pattern. The teacher elicits all student responses in a pronounced effort to include both low and high achievers equally. However, cooperative learning by its design forces students to look to one another for help, support, and understanding; thus, the teacher becomes a casual observer rather than the center of attention.

Consequently, Pedro had no idea how to interact with his peers in a small group classroom setting, for all the former interaction focused on me. Moreover, like most ESL students, his limited communication skills regarding his peers revolved around

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colloquial or slang English expressions spoken out of school. This explains Pedro's inability to shift gears. However, I could not deny that TESA served an important initial dual purpose.

First, based on classroom observation, I identified and targeted Pedro as a low achiever. Second, by using the teacher behavioral strands I was able to help Pedro develop the self-confidence necessary to become an active class member. Yet, despite this benefit, the TESA program by itself inadvertently set Pedro up for a fall. As long as I served as Pedro's focal point he shone, but the minute I faded behind his classmates he lost his sparkle. Pedro needed to realize that he could depend on himself and others, besides me. Hence, can TESA and Cooperative Learning strategies be integrated to maintain a long term success rate for Pedro and other ESL students? Why not?

Unfortunately, I discovered that juxtaposing TESA and Cooperative Learning necessitates breaking traditional TESA philosophy from teacher expectation-student achievement, to student expectation-student achievement. In other words, I coupled traditionally observed cooperative learning social skills such as listening, sharing ideas, and encouraging others, as outlined by the Johnson brothers, with Sam Kerman's TESA teacher behavioral strands.

For example, instead of monitoring listening skills exclusively, I first instructed the students on how to probe and delve each other through higher level questioning techniques. Once the students practiced writing and asking each other higher level questions this opened the door to incorporating listening skills with delving. After all, is not one type of skill codependent on the other? What good does it do to ask a higher level question if no one attunes himself or herself enough to respond?

Consequently, using both TESA and Cooperative Learning not only aided in extracting more ideas from active group participation but served to clarify them as well; further expanding group communi-

cation through active participation by everyone. How then does this tandem of TESA and Cooperative Learning affect Pedro?

Pedro benefits in many ways. First, he must listen carefully to his peers' ideas so he can ask them higher level questions to gain further understanding. Second, his peers must extend the same courtesy to Pedro thereby fostering necessary communication and inevitable acceptance. Third, it becomes necessary for his focus to shift from teacher-student to student-student.

Unfortunately, I discovered that juxtaposing TESA and Cooperative Learning necessitates breaking traditional TESA philosophy from teacher expectation-student achievement, to student expectation-student achievement.

In other words, I coupled traditionally observed cooperative learning social skills such as listening, sharing ideas, and encouraging others, as outlined by the Johnson brothers, with Sam Kerman's TESA teacher behavioral strands.

Since Cooperative Learning requires positive interdependence, Pedro must be responsible and interact with his peers, for something is being expected of him by them in order to complete the assigned academic task. Therefore, living up to his responsibilities puts Pedro on an even base with his peers.

Conversely, Pedro demands the same expectations. Cooperative group pitfalls such as one group member's doing all the work, or not everyone contributing equally, began to disappear. Not only does the group complete the assigned academic task, but Pedro has regained the confidence he lost. His peers no longer shun or avoid him; they willingly include him in group work.

Moreover, he does not have to hide behind his language barrier but can proudly stand in front of it along side his classmates. Pedro now has the best of both worlds. Not only is he confident and energetic in a whole group setting, but he has become self reliant among his peers in a cooperative group arrangement.

Ironically, Pedro's language problem served as the catalyst to overlap two excellent teaching modalities, TESA and Cooperative Learning. By teaching students how to implement and monitor teacher-expected behaviors, such behaviors become student expected. Thus, these behaviors become matter-of-fact and familiar. Students key into one another more readily regardless of language ability and know what to look for in questioning and responding techniques. Moreover, such mastery enhances not only the quality of the finished product, but also its relevance for all the students, both collectively and individually.

As middle level instructors, should not this be our ultimate goal? All our students, regardless of language orientation, should expect their peers to engage in all aspects of learning and its responsibilities with them. After all, learning is the stage on which students play several diverse roles. Yet if this premise be true, where does this leave us, the teachers?

By using an eclectic approach incorporating TESA and Cooperative Learning modalities, we are better able to motivate and encourage a culturally and linguistically diverse student population. Only then are we able to watch them blossom, stand proudly, and be counted as an integral part of our classrooms, and ultimately, society.

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Upcoming Events

November 8-12, 1995 - American Translators Association 36th Annual Conference, Nashville, TN. Contact ATA, 1800 Diagonal Road, Suite 220, Alexandria, VA 22314, (703) 683-6100.

November 9-11, 1995 - Texas Association for Bilingual Education Annual Conference. Camino Real Paso Del Norte Hotel, El Paso, Tx. Contact TABE at (800) 484-5745, Ext. TABE or 8223.

November 15-17, 1995 - Joint Conference - Advocates for Language Learning (AEL) and Second Language Acquisition by Children (SLAC) in conjunction with the annual meeting of ACTFL, "Getting Our Children Ready for Tomorrow." The Conference Center & Marriot on the Campus, California State University, Fullerton, CA. Contact Dr. Paul García at (816) 871-6317, FAX (816) 871-6313.

November 18-20, 1995 - American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference. Anaheim, CA. Contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-8601 (914) 963-8830 or FAX (914) 963-1275.

November 29 - December 2, 1995 - National Association for the Education of Young Children (NAEYC) Annual Conference. Washington, DC. Contact NAEYC Conference Dept., 1509 16th Street, N.W., Washington, DC 20036. (202)232-8777.

December 27-30, 1995 - Modern Language Association Annual Conference. Chicago, IL. Contact Michael Clancy, MLA, 10 Astor Place, New York, NY 10003. (212) 614-6355.

January 10-13, 1996 - California Association for Bilingual Education 21st Annual Conference, "A Symphony of Voices: Bilingual Education." San José Convention Center, San José, CA. Contact CABE, 320 West "G" Street, Suite 203, Ontario, CA 91762. (909) 984-6201.

February 21-14, 1996 - American Association of Colleges for Teacher Education (AACTE) Annual Conference. Chicago, IL. Contact Susan Cimburek, AACTE, One Dupont Circle, Suite 610, Washington, DC 20036 (202) 293-2450.

March 12-16, 1996 - National Association for Bilingual Education 25th Anniversary Conference, Orlando, Florida. Contact NABE at (202) 898-1829 (see sidebar to right).

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The study findings point out the need for several kinds of educational programs. One is the ESL or bilingual education program designed to improve the academic achievement and English language proficiency of students and parents. A high percentage of Asian students, particularly Chinese and Southeast Asians, were classified by teachers as limited-English-proficient. The second program is one designed specifically for Pacific Islanders to improve their achievement and to increase their aspirations for higher level of educational attainment. The third program is for parents to improve or increase communication with their own children. Parents should know that it is important to maintain close communication with their children even though they are performing well in school. Frequent conversation with children will not only help parents know what is going on in school and what their children are doing, but also will help their children develop interpersonal skills. However, many parents may not know how to communicate effectively with their children. Thus, programs for parents to develop the communication skills will be useful.

Technical Notes

1. This is an abstract version of a paper presented at the annual conference of the National Association for Bilingual Education in Washington, D.C., 1991. This paper is intended to

promote the exchange of ideas among researchers and policy makers. The views are those of the author's, and no official support by the U.S. Department of Education is intended or should be inferred.

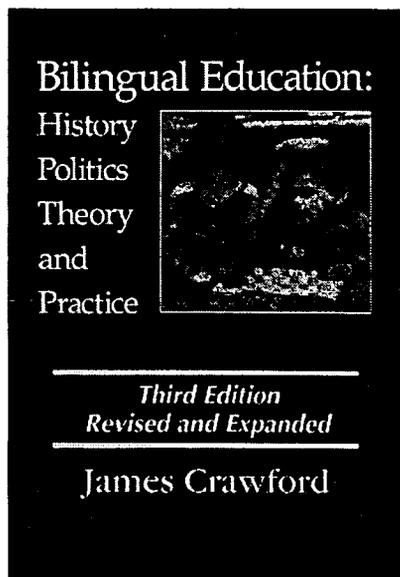
2. The National Education Longitudinal Study of the 1988 eighth graders (NELS:88) is a longitudinal study sponsored by the National Center for Education Statistics, U.S. Department of Education. It involved over 24,500 students from 1,035 schools across the country in its base-year survey. Of this total student sample, 1,501 were Asian Americans and Pacific Islanders. The actual sample sizes for subgroups are included in Table 1. The base-year survey was completed in the spring of 1989. Since then three follow-up surveys have been completed.

Dr. Samuel S. Peng is the Director of the Methodology, Training, and Customer Service Program in the National Center for Education Statistics (NCES), U.S. Department of Education.

Editor's Note: Contributions to the Asian/Pacific American Education Concerns column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94912. (510) 834-9458, FAX (510) 763-1490. You may send E-mail via the Internet to: JANET_LU@arcoakland.org

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ADMINISTRATION

FROM PAGE 16

- "Implementing cooperative learning for language minority students." *Bilingual Research Journal*, Winter-Spring, 1-19.
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- TESA. Bloomington: Phi Delta Kappa, 1993.
- Laura L. Schraeder is a language arts teacher at Glenside Middle School in Glendale Heights, Illinois.*
- Editor's Note:** Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

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isolation.

Several other English-Only opponents — Reps. Ron Coleman (D-TX), Nancy Pelosi (D-CA), Esteban Torres (D-CA), Sam Farr (D-CA), Gene Green (D-TX), and Sheila Jackson Lee (D-TX) — were denied an opportunity to testify. They nevertheless showed up in the hearing room and, after some negotiation between Chairman Cunningham and Subcommittee Ranking Democrat Dale Kildee (D-MI), were finally allowed to speak.

November 1st Hearing

The second hearing on November 1st received testimony from outside witnesses. It was heavily stacked (7-1) with English-Only advocates. English-Only witnesses included Everett Alvarez, a former POW; Linda Chavez, author and former executive director of U.S. English; María López-Otin, an immigrant from Cuba; Honorable Nimi McGonigley, an immigrant from India who is now a member of the Wyoming legislature; Charles Gogolak, a

former professional football player and immigrant from Hungary; Geeta Delal, M.D., a physician and an immigrant from India; and Mauro Mujica, chairman of U.S. English. The lone English-Only opponent who was permitted to testify was Ed Chen from the California office of the American Civil Liberties Union.

The seven witnesses who testified in favor of English-Only repeatedly asserted that a federal, official language law would unify the nation. Several cited the razor-thin vote earlier in the week against Quebec's succession from Canada as proof of the need for a U.S. official-English law. Most of the immigrant witnesses boasted that they had learned English without assistance. In a jab at their logic, Dale Kildee, the Subcommittee's ranking Democrat, noted that they had, by their own testimony, learned English without the mandate of an official, federal language. One witness, Dr. Delal, asserted that today's immigrants from India were "different" and did not wish to learn English and therefore needed an official, federal language law. Delal would not address studies cited by Rep. Kildee which show that current immigrants are learning English faster than previous generations.

Ed Chen's testimony against English-Only legislation incorporated a wide range of historical, legal, and policy arguments. Fundamental democratic values including tolerance of diversity and mutual respect, Mr. Chen testified, have unified Americans. English-Only legislation, he argued, would serve only

to divide the people of the United States.

NABE executive director Jim Lyons delivered written testimony to the Committee and released a press release captioned that "The U.S. is not Canada." The testimony is based on the *NABE Issue Brief* on English-Only included in this newsletter.

Analysis and Outlook

Although there are ten Republican members of the Subcommittee on Early Childhood, Youth and Families, only four Republican members took part in one or both of the subcommittee's hearings, and only Chairman Cunningham spoke in favor of English-Only legislation. Reps. Steve Gunderson (R-WI), Michael Castle (R-DE), and Mark Souder (R-IN) all expressed serious doubts about the advisability of English-Only legislation.

Seven of the eight Democratic members of the subcommittee attended at least one the hearings. All seven — Reps. Dale Kildee (MI), Pat Williams (MT), Donald Payne (NJ), Patsy Mink (HI), Eliot Engel (NY), Robert Scott (VA), and Carlos Romero-Barceló (PR) — spoke adamantly against English-Only legislation.

The hearings have increased the likelihood of Congressional action on English-Only bills in the near future. At the first hearing, Chairman Cunningham disavowed any intention to move English-Only legislation stating that the purpose of the hearing was only to gather information on the issue of "English as our common language" By the time of the second hearing, Chairman Cunningham seemed to have changed his mind, stating that House Speaker Newt Gingrich (R-GA) desired to move legislation and that the hearings would permit the Subcommittee to choose among the various English-Only bills. House consideration of English-Only legislation early next year would coincide with the House Republican leadership's desire to turn legislative attention to social, "hot-button" issues, like school prayer and affirmative action, in preparation for the presidential campaign.

Jim Lyons is NABE's Executive Director and Legislative & Policy Counsel; Rick López is NABE's Deputy Director for Legislation, Policy and Public Affairs.

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NABE ISSUE BRIEF — ENGLISH-ONLY

English-Only: A Dangerous Solution for a Nonexistent Problem

“English-Only” is a debate about new government regulations on language use, not about the importance of speaking English in the U.S. Everyone — English-Only proponents and opponents, immigrants, ethnic minorities, and language minority leaders — recognizes that it is impossible to take advantage of all of the opportunities offered by the U.S. unless one speaks English. Rather, the issue is whether it is necessary for the government to enact new government laws or regulations on language use.

“Official English” is English-Only. Every English-Only bill before Congress would make it illegal for federal employees or documents to communicate in a language other than English. Some bills go further and establish a new federal preference for English in private communication between citizens.

English-Only is unnecessary. Over 97 percent of Americans speak English, according to the Census. Research shows that today's immigrants are learning English *faster* than previous generations. In Los Angeles, demand for English classes is so great that some schools run 24 hours a day and 50,000 students are on waiting lists. And more than 99.9 percent of federal documents are in English, according to the General Accounting Office.

English-Only laws would prompt extensive, divisive, and frivolous litigation. The proposed English-Only laws would allow anyone who believes that they have been discriminated against for communicating in *English* to the federal government to sue in federal court. There are no documented cases of discrimination for communicating to the federal government in English. It could allow those disgruntled with government services to sue over accents or dialects spoken by federal employees. Some proposed English-Only laws would even permit citizens to sue one another in federal court over a violation of the new federal “preference” for English in private communication among citizens.

American ideals of freedom, democracy, and tolerance — not language — have been and always will be the bonds that hold America together. America has remained strong and united because we share a common set of ideals and values based on American political traditions of freedom, democracy, equality, and tolerance. American soldiers in World War II did not fight to “make the world safe for English,” but rather to “make the world safe for democracy.” An official federal language could not have prevented the American Civil War nor could it have prevented the current civil strife in the former Yugoslavia.

English-Only gives government officials open license to regulate how Americans talk. In 219 years of American history, the federal government has neither had an official language nor involved itself in regulating how people talk. By inaugurating a new and an unprecedented role for the federal government, English-Only laws embolden government officials who have already twisted the law to prohibit the speaking of any language but English. In a Texas child custody case, a State Judge threatened to remove a child from custody of her mother because the mother had spoken Spanish to her daughter. The Judge equated the mother's use of Spanish with “child abuse.” Indeed, federal regulation of language use is similar to federal regulation of religion. Just as the U.S. has never established an official, federal religion, in contrast to other nations, the U.S. would be ill-served by establishing an official, federal language.

English-Only laws make government more expensive and less efficient. As the Ninth Circuit Court of Appeals noted in recently striking down the Arizona State English-Only mandate, the use of a language other than English can make it easier to serve taxpayers. In the Arizona case, a bilingual state employee found it easier, quicker, and less expensive to collect medical malpractice infor-

CONTINUED ON PAGE 23

This NABE Issue Brief about Official English contains a petition form opposing Official English.

Before completing and returning the petition yourself, please make photocopies of it and distribute the copies to your colleagues and friends. Ask that as many people as possible fill them out and send them to NABE as soon as possible. This is an opportunity to let national policy makers know your opinion.

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NABE ISSUE BRIEF — ENGLISH-ONLY

Editor's Note: *Of the several Official-English/English-Only bills before Congress, H.R. 123 by Representative Bill Emerson (R-MO) is by far the most popular, with 188 current co-sponsors (167 Republican and 21 Democratic). For the benefit of NABE NEWS readers, the full text of the bill is reprinted below, accompanied by a state-by-state listing of the bill's co-sponsors (pages 24 and 25), showing the date members signed on as co-sponsors. The names of the original sponsors are printed in italic text, for easy reference.*

104th CONGRESS

1st Session

H. R. 123

A BILL

To amend title 4, United States Code, to declare English as the official language of the Government of the United States.

=====

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Language of Government Act of 1995".

SECTION 2. FINDINGS AND CONSTRUCTION.

(a) Findings.—The Congress finds and declares that—

- (1) the United States is comprised of individuals and groups from diverse ethnic, cultural, and linguistic backgrounds;
- (2) the United States has benefited and continues to benefit from this rich diversity;
- (3) throughout the history of the Nation, the common thread binding those of differing backgrounds has been a common language;
- (4) in order to preserve unity in diversity, and to prevent division along linguistic lines, the United States should maintain a language common to all people;
- (5) English has historically been the common language and the language of opportunity in the United States;
- (6) the purpose of this Act is to help immigrants better assimilate and take full advantage of economic and occupational opportunities in the United States;
- (7) by learning the English language, immigrants will be empowered with the language skills and literacy necessary to become responsible citizens and productive workers in the United States;
- (8) the use of a single common language in the conduct of the

Government's official business will promote efficiency and fairness to all people;

(9) English should be recognized in law as the language of official business of the Government; and
(10) any monetary savings derived from the enactment of this Act should be used for the teaching of non-English speaking immigrants the English language.

(b) Construction.—The amendments made by section 3—

- (1) are not intended in any way to discriminate against or restrict the rights of any individual in the United States;
- (2) are not intended to discourage or prevent the use of languages other than English in any nonofficial capacity; and
- (3) except where an existing law of the United States directly contravenes the amendments made by section 3 (such as by requiring the use of a language other than English for official business of the Government of the United States), are not intended to repeal existing laws of the United States.

SECTION 3. ENGLISH AS THE OFFICIAL LANGUAGE OF GOVERNMENT.

(a) In General.—Title 4, United States Code, is amended by adding at the end the following new chapter:

"CHAPTER 6—LANGUAGE OF THE GOVERNMENT

"Sections

"161. Declaration of official language of Government.

"162. Preserving and enhancing the role of the official language.

"163. Official Government activities in English.

"164. Standing.

CONTINUED ON PAGE 23

NABE ISSUE BRIEF — ENGLISH-ONLY

HR 123

FROM PAGE 22

"165. Definitions.

"Section 161. Declaration of official language of Government

"The official language of the Government of the United States is English.

"Section 162. Preserving and enhancing the role of the official language

"The Government shall have an affirmative obligation to preserve and enhance the role of English as the official language of the United States Government. Such obligation shall include encouraging greater opportunities for individuals to learn the English language.

"Section 163. Official Government activities in English

"(a) Conduct of Business.—The Government shall conduct its official business in English.

"(b) Denial of Services.—No person shall be denied services, assistance, or facilities, directly or indirectly provided by the Government solely because the person communicates in English.

"(c) Entitlement.—Every person in the United States is entitled to—

"(1) communicate with the Government in English;

"(2) receive information from or contribute information to the Government in English; and

"(3) be informed of or be subject to official orders in English.

"Section 164. Standing

"Any person alleging injury arising from a violation of this chapter shall have standing to sue in the courts of the United States under sections 2201 and 2202 of title 28, United States Code, and for such other relief as may be considered appropriate by the courts.

"Section 165. Definitions

For purposes of this chapter:

"(1) Government.—The term 'Government' means all branches of the Government of the United States and all employees and officials of the Government of the United States while performing official business.

"(2) Official business.—The term 'official business' means those governmental actions, documents, or policies which are enforceable with the full weight and authority of the Government, but does not include—

"(A) teaching of foreign languages;

"(B) actions, documents, or policies that are not enforceable in the United States;

"(C) actions, documents, or policies necessary for international relations, trade, or commerce;

"(D) actions or documents that protect the public health;

"(E) actions that protect the rights of victims of crimes or criminal defendants; and

"(F) documents that utilize terms of art or phrases from languages other than English."

(b) Conforming Amendment.—The table of chapters for title 4, United States Code, is amended by adding at the end the following new item:

"6. Language of the Government..... 161".

SECTION 4. PREEMPTION.

This Act (and the amendments made by this Act) shall not preempt any law of any State.

SECTION 5. EFFECTIVE DATE.

The amendments made by section 3 shall take effect upon the date of enactment of this Act, except that no suit may be commenced to enforce or determine rights under the amendments until January 1, 1996.

ENGLISH-ONLY — FROM PAGE 21

mation from claimants who were more comfortable conversing in Spanish. The Arizona English-Only mandate outlawed government communication in Spanish or other languages. Federal English-Only laws would outlaw communication between Members of Congress and their constituents in any language but English and prohibit federal law enforcement agents from using languages other than to English to gather information on a crime.

English-Only disconnects millions of Americans from their government. For millions of American citizens and nationals on the island of Puerto Rico, Native American reservations, or U.S. territories in the Pacific, the right to communicate in a native language is protected by treaty or custom. It is counterproductive and dangerous to forbid elderly language-minority Americans, who have a difficult time learning English, or those in the process of learning English from communicating with their government. English-Only laws would also forbid official use of American Sign Language (ASL), preventing government communication with the hard of hearing.

America should be thinking how to learning more, not fewer, languages. Four of five jobs in the U.S. are created through exports, and the majority of exports jobs are service-related. To succeed, American business must follow the credo of a sage Japanese salesman. When asked if English was the most important language to know in international business, he replied: "Not necessarily. The most important language to know is the language of the customer." In this regard, the 32 million Americans who speak languages in addition to English are at a competitive advantage.

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HOKE (R-OH) - 05/11/95
KASICH (R-OH) - 05/11/95
NEY (R-OH) - 02/02/95
OXLEY (R-OH) - 01/20/95
PRYCE (R-OH) - 01/20/95
REGULA (R-OH)

Oklahoma

BREWSTER (D-OK) - 02/02/95
COBURN (R-OK) - 09/06/95
ISTOOK (R-OK) - 02/02/95
LUCAS (R-OK) - 01/20/95
WATTS (R-OK) - 07/18/95

Oregon

COOLEY (R-OR) - 03/08/95

Pennsylvania

CLINGER (R-PA)
GEKAS (R-PA) - 03/08/95
SHUSTER (R-PA) - 01/20/95
WELDON (R-PA) - 01/20/95

South Carolina

GRAHAM (R-SC) - 03/08/95
INGLIS (R-SC) - 01/20/95
SANFORD (R-SC) - 03/08/95
SPENCE (R-SC) - 01/20/95

Tennessee

BRYANT (R-TN) - 02/14/95
CLEMENT (D-TN) - 03/21/95
DUNCAN, JR. (R-TN) - 02/14/95
HILLEARY (R-TN) - 02/14/95
QUILLEN (R-TN) - 02/14/95
TANNER (D-TN) - 07/11/95
WAMP (R-TN)

Texas

ARCHER (R-TX)
ARMEY (R-TX) - 02/14/95
BARTON (R-TX) - 09/06/95
COMBEST (R-TX) - 02/14/95
FIELDS, JACK (R-TX) - 02/02/95
HALL, RALPH (D-TX) - 01/20/95
JOHNSON, SAM (R-TX) - 02/02/95
SMITH, LAMAR (R-TX) - 01/24/95
STOCKMAN (R-TX) - 03/08/95
WILSON, CHARLES (D-TX) - 07/18/95

Utah

HANSEN (R-UT)
WALDHOLTZ (R-UT) - 03/21/95

Virginia

BATEMAN (R-VA) - 01/20/95
BLILEY (R-VA) - 01/20/95
DAVIS (R-VA) - 09/06/95
GOODLATTE (R-VA) - 01/20/95
PAYNE, LEWIS (D-VA) - 01/20/95
PICKETT (D-VA) - 02/14/95
SISISKY (D-VA) - 02/02/95
WOLF (R-VA) - 09/06/95

Washington

DUNN (R-WA) - 05/11/95
HASTINGS (R-WA) - 02/02/95
METCALF (R-WA) - 05/11/95
NETHERCUTT (R-WA) - 03/08/95

West Virginia

RAHALL (D-WV) - 05/11/95

Wisconsin

KLUG (R-WI) - 07/11/95
PETRI (R-WI)
ROTH, TOBY (R-WI) - 07/11/95
SENSENBRENNER (R-WI) - 01/20/95

Wyoming

CUBIN (R-WY) - 07/11/95

- NABE -

Please act now!

If your Representative is listed as a sponsor, or co-sponsor, of HR 123, please write to them to make your displeasure clear.

Write to your Representative at the following address:

Representative _____
U.S. House of Representatives
Washington DC 20515
(202) 225-3121

And be sure to send a copy of your letter to NABE!

NABE ISSUE BRIEF — ENGLISH-ONLY

PETITION

TO

THE PRESIDENT OF THE UNITED STATES,
MEMBERS OF THE SENATE,
AND MEMBERS OF THE HOUSE OF REPRESENTATIVES

I oppose Official English because it:

1. violates the basic values of freedom and mutual respect which have given strength and unity to the nation;
2. violates basic human rights and restricts life opportunities;
3. wastes valuable linguistic resources; and
4. fosters ethnic and linguistic discrimination and division.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

Return this form to
NABE
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018

Yes! I want to help preserve language freedom in America. I am contributing:

- \$10 \$25 \$50 \$100 \$500 \$1000 \$ _____

Enclose check or money order made payable to NABE

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Roth: Official English Is Needed To 'Keep It One Nation, One People'

by Jonathan Higuera

Proposed federal legislation declaring English the nation's official language would effectively end bilingual education, move government into the constitutionally murky area of legislating a person's language usage and prevent government officials from serving constituents and the public in any language other than English, testified opponents of such legislation October 18.

In a House subcommittee hearing on Capitol Hill chaired by Randy "Duke" Cunningham (R-CA), members of the Congressional Hispanic Caucus and others denounced the legislation as unnecessary and a red herring to the country's more pressing issues.

"These bills give life to the social forces of resentment," said Robert Underwood (D-GU). "I urge non-consideration of this issue."

But various sponsors of English-only bills testified that they are needed to prevent the balkanization of the country into separate ethnic enclaves.

"We want to keep it one nation, one people," said Toby Roth (R-WI). "To do

that we have to have a common language."

Representative Peter King (R-NY), whose bill calls for an end to federal funding of bilingual education, said, "Immigrants upon immigrants came here without the benefit of bilingual ballots or education."

But opponents disputed that assertion and said the country's founding fathers intentionally omitted establishing an official language for a reason.

"There's a mistaken notion that being multilingual is divisive," said Representative Xavier Becerra (D-CA.).

Four bills have been introduced, three in the House and one in the Senate. Representative Bill Emerson's (R-MO) has the most sponsors, with 186, while Senator Richard Shelby's (R-AL.) bill has 19 sponsors.

"It is likely that one of these bills will pass," said Jim Crawford, an independent writer who has followed the English-only movement for years. "These bills have fewer exemptions than those in the past."

Reprinted with permission from Hispanic Link Weekly Report, Oct. 2, 1995.

99.94% of Documents Are Printed In English

The federal government produces 99.94% of its documents in English, a General Accounting Office Study has revealed.

The study, released September 21, found that out of 400,000 titles checked over the five-year period from 1990 to 1994, 265 were in a foreign language.

Senator Richard Shelby (R-AL), who requested the study, said 265 was "overwhelming."

"It's unfathomable for the federal government to try to accommodate each and every language," he told Associated Press.

The study identified 221 documents in Spanish, 17 in multiple languages and 12

in French. The remaining documents were printed in 10 other languages.

The largest producer of foreign-language documents was the Social Security Administration, with 50, followed by the Food and Drug Administration, with 19, and the U.S. Department of Education, 16.

The study did not include documents from State and Defense, or those put out independently of the government's official printer, which handles about half of all government printing jobs, it estimates.

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Statement from Secretary Riley About "Official Language Act"

The U.S. Department of Education released the following statement by Secretary of Education Richard W. Riley regarding the October 18 congressional hearing on HR 739 — the "Declaration of Official Language" and HR 123/S356 — the "Language of Government Act."

It would be sheer folly to deny millions of school children the opportunity to learn English—at a time when the need is greatest. Unfortunately, these efforts to make English the "official" language and to eliminate programs that teach English are more about politics than improving education.

Repealing programs that teach English as a second language and bilingual education is wrong-headed. These programs have two key purposes: To make sure every child learns English; and to make sure that every child masters academic subjects, such as math and science, while continuing to learn English.

Obviously, English is our national language. New immigrants are clamoring to learn it as fast as they can. All over America, people are standing in lines and placing their names on waiting lists to take English and literacy classes.

Passing these bills is saying to children, and those who are struggling to learn English, that we don't care if they fall behind and fail.

The future costs to these children and adults — and to our nation — in terms of dropout rates and unemployment — is enormous.

Passing these bills is failing the future and our students.

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EMBASSY OF SPAIN EDUCATION OFFICE



E S P A Ñ A I N F O R M A

Spanish Resource Centers



Designed to provide support for bilingual education programs and the teaching of the Spanish language, the Center is a meeting and working place for teachers, professionals, university students and those interested in the knowledge and promotion of the Spanish language and Hispanic cultures.

There are five Resource Centers in operation, all of which are sponsored by the Spanish Government and the different Universities.

Goals

- Provide a wide range of literature in Spanish, didactic programs, and teaching and audio/visual materials.
- Offer workshops, seminars, teaching skills sessions, information exchanges.
- Promote cultural activities: exhibitions, film series, round tables.

Available materials

- Children's and young adult literature collections. Classical and contemporary literature.
- Methodology and textbooks to teach Spanish as a Foreign Language.
- Encyclopedias, specialized research studies and other supporting pedagogical materials.
- A complete collection of films in Spanish, as well as educational and cultural audio tapes.
- Computer information searches, book catalogues, magazines and copying systems.

All materials are provided by the Government of Spain.

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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Toward the Multicultural University

Reviewed by António Simões

Bowser, Benjamin P., Jones, Terry and Young, Gale Auletta., *Toward the Multicultural University*. Westport, Connecticut: Praeger Publishing, 1995. 195 pp.

Toward the *Multicultural University* is divided into three parts, The Challenge, America's Other Cultures, and Proposals and Implementation.

In the first chapter, "Demographic Imperatives for the Future," Harold L. Hodgkinson presents important demographic data for the university administrator. The data not only deal with demographics in the United States but also with issues from a global perspective. These data give the university planner, both academic and administrative, insights into shaping institutions of higher education for the 21st century.

Chapter Two, "The Triumphs of Tribalism," by William M. King, traces the origin of the American University and makes a strong case that most American universities are still Eurocentric and have not confronted the issues dealing with multicultural education. I found this chapter very enlightening and I think it should be part of a reading list for university faculty dealing with curriculum change.

Chapter Three, "Afrocentricity and Multicultural Education: Concept, Challenge, and Contribution," by Maula Karenga, deals

CONTINUED ON PAGE 30

La Oportunidad de Esperanza

Reviewed by Mary T. Cazabón

Schiller, Pam and Ada, Alma Flor. *La Oportunidad de Esperanza*. Illustrated by Meryl Henderson. Translated by José Segovia. (available in Spanish and English) Ohio: SRA/Macmillan/McGraw Hill, 1995. 24pp.

Pam Schiller and Alma Flor Ada have written a moderate-size big book entitled *La Oportunidad de Esperanza*, a wonderful sea-side adventure emphasizing the cyclical nature of life and the importance of friendship, family and community. The illustrations by Meryl Henderson depict lively detailed beach and sea scenes which complement the text and attract the reader over and over again. José Segovia's Spanish translation is accurate and flows in the way of natural speech.

The story evolves in a place called Kailum and recounts how Austin, a young boy, learns first-hand from his grandmother and his friend Iván about how the local villagers assist recently hatched baby sea turtles along their path from land to the sea. The intergenerational connection between grandmother and grandson is underscored by their shared "telling" of grandmother's special story; about how she first came to love the people of Kailum, and how she decided to join them in their efforts to set the turtles free. Although the story is written in Spanish, there are incidental translations of certain phrases into English which are credible and

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Pilón, el Extraordinario Elefantón

Reviewed by Silvia M. Vila-Dávila

Joyce, Susan. *Pilón, el Extraordinario Elefantón*. Illustrations by D.C. Du Bosque. Spanish version by Aida Marcuse. Oregon: Taylor Publishing, 1993. 48 pp.

Susan Joyce takes us on an adventure journey with Pilón, the Extraordinary Elephant. Pilón travels through valleys, mountains, and rivers, a journey full with new meanings, friendships and a search for himself. In his journey Pilón meets different animals who will help him in understanding differences, and in recognizing his own potential, capabilities

and skills. It is a wonderful lesson on self esteem and self confidence. This portrayal suggests a certain similarity with Dr. Seuss' characters.

One of the highlights in Pilón's adventure occurs when the elephant meets Camilla, a camel. Camilla asks him who is he, and he replies: "I am an elephant". The camel replies that he is not only an elephant; that he should have a name and, since the elephant does not have one, she decides to name him Pilón. Pilón learns to dance with an ant, to swim with a fish and to appreciate who he is from an owl. This is a great lesson about awareness and sensitivity to one's ways, values and traditions and the ways in which one relates to

other people.

The book is a good resource to introduce children to the study of other cultures and other groups, for migrant children, in social studies classes, and native language arts for the upper elementary education classes. Children are encouraged to sing along because the book includes the music and lyrics of a theme-song. The illustrations are simple and clear and remind us of children's perceptions and sense of perspective.

Sylvia M. Vila-Dávila works at New York University.

• NABE •

with several assumptions that universities must face to prepare students for the future. In general, the assumptions revolve around the general richness of diversity and, specifically, Afrocentricity as an intellectual concept which provides scholars and students with a way of knowing and thinking that adds a richness to any university curriculum. Within her thesis of Afrocentricity and multicultural education, the author presents an ethical dimension. Within this scope, and in the ethical dimension, there is the proposition of integrating the disciplines and, of course, relevance for the community.

In Chapter 4, "America's Racial-Ethnic Cultures: Opposition within a Mythical Melting Pot," by Bonnie L. Mitchell and Joe R. Feagin, the authors present an excellent discussion on the theory of resistance and the myth of the melting pot. The "interplay" between oppression of the African-American and the theory of resistance, i.e., the preservation of the many African cultures, is particularly strong. In conjunction with the African-American experience, the authors also deal with the Native American and, as stated, "resistance by the most understood." Last but not least, the authors deal with the Mexican American experience and with complex issues under "resisting cultural imperialism."

Chapter 5, "Puerto Rican and Latino Vistas on Culture and Education," by Milga Morales-Nadal, gives an in-depth view of the Puerto Rican experience from both the island and the mainland perspective. What I found most interesting and highly informative was the historical data on the various socio/racial and cultural experiences in Puerto Rico and in the United States. What was particularly enlightening was the discussion on the Southern Spanish (Moorish) and West African influences in the Puerto Rican culture(s).

Chapter 6, "American Indians (The Minority of Minorities) and High Education," by Donald L. Fixico, directly addresses the complex issues dealing with American Indians. What is particularly informative is the way in which the author gives the reader the richness of how many American Indian cultures there are in the United States (including Alaska). The author presents a bleak but true picture of the status of American Indian in the United States. As all of the authors describe, the lack of knowledge by most faculty members at the university level about people of color reflects a severe lack of understanding of other people outside of the Eurocentric curriculum.

Chapters 7 through 11 offer the reader many ways of implementing a multicultural curriculum. I found most of the propositions viable and practical.

As a bilingual educator, dealing with multicultural education for the last 25 years, I do agree with some of the authors when they infer that much still has to be done and in some cases, the news is not encouraging.

As an administrator at the IHE level, I found this book an important contribution to continue the dialogue for change that uses multicultural approaches to knowledge at the university level. What I found important in this text was the scholarly approach of a multicultural university.

In short, I recommend this book not only for professors in the social sciences but also for all who are involved in change within

CONTINUED ON PAGE 37

allow for the easy give and take of natural code switching between grandson and grandmother.

La Oportunidad de Esperanza is an example of how reading can be taught in a meaningful, authentic context. Children are able to relate to the story on many different levels. The natural interaction between grandmother and grandson is played out by their mutual delight in the retelling of the story of setting the turtles free. Austin insists on hearing the story the same way he's heard it many times before. In a serious voice, he turns to his grandmother and says, "It's time, I need to hear the story again, It will help me get ready for tonight" (p. 6). Grandmother answers: "Tienes razón, Austin, {You are right} Te ayudará a estar listo para esta noche {I will help you to get ready for tonight,} por lo tanto, te relataré el cuento otra vez" {therefore I will tell you the story again} (p. 6). Austin naturally wants to share in the story telling process and becomes impatient with grandmother's preamble and cuts her short by saying: "Yo voy a empezar el cuento, abuela. Tú eres muy lenta" (p. 9). {I'm going to start the story, grandmother. You are very slow}. Austin establishes his participatory role by beginning the story with one single sentence and then gives the story back to his grandmother.

The story emphasizes the positive cultural and societal values of collaboration. Children will appreciate the extended family context of the story and that grandmother is the one to impart the knowledge of the turtles to her grandchild and to pass on to him the importance to act responsibly and collectively. Through a cooperative process, adults and children in the village work together by first placing and guarding the eggs in "safe holes" and waiting for the night that the turtles will hatch. Then the community uses flashlights to illuminate the path of the baby turtles to the sea. Everyone in the village cooperates by turning off all house lights so that the turtles will not become confused and take the wrong path. A young reader commented on the story by saying: "I did that. I helped the turtles get to the sea in Sandy Beach in Saint Croix. They were Loggerhead turtles. Even though we knew some of the them would not survive because the seagulls and big fish would go after them, we were happy because not all of them would die. We did it all together and it was fun."

The cycle continues at the end of the story, and Austin will have his turn to participate in the community event of providing hope for the future of the turtles. The message of hope is critical to the story. At the end of the book Austin comments to his grandmother about one reluctant little turtle: "Quisiste llamarla Perezosa porque es lo que era — Pero Iván quería que la llamaras Esperanza, porque si ella había logrado llegar, quería decir que había esperanza para todas las otras tortugas." (p. 24) — {You wanted to call her Lazy because that's what she was - But Iván wanted you to call her Hope, because if she had managed to make it, it meant that there was hope for all the other turtles}. The importance of hope is also echoed in the words of the young reader who had a similar real life experience with turtles in St. Croix who said, "By helping the turtles, we gave them hope that they could live. If we didn't help them, the mongoose would have probably eaten the babies inside the eggs."

After a shared reading of the book, a group of bilingual and ESL

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

Stabilizing Indigenous Languages

by Dr. Gina Cantoni

In November 1994 and May 1995, with funding and sponsorship from LOBEMLA, Northern Arizona University's Center for Excellence in Education hosted two symposia on stabilizing indigenous languages. The first symposium developed a rationale for native language maintenance based on human rights and on the needs of American Indian peoples. The group then engaged in extensive discussions of the roles of families, communities, and schools in the learning and teaching of native languages.

The purpose of the November meeting was to establish what had to be done and why, whereas the May symposium was intended to document how the process of language maintenance and transmission can become a reality, with an emphasis on "success stories" The broad areas of family, community, and school naturally fell into subtopics such as preschool, adult education, arts and the media, and so forth.

Each symposium highlighted talks by well-known scholars who shared state-of-the-art information; however, most of the time was spent in small participatory sessions led by skilled moderators who encouraged everyone to speak. The outcome of the discussions has been a somewhat surprising convergence of ideas in terms of what impedes language maintenance and what promotes it. Among the most frequently discussed barriers were:

- lack of opportunity to practice native languages at home;
- parents' lack of proficiency in the native language;
- teachers' criticism of those who speak the home language in school;
- tendency to correct novice learners whenever they make a mistake;
- likelihood of put-downs by non-speakers of the home language;

- perception that English is a better vehicle for economic success; and
- teaching of isolated vocabulary items instead of communicative skills.

Misconceptions Are Widespread

In addition, some widespread misconceptions about language teaching and learning were seen as serious barriers to the success of native language maintenance and transmission. These misconceptions included:

- you have to give up your own language in order to master another one;
- you need special training to teach your own language to your children;
- schools can take over the job of teaching a language if families don't teach it; and
- writing a language is what keeps it alive.

Symposium Conclusions & Recommendations

Among the conclusions on which there seemed to be strong agreement by symposium participants were:

- school programs alone are not sufficient for language maintenance (but are better than nothing);
- schools must change significantly and communities must have a major say in what the schools do; and
- schools are best at implementing a developmental language curriculum for children who have acquired the language at home.

Consistent with the above were the most frequently agreed-upon recommendations:

- keep the home as the central source of native language learning;
- provide instruction in the home language at an early age;

- offer classes in native languages at all levels, including college;
- welcome anyone interested to these classes; and
- combine the focus on language with a focus on culture.

Where Do We Go Now?

In terms of "What to do next?" the participants identified two apparently divergent directions. A few participants pointed out that since the group was almost unanimous in supporting linguistic diversity (so that the speakers were "preaching to the choir"), the best use of time and resources would be to go home and use the tribal language at every opportunity instead of talking about it in English.

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Bicultural-Bilingual Education (Spanish/English)

Associate Professor with tenure starting Fall 1996, pending budget approval. Specialist with an established record of research and publication focusing on language minority education, bicultural-bilingual education, bilingualism, biliteracy or native language instruction. Teach and advise graduate students, active research agenda, provide leadership in bilingual education programs and in proposed doctoral program. Salary competitive. Full description available.

Submit application letter, vitae, and names of three references by December 31, 1995 to:

**Chair, Bicultural-Bilingual
Studies Search Committee,
Division of Bicultural-Bilingual
Studies, College of Social and
Behavioral Sciences,
The University of Texas
at San Antonio,
San Antonio, TX 78249-0653.**

Applicants who are not U.S. citizens must state their current visa and residency status.
Women and minorities are encouraged to apply.

middle school and junior high school students. It has been documented (e.g. Lamme, 1976; Tunnell, Calder, Justen, and Phaup, 1991) that interest in leisure reading begins to decline around grade four.

If bilingual education is doing well now, just think of how well it could do if children had access to reading, in both the first and second language. In some of our programs, children are reaching the 50th percentile on standardized tests, doing as well as native speakers in their own districts (Burnham and Peña, 1991). If we took school libraries and reading seriously, we could do even better: Our children would score in the 60th, 70th, 80th, and 90th percentiles in language and reading and bilingual programs would be inoculated against attack.

To do this, however, we need more than a token increase in the number of books in school libraries: We need a true "book flood." Recall that the average elementary school library in the United States supplies 17 books per child. For language minority

children, who usually have few books available outside of school, this figure is a rock-bottom minimum.

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Submit application letter, vitae, and names of three references by December 31, 1995 to:

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Behavioral Sciences,
The University of Texas
at San Antonio,
San Antonio, TX 78249-0653.**

Applicants who are not U.S. citizens must state their current visa and residency status.
Women and minorities are encouraged to apply.



NABE Technology: New Voice Mail System

by Jeff Spence

In preparation for our upcoming Silver Anniversary Conference, the NABE national office is designing and assembling several exciting systems incorporating the latest developments in computer-aided technology. These systems will include: a direct NABE presence on the Internet through the creation of a NABE "home page" on the World Wide Web; an automated fax-on-demand system, which you will be able to use to order faxed copies of NABE documents; and finally, improved internal office communications, including the improvement and integration of office electronic mail, new cellular technologies, and voice mail capability.

The Automated Attendant

Towards that end, NABE has just finished installing an upgraded telephone voice mail/automated attendant system. From now on, when you call NABE at (202) 898-1829, your telephone call will be answered with a cheerful "Welcome to the NABE automated voice mail system" recorded by yours truly (now known among the staff as the "Voice of NABE").

The voice mail system will then present you with a series of menus, and menu

Some of you may not realize that the NABE conference, attended by thousands of registrants every year, is managed by our national office staff of only eight persons! These eight people, in addition to performing the myriad duties required by the conference, must also continue to perform their regular work in areas like membership services, publications (including the *NABE NEWS*), legislative policy, and office "standards" such as accounting and general office management.

The installation of our new voice mail/automated attendant will hopefully serve to significantly "lighten the load" of our three administrative assistants, who formerly had to make time in their already complex schedules — which included data entry for the 4,000+ conference preregistrants NABE processes each year — to answer the hundreds of conference-related telephone calls that NABE received each day!

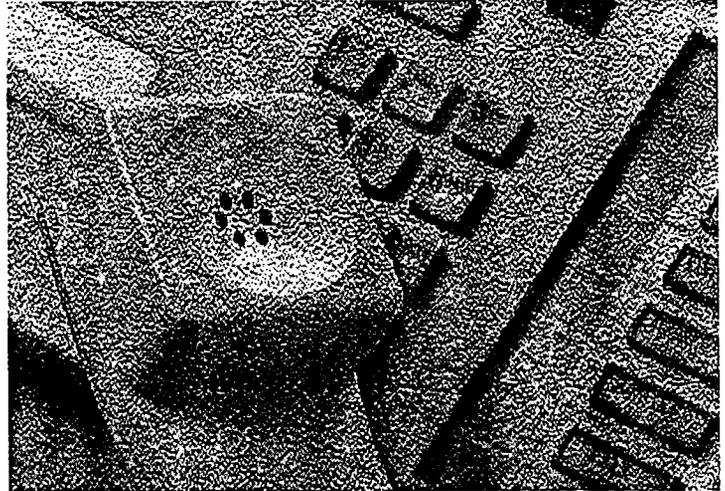
We believe that the current system is well-designed, both from our standpoint, and more importantly, from yours as a prospective caller. The following few paragraphs will point out some of the features of the system which will benefit you, and hopefully make your intro-

duction to the system a more pleasant one.

Where To Begin?

All you need to know to get started is that all areas of the voice mail system have

two parts: the announcement, and the menu. The announcement is a prerecorded message or instruction for you, the caller. The menu provides you with a list of choices;



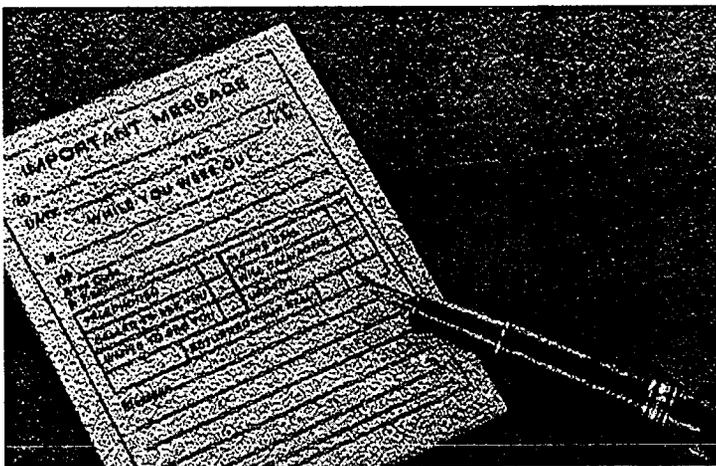
you make a choice by dialing a code into your phone. Not all areas have both: some areas just have announcements (there's nothing you can do there but listen to the information); others just have menus (there's no information to give you, until you've made a menu choice about what you want to hear).

The Main Greeting

As previously mentioned, your call will be answered by the automated attendant, welcoming you to the voice mail system. You will first hear a brief announcement, followed by a menu of choices. You are prompted to make a choice by entering, from your phone, the single-digit code corresponding to your choice.

In this menu, as in all other menus, you do not need to listen further if you have already been prompted for the option you want. For example, the main greeting says, "For membership information, dial 3...". Once you hear this, if membership information is what you want, you may dial 3 immediately. You don't need to listen to the remainder of the current menu or announcement (although if you are not certain about your selection, you may wish to hear the menu in full before making your choice).

CONTINUED ON PAGE 34



options, designed to enable you to get to the person or department you need to reach as quickly as possible — without requiring you to wait for human direction from our small group of dedicated staffers.

During this announcement/menu, and all other announcements and menus in the system, you can immediately transfer to someone's direct extension simply by dialing it. So if you want to reach someone at extension 116, just dial 116 on your phone, at any time, while listening to any announcement or menu. You can dial a particular extension (if you know it) as soon as you hear the "Welcome..." which begins the main greeting; you don't need to listen any further.

The announcement states that dialing 0 (zero) will restart the announcement, repeating it in full. This is handy if you have been distracted during the playback, if you couldn't find a pen or pencil... Subsequent announcements will not repeat this instruction, although it is operative there as well. **Zero always repeats the current announcement; you cannot dial 0 to reach an operator from any location in the NABE voice mail system.** You must listen to the menu and make a selection.

At the end of the main greeting menu, you are prompted to make a choice, or to **hold for an operator**. You are allowed to hold for an operator here in order to accommodate those callers who are not using touch-tone phones.

Note that as stated earlier, most menus in the system do **not** allow you to hold for an operator; you **must** make a choice from the menu. In those areas, if you do not make a choice within the allowable period (either during the menu playback or during the brief waiting period thereafter), your call will be disconnected, freeing up the phone line for a subsequent caller.

There are, however, several areas in which you will be offered the chance to hold the line for the next available operator or staff member; these are the only areas in which you can hold for long periods of time and not be disconnected.

The Staff Directory

As prompted early in the main greeting, and at any time or place in the NABE voice mail system, you can dial 8 on your phone and be transferred immediately to the NABE staff directory. Access this directory if you want to reach a particular staff member by name, but you do not know his or her extension. (If you know the three-digit extension, you can dial it directly without first checking the staff directory.)

The Department Directory

The system contains a department directory (accessible from the main greeting by dialing 5). Access this directory if you have

NABE Department Directory

You can dial these extensions at any point in the voice mail system

To reach Conference Services, dial 130

To reach Membership Services, dial 134

If a current member, to change your mailing address, dial 135

To reach Policy & Public Information, dial 138

To reach the NABE NEWS department, dial 136

To reach the Accounting Department, dial 107

For a staff directory, dial 8

neither a staff member's name nor extension, but know what department they work in (or the department you wish to reach, e.g., conference services).

The Conference Section

The conference section, the only one to be described in detail here, is one of the more complex. It contains specific information and message areas for exhibitors, registrants and presenters. Each area contains general, up-to-the-minute information of value to those particular persons. For example, if there are new announcements or special offers for exhibitors, the exhibitor announcement will say so. If you want to receive a registration package, the registrant area announcement will provide information about their availability, and the registrant message area will store your name and address (which you provide as prompted) to be used when mailing your information. Feel free to call NABE and "step" through the 1996 conference section — you access it by dialing 2 at any time during the main greeting.

Other Sections

Other sections include: membership services, where you can receive current information and leave messages changing your address; the NABE NEWS section, for subscribers and advertisers; and the Legislative Policy section, where you can reach policy staff or listen to the latest breaking news concerning the Congressional budget battle and its impact on education funding. The system is almost infinitely flexible, and will change and grow as NABE changes and grows; it will, however, always work in exactly the same way.

Just The First Step

We hope that you find the new system easy to use. More importantly, we hope that you find the system *responsive*: responsive to your needs as members and supporters of NABE, needs both for information and for access to us here at the national office. This system is just the first step in what we consider to be a very exciting process: the positioning of NABE as an information resource, available 24 hours a day. NABE can take, and will take, a highly visible and prominent position — a resource for callers, people browsing the Internet, members, researchers, press — everyone and anyone who is interested in our mission of ensuring educational excellence for language-minority students. Systems such as this phone voice mail system will hopefully relieve us of mundane, repetitive tasks to enable us to concentrate on our real mission: after all, that's what computers are for.

I'm interested in hearing what you have to say about the new system, and the other developments that are forthcoming. Leave me a message at extension 110; or send e-mail to my attention at NABE1@aol.com — and check future issues of the *NABE NEWS* for articles on the latest developments in this area.

Jeff Spence is the NABE Information Systems Manager.

Resources for Bilingual Educators

Bilingual Education: History, Politics, Theory, and Practice, Third Edition, James Crawford, author. Revised and expanded version of book which presents a case in favor of bilingual education and rebuts critics' arguments. Includes information on 1994 reauthorization of Title VII. \$24.95. Bilingual Education Services, 2514 South Grand Avenue, Los Angeles, CA 90007-9979. (213) 749-6213.

Brave New Schools: Challenging Cultural Illiteracy Through Global Learning Networks, Jim Cummins and Dennis Sayers, authors. A book about the use of the Internet in the classroom and the way it can be used to connect students all over the world to allow them to share cultural information. The authors offer a vision for future schools where the sharing of cultural knowledge, interactive teaching and democratic participation are facilitated and enhanced by new technology. The book includes more than 800 annotated listings of Internet resources for education, with descriptions of successful networking activities. \$23.95 (ISBN: 0-312-12669-7) St. Martin's Press, 257 Park Avenue South, New York, NY 10010 (212) 982-3900.

Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Robert W. Cole, editor. This book spells out 90 strategies for teachers in every grade level to use with students who are diverse and often economically disadvantaged. A special chapter offers nearly 20 teaching strategies for culturally, ethnically, and linguistically diverse students. Includes interviews with 16 innovative education leaders. 1-95024V70. \$21.95. ASCD, 1250 S. Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

Fostering Second Language Development in Young Children: Principles and Practices, Barry McLaughlin, author. This educational practice report (EPR 14) outlines eight principles from current research on second language acquisition and multicultural education, and provides

teachers of LEP students concrete ways of applying this knowledge to the classroom. The author stresses the value and importance of bilingualism in today's society, and explains several common patterns of second language acquisition and bilingualism. He goes on to describe the different ways children learn a second language, based on two key variables: exposure to the language and motivation to learn in young children. \$4.00. Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, N.W., Washington, DC 20037. (202) 429-9292.

How to Involve Parents in a Multicultural School, Bruce Davis, author. The author, a seasoned principal from a culturally diverse urban elementary school, describes how to use award assemblies, positive telephone calls, surveys, voice-mail systems, "Read-Ins" and other strategies to better serve students and anticipate parent needs. 1-95081V70. \$6.95. ASCD, 1250 S. Pitt Street, Alexandria, VA 22314-1453. (703) 549-9110.

Instructional Conversations: Understanding Through Discussion, produced by Jon Silver. This is the third video in the series *Meeting the Challenge of Teaching Linguistically Diverse Students*. This video showcases the instructional conversation (IC) approach with culturally diverse students in elementary and middle school classrooms. The guiding principles and practices of IC are clearly explained, and participating teachers discuss the challenges and rewards of using the IC approach. Accompanying the video is a guide providing trainers with background information and suggestions for using the video in a variety of training formats. 25 min. \$40.00 Center for Applied Linguistics, National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292.

An Internet Guide for Asian American Cyberspace, UCLA Asian American

Studies Center and Asian Pacific Net. A comprehensive guide organized around the following sections: electronic documents, electronic mailing lists and lists for Asian American organizations, mailing lists for multicultural and diversity issues, Asian American special interests, news groups, online organizations, and internet references. \$10, including mailing and handling charges. UCLA Asian Studies Center Publications, 3230 Campbell Hall, Los Angeles, CA 90024-1546. (310) 825-2974.

Living in a Multi-Cultural World Video Series. A four-video series which offers students a different perspective on getting along in a multicultural world. Topics include interpersonal relationships, communication skills, developing friendships, and overcoming prejudice. \$89 per video; \$329 for the 4-part series. Ready Reference Press, P.O. Box 5249, Santa Monica, CA 90409. (800) 424-5627.

Multicultural Education: A Generation of Advocacy, José Cárdenas, author. A compilation of 92 articles on multicultural education published over a period of 25 years. The book provides a historical overview of the author's involvement in the most significant issues in multicultural education as a teacher, administrator and an active advocate for children. All royalties from the sale of the book will be used as stipends for school youth participating in the Intercultural Development Research Association's dropout prevention program. IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228.

On the Write Track: Beginning Literacy for Secondary Students, Deborah Becker Cotto, author. Designed to meet the multiple needs of LEP students who have had delayed or interrupted learning by integrating the teaching of language, literacy, and academic content. Uses real-life situations to provide relevant context for teaching academic literacy skills. Teacher's guide includes instructions for

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implementing each lesson and blackline masters. Alta ESL Resource Center, 14 Adrian Court, Burlingame, CA 94010. (800) ALTA/ESL.

Power and Inequality in Language Education. James W. Tollefson, author. This book explores the relationship between language policy, wealth, and power. The research demonstrates how language planning and education reflect existing inequalities in the distribution of economic, social, and political power, and how language policy is used to obtain and maintain power. Articles examine topics such as the growth of official language movements, the role that language teachers may unwittingly play in reinforcing social inequality, and the misconceptions about the relationship between the second language competence of immigrant populations and their financial success. 0-521-46807-8 \$19.95. Alta ESL Resource Center, 14 Adrian Court, Burlingame, CA 94010. (800) ALTA/ESL.

Numbers and Needs. Dorothy Waggoner, editor. A newsletter designed for policy makers and administrators seeking information on the numbers and status, especially the educational status, of ethnic and linguistic minorities in the U.S. It analyzes data from the U.S. Bureau of the Census and reviews studies from the national Center for Education Statistics and a variety of other Washington sources. The newsletter is published six times a year at a subscription price of \$20. Checks should be made payable to Dorothy Waggoner, and sent to her at 3900 Watson Place, N.W., Washington, DC 20016. For information, call (202) 337-5955.

Publishers and Materials Developers

Do you have new products to tell NABE members about?

Send a sample of your material to the NABE NEWS Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials will be listed ONCE, free of charge, in the Resources for Bilingual Educators column.

Timeliner, Spanish Bilingual Version. A computer software program which allows students to organize a set of related moments. Students may work in their preferred language; with program menus in both Spanish and English. Included are teacher support materials which provide examples for using the program in different instructional settings. Tom Snyder Productions, 80 Coolidge Hill Road, Watertown, MA 02172-2817. (800) 342-0236.

Urban Indicator, September 1995 Issue. Six pages devoted to data on immigrant and limited-English-proficient youth. Free. Council of the Great City Schools, 1301 Pennsylvania Avenue, N.W., Suite 702, Washington, DC 20004. (202) 393-2427.

Woodcock Language Proficiency Battery Revised (WLPB-R), Spanish Form, Richard Woodcock and Ana Muñoz-Sandoval, authors. This is a test of com-

prehensive, norm-referenced assessment of oral language, reading and written language appropriate for use with Spanish-speaking individuals between the ages of 2 years and 90+ years or grades K.0 through 16.9. The WLPB-R Spanish Form was adapted from the WLPB-R English Form, thereby creating two parallel tests. Test kit, including 25 test records and subject response booklets, examiner's manual, norm book, supplemental manual, test book, and audiocassette: \$228. Optional Compuscore computer scoring program: \$177. Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, IL 60631-3476. (800) 767-8420, ext. 7741.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. If you want more information about any item listed in this column, you must contact the publisher/developer directly.

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LA OPORTUNIDAD

FROM PAGE 30

teachers commented on the free flow of language in the story and how the illustrations enabled them to relate to the natural beauty of the location and to the act of saving the turtles. They felt that the story would elicit lots of discussion from their students. The teachers said that it was unfortunate that the book did not identify Kailum as an actual location. It was suggested that a map depicting egg depository locations in the world would also enhance reader appeal and facilitate the possibilities of further research on the topic.

There are many different kinds of extended activities that this story will inspire in young readers. A few suggestions include:

Students could retell the story to their families to promote use of language in a sequenced time frame and perhaps to draw out family to tell their own stories about their similar community-based efforts, either in the United States or in their countries of birth. In turn, these special family stories could be recounted in written or oral form to the whole class.

Students might create a news article explaining "How the Turtles Were Saved."

By keeping a reflective journal, students could think and write about the events of the story, what they learned and what they want to know more about.

By creating a classroom play based on the story, students would develop and practice dialogue, innovate on the text and create their own special scenery and props.

Debating the question "What if the decision had not been made to help the turtles?" would also allow for lots of class participation and interaction.

By engaging in research, the students could report about important facts on the life cycle of sea turtles and locate turtle egg depository places. A visit to a local aquarium will enable students to learn about endangered turtles.

La Oportunidad de Esperanza contains substantive content and will be well received in an integrated language program which promotes writing, speaking, reading and listening in authentic, learning situations.

Mary T. Cazabón is director of bilingual programs in Cambridge, Massachusetts.

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the traditional European discipline structure. Other cultures outside of Europe have added and continue to add to our way of living both in the western and non-western world. Not to accept that we are a global village and that all cultures are important within the academic disciplines is to short change our students in the age of information and technology and is to lessen our chances of peace and the understanding of the complex and cultural human experiences.

I recommend this book for all in education who are interested in change in a multicultural context.

Antônio Simões is Dean of the Graduate School of Education and Allied Professions at Fairfield University, and editor of the NABE NEWS Book Review column.

• NABE •

Book Review Guidelines

Reviews for publication in the **Book Review** column should be sent to Dr. Antônio Simões at Fairfield University, the Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250.

All materials from publishers should be sent to NABE, care of the *NABE NEWS* editor.

Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

NABE Report Debunks Myths About Bilingual Education

Squarely confronting critics of bilingual education who often cite baseless conjecture and bogus research, NABE has released a short report which identifies and refutes many of the common myths about bilingual education.

The report, entitled *Bilingual Education: Separating Fact from Fiction*, is a 10 page easy-to-read document that will help policy makers, the media, and the public to better understand bilingual education.

It draws on independent scholarly research and government data to debunk "fictions" repeatedly offered by English-Only advocates.

Fact and Fiction refutes the following myths:

- Studies prove that bilingual education doesn't work.
- Many 'bilingual' programs use the student's native language almost exclusively for the first few years; they aren't learning English.
- Studies confirm what common sense would tell you: the less time you spend speaking a new language, the more slowly you'll learn it.
- How difficult can it be to learn English if Berlitz can teach someone to speak English in 30 days?
- Language-minority parents and communities oppose bilingual education.
- Kids are being placed in bilingual education who can already speak English fluently just because they have a Hispanic or ethnic minority surname.
- LEP dropout rates remain very high despite the widespread application of bilingual education.
- Bilingual education is impractical because it costs \$8 to \$11 billion and there are 180 languages spoken by America's students.
- My grandparents were immigrants and made it without bilingual education or any other special help.
- Bilingual education is a 1960's creation of the federal government.
- Ethnic leaders use bilingual education as a way to keep their constituencies easily manipulated and disenfranchised.

Future issue of *NABE NEWS* will reprint one "fiction" each issue.

Campaign Against Racism and Extremism NABE CARES

School Opening Alert Issued

The anti-immigrant climate in this country has reached devastating proportions. With passage of Proposition 187 in California and the subsequent rise in school exclusion incidents across the country, it is now more important than ever to make sure parents know their children's educational rights.

To aid the process of parental educational, the National Coalition of Advocates for Students (NCAS) has launched its annual School Opening Alert campaign, which provides immigrant parents, educators and advocates with an information pamphlet outlining immigrants students' legal right of access to schools established in the U.S. Supreme Court *Plyler v. Doe* decision. The pamphlet outlines:

- the specific educational rights of documented and undocumented immigrants students found in the *Plyler v. Doe* ruling; and
- what schools must do to be in compliance with the law during the student enrollment process.

NCAS and other educational advocates feel that any student who may "look" like an immigrant may be targeted during the school enrollment process. Therefore, all parents and school staff should know that the schools can and cannot do.

IDRA is working with NCAS to make this pamphlet available to all persons who may need this information. NCAS can provide a camera-ready copy of the School Opening Alert to be reproduced and distributed by schools and community groups. The pamphlet is available in English/Spanish and English/Creole.

For a more thorough explanation of *Plyler v. Doe*, NCAS offers *Immigrant Students: Their Legal Right of Access to Public Schools*, a 55-page guide for advocates and educators (\$12).

Reprinted from IDRA Newsletter, September 1995.

The U.S. Supreme Court has ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age.

As a result of *Plyler*, public schools may not:

- | | |
|--|---|
| <ul style="list-style-type: none"> Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status. Treat a student disparately to determine residency. Engage in any practices to "chill" the right of access to school. Require students or parents to disclose | <ul style="list-style-type: none"> or document their immigration status. Make inquiries of students or parents that may expose their undocumented status. Require social security numbers from all students, as this may expose undocumented status. |
|--|---|

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

Additionally, the Family Education Rights and Privacy Act (FERPA) and various state privacy acts prohibit schools from providing any outside agency - including the Immigration and Naturalization Service — with any information from a child's school file that would expose the student's undocumented status without first acquiring permission from the student's parents. Schools should note that even requesting such permission from parents may act to "chill" a student's *Plyler v. Doe* rights.

Finally, school personnel — especially building principals and those involved with student intake activities — should be aware that they have no legal obligation to enforce U.S. immigration laws.

To order free copies of this flier or to report incidents of school exclusion or delay, call NCAS at 800-441-7192 (English-EN/Spanish-SP).

High Latino Drop-Out Rate Targeted by Education Department Task Force

by Joseph Torres

A seven-member group formed by the U.S. Department of Education to combat the disproportionately high Hispanic drop-out rate held its first meeting to lay the groundwork for its year-long mission of finding solutions.

Sponsored by Under Secretary of Education and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), the Hispanic Drop-out Project is made up of seven educators whose experiences range from working with at-risk youth to teachers working at the middle and high school levels.

At its September 18 meeting in Wash-

ington, D.C., the group discussed reasons contributing to the high Hispanic drop-out rate, including social and economic barriers, overcrowded and underfunded schools and whether schools meet the educational needs of Latino students.

"We want to look at schools and programs successful in dealing with the Hispanic drop-out rate," said group member Cipriano Muñoz, a science coordinator at a San Antonio high school.

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Campaign Against Racism and Extremism NABE CARES

300,000 Legal Immigrants To Suffer Under Federal Student Aid Cuts

by Joseph Torres

As details emerge on the effects of the welfare reform legislation approved by Congress, education groups told *Weekly Report* the bill's restrictions on college financial aid and loans will hinder the efforts to up to 300,000 legal immigrants to attend college.

A bipartisan conference is currently working out the differences between the House bill passed last March and the Senate bill passed September 10. The bill expected to return to each chamber's floor for a vote by the end of the month.

According to the American Council on

Education, of the 500,000 legal immigrants who attend college, 300,000 received some form of aid.

The House version bases eligibility on the combined incomes of the legal immigrant and their sponsors, until they become citizens, a practice called deeming.

The Senate bill has the same requirements but takes it one step further. Any newly arrived legal immigrant is barred from receiving any federal money for the first five years. Legal residents currently receiving loans or aid are granted a one-year exemption. Deeming would apply as long as the legal immigrant pays 40 quarters or the equivalent of 10 years of social security taxes.

Federal loans and grants to legal immigrant students are currently based on the economic needs of the student.

Ricardo Martínez, the executive director of the Hispanic Association of College and Universities, told *Weekly Report* the welfare bill "is extremely unfavorable to legal immigrants who have been paying taxes. "It is treating a legal immigrant like a second-class citizen. It's short-sighted and debilitating."

President Clinton has endorsed the Senate version of the bill.

Reprinted with permission from *Hispanic Link Weekly Report*, October 23, 1995.

Clinton Reiterates Support For Bilingual Education At CHC Gala

by Jonathan J. Higuera

President Clinton told a gathering of 1,300 attending the Congressional Hispanic Caucus Institute annual gala Sept. 27 that all United States citizens should embrace the values of the Hispanic community.

"The Hispanic community in America has always been a community, always tried to live by family values, not just talk about them," he told the enthusiastic crowd at the \$400-a-plate event. "I urge all of you to ask Congress to live by the values of the Hispanic community."

Speaking to the group for the third consecutive year, Clinton reiterated his support for bilingual education and disavowed the need to make English the country's official language.

"Of course English is the official language of the United States. That's not the issue," he said. "The issue is whether children who come here, while they are learning English, should be able to learn other things. The issue is whether American citizens who work hard and pay taxes and

"Of course English is the official language of the United States. That's not the issue.

The issue is whether children who come here, while they are learning English, should be able to learn other things...

We have an obligation to let children live up to their God-given capacities."

are older and haven't mastered English yet should be able to vote as others... We have an obligation to let children live up to their God-given capacities."

He accused the GOP-controlled Congress of being overzealous in its budget cuts without regard to the harm it imposes on working people, the elderly and the education system. In particular he cited proposed cuts to the Earned Income Tax Credit for the working poor, Goals 2000 and Medicare.

"We can't weaken our commitment to education at the moment we should be

strengthening it," he said. "We shouldn't use the budget to go after things we don't like."

Belén Robles, national president of the League of United Latin American Citizens, said the speech was "definitely in tune" with her group's agenda.

"I just hope he will exercise the use of his veto power," she said. "What many people don't understand inside the Beltway is that there are still a lot of people in our community still not earning minimum wage or families in poverty that have two working parents."

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Pedro Aviles, executive director of the Latino Civil Rights Task Force of Metropolitan Washington, D.C., said while Clinton acknowledged that "Latinos are a thriving community," he was disappointed that he didn't address legal immigrants' status in welfare reform.

"I wish he would have taken a stronger stance on welfare reform. That's going to affect a lot of Hispanic families."

In his introduction of Clinton, Congressional Hispanic Caucus chairman Ed Pastor (D-Ariz.) said he believed history will remember Clinton as "very kind and caring to the Hispanic community."

"President Clinton has shown us that leaders look for solutions, not scapegoats," he said.

The banquet drew top Hispanic leaders from across the country, including Democratic CHC members, Cabinet members Henry Cisneros and Federico Peña, and U.S. Attorney General Janet Reno.

Representative Bill Richardson (D-N.M.) and Cisneros were singled out by Clinton.

Conspicuously absent were the three Hispanic Republican members of Congress and Representative Henry B. González (D-Texas).

"They were all invited," said CHCI gala producer Cecilia García. "It's up to them to see if they have time in their schedules."

She noted that Representative Henry Bonilla (R-Texas) attended an earlier CHCI function that same day and Representative Ileana Ros-Lehtinen (R-Fla.) nominated one of the night's honorees.

Miami physician Manuel Alzugaray received a distinguished service award for his work with the Miami Medical Team Foundation and actress Carmen Zapata of the Bilingual Foundation of the Arts received a role model award.

Major sponsors of the event were Anheuser-Busch Companies and The Coca-Cola Company.

The \$500,000 raised will be used for CHCI operating costs, including support of its fellowship program and education clearinghouse, said Rita Elizondo, the institute's executive director.

Reprinted with permission from Hispanic Link Weekly Report, October 2, 1995.

schools." *Bilingual Research Journal* 18: 67-82.

Ramírez, D., Yuen, S., Ramey, D. and Pasta, D. (1991). "Final Report: Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Bilingual Education Programs for Language Minority Students, Vol. I." San Mateo, CA: Aguirre International.

Ravtich, D. and Finn, C. (1987). *What Do Our 17-Year-Olds Know?* New York: Harper and Row.

Tudor, I. and Hafiz, F. (1989). "Extensive reading as a means of input to L2 learning." *Journal of Research in Reading* 12: 164-178.

Tunnell, M., Calder, J., Justen, J., and Phaup, E.S. (1991). Attitudes of young readers. *Reading improvement* 28: 237-243.

White, H. (1990). "School library collections and services: Ranking the states." *School Library Media Quarterly* 19: 13-26.

Dr. Krashen is a Professor of Education at the University of California's School of Education.

- NABE -

According to the American Council on Education, Hispanics have the lowest secondary education completion rate of any major group. Slightly more than half of the Hispanic 18- to 24-year-old population earned a high school diploma in 1992. The Hispanic completion rate trailed whites by 26% and blacks by 17%.

The group, headed by Walter Secada of the University of Wisconsin, will meet periodically through September of 1996.

Its next meeting will be held in San Antonio in December.

Reprinted with permission from Hispanic Link Weekly Report Oct. 2, 1995.

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For the majority, however, the symposia were like a support group, strengthening everyone's resolve to keep up the good work and share new ideas. Several persons indicated that they had sharpened their awareness of key issues and strategies. Perhaps these kinds of events are most useful for novices, who like the idea of keeping their native language alive, but are not sure of the best way to go about it.

The fact that the sessions were conducted in English and not in one or other of the native languages was the object of some criticism. On the other hand, the few participants who made sustained and exclusive use of their own language in addressing the group frustrated those who would have liked to understand their message. The language of wider communication (in this case, English) plays an important role in our lives. It seems an appropriate and advantageous tool to use in multilingual settings, although not necessarily in our own homes. We are not advocating a return to monolingualism in any language. When two or more languages coexist, the speakers' repertoire is richer than that of monolingual persons, communities, or nations.

Dr. Gina Cantoni is Regent's Professor of Education at Northern Arizona University. NAU's Center for Excellence in Education is planning to publish the proceedings of these two symposia in the coming year. For more information, contact Dr. Cantoni at Northern Arizona University, P.O. Box 5774, Flagstaff, AZ, 86011-5774. Dr. Cantoni may also be contacted by E-mail at gina_cantoni@mail.cee.nau.edu or by telephone at (520) 523-4842.

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- NABE -

NABE '96 - March 12-16, 1996

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NABE '96

25th Annual International
Bilingual/Multicultural
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March 12-16, 1996
Orlando, Florida

solidarity between students everywhere and their peers in war-ravaged countries and areas of the world disrupted by natural disasters. The portraits are drawn from two computer-based global learning networks — I*EARN (the International Education and Resource Network), and Orillas (short for the Spanish phrase *De Orilla a Orilla*, From Shore to Shore) — two networks that have attempted to explore the potential of computer networking for developing among students a capacity to analyze social issues more deeply and to collaborate with peers in exploring resolutions to these issues.

Cummins: Perhaps more than most books, the writing of *Brave New Schools* reflects the subject it treats: intercultural collaborative inquiry through global learning networks. The portraits of these learning networks in action have been sketched, in most cases, by means of the very communications technology that teachers and students used in their networking projects. In some cases, we have worked closely with people we have never met face-to-face.

“Brave New Schools” makes a powerful argument that academic learning will be improved by encouraging students to take action to improve the quality of life in their communities. This is such an important point, yet one that is not often taken into consideration in curricular decision-making, that I think it would be helpful if you could elaborate on the power of global learning networks to advance critical literacy while improving academic skills.

Cummins: It’s important to stress that what we are arguing for is not the “soft”

child-centered pedagogy caricatured by many back-to-basics advocates. Rather what we are advocating for all grade levels is nothing less than the rigorous pursuit of knowledge that is typically required among university graduate students where students are expected to read widely and analyze and synthesize issues in critical and informed ways. We believe that students at all grade levels, whether in wealthy suburban or low-income schools, “gifted” or “remedial” tracks, are capable of collaborative critical inquiry and will benefit academically from it. Without this community of learning in the classroom where students and teachers jointly investigate issues that are of relevance to them in their lives, and of broader social significance, global learning networks will soon lose their appeal for both teachers and students. Students’ enthusiasm will peter out if there is no intellectual challenge and, under these conditions, computer networking will have minimal impact on their academic achievement. The corollary is that global learning networks can act as a catalyst for collaborative critical inquiry in the classroom.

Sayers: We are not talking here about the “feel-good curriculum” focused only on self-esteem that has been so justifiably maligned by many parents and educators. Rather, we are proposing that our schools, from grades K through 12, adopt the rigorous pursuit of knowledge and insight into social and cultural issues that, as Jim says, is aspired to in university graduate schools. This is precisely what we have observed students doing in the context of global learning networks where the opportunities for research and intercultural interaction are maximized.

Cummins: Classrooms oriented to collaborative critical inquiry draw on the extensive instructional research showing that cooperative learning and active student inquiry are highly effective in promoting higher-order cognitive and academic skills. However, transformative approaches — such as what we have called collaborative critical inquiry — also incorporate an explicit vision of the social goals towards which instruction is directed. This societal image takes seriously the ideals of documents that define the moral nature of different societies (such as the American Constitution or the Canadian Charter of Rights and Freedoms) by emphasizing the central role of education in preparing students for democratic participation and the pursuit of social justice. Clearly, issues of culture, education and technology merge at the crossroads of the 21st century. We must ask ourselves: Do we plan for the common good by enabling all students to navigate difference, develop intellectually and academically, and gain expertise in employing technology for enhancing democratic participation, or do we limit access to these social, intellectual and technological skills as a means of restricting potential challenges to the current distribution of power and resources in our society?

Brave New Schools is available from St. Martin’s Press for \$24 (ISBN 0-312-12669; 257 Park Avenue South, New York, NY 10010; or write <simmy@aol.com> for ordering information). It can be also bought at Barnes & Nobles in the United States, or through the OISE (Ontario Institute for Studies in Education) Press in Canada.

Dr. Kristin Brown is the Co-Director of the International Education and Resource Network, De Orilla a Orilla.

Editor’s Note: Contributions to the Technology and Language-Minority Students column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710. (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com

NABE, and NABE NEWS, welcome communications from members, readers and all interested parties by electronic mail. Write to NABE at our Internet electronic mail address: NABE1@aol.com

For quicker delivery, address your mail to a particular staff member; see page 2 of this issue for a current staff directory.

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ANNOUNCEMENTS

NABE '96 CONFERENCE UPDATE

NABE '96, the twenty-fifth annual International Bilingual/Multicultural Education Conference, will be held from March 12th through March 16, 1996, at the newly-expanded Orange County Convention Center in Orlando, Florida!

NABE is currently accepting contracts from prospective exhibitors; for further information, see **Exhibitors** at right.

The attendee preregistration period will begin shortly and will close on January 23, 1996. For further information, see **Registrants** at right.

The Silver Anniversary conference will be bigger and more spectacular than ever! There will be 200+ workshops and demonstrations, an Institute cosponsored by OBEMLA/US Department of Education, a 375+ booth Exhibit Hall featuring the latest in educational materials & products, a Job Fair, and, as we're in Orlando, gala opening night ceremonies at Walt Disney World's EPCOT Center!

**It's the largest gathering of its kind in the country:
don't miss it!**

EXHIBITORS

Exhibitor materials were automatically mailed to all 1995 participants last month. If you did not receive materials, call NABE at (202) 898-1829 and dial extension 131 for instructions about requesting them.

If you have already received materials, and have questions concerning the conference, dial extension 131 to reach the Exhibitor Information area; this is the quickest way to reach conference staff, and the latest exhibitor information will be available there 24 hours a day.

REGISTRANTS

Registration materials will soon be automatically sent to all current members and all attendees of NABE '95.

Check the first line of the mailing label on this issue of *NABE NEWS* to find out your membership expiration date!

If you want to add your name to the mailing list, call NABE at (202) 898-1829 and dial extension 132, 24 hours a day, to access the registrant mailing list.

Or, you can send an e-mail (including your postal mailing address) to the attention of NABE '96 at NABE1@aol.com: at this time, NABE cannot send registration materials by e-mail or by fax.

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NABE NEWS

The news magazine about educational equity and excellence through bilingual education

December 15, 1995

National Association for Bilingual Education

Volume 19, Number 3

THE MOMENT OF TRUTH HAS ARRIVED Education Funding Hinges on Budget Deal

by Rick López

The moment of truth has arrived. As the *NABE NEWS* goes to press, the President and Congress are deciding the fate of federal education funding for not only this year (fiscal year 1996), but also for the next seven years. IF CONGRESS AND THE PRESIDENT HEAR THAT EDUCATION FUNDING IS A PRIORITY FOR VOTERS — FOR NABE MEMBERS AND OTHERS — EDUCATION AND BILINGUAL EDUCATION WILL BE CUT VERY LITTLE OR NOT AT ALL.

Major Disagreements Over Education Funding for FY 1996

The President and the Republican-led Congress have been unable to agree on funding levels for federal education programs for fiscal year (FY) 1996, which began on October 1, 1995. In his original budget offered in January, the President proposed a slight increase in federal education spending over last year's levels.

Despite the fact that the federal fiscal year began over two months ago, Congress has not yet countered the President's proposal. The House of Representatives

has passed a bill, HR 2127, the Labor-HHS-Education Appropriations Act for FY 1996, that would cut federal education funding by over \$3.7 billion and would slash the Bilingual Education Act by nearly 75 percent in FY 1996.

However, the Senate has been unable to pass its version of HR 2127. The Senate Appropriations Committee did approve a bill on September 15 that would cut federal education programs by \$2.2 billion and the Bilingual Education Act by nearly 40 percent in FY 1996. But that legislation has been held up on the Senate floor by controversial striker replacement legislation and abortion restrictions tacked on the bill by Republican Senators.

It is the first time in recent history that a Congress has been unable to send a Labor-HHS-Education appropriations bill to the President for him to sign by Decem-

ber. The table on page 27 compares the President's budget for education with the House-passed bill and the measure approved by the Senate Appropriations Committee.

Even if the Republican Congress were to send a bill to the President, the President has vowed to veto the legislation as it was passed by the full House and the Senate Appropriations Committee. Among the reasons he has cited are the deep cuts to education, health, job training, and other vital federal programs.

Normally, the next step in the process would be for the President and Congress to craft a compromise Labor-HHS-Education Appropriations bill that would satisfy both sides. However, Republican leaders have said they will only negotiate FY 1996 funding for education and other major

CONTINUED ON PAGE 27

Delia Pompa Named New Director of OBEMLA

Delia Pompa, a native of San Antonio, has been selected by U.S. Secretary of Education Richard W. Riley to direct the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). "This is a challenging time for education, as we strive to ensure that all children gain the skills and knowledge they will need for success in a complex world," Riley said. "Delia's extensive experience in bilingual education and issues affecting language minority students will prove a significant asset in helping to address the diverse education needs

of America's students."

Since 1992, Pompa has headed Pompa and Associates, a San Antonio consulting firm specializing in policy formulation, program development, and research on language minority and low-income children, for a variety of clients, including education and government agencies, universities, and advocacy and non-profit organizations.

From 1990-1992, Pompa served as director of education for adolescent pregnancy prevention and youth development

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ISSUE HIGHLIGHTS

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**Notes from a New Principal:
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**NABE petition against
English-Only - page 16**



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PUBLICATION SCHEDULE

Volume 19 of *NABE NEWS* will be published in 8 issues; publication dates are:

Issue 1	09/15/95	Issue 5	03/15/96
Issue 2	11/01/95	Issue 6	05/01/96
Issue 3	12/15/95	Issue 7	06/15/96
Issue 4	02/01/96	Issue 8	08/01/96

All advertising and copy material must be received in the NABE office **ONE MONTH** prior to publication date to be considered for inclusion.

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NABE

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Message From The President

Making Title I Work for Language-Minority Students

by Dr. Kathy Escamilla

As many of you know, the Elementary and Secondary Education Act (ESEA) was significantly reformed by the Improving America's Schools Act (IASA) of 1994. The ESEA includes most federal elementary and secondary education programs including Title VII, the Bilingual Education Act of 1968, and Title I, the 30 year-old program to assist economically disadvantaged students.

NABE worked closely with other educational and community organizations and members of Congress — particularly the Congressional Hispanic Caucus — to ensure that the ESEA reforms brought about by IASA addressed the needs of language-minority students. One of the most significant changes brought about by passage of the IASA was the elimination of statutory provisions which tended to render poor limited-English-proficient (LEP) students ineligible for services provided by Title I (formerly known as Chapter I), the largest single federal elementary education program funded at more than \$7 billion.

NABE also supported efforts to refocus Title I away from highly-fragmented (usually pull-out) remedial, compensatory services to systemic school reform and accelerated, enriched learning opportunities. At the same time, NABE was able to secure legislative recognition of the unique needs of LEP students including the authorization of the bilingual education and English-as-a-second language programs they need and deserve.

The good news, clearly, is that economically-deprived LEP students are now eligible to participate in Title I, and school districts must serve these students. Further, many Title I programs are now school-wide rather than pull-out, thereby enabling the program to impact more students in their regular classroom environment.

However, I have grave concerns about whether many of our school districts and schools are prepared to provide quality



1995-1996 NABE Executive Board President,
Kathy Escamilla

Title I services to LEP students. These concerns were confirmed recently when I read the findings from a congressionally mandated study entitled "Prospects".

The "Prospects" study, the first longitudinal study designed to measure the effects of Chapter I on limited-English-proficient students, was undertaken prior to the passage of the IASA. So while the "Prospects" study does not reflect the beneficial policy changes brought about by IASA, it does document the appalling Chapter I instructional practices which have hindered the education progress of LEP students. The findings of the "Prospects" study underscore the need for fundamental changes in the way that LEP students are instructed if these students are to realize the benefits of the policies established by the IASA. I will discuss three findings of the "Prospects" study that I believe are the most problematic. They relate to language of instruction, student placement, and teacher qualifications in schools with Title I programs.

LEP students in Title I schools speak over 100 languages, yet 77% speak Spanish. In low-income urban schools up to 90% of LEP students speak Spanish. Sadly, English is the primary language of instruction for LEP students in Title I schools. Most LEP students in Title I do not receive content area instruction in their mother tongue. Even in classrooms that utilize a

child's native language, there is a dramatic shift away from instruction in the native language by the end of a school year. Given the plethora of research findings that demonstrate a strong and positive correlation between native language instruction and subsequent achievement in English, the total absence or short-term nature of native language instruction in Title I schools raises huge concerns about the potential efficacy of such programs.

A similar concern arises when looking at how students are assessed for Title I placement. "Prospects" reports that districts use multiple assessments and a variety of instruments to identify LEP students for Title I. However, 90% of LEP students are in schools that base placement solely on oral English tests, and 75% use oral English assessments for exit. In short, Title I schools tend to rely on oral English measures to identify and place students, with little or no attention to assessment of the student's native language ability, content knowledge, or English literacy. Effective instructional programs for LEP students, as well as those for all students, must consider the whole child and her/his academic, social and emotional needs. To date, assessment for LEP students in Title I schools is overwhelmingly focused on only one aspect of the child's development — English oral language.

With regard to teacher preparation, the study's findings also raise many concerns. For example, most teachers of LEP students lack specific training in how to teach children who are not proficient in English, and the vast majority do not speak their students' native language. Further, there is a significant reliance on classroom aides to teach LEP students. For example, 58% of LEP students in high poverty schools are being taught English reading by aides as compared to only 12% in low poverty schools. Moreover, fewer than 21% of these classroom aides have some education beyond high school. This situation is

CONTINUED ON PAGE 30

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PERMA-BOUND



A Holiday Greeting from the Executive Director

by Jim Lyons

This issue of the *NABE News* spans the holiday season, from Thanksgiving to the New Year. These two holidays also frame my greeting to you, the members of NABE.

Thanksgiving, 1995

In November, the National Association for the Education of Young Children (NAEYC) officially adopted a position statement entitled "Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education." For all who care about the development of the linguistically and culturally diverse children of this nation, the NAEYC position statement represents a document for which we can be thankful.

The 15-page position statement, which the NAEYC released in both English and Spanish, is a thoughtful document that reflects solid research on the best early childhood practices for linguistic and culturally diverse youngsters. The NAEYC's straightforward recommendations, focusing on four general areas, are as follows:

A. Recommendations for working with children

Recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home.

Acknowledge that children can demonstrate their knowledge and capabilities in many ways.

Understand that without comprehensible input, second-language learning can be difficult.

B. Recommendations for working with families

Actively involve parents and families in the early learning program and setting.

Encourage and assist all parents in becoming knowledgeable about the cognitive value for children of knowing more than one language, and provide them with strategies to support, maintain, and preserve home language learning.

Recognize that parents and families must rely on caregivers and educators to

honor and support their children in the cultural values and norms of the home.

C. Recommendations for professional preparation

Provide early childhood educators with professional preparation and development in the areas of culture, language, and diversity.

Recruit and support early childhood educators who are trained in languages other than English.

D. Recommendations for programs and practice

Recognize that children can and will acquire the use of English even when their home language is used and respected.

Support and preserve home language usage.

The NAEYC position statement on serving linguistic and culturally diverse youngsters is a thoughtful document that reflects solid research on the best early childhood practices.

Develop and provide alternative creative strategies for young children's learning.

The National Association for Bilingual Education has, of course, officially endorsed the NAEYC position statement. What is more significant, and certainly a greater cause for thankfulness, is the fact that members of the NABE Early Childhood Education Special Interest Group (ECESIG), were responsible for the development of the NAEYC position statement. For years, NABE ECESIG members, virtually all of whom are also members of NAEYC, struggled to secure NAEYC recognition of the importance of a child's home language and culture in early childhood education. Although early childhood educators have long espoused "developmentally appropriate" programs, many NAEYC members failed to appreci-

ate the crucial role of home language and culture in the emotional, cognitive, and social development of young children. And so, I extend my thanks to the members of the NABE ECESIG for their patience and persistence in helping their fellow early childhood educators grasp this fundamental reality of human development.

New Year's, 1996

The celebration of a new year provides us with an occasion to make resolutions for the future. I hope that you will join me in resolving to communicate frequently and forcefully with our elected representatives on matters of great national importance. Two matters, I believe, are critically important.

The first concerns the resources our federal government commits to the health, education, and welfare of children. Because children cannot vote, they lack the political power to secure their just share of the nation's resources. They depend upon us to demand that our government meet their needs. Resolve with me that we will not disappoint our children; that we will not allow our government to fail them.

The second matter concerns the continuing attack on ethnic minority Americans. Despite the fact that a federal court has ruled California's Proposition 187 to be unconstitutional, Congress continues to act upon an array of legislative bills and amendments which would deny immigrants, and even naturalized citizens, basic civil rights and life opportunities. In addition to direct attacks on immigrant Americans, members of the House and Senate have vowed to press adoption of a law designating English as the official language of the United States. While English-Only initiatives are designed to punish immigrants, they would harm millions of individuals who were born in this country, including descendants of people who lived in this land before the formation of the United States. Join with me in resolving that we will not allow our elected representatives to deny any person the liberty and life opportunities that America has given to us.

- NABE -

Campaign Against Racism and Extremism

NABE CARES

Prop. 187 Struck Down in California; Latinos Still Cautious

by Joseph Torres

Hispanic leaders are expressing cautious optimism about a California federal judge's Nov. 20 decision that partially struck down Proposition 187. Similar legislation in other states and the U.S. Congress still could deny benefits to immigrants, they warn.

U.S. District Court Judge Mariana Pfaeizer ruled that states cannot deny federally funded services to undocumented immigrants. However, states may refuse to use their own money, she added.

Hispanic leaders said current federal legislation being debated contain the same restrictions as Proposition 187.

A key provision in the budget debates converts funds earmarked for social services to block grants to use as the states see fit. Additionally, a bill sponsored by Lamar Smith (R-Texas) would reduce immigration for the first time in 71 years and deny benefits to all non-citizens.

Juan José Gutiérrez, director of the Los Angeles-based One-Stop Immigration, told *Weekly Report*, "If the will of Congress is to preclude certain type of people

like undocumented immigrants from receiving those benefits, then the states will be in a position to deny certain types of benefits." He added, "But the Latino community has a right to feel elated and go out and celebrate this historic day."

The decision comes a year after the passage catapulted the debate over illegal immigration to the national forefront.

In her ruling, Pfaeizer wrote that individuals cannot be questioned about their immigration status when applying for public schools or to receive health and welfare benefits because only the federal government can regulate immigration.

Pfaeizer issued the response to a motion for a summary judgment — a decision without a trial — filed by the Mexican American Legal Defense and Educational Fund, the American Civil Liberties Union and other organizations.

UCLA law professor Cruz Reynoso, vice-chairman of the U.S. Commission on Civil Rights, told *Weekly Report* the ruling prevents states from attempting to regulate immigration policy.

"It (the ruling) has the potential of dampening the anti-immigrant politicians in California and in Washington, D.C.,"

Reynoso said. He said if similar laws are passed they will not be enforceable.

Vibiana Andrade, MALDEF's director of immigrant rights, said the ruling allows all children to keep the right to an education, while not permitting schools to police for undocumented students.

Prop. 187 was passed by California voters, 59%-41%, in 1994. About 80% of the state's Latino voters opposed it.

As written, it denies undocumented immigrants health, social and education services except in cases of emergency, while calling on state employees to report suspected undocumented immigrants to federal immigration authorities.

The proposition gained national attention after Governor Pete Wilson made it the central theme of his reelection campaign. At the time, he trailed far behind Democratic candidate Kathleen Brown in the polls but used the issue to capture 55% of the vote.

"It's very unfortunate," said Wilson of the ruling. "It frustrates the will of the people of California."

Pfaeizer did not strike down the portion of the proposition that allows public colleges and universities in California to deny admission to undocumented immigrants. But institutions are not required to determine independently such status.

Prenatal care and long-term care for senior citizens are the only health and welfare programs in California that are funded solely by the state and cover undocumented immigrants. State public schools and colleges receive some federal funds.

California Attorney General Dan Lungren said the state will appeal the decision and it could reach the U.S. Supreme Court.

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English-Only Critics Left Out of Hearing

by Patricia Guadalupe

Before a standing-room-only audience of over 100, on Dec. 6 the U.S. Senate Committee on Government Affairs began the first of several hearings on a bill that attempts to designate English as the official language of the United States.

Critics of the measure condemned the "stacked deck" of eight witnesses. Only those favor the "Language of Government Act of 1995" were allowed to testify.

"Even the most partisan of hearings held in this Congress, the other side has at least a chance to make their case," said

Raúl Yzaguirre, president of the National Council of *La Raza*.

Jim Lyons, executive director of the National Association for Bilingual Education, added, "I question the one-sidedness of this hearing. It misses at least half the story on English-Only."

The bill's sponsor, Senator Richard Shelby (R-AL) responded that opponents would be given the opportunity to testify in January hearings.

The measure would require that all federal government business, including Internal Revenue Service forms, voting ballots and other official documents, be in English.

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Are Current Home Speakers of Non-English Languages Learning English?

By Dr. Dorothy Waggoner

People who speak languages other than English are less likely to have difficulty speaking English now than a decade ago, according to the Census. English-speaking difficulty is directly related to the length of time people for whom English is a second language have spent in the United States. Native-born home speakers of non-English languages are less likely to have difficulty than immigrants. Immigrants who have spent more than ten years here are less likely to have difficulty than new arrivals. All these groups in 1990 were less likely to have difficulty than their counterparts in 1980. These differences are illustrated in the accompanying table.

In 1980, for the first time, the decennial census asked people, aged 5 and older, about their home language usage. Those who reported that they speak languages other than English were then asked how well they speak English. In addition, the foreign born were asked when they came to the U.S. to stay. These questions were repeated in the 1990 census. On the basis of the replies, self-reported language usage and English-speaking ability in 1980 and 1990 can be compared for native-born people, foreign-born people with more than ten years in the United States, and immigrants who came to stay between 1970 and 1980 for 1980 and 1980 and 1990 for 1990. It can be determined whether, in fact, current immigrants are acquiring English-speaking ability to a greater or lesser extent than immigrants in earlier years.

As shown in the accompanying table, both the numbers and the percentages of people, aged 5 and older, who speak languages other than English at home increased between 1980 and 1990 in all categories. The number of native-born home speakers of non-English languages increased from 13.3 to 16.4 million and their proportion of the native-born population aged 5+ rose, from 6.8 to 7.8 percent. The number of foreign-born home

speakers of non-English languages in the United States more than ten years increased from 5.3 to 8 million and their proportion of all earlier immigrants grew from 61.7 to 72.4 percent. The number of recent immigrants who speak non-English languages at home increased from 4.5 to 7.4 million and their proportion of all recent immigrants, aged 5+ climbed, from 83.7 to 88.0 percent.

The numbers of those reporting difficulty in speaking English also increased, but their proportions of their respective

groups decreased between 1980 and 1990. The number of native-born home speakers of non-English languages reporting English-speaking difficulty grew from 4.3 to 4.8 million while their proportion of this group fell from 31.9 to 29.4 percent. The number of earlier immigrants reporting difficulty increased from 2.8 to 4.1 million while their proportion of foreign-born home speakers of non-English languages with more than ten years in the United States fell from 53.0 to 51.3 percent.

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Estimated Numbers and Percentages of People, By Nativity, Period of Immigrant, Home Language Usage, and English-Speaking Ability: 1980 and 1990

	1980	1990
Total Population	226,546,000	248,710,000
Native born, total	212,466,000	228,943,000
% of total population	93.8	92.1
Native born, aged 5 and older	196,388,000	210,940,000
Speak only English at home	183,058,000	194,525,000
Speak a non-English language	13,331,000	16,415,000
% of native born, aged 5+	6.8	7.8
With E-speaking difficulty	4,252,000	4,823,000
% of native-born HNELs	31.9	29.4
Foreign born, total	14,080,000	19,767,000
% of total population	6.2	7.9
Foreign born, 11+ years in US	8,520,000	11,104,000
Speak only English at home	3,262,000	3,066,000
Speak a non-English language	5,258,000	8,037,000
% of earlier immigrants	61.7	72.4
With E-speaking difficulty	2,786,000	4,126,000
% of earlier immigrant HNELs	53.0	51.3
Recent immigrants, total	5,560,000	8,664,000
Recent immigrants, aged 5+	5,340,000	8,403,000
Speak only English at home	868,000	1,010,000
Speak a non-English language	4,471,000	7,393,000
% of recent immigrants, 5+	83.7	88.0
With E-speaking difficulty	3,142,000	4,004,000
% of recent immigrant HNELs	70.3	67.7

Sources for table: US Bureau of the Census, 1980 Census of Population, Detailed Population Characteristics, Part 1, United States Summary (Washington, DC: US Government Printing Office, 1984) and Susan J. Lapham, 1990, Profiles of the Foreign-Born Population (CPH-L-148) (Washington, DC: US Bureau of the Census, 1993).

Bilingual Education: Separating Fact from Fiction

Myth #1 Disproved: "Studies prove bilingual education doesn't work."

There is a consensus in the research community both on the soundness of the theory and effectiveness of bilingual education. The culmination of the research consensus is reflected in two studies, covering thousands of Spanish-speaking limited-English proficient (LEP) students, validated by the National Academy of Sciences (NAS) in 1992.

In 1990, the Department of Education asked the NAS to review these studies and critique their findings. The NAS is the most prestigious research body in the world. Composed of researchers and social scientists recognized by their peers as the best in their fields, the NAS is considered the "all-star team" of the research community. When an NAS review Committee can agree on the validity of research, it is believed that a research consensus has been reached.

The NAS review affirmed the finding that LEP students in bilingual education programs made greater academic gains in content areas, like math, than the students who received all instruction in English.

Myth #2 Disproved: "The less time you spend speaking a new language, the more slowly you'll learn it."

The studies validated by the NAS directly addressed and refuted this claim. "The study concluded that providing LEP students with substantial instruction in their primary language does not interfere with or delay their acquisition of English language skills, but helps them to 'catch up' to their English-speaking peers in English language arts, English reading, and math. In contrast, providing LEP students with almost exclusive instruction in English does not accelerate their acquisition of English language arts, reading or math, i.e., they do not appear to be 'catching up.' The data suggest that by grade six, students provided with English-only instruction may actually fall further behind their English-speaking peers. Data also document that learning a second language will take six or more years [regardless of the instructional approach, English-only or bilingual education]."

Students in bilingual education classes posted superior test scores because bilingual education students were allowed to continue to academically and cognitively develop as soon as they entered school through the use of their native language. Bilingual education students were able to problem solve, analyze, and apply

critical thinking skills earlier than LEP students in monolingual English settings because they could explore challenging content matter long before students in monolingual English classrooms.

To use an example from Washington, DC. Public Schools, students at the Oyster Bilingual Elementary School — where the student body is composed of roughly equal numbers of native English- and native Spanish-speakers — are taught half of the time in English and half of the time in Spanish. Sixth grade students at the school posted scores equivalent to twelfth grade students in English language arts on the California Test of Basic Skills. In other words, sixth grade bilingual education students were not only performing at the level of high school seniors in English, they were also fully literate in Spanish.

Myth #3 Disproved: "Many 'bilingual' programs use the student's native language almost exclusively."

This often heard claim is wholly refuted by the studies validated by the NAS. The studies found that English was used the majority of time in bilingual education programs and by the fourth grade only 3 percent of instruction was in the student's native language. Specifically, the studies found that in transitional bilingual education classrooms, English was used 65.8% of the time in Kindergarten, 69.1% in Grade 1, 74.5% in Grade 2, 80.3% in Grade 3, and 97.3% in Grade 4. Even in developmental bilingual programs, where the goal is fluency in both languages, English was used a majority of the time in Grades 3-6. Every bilingual education program has an English as a second language (ESL) component. That is, every bilingual education program includes significant coursework in teaching English language skills.

Upcoming issues of *NABE NEWS* will continue to print excerpts from *Bilingual Education: Separating Fact from Fiction*, a short report that helps policy makers, the media, and the public better understand bilingual education. This free *NABE REPORT* draws on current government data and scholarly, independent research to identify what is fact and fiction in a discussion of the education of limited-English proficient students and includes detailed notes on research sources. The report is available free of charge from NABE.

Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, University of California Educational Research Center

A Selected Annotated Listing of Internet Resources for Bilingual/ESL Education: Information Connection Tools

by Dr. Dennis Sayers

Editor's Introduction: *This issue's technology column first provides an overview of Internet resources for bilingual/ESL education, and then focuses on one of the two major areas of Internet activity: connecting to information resources. Next issue's column will complete our survey of resources by considering "people connection tools." For both columns, I have relied extensively upon the "Guide to the Internet for Parents and Teachers" found in "Brave New Schools: Challenging Cultural Illiteracy in Global Learning Networks" which I co-authored with Jim Cummins (St. Martin's Press, ISBN 0-312-12669-7). As more Internet resources become available, future columns will include "sidebars" providing updates for students, parents, and educators.*

For anyone concerned with education who is new to the Internet, the key element in successfully making your first connection to this "network of networks" is to find someone locally to help you. Luckily, most school districts have computer coordinators who would be glad to lend a hand as you learn how to set up your computer for connecting to the Internet. Once connected, you will quickly forget all the intricate settings and incomprehensible manuals it took to dial into a computer network for the first time. But until you are beyond the threshold of that first connection, be sure to line up a local expert.

Any personal computer, no matter what brand, and from whatever country, can connect to the Internet. Beyond having a computer, there are five requirements that you will need to see to. You will need:

- a word processor.
 - a modem and cable that connects your computer to a phone line.
- Modems come in various

speeds. While 28.8K bits (letters) per second (bps) is considered the standard by some, many use 14.4K bps or 9600 bps, which can often be bought for under a hundred dollars.

- A telecommunications software program to run your modem and dial the phone.

- A telephone line.

Any regular phone line will do, such as are found in most homes. The ideal access method is to have a direct phone line installed in a teacher's room or the school's computer lab. Aside from installation cost, the only other fee is the monthly service charge for the phone line, since local calls to your Internet service provider are all that will be made on the line. Barring this, some teachers take disks to the principal's office and send off their students' writings once a week, but this can be awkward. Often parents and teachers prefer to connect from home, since time is hard to find during the normal working or teaching day.

- Access either to a commercial Internet service provider such as *America Online*, or to a similar service available at no or very low cost through your school district.

While it is possible to use any brand of personal computer, no matter how humbly equipped, to connect to the Internet, the possibilities that open up for global learning networks are broader with a setup that includes a high-capacity hard disk, as much random access memory (RAM) as possible, a high-speed modem, and a color monitor, ideally with speakers. A parent,

teacher, or student with such a computer setup would be in an ideal position to take advantage of the new multimedia Internet "browser" programs, such as Netscape.

An Overview: "Information" vs "People" Connection Tools

It is important to realize that the Internet provides access both to information resources and human resources. In other words, the Internet can connect you with people you can come to know, or it can help you locate information that you need to have. In either case, this access takes place through the use of several Internet communication tools. While these human and information resources often are inter-related (the people you meet help you find information resources you had no idea about, and often information you discover will point you to other people who share your interests), it helps to keep in mind the basic division between making human connections and making information connections as you decide on a local Internet service provider. The major "people connection" Internet tools are electronic mail and LISTSERVs which are accessed through e-mail, while the principal "information connection" Internet tools are Gophers and the World Wide Web.

Electronic mail (or e-mail) and LISTSERVs connect people on the Internet. Indeed, over 90 percent of all activity over the Internet takes place through e-mail. Sending e-mail requires having the Internet address of a correspondent (or a group of correspondents; see LISTSERVs, below). Preparing e-mail is a bit different from getting a letter ready for the postal service. First, you address your "electronic envelope" with the Internet address of your correspondent and then you write a message (or, more efficiently, you insert a previously written message in the "envelope"). Your message is then sent by passing mail packets a

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Information Connection Resources

Gophers

ERIC: The main ERIC Gopher contains an enormous wealth of information — such as searchable lesson plans, ERIC Digests, update on funding and legislation — from all the ERIC Clearinghouses, including those devoted to language-minority educational issues, such as the Clearinghouses on Languages and Linguistics, on Rural Education and Small Schools, on Urban Education, and the Adjunct ERIC Clearinghouse for ESL Literacy Education. *gopher://eric.syr.edu*

The ERIC Clearinghouse on Rural Education and Small Schools: Aside from its listings on the main ERIC Gopher, this Clearinghouse maintains its own well-appointed Gopher site. *gopher://gopher.ael.org*

Language Minority Research Institute: A Gopher maintained by the University of California-Santa Barbara which is concerned with research on bilingual education and the schooling of linguistic minority students. *gopher://lminet.gse.ucsb.edu*

The National Clearinghouse on Bilingual Education: NCBE's Gopher lists resources and up-to-date information concerning the education of linguistically-diverse students. *gopher://gopher.ncbe.gwu.edu*

The National Center for Research on Cultural Diversity and Second Language Learning: Includes information about research and programs focused on linguistic and cultural diversity issues, a publications database, and back issues of the Center newsletter, together with links to related education resources on the Internet. *gopher://lminet.gse.ucsb.edu:70/00/natcnt*

Pluribus Unum: This new Gopher is maintained by the National Center for Restructuring Education, Schools and Teaching at Teachers College, Columbia University and is concerned with "studying diversity and pluralism in school and society," according to its founders. *gopher://pluribus.tc.columbia.edu*

The TESL/TEFL Gopher: Provides resources relevant to teachers of English as a second or foreign language. *gopher://cunyvm.cuny.edu—>Subject Specific Gopher—>Teaching English as a Second/Foreign Language—>Teacher Training Resources*

TESOL: TESOL maintains a Gopher site providing ready access to information on membership, conferences, and publications. *gopher://cunyvm.cuny.edu—>Subject Specific Gopher—>Teaching English as a Second/Foreign Language—>TESOL*

World Wide Web (WWW)

Access ERIC: The publicity arm of ERIC runs a well-designed Web site which provides access to all the resources of the ERIC network. *http://www.aspensys.com/eric2/welcome.html*

The E-mail Pen Pal Connection: From the Virtual English Language Center (an online resource for students of English as a second or foreign language), this Web site brings together native English speakers and students of English world-wide. *http://www.comenius.com/index.html*

ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistics (CAL) has a web site. *http://eric.syr.edu/ericcll/*

ERIC Clearinghouse on Rural Education and Small Schools (see Gophers, above) has set up its own Web site. *http://www.ael.org/~eric/*

ERIC Clearinghouse on Urban Education runs a Web site which also includes links to parent education Gophers and Web pages. *http://eric-web.tc.columbia.edu*

EXCHANGE: A WWW-based ESL/EFL magazine devoted to publishing writings of ESL/EFL learners and teachers, as well as sharing effective teaching/learning strategies. For graphical format: *http://www.ed.uiuc.edu/exchange/* For text only: *http://www.ed.uiuc.edu/exchange/exchange.html*

The HUMAN-LANGUAGES PAGE: A huge listing of pointers to language learning resources all around the world. *http://www.willamette.edu/~tjones/Language-Page.html*

TESL-EJ: The electronic journal for ESL/EFL professionals is also available on the Web. (See E-journals, in next issue's column). *http://cc2000.kyoto-su.ac.jp/information/tesl-ej/index.html* or *http://www.well.com/www/sokolik/index.html*

The National Center for Research on Cultural Diversity and Second Language Learning (see Gophers, above). *http://zzyx.ucsc.edu/Cntr/cntr.html*

la pony express from computer network to computer network, opening and closing circuits all along the way. Because each transaction takes only nanoseconds to complete, e-mail is the fastest and cheapest way to communicate over the Internet.

LISTSERVs use e-mail to create discussion groups of people with common interests. The guiding principle of LISERVs is simple but powerful. A host computer somewhere on the Internet runs the LISERV program that is devoted to a particular special interest topic, say, for example "deaf education." You can subscribe to the LISERV by sending a short message to the subscription address for that discussion group. From that moment on, you will be placed on the subscribers' list for that LISERV and will receive every message that anyone sends on deaf education to the LISERV. Moreover, any message you send to the participation address of that LISERV will be placed in the electronic mailbox of every other subscriber to that LISERV. As a result, a discussion group is created among a broad range of people often with a wide variety of experiences yet interested in the same topic, ranging from students, parents, and teachers to internationally recognized experts in a particular field.

While electronic mail works by quickly moving packets of information through switches between computer networks, remote access tools require an open line of communication between one computer network and another — in the process often tying up numerous computer networks in between. These communication tools therefore cost more money to operate; but they allow a parent or teacher to find a wealth of information that can transform the educational experience of students in schools. Two of the most important of these information displayers are Gophers and World Wide Web information browsers.

Gopher is one of the most common of the information displayers. The name stands for an Internet communications utility that "goes for" documents located within its own menus or any other Gopher around the world. There are Gopher sites on hundreds of networks, many devoted to K-12 educational issues. Each Gopher lists

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Laotian Students: Students on the Margin

by Danling Fu

During the early 1980's, many Southeast Asian refugee immigrants moved into New Hampshire, a state known for being one of the least diverse in the country. Being a newcomer to the country myself and a former teacher of English as a second language (ESL), I was interested in finding out how these refugee children were doing in schools where most students and teachers were from the dominant culture. My interest brought me to a small seacoast town in southern New Hampshire, where about seventy children attended both elementary and high schools.

Most New Hampshire towns have had little experience with how to deal with people from such different backgrounds. Over seventy Laotian families resided in the town but their voices were hardly heard by the townspeople. More than 90% of the Laotian adults worked in factories. They worked at night, on weekends and overtime. They tried very hard to "make it" in this new land; but they had no part in making the town's decisions. When the town voted to cut the ESL program budget last year, none of them was consulted. None of them knew about it. As the vice president of the Laotian community stated, "We are too busy making ends meet. We don't have time for anything. We don't know anything about this culture, and we don't know how to expect our children to be. In our culture, education has nothing to do with parents; it's the thing of the school and teachers."

My study shows that the school board, school administrators, and teachers were not ready to face the sudden increase in the number of Laotian children and were unprepared to assist them in becoming part of the school life. In the only secondary school, while 6.5% of the total 9% minority student population was recently-arrived Laotian students, the ESL budget

was small. Only two part-time tutors without any ESL training background were hired to deal with 36 non-English speaking students, of whom twelve needed intensive ESL services. The teachers who had those students in their classes expressed their frustration. I often heard them say: "I don't know how to deal with these kinds of students who have such limited English, and little knowledge of the Western culture. They are so quiet and almost never speak. I just don't know how to handle them. They are hard workers, but..." These Laotian students were switched constantly to different levels of classes: as some administrators said, "We just don't know how to place them. Teachers are not happy and students are not happy either." Due to language (and cultural) barriers — socially as well as academically — the Laotian students were separated from the American students. Few of them had American friends. This fact was made obvious during lunch or school assemblies in the cafeteria where the Laotian students and other American students tended to gather at separate tables.

In order to understand how these Laotian children were doing at schools, especially with regard to adjusting to the American culture in their school learning, I conducted a year-long study, focusing on three Laotian secondary students from one family. Tran, Cham, and Paw Savang were the names used for my three informants. The Savang family had nine children: four girls and five boys. Their family had been fragmented from 1975, when the Communists took over the country, until 1983. The father was put in a "re-education" camp for twelve years and the children were sent to different relatives' houses. Between 1983 and 1987, the family escaped to refugee camps in Thailand. They had to escape separately, in two's or three's, and it took four years for the entire family to reunite in the Thai refugee camps. In 1988, the Savangs came to the United States with nothing but a dream for a

"free" land.

When they came to this country, Tran was 16 years old, Cham was 15, and Paw was 14. They had had little education in their own country before they arrived in America due to the unstable situations they lived through during their school years. They were placed among children who were about their age at school. They faced tremendous difficulty in their learning. Their teachers were frustrated and complained, "It's crazy to place them in the secondary level."

The children had been in the US for three years when I conducted my study in 1991. Tran, Cham and Paw were all placed in the eleventh grade. This particular high school had a tracking system and all of my three informants were tracked in the "low" level for almost all subjects. I followed these three Laotian students for a year, spending most of my time either in their ESL room or in their English classes where what they did most was to learn vocabulary and the spelling of words. Reading and writing practice for them involved using the words they had just learned. Most of the time in the classrooms, they sat in the corner, far away from the others, bending their heads silently over their worksheets or spelling words. Speaking was the language activity Tran, Cham and Paw had done the least at school. All language skills were graded except for speaking; so they seldom spoke. They couldn't converse with others because of their limited English proficiency. They couldn't join others' conversations because they had little in common with them. Their ESL teacher said that they barely spoke ten words a day at school. They didn't have time to speak as they were too busy with their school work.

After three years, although they were immersed in an English language environment, surrounded by Americans and working daily on English, they still had great difficulty making themselves understood.

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Their heavy accents, their lack of English vocabulary and their limited knowledge of the new culture marked their distance from others. They all knew they needed the English language to move close to others, so they worked hard at their English. But their hard work, often in solitude, had not helped them to lessen their accents, enlarge their daily vocabulary, or gain the knowledge of the world and the culture they came to join. Britton (1972) gives great value to talk, which he thinks is critical not only to adolescents' pursuit of ideas but also to their establishing relationships with others. He asserts that talk is the most likely means by which students first investigate, explore, and organize new fields of interest, and then connect with others. Newcomers like Tran, Cham and Paw need "talk" to connect with others, to understand them, and to explore the new world they came to join.

Each of these three Laotian students had expressed a burning desire: "I wish I could speak just like the others;" "I want to be just like them;" and "I wish I could understand what is on their minds." But the schooling Tran, Cham, and Paw had received had neither provided the opportunity to connect them with others, nor had it invited them to be part of the community. They struck the people at school as being quiet (sometimes too quiet) students.

In their silence, I sensed their alienation and humiliation. From their worksheets and tests, I felt their frustration and loss. Reading their book reports and essays, I learned little of their personalities except that they were students who struggled to learn. The silent learning approach not only disconnected Tran, Cham and Paw from the real world and separated them from others, but also disengaged them from the words they read and wrote. They spent hours and hours memorizing the words which made little sense to them. Sitting every day in the same room, they had no idea of what the others thought nor how the others read and wrote. Silently reading and writing by themselves, they mechanically moved words from books to worksheets and rarely had them become their own.

During my time with them, Tran, Cham and Paw told me of their life in Laos and

the Thai refugee camps. They showed me poems they wrote and diaries they kept in English. They discussed their dreams, their concerns and their fears in this new land. They drew pictures to express their stories and feelings. But none of these had ever been heard by the others at school. Their schooling gave little recognition to what they knew and who they were. Instead, what Tran, Cham and Paw had done at school highlighted what they *didn't* know and *couldn't* do well. At school, they appeared to others only as slow learners, limited-English speakers and quiet students. They were mysterious to the American students; and the Americans, including their world, remained unknown to them.

Through my study of Tran, Cham and Paw, I found that the difficulties they faced at school were caused by the fact that what they were required to do at school was incompatible with their wishes, their needs and their learning patterns. Tran, Cham and Paw dreamed of joining the new world and wanted to understand and be known to others so as to become part of the nation. But every day they were bombarded with endless worksheets, surrounded by meaningless skills and decontextualized spelling words, and suffocated with frequent tests and quizzes in their school learning. They numbly and disconnectedly moved words from book to worksheets and were passively trained to follow the rules that were foreign to them. They were not taught to communicate with words and explore their world through reading and writing, but rather to memorize, recall and follow rigid directions. Ironically, the harder they worked, the less they could speak, and the farther removed they were from others. They rarely had any chance to know or let others know them at school, which was the only place where they were among Americans and could experience the American culture.

Tran, Cham and Paw had demonstrated to me that they could read and write when the school agenda matched their learning patterns, otherwise, they would experience great difficulty in their reading and writing. This underscores the fact that students' school failure or low academic achievement cannot be blamed on the stu-

dents' linguistic code, their cultural backgrounds, or their different ways of learning. The source of students' problems in school is not to be found in them, but rather in the organization of the school. The institutional arrangements enslave learners with what school has to cover and ignore their values, their needs, their interests, their intelligence and their ways of knowing. School learning should be to develop students' intellectual power and treat them as beings of richly varied possibilities.

Demographers estimate that by the year of 2000 one of every three children will be from a minority group. To face the needs of a pluralistic society, American schools must prepare children with different cultural backgrounds to work and live together as one nation. To achieve this purpose, teachers, of all subjects, must create their classrooms as culturally congruent environments for students to integrate their cultural values into literacy learning.

In a culturally congruent classroom, the instructional model tends to place an emphasis on "conversation" between teachers and students, and among students. By inviting students to share their own stories or their interpretations of their reading, teachers not only give a chance for students to construct knowledge and make meaning in their reading and writing, but also let them share their perspectives and cultural values. This particular approach cultivates in the young an appreciation of differences, a respect for individuality and a way of looking at the world with plural meanings. Through interaction, not only can students learn language in meaningful contexts and for real communication, but they also learn the art of negotiating meaning by recognizing each other's voice and values, and building their relationships with each other by sharing themselves in their school learning.

America is a nation of immigrants. Many new immigrants like the Savangs have sacrificed so much, even their lives, for more than simply material success in this country. From the early Pilgrims to recent refugees, all newcomers to this country have been inspired by a feeling of spiritual liberty, a sense of freedom, and a

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Anecdotal Notes From A First-Time Principal

by Dr. Jaime A. Castellano

As we move towards the holiday season I have served as principal of Palmetto Elementary School for about four months now. Located in West Palm Beach, Florida. Palmetto serves a predominantly Cuban student population. I love my job. My prior administrative positions have more than adequately prepared me for the role of principal. I attribute much of my current success to Dr. Larry Weck, superintendent of Addison School District #4, located in Addison, Illinois. For that matter, I have benefitted from my relationship with the entire central office team of Addison District #4.

The foundation of my administrative knowledge, in part, comes from their background and experiences. They encouraged me to grow and take risks. They applauded my successes and accepted my mistakes by providing a nurturing, collaborative environment. I learned so much.

What I appreciate the most is that they looked beyond my Hispanic name and culture and accepted me for who I was. They had confidence in my ability. And although there were some rough times in the four years I was with them, I have grown so much as a result of my relationship with them. I now consider them my mentors. Thanks Larry, Ken, Tom P., Jan, Paul, and Tom B. for believing in me.

Teaching English to Speakers of Other Languages

It is difficult to comprehend that a school district the size of Palm Beach county, with more than 17,000 limited English proficient (LEP) students, has restricted itself to offering only one model of teaching English to this population of students.

As the principal of a building where the majority of students are limited English proficient, I have a responsibility to offer them the best educational program possible. Our current ESOL pull-out program

simply does not meet my standards. These students deserve more. Their native language is an asset to our school and community and a valuable resource that should be nurtured.

The seven ESOL teachers and assistants who are on staff know how I feel. They know I am not happy with the current status of our program. It resembles a remedial, compensatory-based program. However, I must give them credit for working to improve existing conditions. We articulate on a regular basis and agree that staff development is needed on at least a bimonthly basis. Teacher training is being provided by our area contact support person, Barbara Rosen. Barbara is very knowledgeable and always ready to lend a helping hand.

I have informed the ESOL staff that major wholesale changes in the program will occur next year. We will move to a model that reflects enrichment and acceleration and that accentuates the native language of our students. I have visited dual-language magnet programs in Miami with which I was very impressed. We will be instituting some of their strategies at Palmetto next year. My area superintendent has given her consent for us to apply for magnet school status in the area of languages.

Affirmative Action

I have never worked for a school system as preoccupied with ethnic ratios as Palm Beach County. For all practical purposes it is a Black and White issue. Hispanic students are considered White, according to the Office of Civil Rights, for purposes of desegregation. As a Hispanic, I take issue.

In addition, principals receive an ethnic breakdown of their teaching staff about once a month. There are targets for each of the major ethnic groups that we are encouraged to comply with. I have a school of 450 students, of whom 315 are Hispanic. I have six Hispanic teachers and

have been told that I am out of compliance for having too many from this ethnic group. Go figure. I am very fortunate to have a proactive area superintendent who realizes that my first priority is to my school community.

The school district is also in the process of interviewing candidates for the position of superintendent. The November 17th issue of the local newspaper had an article outlining, among other things, the interviewing committee. Only one Hispanic, from the business community, will serve on the committee. Not one Hispanic representing the educational community sits on the committee, despite a 17% Hispanic student population. Why is this?

I have been told not to make waves and not to ask questions. I can't help myself. I don't consider myself a rebel. Remember, I was born and raised in Chicago. To quote a music group from the 1970's: "If you've ever been held down before, I know you refuse to be held down anymore." That's how I feel. I wonder if people will understand this? By the way, why with all the affirmative action hoopla are there only six Hispanic principals in a district with over 130 schools?

The Teaching Staff

When I came on board in mid-July I had no preconceived notions about the Palmetto staff. I decided to take the advice of Dr. Larry Weck and Mr. Tom Romano, two outstanding administrators from Addison District #4 in Illinois. They suggested that I should do a lot of listening and observing the first few months. By doing this I would be able to determine who my allies were. They sure were right.

I have a vision for Palmetto which I am trying to sell and which calls for some major changes. My experience has told me that too much change too quickly just upsets people. Realizing this, I have instituted minor surface level changes successfully. At the same time I am preparing my

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staff for wholesale changes next school year. I have promised to keep them informed all along the way. I think they appreciate the lead time necessary to develop a new "mind set."

Furthermore, I am asking them to be change agents by assisting me in developing the future plans for Palmetto. Most have bought into this. However, there is a very small percentage of the staff who don't seem to care and choose not to participate. I accept the fact that I won't be able to reach everybody. I guess that's just part of organizational politics and human behavior.

Allowing staff to be part of a collaborative decision-making body is nothing new or innovative. It is important for them to take ownership of the decisions that will take us into the 21st century. I have always advocated a team approach in decision-making. My staff is supportive and thankful.

In a way I feel kind of sorry for what the Palmetto faculty and staff have had to endure the four or five years prior to my arrival: regular administrative turnover, scandal, departmental squabbles, involuntary teacher transfers, and cultural barriers between the staff, students, and school community, among others.

Behind every successful principal is an outstanding staff dedicated to the children they serve. I know the teachers of Palmetto have positively impacted the lives of hundreds of students. This is demonstrated by the many students whom I have met who have returned to Palmetto to thank former teachers and by my daily conversations with parents and grandparents who have lived in the community for generations. This is the kind of teacher that Palmetto needs and deserves. This is the kind of teacher who will remain here with me. Palmetto has hundreds of "needy" students. I want teachers who will make a difference in the lives of their students. There is no room for mediocrity.

Parent Involvement

One of the areas where we have experienced the greatest amount of success is in our relationship with parents and the greater school community. In four short months we have convinced parents about the importance of being actively involved in the

education of their own children.

Prior to my arrival parent involvement and participation were dismal at best. Parents simply did not feel welcomed. There were language and cultural barriers compounded by an uninviting atmosphere. During the 1994-95 school year, overall parent participation totaled approximately 30%. This was documented in the School Improvement Plan and targeted as an area of concern. I have made a conscious decision to hire staff who reflect the student population and community. We now have twelve staff members fluent in the Spanish language, up from seven the previous year. I have seen a dramatic increase in the number of parents visiting our campus and attending school-related functions.

As of November 1995, parent participation is at 93%. This is not by accident. We have worked hard and have made a commitment to see that parents are taken care of. The fact that I am Hispanic and accessible to parents has helped.

Our goal is to achieve a parent contact/participation rate of 100%. I think this goal is attainable. To my knowledge no school in our geographic area has ever achieved 100% participation. I know we can do it. Our parent liaison and community language facilitators are well respected in the Cuban community.

Palmetto has transformed itself to an open, inviting campus. Parents are welcomed anytime during the day or night. We offer programs that meet their needs, not ours. We communicate with them in their language. We honor them and respect them. We realize that we need their assistance to make Palmetto a successful school.

We have a long way to go at Palmetto. Our standardized test scores are nothing to brag about. They have been declining for the past three years. This is due, in part, to the fact that hundreds of students who speak English as a second language are required to take norm-referenced standardized tests in English. This process contradicts all the research in bilingual education and second language acquisition.

Nonetheless, I take full responsibility for how our students perform on these tests. But, I also wonder how they would perform if allowed to take tests in their native language while participating in a

dual-language program. I suspect the scores would be much higher. Time will tell. Many of the changes which I will implement next year are directly aimed at increasing test scores. I believe that's how most schools operate. The emphasis will be on enrichment and acceleration, not on compensation or remediation. I don't waste my time talking to teachers who mention the latter. They know how I feel.

The other day I asked four of our 5th grade students to address envelopes for a letter that was going to be sent to their parents. Two did not know their address and none of the four knew how to address the envelope. I was dismayed at first, but after some time I realized that my commitment to all students became stronger. I am more determined than ever to see to it that they receive a world-class education. If this means replacing mediocre staff with new blood, that's what I'll do.

Summary and Conclusion

I have dreamed about becoming a principal for years. It is everything that I thought it would be. It is definitely a challenge. I like challenges. If someone says it can't be done, I set out to prove them wrong. Poor Hispanic students deserve the same chances as their White middle class peers. One of my goals is to see they get those same chances. I am also not concerned how other principals perceive me. I know many don't like the fact that I want my students taught in their native language. My primary responsibility is to my school community and area superintendent. They have both given me their blessing and the go ahead to do what has to be done. I will do the right thing by them.

Lasting success takes hard work on the part of all the major stake holders: parents, students, staff, administration, and the community. We are headed in the right direction. I feel it and know it in my heart. The success we achieve will not be mine, but ours. Education is the way out for most of our students. We throw them the line in hope that they will take the bait.

The students of Palmetto inspire me to do my best. The teachers inspire me to learn more. The parents inspire me to work harder. The community inspires me to use its Spanish cultures and language.

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Upcoming Events

December 27-30, 1995 - Modern Language Association Annual Conference. Chicago, IL. Contact Michael Clancy, MLA, 10 Astor Place, New York, NY 10003. (212) 614-6355.

January 10-13, 1996 - California Association for Bilingual Education 21st Annual Conference, "A Symphony of Voices: Bilingual Education." San José Convention Center. San José, CA. Contact CABE, 320 West "G" Street, Suite 203, Ontario, CA 91762. (909) 984-6201.

February 8-13, 1996 - American Association for the Advancement of Science Annual Conference. Baltimore, MD. Contact Suzanne Snyder, Global Trade Productions. (703) 671-1400.

February 17, 1996 - "Education for Empowerment," Annual Haitian Education Conference. Florida Atlantic University, Boca Raton, FL. Contact FAU MRC, 1515 W. Commercial Blvd., Ft. Lauderdale, FL 33309. (800) 328-6721.

February 21-23, 1996 - "Contract ON America: The Cost of Exclusion in Higher Education," Eighteenth Annual Conference of the Hispanic Association for Higher Education of New Jersey. Sheraton Hotel and Conference Center, Eatontown, NJ. Contact HAHE, PO Box 5084, Ironbound Station, Newark, NJ 07015.

February 21-14, 1996 - American Association of Colleges for Teacher Education (AACTE) Annual Conference. Chicago, IL. Contact Susan Cimburek, AACTE, One Dupont Circle, Suite 610, Washington, DC 20036. (202) 293-2450.

March 12-16, 1996 - National Association for Bilingual Education 25th Anniversary Conference, "Celebrating 25 Years of Success: Connecting US Schools with Language-Minority Americans," Orange County Convention Center, Orlando, Florida. Contact NABE. (202) 898-1829.

Celebrating

25 YEARS OF SUCCESS

Connecting U.S. Schools
with Language-Minority Americans

NABE '96

25th Annual International
Bilingual/Multicultural
Education Conference
March 12-16, 1996
Orlando, Florida

Apple Computer Education Grants Now Available

Apple has officially announced the 1996 Apple Education Grants program, called Partners in Education 3 (PIE 3). The 1996 program builds on the past two years' experience involving partnerships between K-12 schools and institutions that deliver ongoing pre- and inservice teacher training, such as schools of education; other departments within universities or colleges, and non-profit organizations. The goal of these collaborations is to bring the expertise and experience of both partners to the K-12 curriculum development effort and to integrate lessons learned from these efforts into ongoing teacher training programs.

PIE 3 grants will consist of Apple hardware, software, telecommunications, and a 10-day professional development retreat for five-member partnership teams.

A partial allotment of hardware will be donated in the first year of the grant. Final hardware configurations will be negotiated with each grant recipient.

In addition, each grantee will receive an Apple WWW Internet Workgroup Server. Grantees will be eligible for a second year of funding based on the first year's performance.

Where to find guidelines and application forms

The guidelines and application forms for the 1996 Apple Education Grants program will be available the week of November 13 on AppleLink (pathway: Apple Sales & Mktg -> Education -> K12 Education -> Partners in Education 3 Grants).

The guidelines and application forms also will be posted on the World Wide Web at: <http://www.info.apple.com/education>

Deadline

The deadline for grant applications is February 16, 1996.

This is a national, competitive grants program. All applicants will be notified about the status of their applications in early June. Apple will formally announce PIE 3 grant recipients at NECC 1996 in Minneapolis, Minnesota.

For more information

Contact Apple's Community Affairs Department in Cupertino, California at 1-800-974-2974 or 408 974-2974.

NABE PETITION — ENGLISH-ONLY

PETITION

TO

THE PRESIDENT OF THE UNITED STATES,
MEMBERS OF THE SENATE,
AND MEMBERS OF THE HOUSE OF REPRESENTATIVES

I oppose English-Only because it:

1. violates the basic values of freedom and mutual respect which have given strength and unity to the nation;
2. violates basic human rights and restricts life opportunities;
3. wastes valuable linguistic resources; and
4. fosters ethnic and linguistic discrimination and division.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

Return this form to
NABE
1220 L Street, N.W. - Suite 605
Washington, DC 20005-4018

Yes! I want to help preserve language freedom in America. I am contributing:

\$10 \$25 \$50 \$100 \$500 \$1000 \$ _____

Enclose check or money order made payable to NABE

Buffalo, NY Rallies Against English-Only

by David Báez, NABE Vice President

Earlier this year, as reductions to appropriations were introduced in Congress, and support for English-Only legislation began to increase, NABE embarked on a campaign to support bilingual education, as well as to inform its members and others about the reasons why English-Only legislation is dangerous and unnecessary.

Many NABE members and advocates of bilingual education began writing letters to Congressmen asking them not to support cuts to education funding the budget revision or English-Only legislation. Buffalo, New York was no exception. We also took on the challenge and planned an English-Plus Rally.

With the help, collaboration, and total commitment from linguistically and culturally diverse parents, teachers from all disciplines, students, local churches, community-based organizations, the Buffalo Teachers Federation, the New York State Association for Bilingual Education, and other advocates and friends of bilingual education, we put forth a demonstration of solidarity unlike any before. It has brought us closer together and, as a result, a very strong language-minority advocacy group has been formed.

It occurred to me that some reflections on planning and carrying out our highly successful English Plus rally in Buffalo on June 14, 1995, with over 600 participants, might be useful to those considering similar rallies.

It is important to choose a significant day, when the weather, hopefully, will not be a major problem. In retrospect, while June 14 was significant — being Flag Day — it might not have been the best choice. We had hoped for follow-up after the rally but with school winding down and people's minds on summer plans, there was not as much follow-up as we had anticipated.

It is equally important to choose a significant site, e.g. a federal building which would be the agent of oppression should an English-Only law ever pass. If, however, there is not sufficient space in front of the desired building for the crowd anticipated, one might have to settle for a

building that is a second or third choice.

In seeking sponsors, to underwrite expenses, it is important to go after sponsors with a stake in the issue, e.g. makers of ethnic products whose image would be damaged by the passage of an English-Only bill.

The rally's success will obviously depend on the strength of its grass roots support. The support of community groups, particularly churches, is critical. Local groups should contact outlying groups both to seek financial support and to swell numbers at the rally. Unions are especially important, since they already have the experience of organizing rallies, and can provide the materials for making placards, flyers and banners.

Some reflections on our highly successful English Plus rally in Buffalo might be useful to those considering similar rallies.

The publicity committee should be certain that media figures who are enlisted are sensitive to the English-Only issue and have strong contacts within the community. In addition, the selection of key individuals who will respond to questions from the press is very important.

Security is a key issue, since there are unfortunately some in favor of English-Only who may try to disrupt the rally, even causing injury. A police department official will be able to recruit marshals for the event. Still, the health and safety committee should anticipate the worst, and arrange with a local hospital to have an ambulance and paramedics on call.

Obviously the necessary permits must be obtained, along with necessary insurance. For our rally we arranged for \$1 million of liability coverage. More should be obtained if a larger crowd is anticipated. Adequate electricity for the amplifiers used must be in place. Portable toilets

can probably be obtained from the parks department, and marshals should be on the alert to prevent vandalism.

The entertainment provided should reflect the cultural diversity of the community. School musical groups are particularly happy to present the numbers they have been practicing in music and dance classes.

Once a good turnout is assured, political figures at every level will be anxious to address the rally. They should be given guidelines directing them to stick to the English-Only issue and to avoid trying to make cheap political hay by bringing up other partisan issues.

Depending on what time of day the rally is held, attendees may need refreshments. While one cannot control the prices charged by vendors contacted to provide this service, it should be clear to them that future good will depends on their offering refreshments at reasonable prices and not trying to reap huge profits.

At the rally itself, tables should be provided with information and petitions on the English-Only issue, as well as voter registration forms and immigration information. By the way, many attendees registered to vote while at the rally. In a time when many Congressmen are planning to retire, it is vital that our communities be registered to vote.

Last, but by no means least, is the important work of the cleanup committee. Cleaning up the area quickly and thoroughly will ensure permission to hold future rallies.

The English-Only bills currently before Congress may die in committee, but the knee-jerk anti-immigrant sentiment behind them will still be there, and will need to be countered by well-planned and effective rallies. Buffalo did it well; so can any city willing to organize to show that language and cultural diversity is the true hallmark of America.

David Báez is Director of Foreign Languages and Bilingual Education for the Buffalo, NY Public Schools and current Vice President of the NABE Executive Board.

• NABE •



Cursos para Profesores de Español como Lengua Extranjera



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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Mediopollito/Half-Chicken

Reviewed by Mary T. Cazabón

Ada. Alma Flor. Illustrated by Kim Noward. Translated by Zubizarreta. 1995. *Mediopollito/Half-Chicken*. New York: Doubleday (37 pp) - Hard Cover; in Spanish and English.

Ada Alma Flor retells a folk-tale passed down to her from her Cuban grandmother about the adventures of a special little chicken in a bilingual book entitled, *Mediopollito/Half-Chicken*. According to the book jacket, the illustrations by Kim Howard were inspired by the pattern and textures of Mexican murals. The translation into Spanish by Rosalma Zubizarreta is excellent. In this version the author chose to have the story take place in colonial Mexico instead of Spain. Equal status is given to Spanish and English by utilizing the same size print for both languages in open-book, page-by-page, lay-out spread. The colorful illustrations span both pages and thereby enhance continuity, context and meaning. However, a criticism identified by several bilingual and ESL teachers when presented with the book was that the glossiness of the pages made the print difficult to read and that the illustrations might be too complex for some young readers.

In the story, a little half chicken with "only one wing, only one leg, only one eye and only half as many feathers as the other chicks" is the last of thirteen eggs to hatch on a ranch in Mexico and quickly becomes the center of everybody's attention. The ducks, turkeys, pigeons, swallows, cows and calves, bulls and horses are all amazed by the wondrous *Mediopollito*. Soon *Mediopollito* leaves the ranch and goes off to visit the viceroy in Mexico City, because he learns that there is no one as "unique" as he in the viceroy's court. During his journey, he helps out a stream with blocked waters, a small fire in danger of going out and the wind tangled in some bushes. All along his travels, *Mediopollito* answers his new found friends when they urge him to stay with the refrain:

*"I have no time to lose.
I'm off to Mexico City
to see the court of the viceroy!"*

Upon reaching the viceroy's palace, *Mediopollito* is escorted to the kitchen where the cook decides to throw him into a pot of boiling water for the vicereine's lunch. At this point, he cries out to his friends, water, fire and wind, who all repay him for his past kindness to them by enabling him to escape from the cook's pot. Finally with the help of the wind, he is transformed into a weathercock and finds himself perched on the top of the tower overlooking all the activities of the palace. So, by helping others, *Mediopollito* was, in turn, helped himself. The theme that unself-

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Meeting the Challenge of Teaching Linguistically Diverse Students Video Series: Profiles of Effective Bilingual Teaching

Reviewed by Rodolfo José Raced, Ph.D.

Meeting the Challenge of Teaching Linguistically Diverse Students Video Series. Profiles of Effective Bilingual Teaching, Volume 1: Kindergarten. Volume 2: First Grade.

The National Center for Research on Cultural Diversity and Second Language Learning; Santa Cruz, California, has published this video series on effective teaching techniques with bilingual children as an aid to enhance the development of education professionals who serve linguistically and culturally diverse students. This series has many strengths that make it a valuable resource. The educational practices and the inspired learning environment created by these gifted teachers exemplifies some of the best in our educational system.

Organized as a multi-volume video tape series, the first volume's video tape has a running time of 26:06, and the instructor's guide is 44 pages. The running time of the second video is 26:20, and the corresponding manual is also 44 pages in length. The first volume focuses on Kindergarten, and the second volume demonstrates educational approaches with first grade students. The materials are organized and easy to use. Each video is packaged separately. There is an instructor's guide included which is very helpful and outlines the approaches, and provides time indices for scenes in the video that serve as examples of these approaches. The guide provides information regarding general topics such as Classroom Conditions, Expectations, Language and Literacy, and the Home/School Connection. In addition, there are descriptions of the recommended strategies, which include Thematic Instruction and Cooperative Learning. These general descriptions are supplemented with elaborations of the corresponding exercises and activities with students. The brief summaries of the major teaching approaches are clearly written, and there are focus questions and "notes to the facilitator" that make it easy to organize presentations based on this material.

The instructor's guide provides a good summary of the principles and techniques related to Thematic Instruction and Cooperative Learning, but the lessons truly come to life when one observes these gifted teachers in action. Ms. Polar Espinoza (Kindergarten) and Ms. Erminda García (first grade) are extremely sensitive and exemplify an authoritative child-centered approach. The children in their classes are lovely, energetic and

CONTINUED ON PAGE 20

ish acts are rewarded is thereby stressed at the end of the tale.

Mediopollito/Half-Chicken is a story which recognizes that folk-tales are an important part of students' cultural heritage. The book can be used in bilingual education and two-way Spanish/English language programs as well as in monolingual English programs. By being presented with the text in the all English program, Spanish home-speakers would be encouraged to share their language with classmates. For example, during shared reading of the story in English, students could participate by choral chanting *Mediopollito's* refrain:

“¡No tengo tiempo que perder.
Voy a México
a la corte del virrey!”

In this way, Spanish is affirmed as a language of important status along with English in the classroom environment.

There are many meaningful activities related to the story in which children could engage. The following lists some possibilities:

- Students could ask family members to share folk-tales that have been passed down to them. These stories could be tape-recorded, transcribed by older readers and illustrated to become part of the classroom library collection. These special stories could be enjoyed by all children in school or at home. This kind of project would be best coordinated by parent volunteers who could serve as links between home and school.
- Students could dramatize the story by creating and staging a play using hand-made dowl puppets for the characters. Every student in the class would have a participating role in the event. The play could be performed in English, Spanish, or bilingually. The dramatization could be presented to other classrooms or parents.
- Working in cooperative groups, students could construct a detailed map depicting the route from the ranch to the viceroy's court. Using a legend, compass

and scale of miles, students could plot out distances and points of interest such as the blocked stream, the small fire, and the wind in the bushes. Distances between locations could be calculated mathematically and solutions and process could be shared with other groups.

- Comparing and contrasting *Mediopollito/Half-Chicken* with other folk-tales such as “The Little Red Hen” would enable students to compare and analyze basic themes, characters, illustrations, plot, setting and problems to be overcome.
- After learning that winds are identified by the directions: north, south, east or west from which they blow, students could design and construct weathercocks, mounting them so they would blow freely with the wind.
- Creating a new version of the story by changing the central theme from “Kind acts are rewarded” to “Selfish acts are punished” would allow students to explore another common theme in folktales, to innovate on the text, change dialogue, action and consequences. A follow-up activity could be the cooking of a half-chicken soup using typical Mexican ingredients.

Mediopollito/Half-Chicken contains rich vocabulary and repetitive language to which young readers will respond. The author chose to situate the story in colonial Mexico rather than Spain so that the setting would be culturally relevant to the historical heritage of many Spanish-speakers in the United States. Students of varying ability will derive meaning from the story on the multiple levels. The colorful illustrations depict people, animals, nature scenes and structures in artful harmony. This book should become a favorite with students and teachers alike.

Mary T. Cazabón is Director of Bilingual Programs in Cambridge, Massachusetts.

enthusiastic. Their classrooms are learning environments where growth and development are cherished and enhanced. This is achieved through a combination of technical expertise and the natural abilities and temperament of the teachers.

The videos present actual classrooms, showing the children and teachers in various activities. There are periodic pauses with narration and additional information to draw attention and provide further elaboration about the techniques used. For example, in one scene Ms. Espinoza is seen reading to her class. This is not the rigid, authoritarian story hour where the teacher expounds and the children listen silently and motionless. Instead, we see a lively exchange where the teacher effectively engages the children in a dialogue: not only with her but also among themselves. It demonstrates how the teacher creates an atmosphere that allows the children to be comfortable with themselves and each other. One could easily make the mistake of ignoring the technical expertise and application of the teaching principles, because they are naturally woven into the entire experience. The scene changes, allowing Ms. Espinoza to describe what she is doing, and how each of these seemingly spontaneous aspects are actually integrated parts of the overall approach. She explains how the children are empowered to choose topics that the class will study, and allowed to speak in either language they choose. The children are engaged in an ongoing dialogue where the social interaction facilitates verbal expression and development, and where the developing language skills further enhance their ability to relate with each other. The teacher is authoritative, serving as a resource to the children, inspiring, encouraging, and maintaining a classroom that is safe and nurturing. She does not “correct” the children in a manner that draws attention to their mistakes. Rather, she responds to them as a caring person and model, choosing her reply in a parallel manner that exposes them to more sophisticated verbal expression. There is little doubt that the children will learn from her examples, especially when one notes how engaged they are with her and each other.

The classroom displayed in the first

CONTINUED ON PAGE 22

American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

NCES Reports on American Indian and Alaska Native Education

by Dr. Dorothy Waggoner

More than half of American Indian and Alaska Native students in the United States attend public schools in which they constitute fewer than one in four students. Another third attend public schools where they are at least a quarter of the enrollment. The remainder attend schools operated by the Bureau of Indian Affairs or contracted by the BIA to their tribes. In these schools they constitute almost the entire enrollment.

The three educational settings vary in their characteristics and offerings, according to the National Center for Education Statistics' recent report, *Characteristics of American Indian and Alaska Native Education*. The differences offer clues to the nature and quality of education received by American Indian and Alaska Native students compared with that received by majority students. Information about enrollments and staffs in the three types of school is shown in Table 1.

Not surprisingly, more principals and

teachers, proportionally, are American Indians in BIA and tribal schools than in public schools and many more BIA and tribal schools, proportionally, than public schools employ American Indians or Alaska Natives as teachers. Even among the public schools with high concentrations of American Indian and Alaska Native students, fewer than two-thirds had any American Indian or Alaska Native teachers on their staffs in 1990-1991.

BIA and tribal schools and high concentration public schools are less likely to offer college preparatory programs than low concentration public schools. On the other hand, BIA and tribal schools are much more likely to offer bilingual education programs than the public schools.

Reflecting the greater poverty of their communities, all BIA and tribal schools provide services funded by Chapter I. Larger proportions of their students are eligible for free or reduced-price lunches than students in either type of public school.

The information in the report is from the 1990-91 Schools and Staffing Survey which sampled BIA-funded schools for the first time and oversampled public

schools with 25% or more American Indian and Alaska Native enrollment.

The report can be purchased for \$15.00 from the Superintendent of Documents, U.S. government Printing Office, Mail Stop: SSOP, Washington, D.C. 20402-9328 (SN 065-000-00753-3).

Reprinted from the September, 1995 issue of Numbers and Needs, Vol., 5, no. 5. Numbers and Needs is a newsletter on ethnic and linguistic minorities in the United States published six times a year by Dorothy Waggoner. Subscriptions are \$20.00 and checks should be made payable to Dr. Waggoner, 3900 Watson Place, N.W., Washington, D.C. 20016.

Editor's Note: Contributions to the American Indian Bilingual Education column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86001-5774, or E-mail to: JON_REYHNER@mail.cce.nau.edu. (520) 523-0580, fax: (520) 523-1929.

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Table 1. Estimated Numbers and Percentages of American Indians and Alaskan Natives in Education by Type of School: 1990-91

	Total	BIA/tribal	Public, AI/ AN 25%+	Public, AI/ AN <25%
Students	445,425	35,339	165,161	254,925
% of total	1.1	98.7	55.3	0.6
Principals	781	67	180	534
% of total	1.0	47.5	15.0	0.7
Teachers	22,129	947	3,427	17,755
% of total	0.9	37.7	15.9	0.7
# of schools	80,034	149	1,260	78,625
% with AI/AN staff	6.2	96.3	64.9	5.1

grade video is equally inspired. Ms. García is also a naturally gifted teacher, and her ability to maintain an intimate relationship with individual children in a crowded classroom is impressive. Again, the untrained observer could watch these interactions and only perceive her natural comfort and easy manner with the children. They may not appreciate the details that define good teaching. The video includes scenes where the teacher explains and provides additional narration. There are many strengths in the approaches shown, but the description of the use of the interactive journals is especially impressive. The journals become a forum where Ms. García and her children can share and relate. The development of language skills is truly enhanced as these children struggle to explain and elaborate on topics of personal significance. Their productions range from the dramatic (one child writing about a sick grandparent) to the playfully humorous. As the children spontaneously express themselves, Ms. García provides guidance and support that facilitates verbal exposition skills.

It is important to note the language skills of the two teachers in the series. Ms. Espinoza and Ms. García are excellent models for a bilingual class. Their own verbal skills are superb, conveying their messages with ease, fluidly moving from English to Spanish and back. This is important in order to maintain an effective bilingual environment. In order for children to allow themselves to take risks, they need to feel safe and be in a milieu where both languages are equally supported. The classrooms portrayed in these videos are sufficiently safe, and the children displayed no hesitation in using or trying both English and Spanish.

Additional admiration is extended for the original music of José Luis Orozco. In many cases, the melodies are simply part of the background, used to add color and avoid silence. In this case, it was clear that much thought went into the creation of the music. The songs were related to the themes and the class lessons, and some also spoke of the children and their lives in the community. The first time one views these tapes it is the teaching that captures one's undivided attention, because of the quality of the classrooms. But, upon further viewing, the impact of the music permeates into awareness. The melodies

are light, yet energetic and filled with feeling. The experience of the music contributes to the material and parallels the notion of holistic learning.

The strengths of these videos clearly outweigh the few weaknesses that were noted, but these do deserve mention. The videos present a model of culturally competent approach with a population of predominantly Latino students. Unfortunately, there was insufficient formal information about this area. This is a weakness because there is a natural opportunity to provide further instruction on this critical area. There are many who are culturally sensitive, but few who can translate this into a truly culturally competent approach. It is recommended that future versions of this material provide more information and specific attention to this. For example, discussions of the relationship between cultural variables and the instructional approaches would be helpful. Additional versions with other types of bilingual classes is also recommended.

The video series is an excellent resource for the training of new teachers and the professional development of current teachers. But, those practicing professionals who utilize traditional authoritarian approaches may not appreciate the energy and enthusiasm that will excite others exposed to more contemporary techniques. The information and examples provided in this series clearly demonstrate recommended approaches, but there is less information that viewers can use to contrast and differentiate from other less effective techniques. In encouraging practicing professionals to change and evolve, it is often helpful for them to see the contrast between approaches. Perhaps this could be addressed by providing more background information in the facilitator's guide.

Another area that could be addressed involves a brief mention of the identification of learning disabled students in a bilingual class. This is especially important with children who have language-based disorders. Many professionals throughout the educational system have difficulty identifying children who have these special needs. When they notice a child who has difficulty with comprehension or expression, they erroneously conclude that it has to do with being bilingual. The use of the interactive journals is an

effective exercise where teachers can first identify children who have these difficulties. It capitalizes on the intimate relationship between teacher and student, and allows the teacher to observe difficulties that are not easily apparent in group activities.

The National Center for Research on Cultural Diversity and Second Language Learning has created a wonderful video series on effective teaching techniques with bilingual children. This series has many strengths that make it a valuable resource and the few weaknesses that were noted are not really flaws, but stem from a desire to have more of that quality experience. The package is well organized. It includes a study guide and the notes to the facilitator make it easy to organize presentations. The actual video tapes present some of the best samples of excellent educational practices. The classrooms are models of optimal learning environments that facilitate holistic growth. The success of these tapes is related to the combination of technical expertise and the natural abilities of the two gifted teachers, and it is a delight to see them with their engaging and inspired children. The practiced and disciplined eye can find much that deserves comment and focus in teacher training, and many can review various aspects of these tapes over and over, appreciating more each time. This video tape series is recommended without hesitation.

Rodolfo José Raced is an assistant professor of psychology at Fairfield University.

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Book Review Guidelines

Reviews for publication in the **Book Review** column should be sent to Dr. António Simões at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250. Materials from publishers should be sent to NABE, care of the *NABE NEWS* editor. Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

Resources for Bilingual Educators

The Age Factor in Second Language Acquisition: A Critical Look at the Critical Period Hypothesis, edited by David Singleton and Zsolt Lengyel. The contributors examine some of the assumptions that are commonly made concerning the role of age in second language acquisition and argue against the notion that an early start in second language learning is of itself either absolutely sufficient or necessary for the attainment of native-like mastery of a second language. The authors also doubt that there is a particular stage of maturity beyond which language learning is no longer fully possible. #29.95 (#185359301X). Multilingual Matters, c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. (800) 821-8312/(215) 785-5515 Fax.

Characteristics of American Indian and Alaska Native Education, published by the National Center for Education Statistics. This is a report on the education of American Indian and Alaska Native students. The information in the report covers Bureau of Indian Affairs-funded schools and public schools with 25% or more American Indian and Alaska Native enrollment. The report discusses the educational settings that American Indian and Alaska Native students attend. Findings show that more than half of these students attend public schools in which they constitute fewer than one in four students. Another third attend public schools where they are at least a quarter of the enrollment. The remainder attend schools operated by the Bureau of Indian Affairs or contracted by the BIA to their tribes. In these schools they constitute almost the entire enrollment. \$15.00; Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, D.C., 20402-9328 (SN 065-000-00753-3)

The Chicano Database on CD-ROM - developed by the Chicano Studies Library Publications Unit at UC Berkeley. This is a comprehensive bibliographic resource for information about Mexican-American topics. The database contains

over 42,000 citations and attempts to identify in one source all types of materials about Chicanos. In addition, this latest version of the database has been expanded to include bibliographic information on Puerto Ricans, Cuban Americans, and Central American Refugees. Prices for the database are as follows: \$495 for one copy of the latest version (prepaid); \$1350 latest version plus 2 updates (prepaid); \$1700 latest version plus 3 updates (prepaid); \$2000 latest version plus 4 updates (prepaid). A \$5 shipping and handling charge should be added to each order. To order, make checks payable to UC Regents and send to: Chicano Studies Library Publications Unit, 510 Barrows Hall #2570, University of California, Berkeley, CA 94720. (510) 642-3859; fax: (510) 642-6456.

Creating a Community of Scholarship with Instructional Conversations in a Transitional Bilingual Classroom, by G. Genevieve Patthey-Chávez, Lindsay Clare, and Ronald Gallimore. This 1995 report explores the ways in which instructional conversations between a teacher and her students contributed to building an academic community in a transitional bilingual fourth grade classroom. Through an analysis of reading lesson transcripts, classroom events, student essays, and journal assignments, this report shows how classroom experiences fostered the development of students' understanding of concepts such as responsibility. The report describes how, at both the individual and classroom community level, instructional conversations deepened student understanding of texts they read in class by encouraging them to make connections between particular textual concepts and their own experiences. In addition to tracking student gains in understanding, this report shows who the conversations helped build a classroom community that incorporated the cultural beliefs and concerns of the students. \$4.00 (EPR#315). National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Culturally Responsive Mathematics and Science Education for Native Students, published by the Far West Laboratory. This publication examines the relevance of the national standards being proposed for math and science education to American Indian and Alaska Native students. A group of researchers concluded that it was not the standards themselves which should be questioned, but rather the instructional approaches typically used to achieve them. The report suggests that for some children, instructional approaches rooted in the learning and problem-solving traditions of their own culture and society may be a more appropriate way to meet the national standards. Constructivist learning and culturally responsive education are proposed as a bridge that links Native students to math and science. \$8 prepaid (order no. FW-1095-RD). Far West Laboratory for Educational Research and Development, 730 Harrison Street, San Francisco, CA 94107.

Directory of Ethnic and Multicultural Publishers, Distributors and Resource Organizations, Third Edition, compiled and edited by Vladimir F. Wertsman. This directory focuses mainly on small presses, distributors and resource organizations. It also includes some well-known publishers due to their substantial contributions to the field of ethnic publications. The directory contains more than 210 annotated entries and two appendixes. The annotation describes the nature of the publishing activities, which ethnic groups are covered, and other relevant information. \$5.00 prepaid. David Cohen, Queens College, HSF 316, Flushing, NY 11367.

Issues in Cross-Cultural Assessment: American Indian and Alaska Native Students, published by the Far West Laboratory. This issue brief explores issues that have affected the lack of fair and valid assessment of Native American students. Some of these issues include culturally unfamiliar material on tests; the timed nature of many tests which fail to provide

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the extra time students need to process language which may be unfamiliar to them; and over reliance on verbal communication as opposed to more culturally familiar non-verbal communication. The brief continues by identifying assessment practices that conform to the cultural and linguistic realities of Native American students' lives. \$3; Far West Laboratory, (415) 565-3044.

Many Faces of Mexico, by Octavio Ruiz, Amy Sanders, and Meredith Sommers. This is a 24-lesson curriculum from the Resource Center of the Americas. Divided into five units, the 352-page book leads teachers and students on a participatory journey through Mexican history, from pre-conquest indigenous societies to the colonial era, war with the US, the 1910-1930 revolution and recent developments such as the Chaipas revolt. The examination of Mexican history stresses seven key themes: access and control of land and other resources; changing borders and

boundaries; human migration; basic economic needs; social organization and political participation; popular culture and belief systems; and diversity of perspectives. \$49.95 plus \$5 shipping and handling. A Spanish supplement will be available in February 1996 for an additional \$25. Resource Center of the Americas, 317 Seventeenth Ave. SE, Minneapolis, MN 55414, (612) 627-9445/(612) 627-9450 Fax.

Multicultural Education, published by the North Central Regional Educational Laboratory. Publications include a checklist, an annotated bibliography, and a booklet on promising programs. The "How Multicultural is Your School?" checklist allows schools to quickly determine areas in which multiculturalism can be increased in the school environment. The annotated bibliography covers research-based information on multicultural education. It covers the areas of school policies and practices: curriculum, instruction and assess-

ment; high expectations and opportunities to reach them; knowledge about a variety of cultures and languages; learning environments; and professional development. The third booklet presents a selective listing of promising programs and practices, providing examples of professional development programs, school-based initiatives, and other efforts to implement culturally responsive education. Bibliography: \$5.95 (UMS-ABM-94); Promising Practices: \$6.95 (UMS-PPP-95). NCREL, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480, (708) 571-4700/(708) 571-4716 Fax.

Native Literacy and Language Roundtable Proceedings, published by the National Center on Adult Literacy. Report on a three-day conference on Native languages, including the history of Indian education, lack of funding, inappropriate programs of the past and negative policies engendered by these pro-

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News from NABE's Western Region

An Update on People, Places and Policies



by Dr. *Hermán S. García*
Western Regional Representative

Colorado

The Colorado Association for Bilingual Education (CABE) held its 24th Annual Conference in Vail on October 26-28. Colorado Teacher of the Year María Ramírez gave a moving speech at the Friday luncheon. At Saturday's luncheon, the membership was treated to an outstanding talk by nationally-known researcher and writer Jim Cummins. This year's CABE Conference also featured current NABE President Kathy Escamilla as well as former presidents José Ruiz-Escalante and Rudy Chávez. NABE's Associate Director for Legislation, Policy and Public Affairs, Rick López, spoke to the membership about the importance of becoming politically active and letting congressional representatives know people's concerns with regard to funding for education, especially for Title VII and all bilingual education programs. Over 200 letters were generated and sent to Washington. Many school districts sent as many as 20-30 teachers to the conference. Bilingual directors and principals are to be commended for their support of this state-wide event. The CABE Board wishes to thank all the people who attended, presented and helped support the conference.

Idaho

The Idaho Association for Bilingual Education (IABE) just completed their annual conference. Dr. Carmen Tafolia and Mr. Mullas Bass were the keynote speakers. Approximately 125 persons attended the conference which offered many excellent workshops to area bilingual educators and other personnel. On another note, Boise State University (BSU) is currently seeking applications for a teaching position in bilingual education. Boise State University's enrollment in its bilingual programs continues to increase dramati-

cally. BSU has both an undergraduate teacher education program that is operated on campus and a graduate bilingual teacher education program in which classes are taught at two off-campus sites. In addition, BSU has a program with two community colleges, one in Twin Falls, Idaho, and the other in Ontario, Oregon. Each site has approximately 25 students who complete an Associate of Arts degree in education and then transfer to BSU to complete the professional component for their BA degree. They then return to their local communities to complete the student teaching assignment. The shortage of bilingually trained teachers in Idaho is critical. In the past, most of the students who received their teaching degree from BSU remained in Western Idaho to teach. By having the students return to their hometowns to student-teach, hopefully more of them will decide to teach in districts outside of Western Idaho.

New Mexico

The New Mexico Association for Bilingual Education, the New Mexico Advisory Council on Bilingual Education, the Northern Consortium for Bilingual Education, and the Southern Consortium for Bilingual Education have all been working diligently to preserve Title VII funding. All have written letters to their representatives in Washington DC indicating their vehement opposition to such cuts.

Texas

The Texas Association for Bilingual Education (TABE) held its annual conference in El Paso on November 8-11. It was a very successful event, with over 2,000 people in attendance. This year's theme was "La Educación Bilingüe: El Paso a la Prosperidad" ("Bilingual Education: The Gateway to Prosperity"). Invited speakers included Alicia Salinas Sosa and José Cárdenas, both of IDRA in San Antonio.

Donaldo Macedo of the University of Massachusetts in Boston, Josefina Tinajero of the University of Texas at El Paso, Stan Paz, Superintendent of the El Paso Independent School District, Anthony Trujillo, Superintendent of the Ysleta Independent School District, Hermán S. García of New Mexico State University, and Jim Lyons, NABE Executive Director. TABE President José Agustín Ruiz-Escalante, of the University of Texas of the Permian Basin, and his team from El Paso and other parts of Southwest Texas worked very hard in making this conference a successful one. Congratulations!

Personal Reflections

I would like to end this column with some personal observations. Numerous educational and political events across the Western United States indicate that bilingual educators are positioning themselves against a torrent wave of attacks that reflect more of a cold war mood and atmosphere than one of tolerance of diversity. Judge Kiser of Amarillo, Texas, threatened a Hispanic mother with child abuse for not speaking English to her child. Obviously not aware of the contradiction that he too speaks and writes Spanish everyday just to say Amarillo (yellow), Texas (roof tiles), he admonished a proud Hispanic mother who encourages her child to speak two languages, not just one. In fact, the cowboy image of Texas is more a Hollywood promotion than authentic American history. To be sure, there is nothing original about it. The language of the cowboy world is Spanish. *Corral, rancho, la riata, rodeo* and many other terms are all Spanish. Even the conceptual development of ranching is Mexican. This is what happens when conquerors claim as theirs what really originated from the conquered. The Mexican-American war, as it is referred to

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News from NABE's Eastern Region

An Update on People, Places and Policies



*by María Estela Brisk
Eastern Regional Representative*

In many of the Eastern Regional affiliates, new presidents have been elected. The roster of presidents is as follows:
Myrella Lara (CT)
Melinda Castillo (FL)
Olga Amaral (MA)
Irma Lorenz (NJ)
Susan Pien Hsu (NY)
Lourdes Diaz Soto (PA)
Vanessa Irizarry (PR)
Harold Chu (VA)

Massachusetts

State Conference: March 27-29, 1996.
Leominster, MA.

Supporters of bilingual education are

bracing themselves for another battle. The newly appointed Chair of the State Board of Education, Dr. John Silber, stated in a speech to school superintendents that bilingual students only need one year of bilingual education. Please write to him and explain why only one year of bilingual education is not enough.

Dr. John Silber, Chairperson
MA State Board of Education
350 Main Street
Malden, MA 02148-5023

Recent publications: Brisk, M.E. (1994).
Portraits of Success: Resources Supporting Bilingual Learners.

New Jersey

State Conference: May 22-23, 1996.
East Brunswick, NJ.

The New Jersey State Bilingual and

ESL legislation expired last year. Proposed legislation by Representative Rudy García was not accepted by the Education Committee. The Committee tried to pass a much more limited version, but that did not pass either. The issue of new legislation will probably come up next year. On a more positive note, Governor Christine Todd Whitman spoke at the State Hispanic Conference against the notion of legislating English as the official language.

Recent publications: Collier, V.P. (1995). *Promoting Academic Success for ESL Students.*

New York

State Conference: April 19-21, 1996.
Kiamesha Lake, NY.

- NABE -

Regional News Wanted

Have you changed jobs? Has someone in one of your bilingual programs received an award? Is there new legislation or policy being proposed in your district or state? Send your news to your NABE Executive Board Regional Representative. "Regional News" will appear in each issue of NABE NEWS. We hope to hear from you! Send your news to:

Eastern Region

(Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Puerto Rico, South Carolina, Rhode Island, Vermont, Virgin Islands, Virginia, and West Virginia)

Dr. María Estela Brisk
School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

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Dr. Joe J. Bernal
6410 Laurelhill
San Antonio, TX 78229

Western Region

(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming and the Trust Territories of the Pacific Islands)

Dr. Hermán García
Associate Professor
Department of C & I
College of Education
New Mexico State University
Las Cruces, NM 88003

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Status of FY '96 Appropriations for U.S. Department of Education

	1995* Appropriations	'96 Administration Request	'96 House Bill	'96 Senate Sub-Committee
Education Reform	\$494.3 million	\$950 million	\$95 million	\$432.5 million
GOALS 2000	\$371.8 million	\$750 million	\$0	\$310 million
School to Work	\$122.5 million	\$200 million	\$95 million	\$122.5 million
Elementary & Secondary Education	\$9.3 billion	\$9.7 billion	\$7.6 billion	\$8.4 billion
Title I	\$7.2 billion	\$7.4 billion	\$6.0 billion	\$6.5 billion
(Migrant Education)	\$305.4 million	\$310 million	\$305.4 million	\$305.4 million
(Migrant Ed. - HEP/CAMP)	\$10.2 million	\$0	\$0	\$9.4 million
Impact Aid	\$728 million	\$619 million	\$645 million	\$677.9 million
Professional Development	\$598.5 million	\$735 million	\$550 million	\$550 million
Safe and Drug Free School	\$465.9 million	\$500 million	\$200 million	\$400 million
Magnet Schools Assistance	\$111.5 million	\$111.5 million	\$95 million	\$95 million
Training & Advisory Services (CRA IV)	\$21.4 million	\$14 million	\$0	\$14 million
Education for Native Hawaiians	\$9 million	\$9 million	\$0	\$12 million
Foreign Language Assistance	\$10.9 million	\$10.9 million	\$0	\$10 million
Comprehensive Regional Assistance Centers	\$29.6 million	\$55 million	\$0	\$21.5 million
Indian Education**	\$81 million	\$84.7 million	\$52.5 million	\$54.6 million
Bilingual and Immigrant Education	\$206.7 million	\$300.0 million	\$103 million	\$172.9 million
<i>Title VII Student Services</i>	\$117.1 million	\$155.6 million	\$53 million	\$107.8 million
<i>Title VII Support Service</i>	\$14.3 million	\$15.3 million	\$0	\$0
<i>Title VII Professional Development</i>	\$25.1 million	\$28.9 million	\$0	\$15.1 million
<i>Emergency Immigrant Education</i>	\$50 million	\$100 million	\$50 million	\$50 million
Special Education & Rehabilitation	\$5.8 billion	\$5.9 billion	\$5.7 billion	\$5.8 billion
Vocational and Adult Education	\$1.4 billion	\$1.6 billion	\$1.2 billion	\$1.3 billion
Postsecondary Education	\$14.9 billion	\$12.6 billion	\$12 billion	\$11.9 billion
Educational Research and Improvement	\$468.1 million	\$540 million	\$351.5 million	\$454.1 million
Office for Civil Rights	\$58.2 million	\$62.8 million	\$54 million	\$55.5 million

* Revised to include cuts from FY1995 Rescissions bill

** The majority of funding for Indian education comes from the Interior Department.

BUDGET

FROM PAGE 1

federal programs in the context of balancing the budget in seven years. For political and procedural reasons, the President had to agree.

So the fate of FY 1996 funding for education now hinges on the President and Republican Congress forging a deal to balance the budget. In addition to determining how much money to spend on education in FY 1996, the current talks on balancing the budget will affect education funding for the next seven years. Negotiators will decide how much to cut from the federal budget and from where. Judging from earlier House and Senate action, the Republican Congress believes education can be sacrificed to balance the budget.

Current Negotiations and The President's New Seven Year Budget

In late November, the Republican Con-

gress passed a budget reconciliation bill that would set broad spending and revenue goals for balancing the budget in seven years. The President vetoed it.

The Republican plan would have made massive cuts to every area of federal discretionary spending except defense spending which would have increased. The plan would also have made large cuts to Medicare and Medicaid and cut \$245 billion in taxes.

On December 7, the President made a major concession to the Republicans, offering his own seven year balanced budget plan. Earlier in the year, the President had proposed to balance the budget in 10 years. Lengthening the time period for balancing the budget, he had argued then, reduced the pressure to make large cuts in any single year.

In his new budget, the President has again proposed to slightly increase fund-

ing for federal education programs over seven years. Education was the only discretionary domestic spending area to receive a funding increase. All other federal discretionary spending programs — energy, environment, transportation, veterans hospitals, etc. — would be cut by 5 percent. The President's budget also provides a much smaller tax cut and Medicare/Medicaid cuts than the Republican plan.

Options for Protecting Education Funding

As the President and Congress struggle to forge a compromise budget, there are three ways they could choose to protect federal education funding. Both sides could agree on a smaller tax cut. Such a move could free up hundreds of billions of dollars in federal funding over the next seven

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years, a portion of which could be used to protect or even increase federal education funding this fiscal year and beyond.

The two sides could also agree to make education funding a priority and shift dollars among the various federal programs. Such an agreement could be combined with shrinking the Republican tax cut proposal. The President has proposed that Medicare, Medicaid, and education be his priorities. The Republicans have proposed defense spending as a priority. It is not clear which of these programs will ultimately win out.

A third option would be to adjust the Consumer Price Index (CPI), as suggested by the President's advisors and the *Wall Street Journal*. The CPI, they argue, overstates inflation and artificially swells cost of living adjustments for federal entitlement programs. Reducing the basis for annual CPI calculation would reduce the cost of entitlements, like Social Security, and free up funds for education and other priorities.

The Cost of Not Reaching Agreement

There is a possibility that the President and Congress will never reach an agreement. The deadlock could conceivably continue until the 1996 Presidential election when each side could take its case to the voters. A prolonged deadlock would be very costly for education and other federal discretionary spending programs.

The authority for federal agencies to spend money expires every September 30 — the end of the fiscal year — unless Congress passes and the President signs a new appropriations bill. In order to keep the government running this year, the President and Congress agreed on a band-aid spending measure — a "Continuing Resolution" — to fund the government until November 15. Federal programs, including education, were funded at 90 percent of their funding levels from last year, a ten percent cut.

The two sides were hoping that the month and a half would be enough time to negotiate a budget bill. It wasn't, so the government shut down. Government reopened a week later when the two sides agreed on another Continuing Resolution to fund the government for another month. This time, federal programs, including

Things You Can do to Save Education Funding

- ✓ **Schedule an appointment to meet with your Representative/Senator while they are home in the district.** Organize a group of educators and parents to visit Members of Congress. Members return to their districts on weekends.
- ✓ **Meet with the editorial board of your local newspaper or TV station.** Organize a small team of leaders and schedule an appointment. Request an editorial urging Congress to keep education, including bilingual education, off the budget cutting table, and give them real stories about the impact of federal education budget cuts on students and families in your communities.
- ✓ **Start a letter writing campaign.** Mobilize your networks to write as many letters as they can or have them call in.
- ✓ **Recruit bilingual education spokespersons, including current and former students** to put a human face on federal education budget cuts. Forward their stories to NABE.
- ✓ **Ask your school board and local government officials what they will have to do make up for federal education budget cuts.** Ask them what services they will cut or what taxes they will raise. Use the information to buttress your arguments.
- ✓ **Write the President urging him to hang tough and veto any spending bill that cuts education, especially bilingual education.** The President initially vetoed the Rescissions bill but later sacrificed bilingual education funding. Don't let this happen again.
- ✓ **Let us know what you plan to do and what you accomplish** so we can tell others around the country. Send us copies of your letters, the replies, and any newspaper stories.

education, were funded at 75 percent of their levels from last year, a 15 percent decrease from the first Continuing Resolution and 25 percent cut from last year.

Since it does not appear that the President and Congress will reach a budget agreement by the time the current Continuing Resolution expires on December 15, they will have to resort to yet another Continuing Resolution. It is likely that federal programs will be funded at an even lower level, lower than the 90 percent level of the first Resolution and the 75 percent level of the second one. The Resolution may also run for a longer period of time — until March 1996 or later.

What You Can Do: Tipping the Scales Toward Education

Because education comprises only 2 percent of the federal budget, adequate and growing funding for federal education programs can easily be accomplished if it is a high political priority. If elected offi-

cials get the message that voters believe education funding must be a priority, they will find a way to protect education.

You can make a difference in how much funding federal education programs receive in the budget deal. The President and Congress are listening closely to the voters to ensure the maximum political leverage. Consult the accompanying "Things to Do to Save Education" sidebar for ways to communicate your sentiments to the President and Congress.

The message you need to convey to the President and Congress is very simple: don't cut education. If enough NABE members and other education supporters repeat the message often enough and loudly enough, the President and Congress will listen.

Rick López is NABE's Associate director for legislation, policy, and public affairs

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its information offerings in the form of menus for you to select from. Once you find some information you want, you can have it mailed back to you electronically, instantly.

The World Wide Web (WWW or "The Web") information displays are based on the concept of "hypertext." Instead of the menus that Gopher provides, the Web uses "browsers" which highlight key words in its "home pages." By clicking on these key words, a parent or educator can be linked to another computer resource anywhere in the world. While Gophers handle mostly "text documents" composed of nothing but letters, numbers, and punctuation, the Web also allows the well-equipped user to see graphic displays, even video clips, and hear sound that is linked to a text — the Internet version of a "slide/tape show."

Gophers and World Wide Web sites can be reached by typing their correct addresses (called Universal Resource Locators or URL's) in the information browser that is available from your Internet service provider. For example, the URL of the Gopher of the National Clearinghouse for Bilingual Education is *gopher://gopher.ncbe.gwu.edu*; to reach the World Wide Web site for the National Center for Research on Cultural Diversity and Second Language Learning you type in the Universal Resource Locator *http://cxyx.ucsc.edu/Cntr/cntr.html*. Once connected to a Gopher or Web site, look for commands on your screen which permit you to send back the valuable information resources you have found to your home/school computer via electronic mail in as little as three seconds but rarely more than half a minute!

Editor's Note: Contributions to the Technology and Language-Minority Students column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710. (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com

- NABE -

Tucker Summer Fellowship Applications Being Accepted

The Center for Applied Linguistics (CAL) invites applications for the 1996 G. Richard Tucker Summer Fellowship. The fellowship pays a stipend plus travel expenses for an eight-week summer residency in Washington, DC, while the Fellow works with CAL senior staff members on one of CAL's existing research projects or on a suitable project suggested by the Fellow. In 1996, priority will be given to proposals that focus on language issues related to minorities or on language education.

The competition is open to candidates for a master's or doctoral degree in any field which is concerned with the study of language. Minorities are especially encouraged to apply. Applicants must have completed the equivalent of at least one year of full-time graduate study. Deadline: April 26, 1996. For information contact, Grace S. Burkart at CAL, 1118 22nd Street, NW, Washington, DC 20037. Telephone: (202) 429-9292. Internet: grace@cal.org

further exacerbated by the fact that fewer than 50% of these paraprofessionals are proficient in the LEP students' native languages. Only 15% of LEP students in the study are taught by teachers who have ESL certification, and only 25% are taught by teachers with bilingual certification.

The above findings are important for several reasons. While the additional resources provided by the new Title I law are badly needed, they will not likely improve academic achievement of LEP students as the programs are currently being implemented. Current practice has significant problems in the areas of assessment, curriculum, language of instruction and teacher preparation. These issues must be addressed quickly and thoroughly if Title I is to become a program that works for LEP students.

One of our national goals calls for helping families get children ready for school. I would add that it is equally important to get schools ready for children — all children. As we celebrate the fact that Title I funds are now available to serve LEP students, we must also acknowledge that much work remains to be done to turn friendly federal policy into effective instructional practice. I close this column with a reminder that NABE '96 will be held from March 12-16 in Orlando, Florida. It will be NABE's 25th anniversary and promises to be our best conference yet. NABE '96 is the premier professional development opportunity for educators of language-minority students and there will be sessions specifically designed for Title I personnel. Make plans now to attend!

- NABE -

by American historians, is called *La invasion norteamericana* (The North American Invasion) by Mexican historians. How can the same event have two completely different interpretations? What usually happens in historical accounts is that one is real and one is an invention through justification. In the United States this has happened to the Spanish language over and over again to the point where even a significant number of native Spanish speakers do not fully appreciate the contributions of their ancestors' language and culture. Yet, most informational documents will not report that there are more speakers of Spanish in this hemisphere than any other language including English; that in this century there are more Nobel Laureates in literature from the Spanish language than any other language; that there are more Spanish language works of arts such as *Don Quixote*, *La Celestina* and others that have been translated into other languages; and that in the United States there are over 3,000 names in the Spanish language of sites, rivers, mountains, villages, towns, cities, states, and local, state, and national monuments and other things; and that the United States is the fifth largest Spanish speaking country in the world. This is what frightens people like Judge Kiser. Can you imagine what might happen if this information entered the general public's consciousness? Can you imagine what might happen if the general public all of sudden realized that we are geographically connected to the largest part of the Spanish-speaking world?

- NABE -

Release of National Standards for Foreign Language Education

Voluntary standards for the teaching of languages other than English in U.S. classrooms were recently released at the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL). The standards ask students to learn a minimum of one second language and emphasize the development of communicative skills rather than the ability to memorize grammatical rules. Understanding and respect for other cultures is also an integral part of the standards.

The five goals for what students learning a foreign language should be able to do are as follows:

- (1) Communicate in languages other than English;
- (2) Gain knowledge and understanding of other cultures;
- (3) Connect with other disciplines and acquire information;
- (4) Develop insight into own language and culture;
- (5) Participate in multilingual communities at home and around the world.

Within each of these five areas, more explicit standards and progress indicators are given.

Copies of *Standards for Foreign Language Learning: Preparing for the 21st Century* are available from the ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; (914) 963-6801. The standards are available for \$17 each through Dec. 31. In January the price per copy increases to \$20.

Originally published by the National Clearinghouse on Bilingual Education LISTSERV, a free periodic update via e-mail on various topics in bilingual education. For more information, contact NCBE at (202) 487-0867.

Source: "Education Week," Vol. XV, No. 13, Nov. 29, 1995.

NABE '96 - March 12-16, 1996



Intern and Fellow Positions Available at NABE Winter, Spring, and Summer 1996

The NABE Policy Internship and Fellowship Program is a rigorous apprenticeship for individuals interested in policy issues of education, multiculturalism, language diversity or civil rights. Interns become short-term members of the NABE team, while fellows are longer term participants.

The heart of the NABE Policy program is direct participation of interns and fellows in NABE's central policy activities including:

- ◆ policy research and analysis
- ◆ maintaining NABE policy materials
- ◆ advocacy before Congress and the federal government
- ◆ interaction with the 15,000 members of NABE and its state affiliates
- ◆ development of multimedia presentations
- ◆ collaboration with other national education or civil rights organizations
- ◆ administrative duties

Policy interns and fellows must have a commitment to linguistic and cultural diversity and social justice, excellent writing and communication skills, the ability to work in teams, and strong computer skills.

Program terms run concurrent with academic year, although special arrangements are possible. Interns and fellows must have outside support to participate; no financial assistance is available from NABE.

To apply, please send a cover letter about why you want to join NABE, a resume, a short writing sample, and letter(s) of recommendation to: Richard V. López, Associate Director for Legislation, Policy, and Public Affairs at the National Association for Bilingual Education, 1220 L Street NW, #605, Washington, DC 20005-4018.

ENGLISH-ONLY — FROM PAGE 6

Although Senator Shelby testified of the "expenditures and duplicate services in the linguistic bureaucracy," a General Accounting Office report released in September found that less than 0.06% of federal documents are printed in a foreign language. The GAO is the nonpartisan "auditor" of the U.S. Congress.

Shelby's is the only "English-Only" measure in the Senate, but several similar bills are under consideration in the U.S. House of Representatives.

Reprinted from Hispanic Link Weekly Report, Vol. 13, #49, December 11, 1995.

Join NABE's fight against Official English legislation! Return the Petition printed on page 16 of this issue!

grams. The proceedings also highlight successful practices and positive alternatives around the country. It contains a summary of the presentations and discussions and concludes with a list of recommendations for action in the areas of curriculum development, teacher preparation, collaboration, advocacy, policy development, funding and technology. \$7 prepaid (order no. PR94-03). The National Center on Adult Literacy, 3910 Chestnut Street, University of Pennsylvania, Philadelphia, PA 19104-3111.

Profile of Effective Teaching in a Multilingual Classroom, produced by the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSSL). The fourth video in the series *Meeting the Challenge of Teaching Linguistically Diverse Students*, this video showcases middle school teacher Robin Liten-Tejada and the linguistically and culturally diverse students in her High Intensity Language Training (HILT) class. Ms. Liten-Tejada explains

the effective strategies she employs in math, social studies, and language arts classes to develop her students' language skills, content knowledge, and learning strategies. The accompanying guide provides trainers with background information and suggestions for using the video in a wide variety of formats. \$40.00 plus 10% shipping and handling. NCRCDSSL, 1118 22nd Street, N.W., Washington, DC 20037, (202) 429-9292.

Quantifying Language: A Researcher's and Teacher's Guide to Gathering Language Data and Reducing it to Figures, by Phil Scholfield. This book offers the would-be language researcher an overview of ways of gathering and turning into figures data from a wide variety of subdisciplines of linguistics, with numerous examples and onward reading references. The book places "language testing" within the wider context of language measurement in general, and draws attention to some ways of measuring language that have been more associated with research,

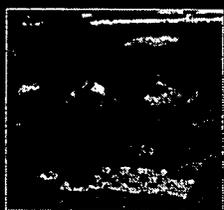
but which are coming to be used for pedagogical assessment as well. \$29.95 (#1853592536). Multilingual Matters, c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598, (800) 821-8312/(215) 785-5515 Fax.

Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary, issued by the National Educational Goals Panel. This report reviews recent research on the learning of young children, defining key elements in an attempt to encourage parents and schools to work together to meet Goal 1: "by the year 2000, all children in America will start school ready to learn." The report contains a section devoted to culturally and linguistically diverse young children which supports the research regarding the importance of the native language to the development of academic, social and linguistic skills. The National Education Goals Panel, 1850 M Street, N.W., Suite 270, Washington, DC 20036, (202) 632-0952.

CONTINUED ON PAGE 34

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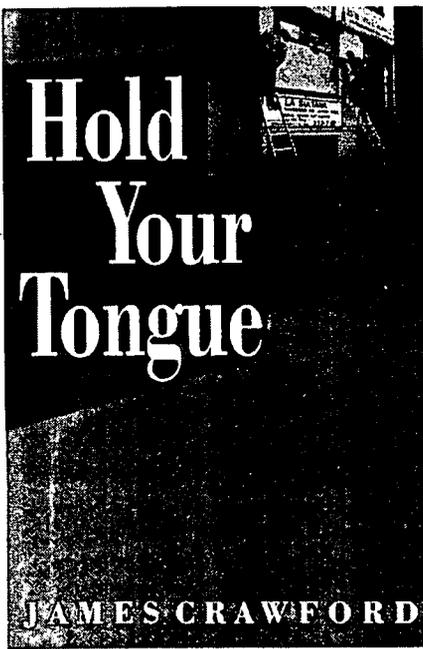
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Henry Cisneros, U.S. Secretary of Housing and Urban Development

ASIAN

FROM PAGE 12

feeling of self-worth. Every one of them knew that it was not easy to leave everything behind and start all over again in a strange land, but they were willing to make the sacrifice for democratic values and for the chance that their children might have a better life than they had had before under a non-democratic system.

All teachers need to inculcate in all their students a genuine appreciation for the richness of American culture and the democratic values of freedom. This should be integrated into the instructional models. For example, we could introduce students to the values of freedom and individuality by giving them freedom to choose which books to read and what topics to write on, building on what they know and discovering what they want to find out, and using their own voices. Instead of tracking students into ranked groups in their school learning, we should encourage them to collaborate with each other in an equal relationship where each individual contributes to meaning-making. We should consciously create our

classroom as a community in which people learn to accept the fact that learners can move at different paces and have different ways of knowing. In today's classrooms, we should prepare them by letting them experience the quality of democratic values manifested in their literacy learning activities for their lives tomorrow in the democratic world.

References

- Britton, James. (1972). *Language and Learning*. Harmondsworth, England: Penguin Books.
- Fu, Danling. (1995). *My Trouble is My English: Asian Students and American Dreams*. Portsmouth, NH: Heinemann.

Danling Fu is Assistant Professor in the Department of Instruction & Curriculum, College of Education, University of Florida, Gainesville.

Editor's Note: Contributions to the Asian/Pacific American Education Concerns column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94912. (510) 834-9458, FAX (510) 763-1490. JANET_LU@arcoakland.org

WAGGONER

FROM PAGE 7

cent. Among recent immigrants, the number reporting English-speaking difficulty increased from 3.1 to 4 million but their proportion of all recent immigrant home speakers of non-English languages decreased from 70.3 to 67.7 percent.

Reprinted from the November, 1995 issue of Numbers and Needs, Vol., 5, no. 6. Numbers and Needs is a newsletter on ethnic and linguistic minorities in the United States published six times a year by Dorothy Waggoner. Subscriptions are \$20.00 and checks should be made payable to Dr. Waggoner, 3900 Watson Place, N.W., Washington, D.C. 20016.

Readers are welcome to reprint any NABE NEWS original material free of charge as long as proper credit is given to both the author and NABE NEWS as the source.

Second Language Practice: Classroom Strategies for Developing Communicative Competence, edited by Georges Duquette. This book suggests strategies for implementing a communicative approach to second language acquisition. It provides ideas on how to develop second language skills in students at various levels of competence development, and includes clear theoretical directions and practical examples. \$24.95 (#1853593052). Multilingual Matters, c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. (800) 821-8312/(215) 785-5515 Fax.

Special Strategies for Educating Disadvantaged Children, by Sam Stringfield and Linda Winfield. This research document presents first-year findings from a three-year study of 25 sites implementing education reform strategies to improve teaching and learning for disadvantaged children. Fourteen conclusions regarding reform strategies, their implementation, and their success are included. Call 1-800-USA-LEARN or use the U.S. Dept. of Education Online Library: gopher.ed.gov.

-> Elementary and Secondary Education (OESE), and Early Childhood/ -> Special Strategies for Educating Disadvantaged Children/.

Success in School: the Journey of Two Chinese-American Families, by Sau-Fong Siu and Jay Feldman. This research report examines parental background, practices and beliefs as factors in Chinese-American students' success in school, the parents of one of the students in the report are immigrants while the parents of the second student were born and educated in the US. Language use in the home, parents' role in their child's education, and their concepts of cultural identity and success are factors which are considered in light of the students' success in school. Report #6, September 1995. The Center on Families, Communities, Schools, and Children's Learning, (410) 516-8808/(410) 516-8890 Fax.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. For more information on a resource, contact the publisher directly.

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for the Children's Defense Fund in Washington, DC. As an assistant commissioner at the Texas Education Agency in Austin, from 1985-1990, she developed and implemented policies affecting bilingual, migrant, at-risk and gifted/talented students. She was the Houston Independent School District's executive director for bilingual programs and early childhood education and performed Chapter 1 and bilingual program evaluations from 1981-1985.

Pompa has also served on various advisory committees and task forces concerned with language minority students and early childhood education, including advisory panels for the National Clearinghouse on Bilingual Education and the National Center for Research on Cultural Diversity and Second Language Learning; the Center for Applied Linguistics; advisory committee to the Program in Immigrant Education; the Stanford Working Group on Language Minority Students; and the Quality 2000 task force on early childhood education in the United States.

A former bilingual Kindergarten teacher and Title VII teacher training project instructor, Pompa holds a master's degree in early childhood education from the University of Texas at San Antonio; a bachelor degree in sociology and early childhood education from San Antonio's Trinity University; and has completed coursework toward a doctorate in curriculum and instruction with a specialization in early childhood education at the University of Houston.

NABE welcomes Ms. Pompa and looks forward to working with her.

- NABE -

ADMINISTRATION — FROM PAGE 14

And the school district inspires me by providing knowledge and opportunity. I love being a principal.

Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

- NABE -

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

MEMBERSHIP APPLICATION

1 Membership Type (check one only)

- \$48 Individual Membership
- \$30 Discounted Individual Membership
- Parent:* must not be professional educator and must have a child currently enrolled in a bilingual education program. A letter written on school stationery from either the teacher or a school administrator must accompany the NABE membership application.
 - College/University Student:* must not be professional educator and must be enrolled on full-time basis. A copy of an official college or university document showing current enrollment status must accompany the NABE membership application.
 - Paraprofessional:* Must be working as an instructional aide in a public school system. A letter on school stationery from the supervising teacher or a school administrator must accompany the NABE membership application.
- \$43 Combined Membership Name of Affiliate: _____
- \$125 Institutional Membership
- \$1000 Lifetime Membership

Memberships are valid for one year from the date of processing, and include one year subscription to NABE publications (except Lifetime, valid for life of member and includes lifetime subscription). Organizational membership is non-voting; all other memberships are voting. All memberships are non-transferrable and may not be cancelled. Membership dues are non-refundable.

4 I am involved with bilingual education as (check one)

- Administrator
- College Instructor
- Consultant
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- Paraprofessional
- Parent/Community member
- Publisher Staff
- School Board Member
- Teacher
- Other

5 I work in this type of organization (check one)

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- State education agency
- Other

6 I usually work with this level of student (check one)

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- Higher education
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- Early Childhood Education
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ANNOUNCEMENTS

NABE '96 CONFERENCE UPDATE

NABE '96, the twenty-fifth annual International Bilingual/Multicultural Education Conference, will be held from March 12th through March 16, 1996, at the newly-expanded Orange County Convention Center in Orlando, Florida!

NABE is currently accepting contracts from prospective exhibitors; for further information, see **Exhibitors** at right.

The attendee preregistration period has begun and will close on January 23, 1996. For further information, see **Registrants** at right.

The Silver Anniversary conference will be bigger and more spectacular than ever! There will be 200+ workshops and demonstrations, an Institute cosponsored by OBEMLA/US Department of Education, a 375+ booth Exhibit Hall featuring the latest in educational materials & products, a Job Fair, and, as we're in Orlando, gala opening night ceremonies at Walt Disney World's EPCOT Center!

**It's the largest gathering of its kind in the country:
don't miss it!**

EXHIBITORS

Exhibitor materials were automatically mailed to all 1995 participants in October. If you did not receive materials, call NABE at (202) 898-1829 and dial extension 131 for instructions about requesting them.

If you have already received materials, and have questions concerning the conference, dial extension 131 to reach the Exhibitor Information area; this is the quickest way to reach conference staff, and the latest exhibitor information will be available there 24 hours a day.

REGISTRANTS

Registration materials have been sent to all current members and all attendees of NABE '95.

Check the first line of the mailing label on this issue of *NABE NEWS* to find out your membership expiration date!

If you want to receive a packet, call NABE at (202) 898-1829 and dial extension 132, 24 hours a day, to access the registrant mailing list.

Or, you can send an e-mail (including your postal mailing address) to the attention of NABE '96 at NABE1@aol.com: at this time, NABE cannot send registration materials by e-mail or by fax.

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NABE NEWS

The news magazine about educational equity and excellence through bilingual education

February 1, 1996

National Association for Bilingual Education

Volume 19, Number 4

Bilingual Jobs Growth Brings Demands for More Pay

by William Booth
Washington Post staff writer

A growing number of American workers, including many government employees, have begun to demand more pay for speaking languages other than English on the job, a tacit acknowledgment that America is becoming more multilingual, not less.

The controversial trend flies in the face of the "English only" movement, which has come during a huge wave of immigration and holds that English should be the official language of government and public life. Instead, American workers who speak other languages argue they should be paid extra to handle the increased work of dealing with fellow citizens and visitors who do not speak adequate English.

Among those seeking compensation for their multilingualism are emergency room nurses, clerical workers, public defenders, phone operators, meter readers and social workers, as well as many law enforcement officers.

In one of the most recent cases, U.S. Customs inspectors here in Miami threatened this week to stop speaking Spanish and other languages unless the Treasury Department increased their salary by 5 percent. The Miami inspectors, many of

whom are Hispanic, were joined in their demands by bilingual Customs officers around the country.

"I'm working three times as much as the person who just speaks English," said George Rodríguez, a leader of the Customs agents, who are seeking compensation for their language skills promised by Congress almost two years ago.

The compensation demands, however, are generating controversy. In Miami, where many non-Spanish speakers feel that Hispanics already dominate the city and are given preferential treatment in hiring, critics say other languages should not be encouraged and certainly should not be a source of extra income.

"Speak the language of our Constitution. That's the bottom line," said Enos Schera, a leader of Citizens of Dade United, which in the 1980s successfully pushed to make English the official language of Miami's Dade County. "You don't come here and refuse to speak English or come here and demand to get paid more to speak Spanish."

The call for more pay to speak Spanish here has been embraced by such groups as the conservative anti-Castro lobby, the Cuban American National Foundation, and the Spanish American League Against Discrimination.

The demand for extra compensation is not completely new, especially among

some law enforcement agencies. But it is a growing phenomenon, said Tony Copeland, a spokesman for the American Federation of State, County and Municipal Employees, which has helped negotiate a number of contracts to garner extra wages for bilingual government workers in the last few years.

Moreover, the workers are not only those in gateway cities traditionally associated with immigrants, such as Los Angeles or Miami, but also may be public defenders in Chicago, social workers in Cleveland or clerical workers in rural California.

"As the population becomes increasingly multilingual, the work force will be called upon to meet that need, and so it stands to reason that [bilingual workers] should make more," Copeland said. Usually, the increased wages are only a few percent, he said, "not enough to change anybody's standard of living."

Rodríguez, the Miami Customs agent, says it is not just money, but a principle that is at issue: an acknowledgment that language skills are important and that the U.S. government needs to recognize that the world, and the nation, are polyglot places.

"I can go hours at the Miami International Airport without ever speaking En-

CONTINUED ON PAGE 46

ISSUE HIGHLIGHTS

Budget: latest news on page 5

New! ESL in Bilingual Education column on page 11

New! Parental Involvement column on page 13

Technology: Internet Resources begin on page 21

NABE '96 Conference
Overview and Schedule
begin on page 23 of this issue!

NABE NEWS

Published by the
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Bilingual Education

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PUBLICATION SCHEDULE

Volume 19 of *NABE NEWS* will be published in 8 issues: publication dates are:

Issue 1	09/15/95	Issue 5	03/15/96
Issue 2	11/01/95	Issue 6	05/01/96
Issue 3	12/15/95	Issue 7	06/15/96
Issue 4	02/01/96	Issue 8	08/01/96

All advertising and copy material must be received in the NABE office **ONE MONTH** prior to publication date to be considered for inclusion.

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NABE

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Message From The President

NABE '96 — Don't Miss It!

by Dr. Kathy Escamilla

As I write this column, I am sitting in my office in Denver watching a major snow storm blanket the city. While the snow is beautiful, I can't help but think about how nice it will be to get out of the snow and down to Orlando, Florida. Orlando, as you know, is the site of the 25th NABE Conference, March 12-16. This will be a historic conference in many ways. First, this is NABE's silver anniversary conference! Looking back over NABE's short history, we see that we have many accomplishments to celebrate and, of course, much work left to do. NABE '96 will provide opportunities for us not only to celebrate the past, but also to shape the future.

To celebrate the past, NABE '96 will honor all former members of the NABE Executive Board. Those of us currently serving on the Board are greatly indebted to our predecessors. Their dedication, leadership and perseverance (at many times in the face of great adversity) provided the foundation for the thriving organization NABE is today.

To plan for the future, NABE '96 will actively engage you in discussions of the issues of our times. Many of you are aware that there are several significant debates occurring in our country at the national level. These debates, should they become mandates, have the potential to greatly impact linguistically and culturally diverse children and their families.

One significant issue being debated at the national level, of course, is the English-Only initiative. Better stated, it is the question of whether or not the United States should reverse a 219 year old policy of language freedom and replace it with a policy that restricts individual freedom and mandates one official language.

An equally important issue that is being widely debated in Washington, and in each of our states, is the issue of the role of the federal government in education. This



1995-1996 NABE Executive Board President.
Kathy Escamilla

debate includes questions about federal policies and mandates for education, as well as federal resources for education. This question, better stated, might be what role the federal government should take in developing the future of our country and our society.

These issues, and how they are addressed, will have a significant impact on the direction of our country, and will be prominent in the November elections. NABE '96 will provide multiple opportunities to discuss these and many other significant issues vis a vis the children and families we serve.

However, NABE is not just about politics. NABE is the premiere national professional organization related to education and linguistically and culturally diverse people. NABE '96 will provide participants opportunities to learn results of the most recent research in our field; to take part in demonstrations of the most effective instructional strategies and practices designed to improve academic performance and school holding power; and to visit the exhibit hall which will be packed with state of the art instructional materials. If this isn't enough, NABE '96 will feature a job fair for educators who are thinking of relocating or are simply looking for career ladder opportunities.

For people who are looking for specific information or who would like informa-

tion in a particular area of focus. NABE has 18 special interest groups. Each of these groups will have a meeting during the conference. Their foci are diverse and include areas such as early childhood education, instructional technology, special education, and adult and vocational education.

NABE also is not just about work. In Orlando there will be many opportunities to meet, relax and enjoy the camaraderie of colleagues and friends, and to create new friendships and networks. At NABE '96 you will find the most dedicated, hard-working, passionate and committed educators in the field of education today (I guarantee it and I'm not a bit biased)!

As I have practiced my profession as a bilingual educator and a NABE board member, I have met many bilingual educators who feel isolated and undervalued in their individual districts and communities. When I see these same people at NABE conferences they often tell me that they were burning-out and ready to quit. However, attending the NABE conference gave them the renewed energy to go back to their communities and continue the struggle. Aside from the exhibits, the sessions, the politics, and the learning, one of the most beneficial aspects of the NABE conference is the sense of shared purpose and affirmation that comes from being in a place with thousands of other bilingual educators. NABE is good for the spirit as well as the mind.

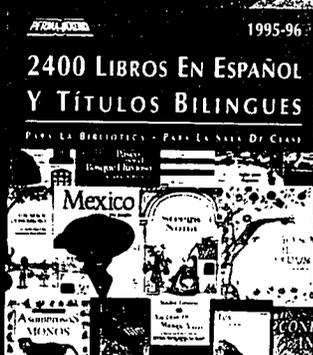
If you have already pre-registered and made plans to attend NABE '96, we're looking forward to seeing you. If you have not yet made plans to attend, it is not too late. Conference information is available from the NABE office, so please call. NABE's Silver Anniversary Conference promises to be our best ever. Join us in Orlando!

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NABE '96 - March 12-16, 1996

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The View From Washington

by Rick López, NABE Associate Director for Legislation, Policy, and Public Affairs

Large Education Cuts Loom for FY '96 *Full Impact Won't Make Itself Felt Until Next Year*

by Rick López

Even though congressional balanced budget proposals that included massive, multiyear education cuts appear to be dead, large cuts have already been enacted through temporary spending measures agreed to by the President and Congress. Most schools will not begin to feel the effect of the cuts, however, until *next* school year because of a federal budget technique called "forward funding."

Education Cuts Enacted Through "Continuing Resolutions"

Normally, Congress passes 13 appropriations bills that fund federal agencies and programs for one fiscal year. The President has signed seven into law but six — including the Labor-HHS-Education appropriations bill for fiscal year (FY) 1996 — remain unsigned. The remaining appropriations bills have stalled amidst irreconcilable differences over how to balance the budget in seven years.

The two sides have agreed to four temporary spending measures, "Continuing Resolutions" or "CR's," that have kept open the agencies lacking appropriations for FY '96. (FY '96 began on October 1, 1995, and ends on September 30, 1996.) The fourth and last CR was signed by the President on January 26th. It will keep those agencies open until March 15. The Senate and President are expected to agree to the House-passed bill. Each CR the Republican Congress has sent the President has included successively larger cuts. The President has stated that he disliked the Republican approach but, for fear of shutting down the government again, he signed them as temporary compromises.

The first CR funded the government, including education, at 90 percent of last year's level or a ten percent cut. The second, third, and fourth CR's funded the

government at 75 percent, a whopping 25 percent cut! The Department of Education has estimated that if the current Continuing Resolution were extended for the rest of the year, education would be cut by \$3.1 billion — the largest cut in history. Amendments in the House and Senate to the current CR which would have provided 100 percent funding for education were defeated largely along party lines.

The third and fourth CR's went further than an across the board cut. The third CR terminated eight small programs. The fourth and current CR terminates 10 pro-

grams, eight at the Department of Education and two at the Department of Health and Human Services (HHS). It also freezes new grant activities of 23 programs at 75 percent of the prior monthly rate.

In a perverse political twist, education programs, because they are a favorite of the President, have become a Republican target. All of the terminated or frozen programs are at the Departments of Education or HHS. Terminated programs include Child Development Associate Scholarships, Dependent Care Planning and

CONTINUED ON PAGE 6

Things You Can Do to Save Education Funding

- ✓ **Schedule an appointment to meet with your Representative/Senator when they are home in the district.** Organize a group of educators and parents to visit Members of Congress. Members return to their districts on weekends.
- ✓ **Meet with the editorial board of your local newspaper or TV station.** Organize a small team of leaders and schedule an appointment. Request an editorial urging Congress to keep education, including bilingual education, off the budget cutting table, and give them real stories about the impact of federal education budget cuts on students and families in your communities.
- ✓ **Start a letter writing campaign.** Mobilize your networks to write as many letters as they can or have them call in.
- ✓ **Recruit bilingual education spokespersons, including current and former students** to put a human face on federal education budget cuts. Forward their stories to NABE.
- ✓ **Ask your school board and local government officials what they will have to do make up for federal education budget cuts.** Ask them what services they will cut or what taxes they will raise. Use the information to buttress your arguments.
- ✓ **Write the President urging him to hang tough and veto any spending bill that cuts education, especially bilingual education.** The President initially vetoed the FY '95 Rescissions bill but later sacrificed bilingual education funding. Don't let this happen again.
- ✓ **Let us know what you plan to do and what you accomplish** so we can tell others around the country. Send us copies of your letters, the replies, and any newspaper stories.

Development, Dropout Prevention, Innovative Projects in Community Service, Cooperative Education, and Douglas Teacher Scholarships. Frozen programs include Title I State School Improvement, National Program of the Safe and Drug Free Schools Act, Faculty Development Partnerships, *Bilingual Education Support Services*, and others.

There will be more CR's sent to the President by Congress. Each will probably be a little tougher on education. The good news is that the approach of the November election makes any plan to target education very dangerous. Education tops voters' list of concerns for the first time in some polls. NABE members and education supporters are in an excellent position to influence the outcome and ensure that both sides make education a national priority, not a target for elimination.

"Forward Funding" of Education Demands that We Look Ahead

Many schools and communities have incorrectly concluded that federal education cuts are unimportant because the federal government shutdown scarcely affected most schools. In reality, education cuts will be extremely painful but will not hit schools until next school year.

Unlike many federal programs, federal education programs are "forward funded." Elimination of funding for federal passport offices, as happened during the government shutdown, was felt immediately by travellers seeking visas or renewals. In contrast, federally-supported Title I and Title VII teachers stayed on the job. Federal funds spent by the government in one fiscal year go to operate programs during the next fiscal year. In other words, Title VII programs operating now, in FY '96, were funded with FY '95 monies. This is why Title VII classrooms weren't affected by the shutdown.

Many administrators will soon begin to confront federal education cuts as they plan for next year. Administrators typically decide their fall budget and personnel needs in February and March. Next month, many administrators will have to consider what to do if federal education funding is cut by one-sixth, the result of extending the current Continuing Resolution. What would most administrators do?

Lay off teachers? Cancel computer purchases? Enlarge class sizes?

These are the questions that must be asked. And these are the questions that most frighten many elected officials in Washington. If schools and communities see the shutdown of the federal government as not impacting education in their area, the Republican Congressional plans to slash education will succeed because the cuts won't take effect until after the election. And by then, it will be too late to repair the immediate damage.

What To Do

Follow the suggestions in the accompanying sidebar, "Things to Do to Save Education," to convey the message that education funding must be a priority and must be

maintained in any *Continuing Resolution or appropriations bill*. Both the President and Congress have now submitted budgets which will balance the federal books in seven years, certified by the Congressional Budget Office. The issue is how to, not should we, balance the budget. Another article in this issue, "Four Key Reasons to Save Education," addresses education in the context of the budget. And, as always, you should call the NABE policy and budget hotline for the latest information on the budget at (202) 898-1829, extension 777.

Rick López is NABE's Associate Director for Legislation, Policy and Public Affairs.

• NABE •

Intern and Fellow Positions Available at NABE Spring and Summer 1996

The NABE Policy Internship and Fellowship Program is a rigorous apprenticeship for individuals interested in policy issues of education, multi-culturalism, language diversity or civil rights. Interns become short-term members of the NABE team, while fellows are longer term participants.

The heart of the NABE Policy program is direct participation of interns and fellows in NABE's central policy activities including:

- ◆ policy research and analysis
- ◆ maintaining NABE policy materials
- ◆ advocacy before Congress and the federal government
- ◆ interaction with the 15,000 members of NABE and its state affiliates
- ◆ development of multimedia presentations
- ◆ collaboration with other national education or civil rights organizations
- ◆ administrative duties

Policy interns and fellows must have a commitment to linguistic and cultural diversity and social justice, excellent writing and communication skills, the ability to work in teams, and strong computer skills.

Program terms run concurrent with academic year, although special arrangements are possible. Interns and fellows must have outside support to participate; no financial assistance is available from NABE.

To apply, please send a cover letter about why you want to join NABE, a resume, a short writing sample, and letter(s) of recommendation to: Richard V. López, Associate Director for Legislation, Policy, and Public Affairs at the National Association for Bilingual Education, 1220 L Street NW, #605, Washington, DC 20005-4018.

Four Key Reasons To Save Education

by James J. Lyons, NABE Executive Director

❶ Education can remedy one of America's gravest economic problems—the widening gap between rich and poor and the nation's growing underclass.

Steven Rattner, managing director at Lazard Freres & Co., recently wrote in the Wall Street Journal that "Income inequality has worsened dramatically over the last 20 years and now stands at its greatest level since records have been kept. Among industrialized nations, America has the greatest division between rich and poor (and the greatest degree of deterioration over the past two decades)."¹ This widening gap between the rich and poor in America and growth in the number of poor Americans reflects the impact of education on personal income during a period of increasing skill demands. Between 1973 and 1992, high school dropouts saw a 35% reduction in their inflation-adjusted annual income, and high school graduates saw an 18% reduction. Those with some college lost 11%, while wage earners with a college degree lost only 2.3% of their income. Only Americans with graduate degrees saw an increase (17%) in their net income after inflation, because their skills related directly to productivity in the knowledge economy.²

❷ The cost of public elementary and secondary education will grow substantially during the next decade. Higher costs reflect substantial growth in the student population.

Expenditures for public education are slated to grow by almost a third during the next 12 years from \$227 billion in 1993-94 to more than \$300 billion in 2005. These additional costs reflect a 14 percent growth in projected K-12 school enrollments between 1993 and 2005, amounting to nearly 7 million additional students. K-8 enrollments are projected to increase by 11 percent and grades 9-12 enrollments are slated to increase by 21 percent by 2005. Growth in student enrollment will cause the number of teachers to grow by nearly one-half million by 2005, bringing the nation's K-12 teaching force to more than 3.3 million.³ Postsecondary school enrollments and costs will also grow substantially during the next decade. Postsecondary enrollments are projected to increase from 14.7 million students in 1993 to nearly 16 million students in 2005.⁴

❸ Education spending strengthens the Social Security program.

Most Social Security benefits are paid to retirees not from the money they contributed to the Social Security system, but rather from the contributions of younger people who are working and paying FICA taxes. The problem is that fifty years ago there were forty-two workers for every beneficiary, whereas now there are only 3.2 workers for every beneficiary, and in 2010 there will be only 2.9. By the year 2013 Social Security will be paying out more than it takes in.⁵ Education spending strengthens the financially troubled Social Security program by boosting worker productivity and wages to compensate for the growing retiree population.

❹ Public schools suffer from a backlog of physical repairs and capital improvements.

According to a 1995 General Account Office Report, the U.S. needs to spend \$112 billion to repair or upgrade dangerous, substandard school facilities.⁶ \$112 billion is just a fraction of the amount American taxpayers spent bailing out the savings and loan industry. If the federal government can bail out an industry like the so-called "thrift" industry, accompany such as the Chrysler Corporation, or a city such as New York, why can't the government help to bail out the school systems of America whose physical plants threaten the safety and well-being of millions of school children?

Endnotes

¹"GOP Ignores Income Inequality," *Wall Street Journal*, May 23, 1995.

²Final Summit Report "Key to the Future: National Summit on World-Class Education for All America's Children," by Terrel H. Bell and Kent Lloyd, June 1995.

³U.S. Department of Education, Projections of Education Statistics to 2005.

⁴Ibid.

⁵"How to Save Social Security," *The Atlantic Monthly*, June 1995.

⁶"Will Schools Ever Get Better?" *Business Week*, April 17, 1995, p. 66.

• NABE •

This NABE NEWS issue contains a petition supporting bilingual education.

Before completing and returning the petition yourself, please make copies of it and distribute them to your colleagues and friends.

This is an opportunity to let national decision-makers and legislators know your feelings - make your opinion count!

For camera-ready copy in order to reprint, please call NABE at (202) 898-1829 x106.

NABE PETITION — BILINGUAL EDUCATION

Petition

to The President of the United States,
Members of the Senate and
Members of the House of Representatives

I SUPPORT BILINGUAL EDUCATION BECAUSE IT:

1. ENABLES STUDENTS TO LEARN CONTENT AREA MATERIAL *WHILE* THEY ARE LEARNING ENGLISH, SO THEY DON'T FALL BEHIND ACADEMICALLY;
2. FACILITATES THE ACQUISITION OF ENGLISH LANGUAGE SKILLS;
3. DEVELOPS THE LINGUISTIC RESOURCES OF OUR NATION; AND
4. CONNECTS SCHOOLS WITH FAMILIES AND ALLOWS PARENTS TO BE ACTIVE PARTNERS IN THEIR CHILDREN'S EDUCATION.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

RETURN THIS FORM TO
NABE
1220 L STREET, N.W. - SUITE 605
WASHINGTON, DC 20005-4018

YES! I WANT TO HELP PRESERVE FEDERAL BILINGUAL EDUCATION PROGRAMS. I AM CONTRIBUTING:

\$10 \$25 \$50 \$100 \$500 \$1000 \$ _____

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Bilingual Education: Separating Fact from Fiction

Myth #4 Disproved:

"How difficult can it be to learn English if Berlitz can teach someone to speak English in 30 days?"

There is a great difference between the conversational phrases taught by Berlitz and the high-level academic English needed to succeed in school, college, and high-skills job markets. The conversational phrases taught at Berlitz and other short-term language programs permit the student to order food, make hotel reservations, or locate a train station. They do not claim to equip students with the ability to write a high school paper, for example, on the symbolism of the white whale in Herman Melville's *Moby Dick*, at the same level as a native English speaker. In a soon-to-be-published study that mirrors the findings of studies validated by the NAS and many, many others on the length of time for English acquisition, two researchers from George Mason University examined school records of approximately 24,000 language-minority student records per school year with six to ten years of data on achievement in standardized tests, performance assessment measures, grade point averages, and high school courses in which enrolled. Students reached English fluency, as measured by the 50th percentile on an English standardized test, in 5 to 10 years if taught in English only and in 4 to 7 years if taught in bilingual education.

Myth #5 Disproved:

"Language-minority parents and communities oppose bilingual education."

Polls show that language-minority communities solidly support bilingual education. More than 80% of the Latinos interviewed back bilingual education, according to a *Los Angeles Times* poll. Surveys cited by bilingual education opponents always use loaded questions that border on silliness. For example, English First, a national lobbying organization that helps to funnel campaign contributions to English-only supporters, offers this survey question result in their promotional material: "the great majority of Hispanic parents — more than three-fourths of Mexican-American parents and more than four-fifths of Cuban-American parents — are opposed to the teaching of Spanish *at the expense of English.*" [emphasis added] It is almost surprising that only 75 percent of Hispanics affirmatively answered such a loaded question that way. The question is not whether Hispanic or other language-minority communities want their children to speak Spanish or another native language *only*, but rather what is the best way to teach an LEP student and does it produce students who speak both English and their native tongue. Bilingual education teaches English and is the most effective way to teach children academic content areas.

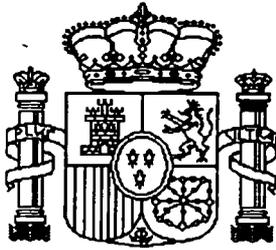
Myth #6 Disproved:

"Kids are being placed in bilingual education who can already speak English fluently just because they have an Hispanic or ethnic minority surname."

Ancedotes of inappropriate misplacement of non-LEP students in bilingual education are tragic. They reflect a terrible education policy that no bilingual educator would condone and are against federal law. There have been no national studies nor evaluations that have even suggested that inappropriate misplacement of non-LEP students into bilingual education is anything but an abhorrent aberration. What has been well documented is that there are millions of LEP students who are not provided with any services that enable them to understand instruction. More than a quarter (26.6 percent) of LEP students currently receive no tailored educational services to allow them to understand instruction, in violation of federal law. Even more troubling is the misplacement of LEP students into special education classes. A class action suit on behalf of over 1,000 Asian immigrant families accused the City of Philadelphia of misplacing their LEP children into special education classes without parental knowledge or consent in the late 1980's. In the initial case that led to the class action, an Asian refugee child was transferred to three separate middle schools but never received any assistance in learning English, in violation of state and federal law. After years in which the child failed to make any academic progress, the school tested him, found him to be mentally disabled, and placed him in a special education class, all without the knowledge or consent of his parents.

- NABE -

This NABE NEWS article is the second in a series; upcoming issues will continue to print excerpts from *Bilingual Education: Separating Fact from Fiction*; a short report that helps policy makers, the media, and the public better understand bilingual education. This NABE REPORT draws on current government data and scholarly, independent research to identify what is fact and fiction in a discussion of the education of limited-English proficient students and includes detailed notes on research sources; it is available free of charge from NABE.



Cursos para Profesores de Español en Programas Bilingües



El Ministerio de Educación y Ciencia de España anuncia la convocatoria de becas para participar en un curso de literatura infantil durante el próximo verano:

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Participantes: 50 Profesores estadounidenses de español en programas bilingües, grados K-8.

Lugar: Universidad Complutense de Madrid, España.

Fechas: 8 al 26 de julio de 1996, ambos inclusive.

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ESL in Bilingual Education

Column Editor: Dr. Jack Milon, University of Nevada, Reno

Collaboration Leads to Authentic Bilingual Education Programs

by Dr. Jack Milon

Column Editor's Note: *This is the first article in a new regular column which will focus on the role ESL plays in the education of linguistically and culturally diverse. Whether the ESL program is a component of a bilingual education program, or it is a stand-alone program for students from multiple language groups, there are many innovative ways we can ensure that our students progress academically while they are learning English. I hope that you will share your experiences with your colleagues through this column.*

It is not unusual to walk into a secondary school in the United States and find that Spanish language classes consisting almost entirely of monolingual English-speakers and ESL classes consisting mainly of native Spanish-speakers are being conducted across the hall from each other. The Spanish-speakers are being urged to speak English and the English-speakers are being urged to speak Spanish. The students in the Spanish classes have very little contact with native speakers of Spanish and the students in the ESL classes have limited contact with native speakers of English. It is a particular kind of inane pedagogy driven by social rather than linguistic considerations. Schools sometimes seem to have a difficult time supporting social interaction if it is intended to occur across racial or ethnic lines. When she was in middle school in California, my daughter took "advanced placement" Spanish at the high school across the street. She does not recall ever having had contact with a native speaker of Spanish inside her classroom, although both of the schools had sizable native Spanish-speaking minorities. Her Spanish teacher left the classroom with some regularity in order to demand that the smokers behind the building they were in "keep it down" — "it," ironically, being Spanish.

It is discouraging that we have not found a way to more effectively realize the potential for the two populations to learn from each other inside classrooms. But we can be optimistic because we have an undeniably splendid opportunity to undertake a collaborative effort that could result in de-facto bilingual education.

One school where opportunity has been translated into reality is Tahoe/Truckee High School in Truckee, California. There Barbara Robertson, a teacher of ESL, and Karen Hutchinson, a teacher of Spanish, engage in a collaboration which results in authentic bilingual education — their students are using two languages in their classrooms in order to achieve pedagogical goals the students themselves have invested psychological capital in. The collaborative teaching relationship between Robertson and Hutchinson results in intense social interaction among Robertson's native Spanish-speaking students on the one hand and the native English-speaking students in Hutchinson's class on the other.

After a critical period of preparation and socialization, Hutchinson and Robertson combine the students in their classes on a continuous, intensive, scheduled basis. The native Spanish-speakers in Robertson's ESL classes and the native English-speakers in Hutchinson's Spanish language classes appear in each others' classrooms with some frequency as they work together. Sometimes Hutchinson and Robertson teach each others' classes. For example, during one of my visits, students passed by where Hutchinson and I were talking to report whether they were going to go to Robertson's room to videotape projects in Spanish or stay in Hutchinson's room to prepare after-the-field-trip thank you letters in English. Hutchinson was less interested in their particular destination than in keeping some semblance of balance so that there were enough native speakers of each language in both classrooms to ensure that the tasks could be accomplished cooperatively.

Robertson and Hutchinson have some marvelous video tapes that we hope to show at NABE '96 in Orlando. Robertson's native Spanish-speaking ESL students are working with their native English-speaking colleagues in Hutchinson's Spanish class to help them put together an original and hopefully amusing story in Spanish for young children. Their motivation to do this task well and their commitment to it are entirely genuine and authentic. Neither group is driven by a desire for grades or a desire to please a teacher. Robertson's ESL students understand that Hutchinson's students are working on individual books in Spanish which they will present to native Spanish-speaking second grade "buddies" at Truckee Elementary School. Robertson's students know that in a few short weeks Hutchinson's students will be standing in front of 25 native Spanish-speaking seven year olds (including perhaps, their own brothers or sisters) trying to amuse them with stories in Spanish. Those stories will be a result of the collaboration between the native Spanish-speaking ESL students and the native English-speaking students in the Spanish class. The tapes also show the culmination of the interaction. Hutchinson's students are seen beaming with varying degrees of confidence and pride as they read the stories they have written in Spanish (with some help from their friends) to an assembly of enthralled second graders.

It is difficult to imagine a more effective context for the authentic use of two languages in secondary education than these kinds of tasks. Both sets of high school students were clearly engaged in developing or increasing their competence in both Spanish and English. I have spent many weary hours watching bored ESL students struggle to please their teachers while down the hall equally bored Spanish II students struggled to please their teachers. It is wonderfully energizing to watch students struggling in support of each other

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RESEARCH FELLOWSHIP



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in two languages in order to produce genuine pieces of text which have a social purpose far beyond any possible classroom objective put in place by a teacher.

One of the challenges that ESL teachers face is answering why our classroom practice can not demonstrate more of the collaborative techniques which our methodologies call for (Freeman & Freeman, 1992; Peregoy & Boyle, 1993). I hope one of the topics to be addressed through contributions by the members of NABE's ESL in Bilingual Education Special Interest Group is attempts by ESL teachers to find ways to implement genuine social interaction and academic collaboration in the classroom. In communities where the primary minority language is Spanish this could mean very close cooperation between the Spanish language teachers and the ESL teachers. Surely, in a world of rational pedagogy, both programs would be expected to measure their effectiveness in terms of their ability to produce bilingual students.

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Editor's Note: NABE is pleased to welcome Dr. Milon, Chairperson of NABE's ESL in Bilingual Education Special Interest Group, as editor of this new regular column. Contributions to the ESL in Bilingual Education column should be sent to Dr. Jack Milon, Department of Curriculum and Instruction/282, College of Education, University of Nevada, Reno, Nevada, 89557-0214; fax: 702-784-6298; or e-mail: milon@scs.unr.edu.

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Parental Involvement

Column Editor: Dr. Aurelio Montemayor, Intercultural Development Research Associates, TX

Parents as First Teachers: Creating an Enriched Home Learning Environment

by Abelardo Villarreal, Ph.D.

By the end of the first semester of second grade, Emilio was so fed up with his performance in school that he decided to play sick every morning. His teacher blamed Emilio and his parents for his poor performance, and his parents angrily accused school personnel for the inadequate education that he was receiving. At the losing end of this dichotomy was Emilio and his future.

Unfortunately this is not uncommon. Ill-defined roles and responsibilities for school personnel and parents and an inadequate instructional program for Emilio kept his educational well-being in abeyance. Numerous articles have been written to help school personnel reform their practices to assume a more responsible role in the education of all children and, in particular, the children who speak a language other than English or who share a different culture (TEA, 1994; Díaz-Soto, 1991; Villarreal, 1993). Although schools are still struggling to become more responsive to all students, this lack of success is not always due to lack of information (Cárdenas, 1995).

Parents, on the other hand, decry the lack of access to information for them to play their part as children's first teachers (Schoonmaker, 1992). The purpose of this article is to provide school personnel with insights for use in parenting workshops on enriching learning opportunities during their children's formative years (ages three to five).

Parenting involves taking responsibility seriously, taking advantage of every opportunity to enhance children's learning, and providing children with challenges. Children absorb life experiences indiscriminately. To a large extent, these life experiences form children's character, feelings and values, and they provide the window through which they will view the

world (Scott, 1992; Villarreal, 1993). In other words, through interaction with their children and the experiences that they provide them, parents can influence and guide children's growth and development.

By age five children will be exposed to school life. Parents can either provide learning experiences haphazardly or unknowingly (with good intentions, but with little knowledge and no plan) or they can conscientiously plan for quality experiences to occur and exercise their obligation in a more responsible manner. There are three major tasks that parents can do to improve the learning environment at home. These tasks are discussed below.

Task 1: Learn More About How Children Learn

Parents who have been successful in their role as the first teachers of children share a similar philosophy about children's learning. This philosophy is defined by eight key assertions about parenthood and learning (Bredenkamp, 1987). The following outlines these major thoughts that are instrumental for parents to be successful as children's first teachers.

A. *Children are always ready to learn.*

Children have an inborn capacity to learn (Forman and Kuschrer, 1983). They start learning from the time that they are in the mother's womb. The fact that children ask many questions or are eager to touch all that they see is an expression of their readiness to receive input from the environment. This innate willingness to learn could be nourished or weakened by childhood experiences from the environment. Parents must be vigilant and expose their children to the "right experiences."

What Parents Should Do

- Turn as many everyday life experiences as possible into learning opportunities.
- Model learning from everyday experiences.

- Talk about the importance of learning as a self-initiated activity.

What Parents Should Avoid

- Interact with children only when they ask a question ("I don't have time to talk").

B. *Children have a curiosity for learning.*

Children test the world. When the child jumps from a chair the first time and finds out that it hurts, he or she has learned the consequences of such an act. The responsibility of the parent is to teach the child that risks need to be calculated. Killing curiosity for learning will have serious consequences later in life.

What Parents Should Do

- Take advantage of children's questions to extend learning.
- Capitalize on children's interest in selecting learning experiences.
- Plan the home physical environment with children's needs and desires in mind.
- Purchase toys that are specifically designed to stimulate children's thinking and creativity.

What Parents Should Avoid

- Leave children's learning to chance.
- Tell children you are too busy to answer their questions.

C. *Children learn from their environment.*

Children learn from all aspects of the environment (Greenman, 1988; Penny-Velázquez, 1993; Adame-Reyna, 1995). The environment is represented by people and objects that surround them. Every experience, whether it is a positive or negative experience, will teach children something. Some experiences that can be used to teach new concepts and develop appropriate behaviors are the following: (1) child sees a mountain and asks about it; (2) child is involved in a fight with another

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PARENTAL INVOLVEMENT

child; (3) sister is reading a book and child sits next to her; (4) child receives a ball of clay; (5) child accompanies parent to the doctor's office; and (6) child watches a cartoon on television.

What Parents Should Do

- Expose children to experiences that teach social, academic and motor skills.
- Capitalize on children's interest in selecting learning experiences.
- Allow children to actively interact with the environment; allow them to explore and ask questions.

What Parents Should Avoid

- Expose children to experiences that focus only on one set of skills.
- Only expose children to experiences interesting to parents.

D. Children thrive in an environment of love and respect.

Children need to feel secure in order to take risks and take advantage of a learning experience (Scott, 1992; González-Mena, 1991; Allen and Mason, 1989). Children are unique individuals whose feelings evolve from their experiences with other people and with the environment that surrounds them. These feelings form the basis for children's self-esteem, love, and an appreciation and an acknowledgment of one's uniqueness.

Feelings can facilitate or hinder learning. Feelings that facilitate learning are based on love and respect. Children who feel a sense of belonging and feel like worthwhile individuals who have unique qualities and characteristics experience love and respect. Parents have the responsibility to sustain an environment full of love and respect and to nourish children's self-esteem when confronted with a hostile or unfriendly environment (Bredenkamp, 1987; Scott, 1992; Adame-Reyna, 1995).

What Parents Should Do

- Show love for all their children equally.
- Celebrate the uniqueness of each child.
- Respect children's views of the world.
- Ask and value children's opinions.
- Provide opportunities to excel and experience positive feelings about themselves.
- Model respect for other's beliefs and values.
- Expect children to respect other's beliefs and values.

What Parents Should Avoid

- Be partial to some of your children.
- Criticize children for their actions and behaviors.
- Impose your will without an explanation for your action.
- Demean children because of their actions or beliefs.

E. Children have a potential for acquiring language.

Children learn from their parents or the persons with whom they live. Children have an innate capacity to process and use language (Sosa, 1993; Strickland, 1990; González-Mena, 1991). The process for learning a language is complex, requiring at least 12 years to formalize itself. In homes where the language is Spanish, children will become proficient in Spanish. If children live in an environment where a wide variety of languages are used, they will become very proficient in those languages. Parents, siblings and other adults who spend considerable time with the children become language models.

Parents should make sure that children are exposed to effective

language users. Talking and reading with children develops their control of the language. Once children have mastered one language, they can learn a second one quickly. For example, children who have mastered the Spanish language well, have been exposed sufficiently to the English language at the appropriate time, and are not forced to learn the new language, can become proficient users of both Spanish and English. Parents should ensure that children are not prematurely forced to learn a new language.

What Parents Should Do

- Talk to children as often as possible.
- Engage children in conversations.
- Ask for their views about certain topics of interest.
- Increase children's vocabulary on different topics.

What Parents Should Avoid

- Use language to request children's compliance only.
- Criticize children for the way they express themselves.
- Turn down an opportunity to explain or respond to a question.
- Expect children to listen passively.
- Dominate a conversation with children.

F. Children can communicate ideas in many different ways.

Children are versatile individuals who have learned to communicate ideas through language, behaviors and actions (Gandini, 1993; Greenman, 1988). Many have learned that they can communicate ideas on paper. That is, children have learned that people's scribbles communicate an idea. Children who are ready to discover the excitement those scribbles represent begin to scribble themselves. Soon, their scribbling begins to communicate a feeling or an action. When asked, children will talk about the scribbling. Parents can help children master this form of communication by reading and providing them opportunities to scribble and talk about their masterpieces. Displaying their work guarantees acknowledgment of children's unique qualities and characteristics.

What Parents Should Do

- Provide opportunities to communicate ideas through speech or writing.
- Show children ways they can communicate ideas.
- Encourage children to use acceptable behavior.
- Redirect unacceptable behavior.
- Provide opportunities to appreciate art and music.

What Parents Should Avoid

- Criticize or demean cultures or languages that are different from theirs.
- Pressure children to react or respond in one specific way.

G. Children can acquire a love and desire for reading.

Reading is the most efficient way of acquiring information. Reading is a skill that children can develop from a very early age (Strickland, 1990; Greenman, 1988). Children who are exposed to print at a very early age tend to become better readers and learners when they go to school. They develop a thirst for information and knowledge. Parents can help their children by talking about the beauty of reading, by getting books for them to own, and by reading signs, labels and a range of items that have print on them.

What Parents Should Do

- Stress the importance of comprehending what is read.

- Provide opportunities to select topics or books to read.
- Read to children starting at an early age.
- Have print materials (newspapers, books, letters, forms and in whatever language) at home at all times.
- Read all labels and signs to and with children.
- Expose children to different literature styles at an early age.

What Parents Should Avoid

- Ask children to conform with your selection of reading materials only.
- Force children to begin decoding works when they are not ready.
- Criticize children for not liking to read.
- Compare children to other children's accomplishments.

H. Children learn in different ways.

Adults and children use the senses to learn (Forman and Kuschrer, 1983). Some learn by seeing. Others learn by hearing, reading or touching. Some of us are better at learning by using one particular sense or another. For example, some of us can learn better if the reading is accompanied by pictures. Reading about how to put a model together may be sufficient for some. While other children may learn better if presented with a "hands on" activity. Parents should keep this information in mind and determine which is the preferred way of their children to learn. Provide more opportunities for children to learn in their preferred way.

What Parents Should Do

- Provide learning opportunities using all the senses.
- Teach that some questions do not have a right or wrong answer.
- Provide opportunities for problem solving using the different senses.
- Provide with opportunities to role play.

What Parents Should Avoid

- Teaching children to learn only by reading and memorizing materials.
- Teach that one way of learning is better than another.

Task 2: Establish a Vision and Goals

A vision is a mental picture of an event that has not yet occurred. A mental picture allows us to define what children would be able to do within a period of time. Getting there does not happen automatically; parents have to make sure that support is available to help them to get to that point. After hearing about a successful learner who entered school at age five, a parent decided to write down his vision for his three-year-old. The vision went like this:

My son will know about many things. He will be able to talk about them and express his desire to know more about certain things. He will not be afraid to ask if he is unsure of things. He will not be afraid of making mistakes. He will show respect and love for

Contract with My Children

During the next six months, I (we) will try out the following five activities:

- 1.
- 2.
- 3.
- 4.
- 5.

I (we) will find out if I (we) have been successful if my children do the following:

- 1.
- 2.
- 3.
- 4.
- 5.

Signed: _____

Date: _____

others and will always be happy. He will be highly dominant in Spanish, the language that we speak at home. He will be in the process of learning English in a meaningful manner and not feel frustrated or hurried to learn English immediately.

I challenge parents to do the same. Write or share with someone else a vision that will guide you and your children through the journey of childhood life.

The parent proceeded to write his goals in meeting this responsibility. Goals are like guideposts that define responsibility in making a vision a reality. His goals were:

- Strive to learn more about how children learn by reading articles, books or watching informational television programs.
- Take advantage of every opportunity to engage my children in learning.
- Create a home environment conducive to learning.
- Instill in my children a desire for learning.

These goals served him and his children well. The parent planned activities to ensure that goals were met and the vision was realized.

Task 3: Reflect and Plan an Enriched Learning Home Environment

The third major task is to take stock, reflect and plan the improvement of the home learning environment. The chart on the facing page provides a checklist with activities that promote a positive home learning environment. Parents can use this checklist to reflect on what has been occurring at home. All ratings of "never" or "sometimes" merit some attention by parents. After

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using the checklist, parents may identify those activities that they propose to improve upon during the next six months. On this form, parents can write down their commitments to improve the learning environment. They can share this contract with their children and other adults and ask them to "check on them" periodically. They should post this contract on the refrigerator or a place where they will see it often. Repeat this process every six months.

Parents as effective teachers play several roles. First, they are good listeners. They listen to everything that children say, and they observe the environment that surrounds them. They respect what children have to say. There are no absurdities; whatever is said is said with a reason. Parents look for the message and question children when the message needs clarity. A good listener promotes the use of language by children. Children appreciate and are prompted to use language when they know that others listen and do not

criticize them. One of the major responsibilities of a parent is to initiate conversations and take every opportunity for their children to use language.

Secondly, parents who are resourceful promote learning in many different ways. They have print available for children to see. They model the use of print to communicate ideas. A resourceful parent creates opportunities for learning.

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Abelardo Villarreal is the director of the IDRA Division of Professional Development.

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Editor's Note: NABE is pleased to announce the appointment of Dr. Aurelio Montemayor as editor of the new regular Parental Involvement column. Contributions should be sent directly to Dr. Montemayor at: IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (210) 684-8180; fax (210) 684-5389.

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Parents as First Teachers Checklist

Rate each item according to the degree that it is practiced in your household, by writing the appropriate number in the blank to the right of the statement. Use the following codes: Always = 1 Sometimes = 2 Never = 3

1. I take advantage of as many learning opportunities for my children as possible. _____
2. I model by taking advantage of as many learning opportunities as possible. _____
3. I talk about the importance of learning from every experience with my children. _____
4. I take advantage of my children's questions by extending learning. _____
5. I capitalize on my children's interests in selecting learning experiences. _____
6. I plan my home physical environment with my children's needs and desires in mind. _____
7. I purchase toys that stimulate children's thinking skills. _____
8. I expose my children to experiences that develop social, academic and/or motor skills. _____
9. I respect my children's views of the world. _____
10. I ask children for their opinions. _____
11. I acknowledge my children's efforts. _____
12. I praise my children's accomplishments. _____
13. I model respect for other's beliefs and values. _____
14. I expect my children to respect others' beliefs and values. _____
15. I talk to my children as often as possible. _____
16. I engage in conversations and discussions with my children. _____
17. I ask for my children's views about certain topics. _____
18. I strive to increase my children's vocabularies in many different topics. _____
19. I provide opportunities for my children to express their ideas in different ways. _____
20. I model how ideas can be expressed in different ways. _____
21. I acknowledge my children's use of acceptable behavior. _____
22. I redirect my children's use of unacceptable behavior. _____
23. I provide opportunities for my children to appreciate art and music. _____
24. I probe to ensure that my children understand the importance of comprehending what is read. _____
25. I provide opportunities for children to select topics or books to be read. _____
26. I read to my children constantly. _____
27. I have print material available at home. _____
28. I read all labels and signs with my children. _____
29. I expose my children to classic literature. _____
30. I provide my children opportunities to use the different senses to learn. _____
31. I teach my children that some questions do not have a right answer. _____
32. I provide my children opportunities for problem solving using the different senses. _____
33. I provide my children opportunities to role play. _____

Upcoming Events

February 7-9, 1996 - *Alaska Association for Bilingual Education Annual Conference*. Anchorage, AK. Call Anne Kessler at (907) 465-8716.

February 9-11, 1996 - *South Dakota Association for Bilingual Education Conference*. Howard Johnson, Rapid City, SD. Call Pat Stewart at (605) 773-4257.

February 16-18, 1996 - *Quality Education for Minorities Network 5th Annual Conference*. J.W. Marriott Hotel, Washington, DC. Call Arthur Jones at (202) 659-1818.

February 17, 1996 - *Education for Empowerment. Third Regional Conference: Focus on Haitian Educational Issues*. Florida Atlantic University - Boca Raton Campus. Call Edwigh Joseph or Glennis Lyew at the FAU-MRC at (305) 351-4110.

February 21-23, 1996 - *Contract ON America: The Cost of Exclusion in Higher Education*. Hispanic Association for Higher Education of New Jersey 18th Annual Conference. Sheraton Hotel & Conference Center, Eatontown, NJ. Call Albert Budet at (908) 932-7367.

February 21-24, 1996 - *American Association of Colleges for Teacher Education Conference*. Chicago, IL. Call Susan Cimburek at (202) 293-2450.

February 25-28, 1996 - *Association of Teacher Educators Conference*. St. Louis, MO. Call Emily Patterson Harris at (918) 594-8070.

February 28-March 1, 1996 - *Cuban American National Council 8th Annual Conference*. Sheraton Biscayne Bay Hotel on Brickell Point, Miami, FL. Call (305) 642-3484.

March 8-10, 1996 - *Annual Conference of Asians and Pacific Americans in Higher Education*. Miyako Hotel, San Francisco, CA. Call Melanie Hahn at (510) 642-3075.

MARCH 12-16, 1996 - "CELEBRATING 25 YEARS OF SUCCESS: CONNECTING U.S. SCHOOLS WITH LANGUAGE-MINORITY AMERICANS." SILVER ANNIVERSARY CONFERENCE OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION. ORANGE COUNTY CONVENTION CENTER, ORLANDO, FLORIDA. CALL NABE AT (202) 898-1829 or e-mail to NABE1@AOL.COM.

March 23, 1996 - *Expanding Horizons with Roots and Wings*. California Association for Asian and Pacific American Education Second Annual Conference. California State University, Dominguez Hills, Carson, CA. Call Yee Wan at (310) 516-4704.

March 26-30, 1996 - *The Art of TESOL. 30th Annual Conference of Teachers of English to Speakers of Other Languages, Inc.* Chicago Hilton and Towers, IL. Call (703) 836-0774.

March 27-28, 1996 - *Building Bridges*. Annual Conference of the Massachusetts Association for Bilingual Education. Call Kate Fenton at (413) 787-7090.

March 28-31, 1996 - *Equity: Excellence, Empowerment and Opportunities through Language*. Joint Conference of Central States Conference & the Kentucky Council on the Teaching of Foreign Languages. Louisville, KY. Call Jody Thrush at (608) 246-6573.

March 31 - April 2, 1996 - *The Third Decade: New Opportunities, Challenges, and Responsibilities*. 16th National Conference of the National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans. Pontchartrain Hotel, New Orleans, LA. Call NAFEA at (312) 878-7090.

April 10-13, 1996 - *Conference of the National Association for Ethnic Studies*. Bellingham, MA. Call Otis Scott at (916) 278-6645.

April 23, 1996 - *A Legacy of Leadership: Rising to New Challenges*. National Puerto Rican Forum 11th Annual Convention. Grand Hyatt, New York City, NY. Call F. Esteban Bujanda at (212) 685-2311.

April 26-27, 1996 - *U.C. Language Minority Research Institute's Annual Conference*. Hyatt Hotel, Sacramento, CA. Call LMRI at (805) 893-2250.

May 16-18, 1996 - *Aspira National Education Conference*. Omni Shoreham Hotel, Washington, DC. Call Rosie Torres at (202) 835-3600.

May 22-23, 1996 - *Bilingual and ESL Education: The Past Reaffirming the Future*. 26th Annual Conference of New Jersey Teachers of English to Speakers of Other Languages - Bilingual Educators. Brunswick Hilton and Towers, East Brunswick, NJ. Call Paul Hilaire at (908) 359-8494.

May 22-26, 1996 - *APA Education: Language and Culture in the Age of Information*. 18th Annual Conference of the National Association for Asian and Pacific American Education. Westin Hotel San Francisco Airport, Milbrae, CA. Contact Janet Lu at (510) 843-9455.

Goals 2000: The Role of Bilingual and Bicultural Teacher Training Institutions of Higher Education

By Dr. Eugene García, Dr. Lilliam Malavé,
Dr. Liliana Minaya-Rowe, and Dr. Flora Rodríguez-Brown

Editor's Note: The following is a summary of a symposium sponsored by NABE's Higher Education Special Interest Group at the NABE Conference in Phoenix in February 1995.

As *Goals 2000* is implemented, we bilingual educators can no longer remain silently locked in battle with those who contend that bilingual education is a backward step for America; that it is counter-productive for our students; and that it has no long-term benefits for our society. We know that these foes are wrong, that they are armed with personally-biased, contentious and erroneous information about the nature of language acquisition, bilingualism, and the cognitive and affective domains. One of the salient themes at the 1995 NABE Conference in Phoenix was the vision we need to have in order to meet the needs of the next generation of American students. Thus it is incumbent upon us to always keep abreast of the latest developments in language acquisition and bilingualism, and to link this research to the reality of the classroom.

The Role of IHEs

One of IHEs' goals is responding to the educational needs of the increasing culturally diverse student population of our country. Their mission — to research, to teach, and to provide services — cannot be separated from the public needs because it is only to the extent to which they can satisfy a wide spectrum of public needs that IHEs are worthy of public support. Bilingual and bicultural teacher education programs are important to IHEs because people from diverse ethnic and linguistic backgrounds comprise a significant portion of the work force. IHEs have to do what they can to promote the general welfare.

During the 1995 OBEMLA National Professional Development Institute and NABE Conference, we had a chance to

participate in presentations and workshops that provided a wide perspective of policies and practices related to implementing *Goals 2000*. For example, we insisted on the inclusion of knowledgeable and concerned individuals in national, state, and local panels to address the needs and strengths of bilingual students. Presentations reflected the best available knowledge about how bilingual students learn and about how the content can be most effectively taught to them. Moreover, presenters stressed the incorporation of the cultural background and life experiences of bilingual students. We heard about the development of supplemental performance and assessment standards, standards for English as a second language teachers and for native language instruction, standards for high-quality instruction and for accountability of schools for the progress of bilingual students, and standards for capacity building for schools and local education agencies (LEAs).

Within this context, the authors of this article — four IHE researchers and practitioners — participated in a symposium entitled "Goals 2000: The Role of Bilingual and Bicultural Teacher Training Institutions of Higher Education." Their research and training efforts have contributed to the development and implementation of bilingual teacher education programs and many programs throughout the country reflect their thinking and published work in the field of bilingual education.

This article presents a summary of some of the dialogue triggered by the presentations on the role IHEs must have in *Goals 2000: Educate America Act*. We agreed that *Goals 2000* offers IHEs an opportunity to become involved in change and improvement of the nation's education system and to work beyond the IHE's boundaries at the local, community and state levels. Issues discussed included capacity building, program integration, pro-

fessional development, parent and community involvement and IHE leadership in bilingual teacher training.

Capacity Building and the "Promotion Game"

IHE faculty are expected to research, teach and provide services. Most faculty members must meet a requirement to publish papers yearly. The number of publications varies according to the IHE's mission, in addition to teaching and service commitments. For the bilingual training program to be permanent, whether or not there is federal funding, faculty must be tenured or on tenure-track. The Title VII program director must already be tenured because it is difficult for directors who are also junior IHE faculty at the assistant professor level to succeed, since they are expected not only to administer the Title VII-funded project but also to do research, teach and provide service. Program directors often spend much more time and energy than do other faculty who just do what the IHE requires of them. Having a director who is already tenured decreases the anxiety of going through tenure. If such is not the case, junior faculty need to understand that the expectations from the IHE are beyond the duties of a program director; that being a program director is not more important than being an assistant professor.

Becoming tenured can be an overwhelming experience. Beyond publications, issues of gender and race can become important elements against the junior faculty. For example, IHEs are, for the most part, male-dominated institutions and women faculty might encounter problems in becoming promoted. Furthermore, the female faculty member applying for tenure may not be a native English-speaker and may have an accent which may put her at a disadvantage in the eyes of the IHE's tenure committee.

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Another consideration that may affect the tenure process is the fact that a junior faculty member may be implementing a program that is not the favorite of the IHE. IHEs take a long time to change, if ever. However, since IHEs like Title VII funds very much, the program director can use this for the benefit of the program by asking the IHE to share its resources with the program and by identifying non-bilingual faculty who have developed a feel for the program and are supportive of it.

There is also the misconception that the bilingual/ESL area of study and scholarly papers on bilingual education or second language learning are not of the same quality as the other areas of study in the school or college. Non-bilingual faculty may believe that bilingual education relates to a small number of people, insignificant when compared to the totality of U.S. student population, who are asking for preferential treatment. This situation requires the junior faculty member to work harder to prove the value of his/her work. (S)he represents a conflicting issue that may make other faculty members feel uncomfortable.

It was recommended that senior bilingual faculty take an assertive role, along with the NABE Higher Education Special Interest Group, to help expand the horizons of junior assistant professors. There is a need to publish not only in NABE's *Bilingual Research Journal*, but also in mainstream journals. It was pointed out that the American Educational Research Association (AERA) has still a long way to go because very few papers on bilingual education or linguistic minority issues are published in their journals. Furthermore, when they are published, the writings come from the few people AERA has invited to submit papers. Mainstream journals are very important; however, their editorial boards need to be expanded to have more language-minority representation.

We applaud OBEMLA's funding of post-doctoral fellowships for the promotion of faculty scholarly work. It will allow assistant professors to work in high-energy research situations with leaders in the field to get into the right network, conduct research and published their research findings.

We also applaud the OERI field-initi-

ated research projects competition because it will give a chance to junior faculty to conduct research. Funding of this kind will allow us to move into the next stage of intellectual contribution in the field of bilingual/ESL education. We still have lots to learn and many of these post-doctorate projects will yield that new knowledge.

Program Integration within the IHE

The bilingual training program has to be integrated with the regular program at the school or college. One way to integrate it is for the bilingual faculty to teach at least one course for the regular program students at the graduate or undergraduate level. This practice may yield at least two benefits: first, it proves that bilingual faculty cannot only teach in the bilingual program but also in all the other programs; and, second, it ensures that all students are being trained about the needs of linguistically and culturally diverse students.

Integration with the Community Through Professional Development

The IHE's bilingual program needs to be integrated with the community around it through professional development partnerships with school districts. Although school districts mandate in-service training, teachers who receive the training often report that they do not learn anything from it; that it does not meet their needs, partly because someone else has selected the topic and because in-service is given on a one-shot deal basis with no provision for follow-up. A more acceptable in-service training program is one which places emphasis on the process by which teachers acquire the knowledge, skills and attitudes necessary to be effective and how they develop professional judgement about what works, with whom and why. This type of program attempts to promote reflection and collaboration with a focus on problem-solving. In this way teachers have the opportunity to converse with colleagues in order to clarify rather than judge. For example, teams of teachers (one bilingual and one mainstream) come to the IHE once a week and receive training in the areas related to bilingual education or second language learning, such as language and literacy education, and formulate plans

for solving school problems, particularly in areas integrating bilingual and regular education programs and students. Teachers get to know each other, how the programs work, and can talk about the students they are serving. They develop plans for coordinating the two programs in their schools; the IHE does not tell them what to do. During the process of training and reflection, the trainer tries to step back into the role of moderator and becomes the trainees' facilitator who attempts to provide them with a coaching environment. Since they are with the students every day, they now feel they possess the knowledge and are able to decide what works best for them.

Professional development as described above can be included in graduate fellowship programs as a way to integrate the program across different areas in the School or College within the IHE. It will allow the training of personnel to achieve *Goals 2000*. Fellows can strengthen their knowledge base and their native language skills when writing to parents, preparing brochures, workshops, and so forth.

Parent and Community Involvement

Goals 2000 also endorses the involvement of parents in the schools as educators of their children. Their inclusion in the educational process is crucial to a successful school. Examples of actions that promote involvement of parents and community members include: (a) inviting them to the bilingual and mainstream classroom as cultural resources; (b) offering them English classes at their children's schools; (c) conducting conferences on the transition into the mainstream program; and, (d) making them more aware of education goals for their children.

After the IHE bilingual training program has been in place, a training program for parents and community members can be offered. Such a program needs to be very functional, based on what parents should know in order for them to help their children. We at IHEs need to listen to them and never tell them what to do, but rather share knowledge with them. It is very useful to involve IHE students—graduate and undergraduate—in this project. In this way the students learn how to work

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Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, University of California Educational Research Center

Annotated Listing of Internet Resources for Bilingual/ESL Education: "People Connection" Tools

by Dr. Dennis Sayers

Technology Column Editor's Note:

Last issue's technology column offered an overview of Internet resources for bilingual/ESL education, and went on to concentrate on one of the two major areas of Internet activity: connecting to information resources. This issue's column completes our tour of Internet resources by considering "people connection" tools. Again, I have relied extensively upon the "Guide to the Internet for Parents and Teachers" found in "Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks," which I co-authored with Jim Cummins (St. Martin's Press, ISBN 0-312-12669-7). Future columns will also include a "sidebar" that describes new information resources which are constantly appearing on the rapidly growing Internet.

As rich as the information resources available through the Internet obviously are, the potential of this "network of networks" to promote human interaction is even more promising, especially as regards language acquisition and intercultural learning. And significantly, in an era of misplaced government spending priorities and tight education budgets, this potential is principally activated through the humblest and most inexpensive of Internet communication tools: electronic mail. Unlike surface mail sent through national postal services, electronic mail over the Internet is not merely the means for point-to-point, "fax-like" communication; an electronic message can be as easily sent to thousands of readers simultaneously, making possible broad and far-ranging communities of interest and learning.

For language educators and teachers concerned with intercultural communication, therefore, some of the most important sites on the Internet are not only distant computer networks that educators can visit for informational documents and graphics, but also "virtual meeting places" where the curricular details of making critical teaching a reality are caringly considered, and where teachers find other educators with whom they can plan long-distance team-teaching projects for their classes. These "sites" — for these are unlike true physical locations since the virtual reality of their conversation is shared across the globe — are of three types: (a) special interest discussion groups, often called LISTSERVs; (b) partner class clearinghouses and project-oriented activities; and (c) electronic journals, also called e-journals.

Special Interest Discussion Groups

The day-to-day mechanics of maintaining discussion groups over the Internet are handled automatically by "mailing list managers." These are computer programs running at each discussion group's

home network. The most common mailing list processors are LISTSERV, Listproc, and Majordomo. Every discussion group, no matter which program manages its exchanges, has two addresses on the Internet: (a) the address of the mailing list management program itself, which handles requests to subscribe and "unsubscribe" from the discussion group, as well as requests to adjust other parameters for receiving messages, such as once-a-day "digests" for especially busy exchanges [see below]; and (b) the participation address, to which any subscriber may send a message that is then bounced electronically to every other member of the discussion group's mailing list — which in many cases includes hundreds or even thousands of readers.

The commands for subscribing, unsubscribing, and digesting for the three major mailing list managers are listed in the accompanying box. Remember, these commands should be included in the body of an e-mail message that is sent to the mailing list management address, and not to the participation address. Of course, where "listname" appears, you will substitute the name of the discussion group itself, that is, the first word given in each annotation below; for "Firstname" and "Lastname," your own name; finally, replace "youraddress@provider" with your own e-mail address.

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Sample Mailing List Commands

FOR SUBSCRIBING:

LISTSERV and Listproc:

subscribe listname Firstname Lastname

Majordomo:

subscribe listname youraddress@provider

FOR UNSUBSCRIBING:

LISTSERV and Listproc:

unsubscribe listname

Majordomo:

unsubscribe listname youraddress@provider

FOR DAILY DIGESTS (high-volume groups)

LISTSERV:

set listname digest

Listproc:

set listname mail digest

Majordomo:

subscribe listname-digest

Some of the most active discussion groups for bilingual/ESL educators are annotated below. Included also are discussion groups for deaf educators, since these colleagues are extremely active in advocating bilingual approaches for their students.

BEN: One of the newest discussion groups, the Bilingual ESL Network has an active membership. Its lively debate is spiced by a mix of veteran bilingual educators and those new to the field.

Management: LISTSERV@listserv.vt.edu
Participation: BEN@listserv.vt.edu

BILINGUE-L: A forum concerned with developmental bilingual elementary education, or "two-way bilingual programs," where native speakers of English learn all their regular subjects with native speakers of another language, with the goal of both groups becoming bilingual while performing academically on grade level. Based on the premise, according to the organizers, that "a second language is best learned not as the object of instruction, but rather as the medium of instruction, through a content-based curriculum."

Management: LISTSERV@Reynolds.k12.or.us
Participation: BILINGUE-L@Reynolds.k12.or.us

CHILD-LITERACY-AND-ESL-DEVEL: Discussion group based in Australia linking the teaching of reading and writing with the education of immigrant children.

Management: LISTSERV@latrobe.edu.au
Participation: CHILD-LITERACY-AND-ESL-DEVEL@latrobe.edu.au

CHILDRENS-VOICE: An important initiative from the innovators at Canada's SchoolNet which seeks to offer children an electronic publishing outlet for their writings. Teachers are encouraged to submit their students' best efforts and to share the writings they find on the LISTSERV with their classes. Writings in languages other than English and French are encouraged, as are writings of children learning English as a second language.

Management: LISTPROC@schoolnet.carleton.ca
Participation: SCHOOLNET@schoolnet.carleton.ca

EDUDEAF: For teachers of the deaf and hard-of-hearing.

Subscriptions: LISTSERV@ukcc.uky.edu
Participation: EDUDEAF@ukcc.uky.edu

EST-L and EST-SL: Discussion LISTSERVs for teachers of and students of English for science and technology, respectively. Students often use EST-SL to receive suggestions for improving their writing skills.

Management: LISTSERV@asuacad.bitnet
Participation: EST-L@asuacad.bitnet
EST-SL@asuacad.bitnet

KIDCAFEH, KIDCAFEJ, KIDCAFEN, KIDCAFEP, KIDCAFES: Modern Hebrew, Japanese, Scandinavian, Portuguese and Spanish language LISTSERVs, respectively, for students from 10-15 years old. For teachers of these languages there are the corresponding LISTSERVs, KIDLEADH, KIDLEADJ, KIDLEADN, KIDLEADP, and KIDLEADS.

Management: LISTSERV@vm1.nodak.edu

Participation: KIDCAFEH@vm1.nodak.edu
KIDCAFEJ@vm1.nodak.edu
KIDCAFEN@vm1.nodak.edu
KIDCAFEP@vm1.nodak.edu
KIDCAFES@vm1.nodak.edu
KIDLEADH@vm1.nodak.edu
KIDLEADJ@vm1.nodak.edu
KIDLEADN@vm1.nodak.edu
KIDLEADP@vm1.nodak.edu
KIDLEADS@vm1.nodak.edu

LCTL-T: Discussion group for Less Commonly Taught Languages, including all languages except English, French, German, and Spanish. This list complements the other lists at the University of Minnesota, including celtic-t, china-t, hindi-t, nordic-t, polish-t, as well as more general lists for foreign language teachers like fteach, scolt.

Management: LISTSERV@vm1.spcs.umn.edu
Participation: LCTL-T@vm1.spcs.umn.edu

LMRIDiscussion Groups: The Language Minority Research Institute at the University of California-Santa Barbara maintains a number of discussion groups.

Management: LISTPROC@lmrinet.gse.ucsb.edu for all the discussion groups.

Participation: AERA-BILINGUAL@lmrinet.gse.ucsb.edu for BE research.
BTEACHER-ED@lmrinet.gse.ucsb.edu on issues of BE teacher education.
CAAPAE-L@lmrinet.gse.ucsb.edu of the California Association for Asian Pacific American Education.
LANGPOL@lmrinet.ucsb.edu to discuss language policy issues.
MUJER-L@lmrinet.ucsb.edu for discussion of concerns pertinent to education and Latina women.
PARA-ED@lmrinet.gse.ucsb.edu to raise issues concerned with para-educator professional development.

MULTI-L: Focusing on issues of language learning and education in multilingual settings.

Management: LISTSERV@barilvm.bitnet
Participation: MULTI-L@barilvm.bitnet

NAT-LANG: Forum devoted to preservation of the languages of indigenous peoples.

Management: LISTSERV@tamvm1.tamu.edu
Participation: NAT-LANG@tamvm1.tamu.edu

NATIVEWEB: Discussion on using the World Wide Web to promote Native American education.

Management: LISTSERV@thecity.sfsu.edu
Participation: NativeWeb@thecity.sfsu.edu

NABE '96 Conference Overview

Keynote Speakers

Thursday, March 14

Santiago Rodríguez, Director of Multicultural Programs at Apple Computer
Regis Pecos, Executive Director, New Mexico State Office of Indian Affairs

Friday, March 15

Harold Hodgkinson, demographer and researcher, Institute for Educational Leadership
Kathy Escamilla, NABE Executive Board President and James J. Lyons, NABE Executive Director

Saturday, March 16

Gus Lee, novelist and lecturer, author of *China Boy* and *Honor and Duty*
Samuel Betances, sociologist, educator, consultant to Fortune 500 companies on issues of diversity and professor at Northeastern Illinois University

Special Institutes

Tuesday and Wednesday, March 12 & 13

OBEMLA National Professional Development Institute

Thursday, March 14

Early Childhood Education
Research
Special Education

Friday, March 15

Multiple Language Groups
Asian/Pacific American Education
Native American Education
Administrators
Gifted & Talented
Cooperative Learning

Saturday, March 16:

Haitian Education
ESOL Training for Florida Administrators

Featured Speakers

Thursday, March 14

David Berliner, educational psychologist, professor at Arizona State University and co-author of *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools*

David and Yvonne Freeman, professors/researchers on second language acquisition at Fresno Pacific College

Friday, March 15

Alfredo Schifini, professor and literacy researcher at California State University, Los Angeles
Virginia P. Collier, professor and bilingual program effectiveness researcher, George Mason University
Raúl Yzaguirre, President of the National Council of La Raza and Chair, President's Advisory Council on Educational Excellence for Hispanic Americans

Intensive Sessions

Wednesday, March 13

Developmental Bilingual Education
Assessment
Facilitators Orientation for Florida's 300-hour ESOL
Inservice Program
Cooperative Learning

Celebrating

25 YEARS OF SUCCESS

Connecting U.S. Schools
with Language-Minority Americans

NABE '96

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NABE '96 Conference Overview

School Visits

Wednesday, Thursday and Friday, March 13-15

NABE '96 participants will be able to visit a variety of outstanding educational programs for linguistically and culturally diverse students *at no additional charge*. School visit tickets will be available at registration each day on a first-come, first-served basis for the next day's visits.

Opening Ceremonies at EPCOT Center in Walt Disney World

Those participants registering for "NABE Conference," "Parent/NABE Conference," or "OBEMLA Institute & NABE Conference" will receive a ticket to the NABE '96 Opening Ceremonies at EPCOT Center. Buses will leave from the Orange County Convention Center beginning at 3:30 pm on Wednesday. Explore Future World and the World Showcase between 4:00 and 7:00 pm. Then participate in the NABE Conference's Opening Ceremonies at the American Gardens Theater, where the winners of NABE's Nationwide Writing Contest for Bilingual Students will present their winning essays. The ceremonies will end in time for participants to observe Illuminations, a laser lights/fireworks display unlike any other. The evening will end with a reception and performance by singer/songwriter Tish Hinajosa.

Onsite Registration in Orlando at Orange County Convention Center

Monday, March 11, 5:00 pm - 9:00 pm
 Tuesday, March 12, 7:30 am - 7:30 pm
 Wednesday, March 13, 7:30 am - 6:00 pm
 Thursday, March 14, 7:30 am - 3:00 pm
 Friday, March 15, 7:30 am - 3:00 pm
 Saturday, March 16, 7:30 am - noon

Hotel Reservations/Transportation

For the latest hotel information and to make reservations, call
 to make reservations, call
 VIP Meetings and Conventions
 directly at (800) 926-3976, or (310) 459-0600.
 Shuttle bus service is available between all official
 NABE '96 hotels and the Convention Center.

NABE '96 ON-SITE REGISTRATION FEES

REGISTRATION CATEGORY	MEMBER	JOINING/RENEWING	NON-MEMBER
OBEMLA Institute ONLY	\$225	n/a	\$225
NABE Conference ONLY	\$245	\$290	\$295
OBEMLA + NABE	\$345	\$390	\$395
Parent - NABE ONLY	\$125	n/a	\$125
ONE Day - NABE ONLY	\$125	\$170	\$175

ADDITIONAL FEES:

\$20 ticket to Opening Ceremonies at EPCOT Center. One **FREE** Opening Ceremonies ticket is **automatically** included for the following three categories **only**: OBEMLA + NABE, NABE Conference ONLY, and Parent - NABE ONLY.

NO MEAL TICKETS ARE AVAILABLE AT ONSITE REGISTRATION.

NABE '96 Conference Schedule

MONDAY, MARCH 11

REGISTRATION

5:00 pm - 9:00 pm

	TUESDAY MARCH 12	WEDNESDAY MARCH 13	THURSDAY MARCH 14	FRIDAY MARCH 15	SATURDAY MARCH 16
ALL DAY	REGISTRATION 7:30 am - 6:30 pm	REGISTRATION 7:30 am - 6:30 pm SCHOOL VISITS 9:30 am - 1:00 pm NABE DELEGATE ASSEMBLY 10:00 am - 2:00 pm	REGISTRATION 7:30 am - 3:00 pm SCHOOL VISITS 9:30 am - 1:00 pm EXHIBITS 11:00 am - 4:30 pm JOB FAIR 11:00 am - 4:30 pm OBEMLA INSTITUTE SESSIONS 8:30 am - 4:30 pm SPECIAL INSTITUTES 8:30 am - 4:30 pm	REGISTRATION 7:30 am - 3:00 pm SCHOOL VISITS 9:30 am - 1:00 pm EXHIBITS 11:00 am - 4:30 pm JOB FAIR 11:00 am - 4:30 pm OBEMLA INSTITUTE SESSIONS 8:30 am - 4:30 pm SPECIAL INSTITUTES 8:30 am - 4:30 pm	REGISTRATION 7:30 am - noon EXHIBITS 11:00 am - 3:30 pm JOB FAIR 11:00 am - 3:30 pm OBEMLA INSTITUTE SESSIONS 8:30 am - 3:30 pm SPECIAL INSTITUTES 8:30 am - 3:30 pm
MORNING	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 10:00 am - 12:30 pm	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 8:30 am - Noon	PAPERS & DEMOS 8:30 am - 9:15 am PRODUCT DEMONSTRATIONS 8:30 am - 9:15 am KEYNOTE SPEAKER 9:30 am - 10:45 am PAPERS & DEMOS 11:00 am - 11:45 am NABE GENERAL MEMBERSHIP MEETING - PART 1 11:00 am - 11:45 am	PAPERS & DEMOS 8:30 am - 9:15 am PRODUCT DEMONSTRATIONS 8:30 am - 9:15 am KEYNOTE SPEAKER 9:30 am - 10:45 am PAPERS & DEMOS 11:00 am - 11:45 am PRODUCT DEMONSTRATIONS 11:00 am - 11:45 am	PAPERS & DEMOS 8:30 am - 9:15 am PRODUCT DEMONSTRATIONS 8:30 am - 9:15 am KEYNOTE SPEAKER 9:30 am - 10:45 am PAPERS & DEMOS 11:00 am - 11:45 am PRODUCT DEMONSTRATIONS 11:00 am - 11:45 am
MID-DAY	LUNCH (ON OWN)	OBEMLA LUNCHEON	LUNCH (ON OWN)	AWARDS LUNCHEON 12:15 pm - 2:15 pm	LUNCH (ON OWN) NABE GENERAL MEMBERSHIP MEETING - PART II Noon - 1:15 pm
AFTERNOON	OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 2:00 pm - 5:30 pm	NABE INTENSIVE SESSIONS 12:00 noon - 4:00 pm OBEMLA NATIONAL PROFESSIONAL DEVELOPMENT INSTITUTE 2:15 pm - 3:30 pm NABE '96 OPENING CEREMONIES 7:00 pm	SIG MEETINGS 1:30 pm - 2:15 pm DEDICATED TIME FOR EXHIBIT VIEWING 1:30 pm - 2:15 pm WORKSHOPS AND SYMPOSIA 2:30 pm - 4:30 pm PRODUCT DEMONSTRATIONS 2:30 pm - 4:30 pm KEYNOTE SPEAKER 4:45 pm - 6:00 pm	DEDICATED TIME FOR EXHIBIT VIEWING 1:30 pm - 2:15 pm NABE RESOLUTIONS COMMITTEE 2:30 pm - 4:30 pm NABE NOMINATING COMMITTEE MEETING 2:30 pm - 4:30 pm WORKSHOPS AND SYMPOSIA 2:30 pm - 4:30 pm PRODUCT DEMONSTRATIONS 2:30 pm - 4:30 pm KEYNOTE SPEAKER 4:45 pm - 6:00 pm	WORKSHOPS AND SYMPOSIA 1:30 pm - 3:30 pm PRODUCT DEMONSTRATIONS 1:30 pm - 3:30 pm KEYNOTE SPEAKER 3:45 pm - 5:00 pm
EVENING	OBEMLA RECEPTION 5:30 pm - 7:00 pm		CULTURAL EXTRAVAGANZA 8:00 pm	PUBLISHER/ SPONSOR RECEPTIONS	ANNUAL AWARDS BANQUET & DANCE 7:30 pm

RESOLUTIONS REQUESTED

Resolutions to be considered at the NABE General Membership Meeting on Saturday, March 16, 1996, during the 25th Annual International Bilingual/Multicultural Education Conference in Orlando, Florida, should be submitted in advance to José Delgado, Chair of the NABE Resolutions Committee. NABE procedures state that "the Maker and the Seconder of the proposed resolution must be NABE members in good standing." The 1996 Resolutions Committee, "composed of the appointed chair and a representative from each affiliate in good standing," will be considering resolutions for presentation to the NABE membership. All members and affiliates wishing to submit resolutions should follow the format presented below and either mail them to the addresses printed below to be received by March 1, 1996, or bring them to the NABE Conference Office in the Orange County Convention Center by noon on Wednesday, March 13, 1996.

National Association for Bilingual Education: 1996 Resolutions

Mr. Chairman, I/we wish to submit the following resolutions:

Whereas: _____

Be it resolved that: _____

Rationale: _____

Submitted by: _____ Secoded by: _____

If other than individual, submitted by (name of group): _____

Person to be contacted regarding resolution:

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Attention: Two copies of this form are to be brought to the NABE Conference Office in the Orange County Convention Center by NOON on March 13, 1996, or mailed to arrive no later than March 1, 1996, to

José Delgado, Jr.
Chairman, NABE Resolutions Committee
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NCBE'S Electronic Discussion Groups: The National Clearinghouse for Bilingual Education maintains a number of specialized discussion groups, focusing on: early biliteracy, education reform, educational personnel training, educational technology, language preservation, refugee and immigrant education, research, special education, and a teacher roundtable. In addition, NCBE reference librarians staff a question-answering service via e-mail <askncbe@ncbe.gwu.edu>.

Management: MAJORDOMO@cis.ncbe.gwu.edu
 Participation: EARBILIT@cis.ncbe.gwu.edu
 EDREFORM@cis.ncbe.gwu.edu
 EDTRAIN@cis.ncbe.gwu.edu
 EDTECH@cis.ncbe.gwu.edu
 LANGPRES@cis.ncbe.gwu.edu
 REFUGED@cis.ncbe.gwu.edu
 RESEARCH@cis.ncbe.gwu.edu
 SPECED@cis.ncbe.gwu.edu
 TEACHER@cis.ncbe.gwu.edu

NIFL-ESL: The National Institute for Literacy (NIFL) maintains a LISTSERV on the learning of English as a Second Language for adults that is moderated by staff from the National Clearinghouse for ESL Literacy Education.

Management: LISTPROC@novel.nifl.gov
 Participation: NIFL-ESL@novel.nifl.gov

"SL" LISTSERVs: Originating in Latrobe University in Australia, these "student learner" LISTSERVs offer English language students a chance to sharpen their emerging skills around a common topic of interest. While designed for college students, parents and secondary students can benefit from participation by working with their teachers to send polished texts.

Management: MAJORDOMO@latrobe.edu.au
 Participation: CHAT-SL@latrobe.edu.au
 (Beginners' Discussion List)
 DISCUSS-SL@latrobe.edu.au
 (Advanced Discussion List)
 BUSINESS-SL@latrobe.edu.au
 (On Business & Economics)
 ENGL-SL@latrobe.edu.au
 (On learning English)
 EVENT-SL@latrobe.edu.au
 (On Current Events)
 MOVIE-SL@latrobe.edu.au
 (On the Cinema)
 MUSIC-SL@latrobe.edu.au
 (On Music)
 SCITECH-SL@latrobe.edu.au
 (On Science & Technology)
 SPORT-SL@latrobe.edu.au
 (On Sports)

SLART-L: Forum for teachers and researchers interested in second- or foreign-language acquisition.

Management: LISTSERV@cunyvm.cuny.edu
 Participation: SLART-L@cunyvm.cuny.edu

SLLING-L: The "Sign Language Linguistics List."

Management: LISTSERV@yalevm.ycc.yale.edu
 Participation: SLLING-L@yalevm.ycc.yale.edu

TESL-L suite of discussion groups: English as a second or foreign language discussion group, with numerous subLISTSERVs. Subscribe to TESL-L before subscribing to the subgroups, which are: TESLCA-L (computer-assisted language learning), TESLFF-L (fluency first and whole language), TESLIE-L (intensive english programs), TESLIT-L (adult education and literacy), TESLJB-L (jobs and employment issues), and TESLMW-L (materials writers). Note: These are high-volume LISTSERVs, so you will want to "digest" them immediately.

Management: LISTSERV@cunyvm.cuny.edu
 Participation: TESLCA-L@cunyvm.cuny.edu
 TESLFF-L@cunyvm.cuny.edu
 TESLIE-L@cunyvm.cuny.edu
 TESLIT-L@cunyvm.cuny.edu
 TESLJB-L@cunyvm.cuny.edu
 TESLMW-L@cunyvm.cuny.edu

TESLK-12: A separate forum for ESL teachers at the elementary and secondary school levels run by TESL-L, but not as a "subLISTSERV"; subscribe directly.

Management: LISTSERV@cunyvm.cuny.edu
 Participation: TESLK-12@cunyvm.cuny.edu

PARTNER CLASS CLEARINGHOUSES & PROJECT-ORIENTED ACTIVITIES

In addition to engaging in discussions with colleagues on topics of common interest, bilingual/ESL educators can also establish *teaching contacts* with their counterparts throughout North America and in countries around the world — in many cases, with classrooms from the nations of origin of their students — in order to plan joint curricular projects. To do so, teachers can contact any of several clearinghouses which set up partner classes and project-oriented activities. Four of the most important clearinghouses are described below.

1. *Orillas*

De Orilla a Orilla [Spanish for "from shore to shore"] is an international teacher-researcher project that has focused on documenting — through serious research directly involving teachers — promising practices for intercultural learning over global learning networks. Since 1985, *Orillas* has employed modern telecommunications to extend an educational networking model first developed by the French educators Celestin and Elise Freinet in 1924.

Following the Freinet model, *Orillas* is not a student-to-student penpal project but rather clusters of class-to-class collaborations designed by two or more partner teachers who have been matched according to common teaching interests and their students grade level. *Orillas* has been an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers separated by distance, forming "sister" or "partner" classes with a focus that is both multinational and

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multilingual (including primarily Spanish, English, French, Portuguese, Haitian, and American and French Canadian Sign Languages).

The collaborating teachers make use of electronic mail and computer-based conferencing to plan and implement comparative learning projects between their distant partner classes. Such parallel projects include dual community surveys, joint math and science investigations, twinned geography projects, and comparative oral history and folklore studies. Often teachers in *Orillas* electronically publish their students collaborative work over the Internet.

Research on *Orillas* has focused on those networking activities which effect social change, validating community traditions in the schools, anti-racist education, and linguistic human rights, while allowing teachers to explore the classroom practicalities of teaching based on collaborative critical inquiry. Parents or teachers should contact *Orillas* if they are interested in participating in learning projects over global learning networks that:

- Promote bilingualism and learning another language.
- Validate traditional forms of knowledge, such as the oral traditions associated with folklore, folk games, proverbs, and learning from elders through oral history.
- Advance anti-racist multicultural education.
- Develop new approaches to teaching and learning that encourage students, parents, and communities to take action for social justice and environmental improvement.

Orillas operates over various networks; thus, cost for participation ranges from no-cost to low and moderate cost, depending on the type of service provider available to a parent or teacher. For more information, contact the co-directors:

Kristin Brown <krbrown@iearn.org>, 5594 Colestine Road, Hornbrook CA 96044

Enid Figueroa <efiguero@orillas.upr.fred.org>, P.O. Box 7475, Caguas, Puerto Rico 00626

Dennis Sayers <dmsayers@ucdavis.edu>, 351 East Barstow Avenue, #101, Fresno, CA 93710

2. I*EARN: International Education and Resource Network

The purpose of I*EARN (the International Education and Resource Network) is to enable elementary and secondary students to make a meaningful contribution to the health and welfare of the planet. Its coordinators explain, "We want to see students go beyond both simply being 'pen-pals' and working on strictly academic work to use telecommunications in joint student projects designed to make a difference in the world as part of the educational process." I*EARN is expanding to additional international sites daily and now includes hundreds of schools in over 20 countries.

I*EARN projects generally utilize three forms of interaction: (1) video-speaker telephones (low-cost, using regular telephone lines, slow-scan, black and white); (2) electronic mail; and (3) on-line conferencing exchanges.

Participants can join existing structured on-line projects or work with others internationally to create their own projects within the following subject areas: environment and science; arts and literature; social studies, economics, and politics; and interdisci-

plinary projects. Project facilitators provide on-line support for each project. Further, I*EARN uses extensive on-line conferencing as a means of creating "rooms" for project work. The contents of these rooms are shared automatically with all the international networks that are part of the Association for Progressive Computing, thus minimizing costs and maximizing involvement by students and teachers around the world. Examples of recent student projects include:

- "Planetary Notions," an environmental newsletter
- "Liberty Bound," a human rights newsletter
- "ICARUS," an ozone measurement project and newsletter
- The Holocaust/Genocide Project and Newsletter
- The Rainforest Project
- Support for children in Bosnia and Somalia
- Building wells for clean water in Nicaragua
- The Family Project, a cross-cultural comparison to promote intergenerational learning

This is a moderate-cost project. For more information, contact Ed Gragert, I*EARN Director at ED1@iearn.org or Kristin Brown, project coordinator, at <KRBROWN@iearn.org>; or you can get additional information, in English and in Spanish, through gopher at gopher://gopher.iearn.org:7000 or write the International Education and Resource Network (I*EARN), 345 Kear Street, Yorktown Heights, NY 10598 - Phone: 914-962-5864.

3. IECC — Intercultural Email Classroom Connections Lists

IECC was originally a single LISTSERV but has grown so rapidly (presently, with 2,000 participants in 30 countries) that it has subdivided into four LISTSERVs, which will be described separately. They are:

- IECC: Intercultural Email Classroom Connections
- IECC-PROJECTS: IECC Project Announcements
- IECC-DISCUSSION: Discussion about Intercultural Exchanges
- IECC-HE: IECC Projects in Higher Education

Each of these LISTSERVs is independent and has different goals; they may be subscribed to separately. A no- to low-cost project.

IECC: Intended for teachers seeking partner classrooms for international and cross-cultural electronic mail exchanges. This list is *not* for discussion or for people seeking individual pen-pals.

Subscriptions: IECC-REQUEST@stolaf.edu

Participation: IECC@stolaf.edu

Once subscribed, teachers are welcomed to request a K-12 partner classroom in an e-mail message to <IECC@stolaf.edu>. Use a descriptive subject. For example: "Seeking Spanish-speaking 9th-grade classroom" or "Looking for 12 6th-grade students in Pakistan." In the body of the message, be sure to include information about the local classroom and preferences for a partner classroom.

IECC suggests giving the following details:

- Who you are, where you are
- How many students you have
- How many students you would like to connect with
- When you would like to connect
- Other special interests
- Desired country/culture (area within a country if appropriate)
- Desired language

Since this is a busy LISTSERV, you may wish to request the DIGEST format for IECC. Send a message containing the word "subscribe" to: IECC-DIGEST-REQUEST@stolaf.edu

IECC-PROJECTS: An electronic mailing list where people may announce or request help with specific projects that involve e-mail, internationally or cross-culturally. Subscribers automatically receive IECC-SURVEYS which is devoted to student questionnaires on a variety of topics.

Management: IECC-PROJECTS-REQUEST@stolaf.edu
Participation: IECC-PROJECTS@stolaf.edu
IECC-SURVEYS@stolaf.edu

IECC-DISCUSSION: Intended for general discussion about questions, issues, and observations in the Intercultural Email Classroom Connections.

Management: IECC-DISCUSSION-REQUEST@stolaf.edu
Participation: IECC-DISCUSSION@stolaf.edu

IECC-HE: The newest mailing list of the IECC suite of LISTSERVs intended for teachers seeking partner teachers in institutions of higher education for international classroom electronic mail exchanges.

Management: IECC-HE-REQUEST@stolaf.edu
Participation: IECC-HE@stolaf.edu

The IECC Gopher (updated daily and searchable) can be reached at the URL [gopher://gopher.stolaf.edu](http://gopher.stolaf.edu). Its World Wide Web URL address is <http://www.stolaf.edu/network/iecc/>.

4. TCHR-SL

For teachers of college-level learners of English as a Second or Foreign Language, this partner-class clearinghouse is based at Latrobe University in Australia. By subscribing to this LISTSERV, an ESL or EFL teacher can find teacher collaborators for curriculum projects in countries around the world through which their students can perfect English language skills while engaging in intercultural learning. To participate, send a blank e-mail message to <ANNOUNCE-SL@latrobe.edu.au>.

ELECTRONIC JOURNALS AND NEWSLETTERS

Electronic journals represent a new way to disseminate up-to-date information and research, and the field of bilingual/ESL education has taken full advantage of this new medium in the following publications delivered automatically to your e-mail box.

LMRI Newsletter: The Language Minority Research Institute at the University of California-Santa Barbara publishes a monthly newsletter in both print and electronic formats.

Subscription: LISTPROC@lmri-news.ucsb.edu

NCBE NEWSLINE: In addition to discussion groups (see above), the National Clearinghouse for Bilingual Education maintains NEWSLINE as a mechanism for providing up-to-date information on news and resources relating to the education of linguistically and culturally diverse students in the U.S. Unlike many e-journals, NEWSLINE is "moderated," that is, it invites comments

from its subscribers which are reviewed for accuracy and pertinence and then posted.

Subscriptions: MAJORDOMO@cis.ncbe.gwu.edu
Participation: NEWSLINE@cis.ncbe.gwu.edu

TESL-EJ: The refereed electronic journal of the TESOL professional organization.

Subscription: LISTSERV@cmsa.berkeley.edu

Wotanging.Ikche/Kanoheda Aniyvwiya: This newsletter includes information drawn from various Internet sources relating to Native American educational issues, including TRIBALLAW, NATCHAT and NATIVE-L listservers. To subscribe include, in the body of your message, the words "sub wotanging.ikche <your email address>".

Editor's Note: Contributions to the Technology and Language-Minority Students column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710. (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com.

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with parents and the community and how to involve parents in the school curriculum. Parents have a lot of knowledge and they need to be told so. They sometimes feel that they can not help their children because they feel that: (a) it is the school's role to educate their kids; (b) they do not know English; and, (c) they do not have any knowledge. Parents can work with their children and with the schools if they are permitted to do so. A series of brochures for parents could be developed to help them to work with their children in different areas: for example, in sheltered English or in reading in the native language. Parents should be invited to review the brochures and provide feedback before publication.

These professional development collaborations with school districts, with teachers, students, parents and community members are also great opportunities for bilingual faculty to get research data and to publish.

Action Research

Research findings in bilingual education need to be implemented in instructional activities, teacher training, and parental involvement programs, among others. We need to continue to conduct short- and long-range or longitudinal research. For example, if we want to collect information and be able to take a retrospective look at the cumulative impact of a student's becoming bilingual, we must have a commitment to follow students over periods of time as they are involved in different interactions in the community, school, home and other places.

We need to continue to apply the diversity of methodological approaches and the complementary roles to be played between qualitative, ethnographic research and

quantitative, more empirically-driven research. For example, part of our research could include the observation of general patterns, trends and tendencies, as well as minute details of language behavior usage of students, one-on-one, in various and diverse settings. Hopefully the kinds of information that we collect do not uniquely apply, in an idiosyncratic fashion, only to these students but, instead, we will be able to make higher-order generalizations from the data obtained. Quantification provides one kind of credibility but often remains unconvincing unless supported by adequate qualitative, descriptive statements which add validity to the quantitative data.

We need to continue to consider the diversity of interdisciplinary involvement. For example, a research project within the field of developmental psycholinguistics may be related to sociolinguistics to understand the totality and diversity of the development of bilingualism in our students. More and more research conducted in bilingual education reveals the interdisciplinary perspective in the conception of research projects. Psychologists, linguists and anthropologists are talking to each other, at least with respect to certain kinds of phenomena they are studying. This is not a small issue at IHEs. We feel it is important to use our speaking skills *and* our writing skills through the prompt publication of research.

We need to continue to conduct research in the classroom and in the broader context of the home and the community. What happens in the classroom, in very specific interactions, is only one aspect. The understanding of that interaction does not account for what happens in the broader context of the school and outside of the school.

State education agencies (SEAs) have an impact in IHEs' work because they

establish regulations for certification. SEAs must approach IHEs to develop programs. The representation of linguistic-minority people on SEA committees is very important.

IHEs need to show intellectual leadership as part of their mission of intellectual excellence. We know so much more now of what is good for our students. We have to come to the table with the federal government as intellectual leaders and share our knowledge in discussions of Title I and Title VII matters at the federal and state levels. We know about language and culture, how they come together in teaching and learning. We need to apply this knowledge when we discuss how we are going to shape policies and practices for the next generation of funding from the federal government, or from partnerships developed with the SEA's and LEA's. In this way we become engaged.

The knowledge we bring to discussions of policies and practices is research-based and as such it allows us to present clearer pictures and insights about many concerns such as: (a) equity issues, to empower bilingual instruction and to challenge the societal power structure of English-speaking America; (b) policy practices, for example to address the assessment of bilingual students' achievement for the validity of certain kind of instruments; (c) the role of the federal government, to look at continuity in funding efforts; (d) faculty who may not be very famous but who are right there at the heart of the problem and are committed to doing a good job; and, (e) coordination nation and state-wide to ensure that funding is spent on training and research projects that are practical that can have an impact in the school and the community.

Dr. Eugene Garcia, is the former OBEMLA Director and is now at the University of California at Berkeley. Dr. Flora Rodriguez-Brown is at the University of Illinois at Chicago. Dr. Lilliam Malavé is at the State University of New York at Buffalo. Dr. Liliana Minaya-Rowe, the chairperson of NABE's Higher Education Special Interest Group and symposium organizer, is at the University of Connecticut.

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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Building Bridges: Multilingual Resources for Children

Reviewed by Dr. Rosa Castro Feinberg

Building Bridges: Multilingual Resources for Children. Multilingual Resources for Children Project, (1995). Clevedon, England: Multilingual Matters, Ltd., 109 pp.

The Multilingual Resources Project for Children carried out at The University of Reading in the Departments of Arts and Humanities in Education and Typography and Graphic Communication brings together ideas from three disciplines: education, linguistics and typography. In *Building Bridges: Multilingual Resources for Children*, the authors offer insights stemming from that interdisciplinary mix on languages in contact and in conflict. The following themes are considered:

- The range and quality of resources in languages other than English in school and ways to use them;
- Design and typography in the effectiveness and usability of multilingual resources, issues of importance in selecting and producing materials in different languages;
- The place of illustration in the teaching of reading;
- The role of typography in avoiding the appearance that one language is more important than the other in dual language texts;

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Discovering Our Experiences: Studies in Bilingual/ESL Education

Reviewed by Dr. Susan Randolph Moore

Discovering Our Experiences: Studies in Bilingual/ESL Education. Texas Woman's University, Fall 1993 and Spring 1995.

Discovering Our Experiences: Studies in Bilingual/ESL Education is a serial publication under the editorship of Dr. Irma Guadarrama at Texas Woman's University. According to Guadarrama, its purpose is "to provide a forum for presenting innovations, concerns and recommendations related to the schooling of language-minority students." Published in a state in which over 400,000 young people need bilingual/ESL instruction, the journal fulfills an important function in influencing public attitudes about procedures for educating children for whom English is not a native language. Thus far two issues have been published, Fall 1993 and Spring 1995. The Fall 1993 issue focused on leadership, specifically the role of the principal in changing perceptions and practices related to the education of language-minority students. The Spring 1995 issue shifted the focus to bilingual/ESL teachers and their challenges as educators in today's multicultural-multilingual society.

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Tito, Tito: Rimas Adivinanzas y Juegos Infantiles

Reviewed by Sylvia M. Vila-Dávila

Tito, Tito: Rimas Adivinanzas y Juegos Infantiles, by Isabel Schon. Illustrations by Violeta Monreal. Editorial Everest, Spain, 48 Pages.

Tito, Tito, Rimas, Adivinanzas y Juegos Infantiles (Tito, Tito: Rhymes, Riddles and Children's Games) by Isabel Schon is a refreshing and captivating piece. It brings wonderful memories from childhood and the incredible drive to share the great mysteries of sounds, images and color.

This book compiles some of the most popular and favorite rhymes, riddles and

games, traditionally passed from generation to generation among Spanish-speaking children in most Spanish-speaking countries. This book preserves and perpetuates the innocence of a child's world of games, words, and thoughts such as, "Yo soy la Viudita," "Los Pollitos Dicen," and "Arroz con Leche." The beauty of this book is that it may be understood by children from almost any country in the Spanish-speaking world. The book facilitates the solutions to the riddles by enclosing a page providing the answers, even though the answers have been hidden in the illustrations.

This book would be appropriate as a supplement for enrichment activities, in two-way bilingual classes, foreign lan-

guage education for beginners, basal readers for younger children, and for native language arts classes. Schon's book can encourage the exploration of other cultural expressions, similar games, and ideas.

The illustrations by Violeta Monreal are absolutely superb in portraying moments that enlighten the meaning, mood and expressions contained in every passage. The biographical notes on the author and the illustrator are friendly reminders of the wonderful presentation of this book.

Sylvia M. Vila-Dávila is affiliated with New York University.

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The format for many of the articles was "the narrative of experience" in which, in response to interview questions, principals and teachers reflected upon their backgrounds, their school environments, their efforts as agents of change and their hopes for the future. In addition, the publications contain articles explaining, as well as espousing, various forms of qualitative research, with an emphasis on narrative structure. The first issue also contains a provocative position paper by Dr. Guadarrama on the Texas Education Agency's (TEA) procedures for assessing the educational progress of language-minority students. In discussing the publications I will review the Fall and Spring issues separately and then summarize overall impressions about the publications.

Fall 1993 Issue

The first issue of *Discovering Our Experiences* highlights four Hispanic principals, three elementary and one secondary, who assumed leadership of schools with large language-minority populations. Their reflections indicate that the educational programs in most of these schools were grossly inadequate for meeting the needs of their constituencies. In addition, they faced formidable obstacles both within and outside of their schools in order to provide viable programs. Among these obstacles were intransigent teachers (many of whom were hostile to the concept of bilingual education), inappropriate curricula, and equally inappropriate assessment techniques. For some there was also a steady influx throughout the year of students, frequently preliterate, having no knowledge of English. From the interviews we learn that each of the principals marched to a different drummer. As one principal said, "I do not agree with the approach that the district and the state are promoting. In fact, I am trying to get them in line with me!" Another refers to the importance of "stepping outside the lines." Doing so, of course, invited criticism but that did not seem to deter these leaders. One principal laughed that her colleagues found her "different — crazy," while a second shook off problems she's had because of others thinking her to be too unorthodox. After reading about their accomplishments, one wonders if it were

not their unorthodox style in combination with their leadership education that enabled them to ignite staffs, parents and communities to work together to create better schools.

Programmatically what each wanted to accomplish for the language-minority students in his or her school varied. It is in this description of the program variations and the reasoning behind those variations that *Discovering Our Experiences* makes one of its contributions to educators working with linguistically and culturally diverse students. In one elementary school, developing a comprehensive bilingual program dominated action plans. In two others it was multi-age grouping or clustering. In the high school it was establishing a strong ESL program with consistent delivery throughout the content areas as well as designing a fifth year component for the many preliterate students who entered the school each year.

The inclusion of multiple interviews makes yet another contribution to the field — the identification of some common core changes that synergized their schools; core changes which were achievable because of the flexibility allowed under site-based management. According to the principals one change needing top priority was staff development. Staff development took the form of systematic education related not only to bilingual/ESL research, but also to the content areas such as reading, writing, science and math. For example, in a couple of schools staff development was used to introduce whole language. In another it provided teachers with tools for writing a phonics curriculum and integrating it into thematic units. Another core change was establishing a collaborative working relationship both with and among teachers. One of the ways in which this relationship was utilized was to develop strategies for eliminating teachers from the school who would not buy into a shared vision and acquiring teachers who would. A third change that evolved from the collaborative relationships was the empowerment of teachers. With this empowerment of their teachers came an empowerment of students and parents as well. As a result of the core changes, one image seemed to surface repeatedly in the principals' reflections about their school com-

munities — they had become families.

In addition to the principals' interviews, the issue features the Executive Assistant to the Commissioner of the TEA, Dr. Roberto Zamora, who outlined TEA accountability plans, restructuring, and the training needs of principals. In discussing the training of principals, he stated that they needed to be "instructional leaders and managers knowledgeable of curriculum, instruction and assessment...and familiar with the concepts of staff development, site-based management, consensus decision making, developing partnerships and collaboration." Ironically, the four non-conforming principals in this issue appeared to have conformed to the expectations for all principals.

Spring 1995 Issue

The theme of the second volume is "Reflective Practice for Teacher Change." This issue includes interviews with six teachers involved in educating language-minority students and some background on teacher research. Its message is that teacher practitioners are researchers and that education benefits when teachers approach their work from this paradigm.

One might expect considerable overlap in the challenges faced by bilingual/ESL teachers. However, the teacher narratives reveal the fallacy of that expectation. All of the teachers featured struggled with problems unique to their own schools. One was faced with reconciling her belief that her kindergarten children needed native language development with the school's developmentally inappropriate expectation that her students be able to function normally in a regular first grade classroom the following year. Another needed to find a grouping combination which encouraged the speaking of English among peers yet provided sufficient opportunity for cognitive development in the students' native language. Two other teachers, in response to the problems they identified, created and guided the development of the International Newcomer Academy in Fort Worth which brought together all beginning level students in the district. One challenge they faced was providing an education for older adolescents, many of whom were preliterate or struggling

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

Bilingual Education in Lower Kuskokwim: Revitalizing, Stabilizing, and Developing the Yup'ik Language and Culture

by Beverly Williams, Kathy Gross,
and Duane Magoon

The Lower Kuskokwim School District (LKSD) is Alaska's largest rural school district in terms of number of sites, teachers, and students. The district is comprised of 21 village schools as well as three schools in the city of Bethel, the largest community in western Alaska. The LKSD covers an area approximately the size of Ohio and is located along the Bering Sea coast and Kuskokwim River. Two-hundred forty teachers serve more than 3,000 K-12 students of mostly Yup'ik Eskimo background. One-fourth of the district's certified teachers are Yup'ik, the largest percentage of indigenous teachers in any Alaskan school district.

The district's mission is to promote the indigenous languages of the region as well as to ensure equitable, culturally-appropriate, and effective educational opportunities for all its students, thereby enabling them to succeed in a rapidly-changing world. It also seeks to ensure the development of English for both social and academic purposes.

Alaska's schools are fortunate to receive bilingual funding from the state, in addition to federal funds. The LKSD has received a larger share of state funding for rural districts because of its large number of "language-minority" students who are classified as "limited English proficient." Until recently, LKSD bilingual programs were, for the most part, transitional, with their primary goal being English language proficiency. However, last year the State of Alaska agreed to LKSD's request to change its bilingual education funding formula to a dual-proficiency model allowed under current regulations. This, in effect, puts the "bi-" back into bilingual education, as schools now receive funding based upon students' language of least profi-

ciency. One of the district's goals is to produce students fluent in both the first and second languages. With this funding comes the tremendous obligation to develop and measure student proficiency in both English and Yup'ik. In order to identify each student's initial language proficiency and to document language growth, the LKSD has selected and developed language assessment instruments in both Yup'ik and English. In addition, the district has created English Language Leader and Yup'ik Language Leader positions at each school. These individuals are trained to administer language assessments, assist the district's Bilingual Department in record keeping, help to develop new curricular units (especially in Yup'ik), and work with colleagues to improve language learning in the "mainstream" classroom.

The LKSD offers a variety of bilingual programs to meet the unique linguistic needs of its various communities. These programs are outlined in a state-approved Bilingual Plan of Service which is revised every three years. Since the majority of LKSD students come to school speaking their indigenous language, many communities have chosen the Yup'ik First Language (YFL) program. Students in this program begin Kindergarten with all instruction delivered in the heritage language by a certified first-language teacher. The transition to English gradually increases each year at a rate determined by each school's plan of service. (The full transition to English can occur anywhere from the third to sixth grade.)

Unlike these Yup'ik-speaking villages, there are some communities (generally speaking, those closer to Bethel) where English is becoming the language of preference. Several of these villages have chosen to implement a bilingual/bicultural program with instructional support given by Yup'ik-speaking instructors who focus on the quick development of English lan-

guage skills by using the native language only when necessary. Other villages are considering Two-way Immersion programs to counter this trend.

Where a village has few children who speak the indigenous language, there is a Yup'ik as a Second Language (YSL) program designed to reintroduce it. Also, in an effort to reverse language loss, the LKSD recently began a Yup'ik Immersion program in Bethel under the state's Language Other than English as a Second Language program option. Thirty-two Kindergarten children are enrolled in this program. A Parent Steering Committee oversaw the selection of the Yup'ik instructors and continues to play an integral part in the planning process. As this pilot project proceeds, plans are to add an additional year to the program until the year 2000 when the sixth graders will begin their transition to the English program. Additional Yup'ik staff will be hired and materials will be developed as this program evolves. Eventually, the district plans to expand the program to several villages that are experiencing the same threat of language loss. With this effort, it is hoped that the Yup'ik language will be revitalized in Bethel and its surrounding communities.

One of the many challenges faced by the LKSD continues to be increasing the effectiveness of its overall educational program. One way the district is attempting to accomplish this is to re-think its approach to education, particularly with regard to the curriculum. Although there have been well-intentioned attempts to bring Yup'ik language and culture into the classroom, much of what we have called "school" in western Alaska has looked and sounded like any school in the Lower 48, particularly at the secondary level. Activities such as "heritage weeks," native dance festivals, language classes, and so forth are not the sum total of Yup'ik culture and iden-

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tity. It is not even enough to translate Western curricula into Yup'ik; nor is it enough to have Yup'iks teaching Western concepts in Yup'ik using English-language materials. Many Yup'iks are calling for a curriculum which reflects a Yup'ik world view. To that end, a Yup'ik Framework Committee has been established to identify cultural values, beliefs, and essential concepts. Once this culturally-based curriculum framework is identified, subsequent revisions to district curricula will adhere to it. This curriculum will, when finished, reflect a culturally-appropriate world view that meets Alaska "Goals 2000" standards.

Already there are groups that are getting a head start on developing this "new" curriculum. For example, the village of Kasigluk has begun developing a performance-based Yup'ik Studies Program curricula with identifiable outcomes. Last summer a group of Yup'ik teachers and elders met to develop dozens of Yup'ik-language materials in the content areas of language arts, science, and math. Additional Yup'ik materials developers and graphic artists have been hired to speed the production of high-quality Yup'ik-language materials. These efforts recognize Yup'ik as a legitimate language of instruction and will help ensure the survival of Yup'ik into the next century.

The progress that has been made over the past several years has not come easily. These efforts are not always easily accepted by those who have been educated under the old Bureau of Indian Affairs (BIA) system or who take at face value the arguments presented by "English-Only" advocates. Some community mem-

bers, for instance, mistakenly feel they must choose between the desire to have an indigenous curriculum and feelings of loyalty to the Western curriculum they grew up with. Others are suspicious that bilingual education may be yet another way to keep Yup'iks from experiencing academic success. This perception is sometimes reinforced by those teachers and principals who neither view themselves as English as a Second Language (ESL) teachers nor feel bilingualism will benefit Yup'ik children.

In support of bilingual education, the district provides various services to each community. At the invitation of interested school boards and community members, staff from the LKSD's Curriculum-Bilingual Department travel to villages to provide information about current bilingual methods and theories and inform them of the benefits of bilingual programs. With this help, each community determines a three-year Plan of Service appropriate to their unique linguistic and educational needs. Regional and site-based inservices are offered periodically and courses for college credit are provided via the district's distance delivery (satellite) system and telephone audioconferencing. ESL methodology, the writing process, classroom management, cooperative learning, and other appropriate topics provide district teachers and paraprofessionals with professional growth opportunities in bilingual education.

Because many of the district's Yup'ik paraprofessionals are uncertified (serving either as associate teachers who have some post-secondary education or as teacher aides), programs are being developed in association with the University of Alaska to grant academic credit leading toward a teaching certificate. Classroom experience will count toward a degree, as will summer institute courses and satellite courses.

In partnership with each community, the LKSD plays a significant role in maintaining and developing the Yup'ik language. The district points with great pride to the bilingual education program, the increasing participation of community members, the greater number of Yup'ik certified staff, the rapidly-increasing amount of Yup'ik language materials, and to increased training of all district instructional staff in bilingual methods and theory. Collectively, these help to symbolize the LKSD's commitment to the revitalization, stabilization, and development of the Yup'ik language.

For more information contact Duane Magoon, Language Development Specialist, Lower Kuskokwim School District, Box 305, Bethel AK 99559. Phone (907) 543 4849, FAX (907) 543 4924, e-mail: LMDM@tundra.alaska.edu.

Beverly Williams, Kathy Gross, and Duane Magoon work in the Lower Kuskokwim School District Curriculum-Bilingual Department.

Editor's Note: Contributions to the American Indian Bilingual Education column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86001-5774, or E-mail to: JON_REYHNER@mail.cee.nau.edu, (520) 523-0580, fax: (520) 523-1929.



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What if I Were a Candidate for the School Board?

by Joe J. Bernal, Ph.D., NABE Executive Board Central Regional Representative

On December 28, 1995 I filed for District #3 of the Texas State Board of Education (SBOE), mostly because I felt we needed a strong voice, especially on behalf of children who come from low-wealth districts, from families with low-incomes, and who may be culturally and linguistically different. District 3 is one of three South Texas districts heavily populated by Hispanics and includes San Antonio plus 11 counties to the south.

Three Hispanics presently serve on the SBOE. Mary Helen Berlanga (D-Corpus Christi) represents the counties along the coastal area, while René Núñez (D-El Paso) represents the counties contiguous to the Río Grande. Esteban Sosa (D-San Antonio), who represented District #3 including the south central counties, resigned in September 1995 due to health reasons. He was replaced by architect José De Lara, named by Governor George Bush, Jr. to serve the rest of Sosa's term, until November 1996. De Lara has filed as a Republican candidate and has stated publicly that public schools had failed him and that he favors vouchers. My Democratic opponent is a male Hispanic who is in the food processing business.

The SBOE has 15 members elected from their respective districts, each representing more than one million (Texas has 17 million) people. Candidates must declare as Democrats, Republicans, or a third party when they file to run. With Sosa's Republican replacement, the composition of the SBOE is now 9 Republicans and 6 Democrats. Recent law changes have allowed the Governor to name his two key players in education: the Chairman of the SBOE and the Commissioner of Education.

The November 1995 announcement by Commissioner Mike Moses that he was rejecting \$1.2 million in federal grants for programs that included AIDS prevention explicitly reflected the political orientation of the current state administration. Moses justified his position by saying that the grants could place mandates on how local schools must teach sex education and

that it would run counter to the Agency's efforts to allow local control in schools. Dean of the Texas Senate, Carlos Truan (D-Corpus Christi) expressed his dismay and urged the Commissioner to reverse his decision. Recently, the Commissioner recanted, stating that federal officials had allayed his concerns and that he was now accepting the money.

The primary elections for both political parties will be held on "Super Tuesday," March 12, 1996. The winners from both parties will face each other in the general election on November 6, the same day Texans will cast their votes for President, for one of the Texas U.S. Senate seats, and for 30 members of the House of Representatives.

If you ever decide to run for public office there are several issues you must consider. The following are some I thought important in my race, and they would be similar if you decided to run.

The very first issue was whether I would have the time to run and whether I really wanted the position. The second consideration was qualifications. I knew I qualified on age and citizenship, but I wasn't quite sure about residency. I found out that residency in the district was a requirement. Finally, you need to check about prohibitions against being an employee of a school district and running for the local board that employs that individual.

A third consideration is whether you think the campaign would be a "winnable" effort. How strong is your opponent? Is your opponent an incumbent? Incumbents usually have an edge because they are already in office and are generally more acquainted with the issues. Being that the overall public is made up of many "publics," consideration should be given to whether large constituency groups will endorse your candidacy. Among such groups are teacher organizations (NEA affiliates or AFT affiliates); administrator groups; school boards; affiliate groups represented by student groups such as Young Democrats or Young Republicans; labor groups such as the AFL-CIO and its many affiliates; Chambers of Commerce (in-

cluding the Hispanic Chamber); race and ethnic community groups; and precinct or Ward representatives within the political party. Make contact with leaders from such groups and get to know from them the issues they support and those they oppose. This takes much time and study.

Fourth, consideration must be given to how you intend to reach the public. Campaigns are usually won by those who reach the voter best, and such efforts cost money. Consequently, there has to be a decided effort to raise funds. While some may get elected by limiting their efforts to walking and talking, and shaking hands with people in the district, such successes are not the norm, especially if the district has a large population. Personal contact, however, is most important to the success of any campaign.

Some of the needs which are basic to any campaign and which require funding are as follows:

- printed campaign literature to distribute to people or to use in mailing to voters;
- stamps and envelopes and the volunteers to do mailouts;
- voter lists, especially of those who regularly vote and those who you wish to target as likely voters for you;
- computer databases which can best serve your purposes;
- copies of targeted voter lists to be used by phone bank volunteers;
- advertisements through the newspaper and electronic media; and
- if enough money is raised, a hired professional public relations group to help you with all of the above.

Last, but certainly not least, one's desire to run must include why you're running for office. In my case, monetary gain is not part of it because the position is non-paying. On the other hand, serving on the SBOE gives me an opportunity to do many things I consider important, including the following:

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- being able to pay back what the teaching profession has given me for more than 30 years;
- providing me an opportunity to voice my concerns on how best our public school system can be improved;
- giving me any opportunity to vote on educational policy which would provide equality of opportunity and educational excellence for *all* children;
- being supportive of religions, but maintaining separation of church and state;
- providing content standards which are rigorous for *all* students;
- supporting the belief that *all* children can learn;
- using the same accountability system to measure the performance of *all* children;
- providing for orderly schools so that learning can be facilitated;
- promoting content standards that incorporate the cultural background and life experiences of linguistically diverse children;
- strengthening the relationship between the home and school;
- supporting quality bilingual education programs where the goal is not only to be bilingual but to also be biliterate; and
- providing teacher salaries commensurate with other professions.

It is important to have people who understand the educational needs of linguistically and culturally diverse children and families in policy-making positions. I encourage you to seriously consider running for office — you can make a difference!

• NABE •

Book Review Guidelines

Reviews for publication in the **Book Review** column should be sent to Dr. Antônio Simões at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250. Materials from publishers should be sent to NABE, care of the *NABE NEWS* editor. Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

with difficult family and economic situations.

Although the problems for which teachers sought solutions differed, the interviews reveal similarities in the lessons learned from trying to resolve them. Echoing the comments of the principals in the previous issue, each found the need for collaboration with their colleagues within their own schools as well as in the rest of the district. Working in isolation increased the difficulty of their tasks and at times led to logistical problems which could have been avoided. Secondly, to cope with the responsibility they felt for all of the language-minority students within their schools, they realized they had to share their knowledge with their colleagues in order to change attitudes of hostility toward bilingualism and raise levels of expectations. Thirdly, and probably most importantly, they learned that a strong, supportive principal with background in bilingual/ESL education was crucial to the success of their efforts. This insight served to bring this issue full circle with the first.

The Spring 1995 issue gave almost equal attention to the concept of teacher research or practical inquiry. An introductory article speaks of the need to train teachers in various forms of qualitative research and to help them recognize that as teachers they are conducting research each time they conceptualize a problem, collect data and use it to resolve the problem they have identified. Another article explains the research technique of narrative structure or narrative process which, according to Guadarrama, “allows teachers the opportunity to reconstruct or rebuild an experience with the result of clarification of existing knowledge or new understandings.” Through this process they are discovering the meaning of the experience. The article provides an instrument for analyzing narrative structures. Guadarrama then uses this heuristic for analyzing the narratives of the teachers in the previous interviews. Additional articles discuss teacher research specifically as it applies to bilingual/ESL classrooms and provide resources for teachers to get started.

Conclusion

Discovering Our Experiences matured from the first issue to the second. The first

issue introduces the principals’ interviews as “case studies” and unconvincingly argues for the acceptance of this format as legitimate research. By placing the interviews in the second issue in the framework of the narrative of experience process and providing a means of analysis, the argument acquires greater credibility. From a research perspective, the narrative structures would yield even greater meaning if teacher reflections were juxtaposed with narratives of others within the institution in which the individual teacher’s experience is “nested.” Discovering one’s own meaning is important. Understanding it in relationship to others provides even greater depth to the story.

A minor weakness of the journal is its failure to consider a readership outside of Texas. This is seen in the use of multiple acronyms which might be familiar to Texans but unknown to those outside of the state, as well as in the focus on issues primarily from the perspective of a Texas practitioner. Since the publication has importance not only for Texans but also for the whole Southwest, if not the entire country, future issues should give some recognition to needs of a wider audience.

In many respects *Discovering Our Experiences* reflects a personal mission of Dr. Guadarrama to “improve the educational process of language-minority students.” Her voice dominates the journal from its conception to its aesthetics. The interviews with principals and teachers give substance to her position and assist in promoting the changes she advocates by providing other practitioners perspectives from which to view their own experiences. *Discovering Our Experiences* is a powerful voice for language-minority students. This voice is critical at a time when policy makers are becoming more vocal about eliminating bilingual education and making the United States an English-only nation. Future issues of the publication hold promise of serving a very important function in enfranchising and empowering a large portion of our population.

Susan Randolph Moore, Ed.D., is an Assistant Professor in the Graduate School of Education and Allied Professions of Fairfield University in Connecticut.

• NABE •

Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

The Ups and Downs of Applying for a Dual-Language Magnet School: One School's Story

by Dr. Jaime Castellano

As a principal of an elementary school applying for dual-language magnet school status, I have had an opportunity to interact with supporters and opponents of bilingual education. Supporters agree that with a building where 70% of the students are Hispanic, the vast majority of whom are bilingual, instituting a dual-language program makes sense.

Current quantitative and qualitative measures document the ineffectiveness of attempted initiatives over the past few years. Palmetto Elementary School in West Palm Beach, Florida, has tried its fair share of bandwagon educational fads. Results indicate little to no gain in cognitive ability and academic achievement. All of the programs were instituted strictly in the English language. Despite repeated failures, there are those who still believe that English should be the only language used for instruction, saying that because they live in the United States, students and their parents should speak only English. And if "my" grandparents and parents were able to learn English when they arrived as immigrants, then today's immigrants and non-English speakers should be able to do the same. These arguments, or myths, have been disproved in the research time and time again. I believe that most of the arguments coming from the opposition are based on ignorance; they simply do not know the facts. But this can present some real problems for a school organization and its culture.

When individuals intentionally misinform others, the school's climate is adversely effected. I have been able to deter the negativity by publicly and repeatedly stating my position before multiple audiences. At faculty meetings, I have taken the opportunity to clarify any questions or concerns that teachers may have. At the School Advisory Council (SAC) meet-

ings, I have updated members on the status of the magnet school application. Even during the arrival and dismissal of students, I have spoken to dozens of parents outlining my expectations for the future.

A definite double standard exists. On the one hand, one of the education goals in the state of Florida is to promote the learning of a language other than English at the elementary level, along with other multicultural issues. The Palm Beach County School District has adopted a similar goal. As the instructional leader of an attendance center, I have been asked to document the progress that we have made in this area. On the other hand, there are educators who believe that this should not be one of our goals or priorities for language-minority children.

Change is difficult for many educators to accept. This has also been well-documented in the literature. I hear this on a regular basis from top level central office administrators, other principals, and even teachers themselves. Our "in-tune" parents also realize that teachers don't accept change easily. And when you compound the degree of change by advocating a program delivery system to be implemented in another language other than the one they are accustomed to, defense mechanisms are quick to arise.

What I have done to address this area of concern is to educate as many people as possible about the benefits of dual-language programs with the hope that I will be able to convince them to buy in to my vision for the school. A friend even suggested that an outside consultant come in and do some type of orientation with the staff, believing that an individual with no connections to the school might have a better opportunity to "sell" the program, or vision. The faculty and staff would feel freer to ask more pointed questions of a consultant than they would of the principal. I am in the process of completing the magnet school application. It is a task that

requires careful planning and analysis. It also requires feedback and input from other parties. Through the "grapevine," I have been told by parents and teachers that they heard the application was completed and approved by the school board. Despite all I have done to reassure my school community that I would inform them about the process all along the way, rumors and innuendo prevail. All of this is happening despite the fact that the application had not even been submitted as of the writing of this column. All of this is going on despite the fact that I requested to begin the magnet school in FY '98. All of this is taking place despite the fact that I have informed the school community that before implementing a full-blown program we would be piloting the dual-language concept in four targeted classrooms next year. I guess people believe what they want to believe, or practice "selective listening."

Included in the mix of issues are teachers, primarily Hispanic, who are bilingual with highly proficient literacy skills in two languages, but who lack a knowledge base in the area of bilingual education, second language acquisition, etc. Being of Hispanic descent and fluent in Spanish does not necessarily predispose one to becoming an advocate for bilingual education. Assumptions can sometime cause a school organization heartache and headaches.

These truly bilingual teachers, who will be major players in the dual-language program, need even more intense staff development. They need to be convinced that dual language instruction will result in long-term academic success for participating students. They need to be convinced that creating highly proficient speakers, readers, and writers of two languages will contribute to the global society, as well as to the local community.

Politically, the issue of dual language instruction can be a "hot potato" for the local school board and community. I have

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- The value of diversity for all children;
- The perspicacity of children as users of multilingual resources; and
- The potential of multilingual resources for building bridges between monolinguals and bilinguals, and between home and school.

Resources for speaking and listening, for reading, and for writing are described. The authors emphasize that "our exploration of multilingual resources assumes that it is not enough to place books in other languages on library shelves; we also need to look to the attitudes, ethos, and organization which encourage their effective use (p.16)" as well as to crucial practical aspects of school organization such as visual environment, policies on equal opportunities, and encouragement for family support in the production and promotion of resources in other languages.

In a gentle tone, with ample illustrative material using the comments of students and teachers working with multilingual resources, the authors have provided an excellent handbook on the role of language and culture in multicultural education. The emphasis, therefore, on equity considerations, formalized in written policies, is well placed. Both the commonalities and the differences in the schooling experience of language minority students in Australia and the United Kingdom (the source of the majority of the examples) and the United States are instructive.

Teachers in the US will profit from the knowledge that their efforts to provide access to quality education to their students is similar to that of their colleagues in other countries. For example, "classes in eighteen different languages were being offered to over 8,500 pupils in just three English local education authorities...and seventy-two school boards in Ontario were offering 4,364 classes in fifty-eight different languages to 91,110 students (p. 14)".

Educators in general will benefit from the reminder that ours is not the only country to focus resources on the accomplishment of equity goals. In fact, several examples of government support for language diversity in other countries point to programs that could well be adopted by

our own policy makers. In New Zealand, for example, the Ministry of Education produces a wide range of outstanding books in a number of languages, including English, Cook Islands Maori, Samoan, Tuvaluan and Tongan (p. 47).

The most important multilingual resource, we are reminded, is the bilingual adult. Bilingual teachers, teacher assistants, other staff members, and parents all have contributions to make. Among the strengths of this slim volume is the set of specific recommendations for tapping the resources of parents and family members. To reduce feelings of intimidation on the part of parents, schools can insure that the visual environment reflects the linguistic and cultural diversity of the student population. Administrators can provide support that enables teachers to be accessible to parents, on a schedule which takes into account the realities of the parents' lives and responsibilities. School policies and practices can insure that all written material is translated into the home languages of the school community, and that translators are available at school events. As a consequence of implementing these recommendations, there will be an increase in parental involvement and in the diversity of linguistic human resources available to the students.

Also of great importance is the repetition of the concept of transfer in literacy learning across languages. Teachers who feel responsibility for developing English language literacy skills are often reluctant to spend time on any other language. They feel that activity in languages other than English detracts from the English language learning goal. English-Only campaigns in this country, and the pressures of preparing students for standardized tests, have added weight to this point of view. Even so widespread a reform as the use of cooperative learning activities can fail in multilingual classroom settings if the teacher fears that students who use their home language during such activities are somehow cheating, or at the very least, wasting instructional time.

However, Cummins and others are quoted to good effect to support the argument that a solid foundation in the first language is essential for success in second and subsequent language instruction. In

addition, the links between language, identity, and positive self-concept are specified, and illustrated with comments from the children included in the various field studies which support the conclusions of this volume.

The monolingual teacher in a multilingual environment will often not know how to utilize multilingual resources. Suggestions are provided to help that teacher develop a greater comfort level and an expanded array of strategies. Specifically, sources of multilingual resources for teacher and student production of materials are provided, along with reference leading to identification of multilingual word processing programs. The value of multilingual resources to English-language-origin students is described in several ways. In discussing how the language books can promote pride in cultural identity, an ESL teacher notes "Children see the world from a different perspective. They are intrigued by the different sounds. I think there is a value in that. To know that there are many different languages in the world and to realize that ours is just one. It's a humbling experience" (p. 54).

The authors point out that multilingual materials have the effect of raising monolingual children's awareness of, and interest in, other languages. Further, their speculations prompted by review of multilingual material constitute hypotheses about the nature of language which can spark fruitful class discussions on this topic. In schools where linguistic diversity is treated as an asset and resources are seen as no more than a part of a teaching strategy, books in other languages offer cognitive benefits and raise the status of bilingual pupils, while at the same time broadening the horizons of their monolingual peers (p.18). *Building Bridges: Multilingual Resources for Children* offers useful suggestions for teachers seeking to celebrate linguistic diversity, and ways to use multilingual materials as a bridge to increased command of literacy skills for students and to closer collaboration with parents.

Dr. Rosa Castro Feinberg is a professor at Florida International University and a member of the Dade County Public Schools School Board.

Resources for Bilingual Educators

Assessment and Evaluation Handbooks. A series of six handbooks containing materials developed by the Evaluation Assistance Center-West. The first three handbooks are available now and the second set of three handbooks will be available by March 29, 1996. Contact the EAC-West at (800) 247-4269.

Conceptualizing Academic Language, by Nancy Rhodes and Jeff Solomon. Drawing upon linguistic data from two fifth-grade bilingual classrooms, the authors show that academic language is comprised of various discourse-level features (or "stylistic registers") which are influenced by academic tasks. The authors discuss how students often have different interpretations from teachers regarding what styles of language are appropriate for carrying out certain academic tasks. \$4.40. Contact the National Center for Research on Cultural Diversity and Second Language Learning, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292.

Endangered Native American Languages: What Is to Be Done, and Why? by James Crawford. This article addresses the alarming fact that 90 percent of existing native American languages today are likely to die or become seriously embattled within the next century. Focusing specifically on the situation of Native American languages in the United States, Crawford explores three principal questions with regard to the language crisis: 1) What causes language decline and extinction? 2) Can the process be reversed? and 3) Why should we concern ourselves with this problem? Contact NCBE's On-Line Library at <http://www.ncbe.gwu.edu>.

EXCHANGE. An electronic magazine for ESL students. The University of Illinois at Urbana-Champaign offers access through the World Wide Web to "EXCHANGE." This project provides opportunities for non-native English speakers to improve their language skills and provides users with a source of information on the cultures of non-native English speakers from

all over the world. Contact <http://www.ed.uiuc.edu/exchange/main.html>.

Fraction-oids™3. The newest addition to the *Visual Math Series*. Fraction-oids are space-beings who care about others and use their knowledge of fractions to share things. The lessons and the game increase in complexity based on the ability of the player, providing the right mix of challenge and fun in each session. Available for Macintosh and Windows in diskette or CD-ROM. Teacher Edition \$69.99, Lab Pack \$185, Network \$499. Spanish/English version: \$99 Teacher Edition; \$249 Lab Pack; \$599 Mac Network. Contact Mindplay, 160 W. Fort Lowell, Tucson, AZ 85705 (800) 221-7911.

La Telarana. An on-line directory of Hispanic/Latin American resources which features links to resources on art, businesses, events, news, organizations, and Latin American countries. Contact <http://www.acprog.ifas.ufl.edu/~hltela/>.

Language Minority Students in the Mainstream Classroom, by Angela L. Carrasquillo and Vivian Rodríguez. This book emphasizes that, at the classroom level, modifications are needed in the content and the manner teachers organize and deliver instruction to students and the way teachers assess language content and learning. The focus of the 12 chapters is on providing theory and practical strategies to make content relevant and understandable to students who may lack English language experience, background and proficiency. \$24.95 ISBN 185392978. Contact Multilingual Matters/Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-8312 (800) 821-8312.

Mga Kuwentong Bayan: Folk Stories from the Philippines. Provides information and material for Filipino students as well as teachers and fellow classmates in middle school through high school about Filipino culture. The book includes three stories in both English and Tagalog from the Philippines pre-colonial days: creation

myth, fable, and legend. Also includes a brief history of Filipino languages and a glossary of each story's main words in English and Tagalog. Accompanying teacher's guide and bilingual audiotape with traditional Filipino music are also available. \$18.95 Hardbound; \$12.95 Paperback; \$15.00 Audiocassettes (2); \$5.00 Teacher's Guide. Contact Jean Tepperman at 415-626-1650 or Many Cultures Publishing at 800-484-4173 x1073.

Mountain's Mist and Mexico. A video which provides a portrait of Mexican immigration to the Midwest. This personal documentary examines issues of assimilation, class structure, language, and ethics on both sides of the border. Comes with a study guide which provides a glossary of terms, bibliography, discussion starter questions and homework assignments. It is divided into seven distinct sections for easy classroom usage. Contact Bandana Productions, 909 E. Glendale Avenue, Shorewood, WI 53211, Phone: (414) 964-3742 Fax: (414) 964-5484.

Multicultural Education: A Generation of Advocacy, by José A. Cárdenas. A historical overview of the most significant issues in multicultural education during the unique period of U.S. education between 1968 and 1993. During this time, the country began to craft policies for previously disenfranchised segments of the school population. Each chapter is accompanied by a bibliography and appropriate discussion questions. It also has five cumulative indices of authors, court cases, legislation, organizations and topics. \$38 - ISBN 0536587604. Contact Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190 (210) 684-8180.

Multilingualism for All, edited by Tove Skutnabb-Kangas. A synthesis of knowledge of the principles that education should follow in order to lead to high levels of multilingualism. The book combines research with practical applications and

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makes international comparisons in an attempt to arrive at possible universal principles. The intent is to contribute to the planning of a school which can make everyone multilingual, not just minorities or majority elites. It offers detailed plans for theoretically-based educational language policies for the entire school population. \$59 - ISBN 9026514239. Contact Multilingual Matters/Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-8312 (800) 821-8312.

Native American Home Page. A new World Wide Web home page which provides links to more than 33 Native American sites on the web, the majority of which have been established by Native people. Included are individual nations, such as the Oneida Nation, the Nation of Hawai'i, and United Keetowah Band of Cherokees; museums, such as the National Museum of the American Indian; tribal colleges, such as Fond du Lac and Salish Kootenai; and Native-interest organizations, such as the National Indian Policy Institute, the Dene Cultural Institute and the American Indian College Fund. More subject-oriented sites include Indian education, Native languages, health concerns, stereotypes, and Indians and telecommunications. Contact <http://www.pitt.edu/~lmitten/indians.html>.

Noteworthy: Achieving Excellence: A Parent's Guide to Site-Based Decision Making. A publication that prepares parents to participate in their local schools' site-based decision-making councils. Information on motivation and other strategies that promote school improvement is included. Discusses establishment of school policies in areas of developing leadership and organizational skills; maximizing the time students spend learning; improving student success; and redesigning schools to make instruction relevant to the needs of today's students. English version: order no. ML-992-MW, 62 pages, \$7.95 prepaid; Spanish version: order no. ML-494-MW, 62 pages, \$7.95 prepaid. Contact the Mid-Continent Regional Educational Laboratory, 3100 Broadway, Suite 209, Kansas City, MO 64111-2413.

Philosophies and Approaches in Adult ESL Literacy Instruction, by Joy Peyton and JoAnn Crandall. This ERIC Digest discusses participatory approaches, whole language, the language experience approach, learner writing and publishing, and competency-based education. Free. Contact National Clearinghouse for ESL Literacy Education, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292, ext. 200.

Promoting Academic Success for ESL Students: Understanding Second Language Acquisition for School, by Virginia P. Collier. A no-nonsense, down-to-earth discussion of how one learns a second language for school. Provides an overview of language acquisition and chapters on the linguistic processes, social and cultural processes, cognitive and academic development. \$8. Contact New Jersey TESOL/BE at P.O. Box 2293, Elizabeth, NJ 07207 (800) 95-EBESL.

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Responding to Linguistic and Cultural Diversity. The January 1996 issue of *Young Children*, the Journal of the national Association for the Education of Young Children, focuses on language, listening, and literacy. It contains the recently-released NAEYC position statement on linguistic and cultural diversity and effective early childhood education. Single copy \$5.00. Contact NAEYC, 1509 16th Street, N.W., Washington, DC 20036 (202) 232-8777.

School-to-Work Curriculum. Includes "Career Discovery," "Computer Discovery," and "Technology Discovery." Each are one year courses for 7th - 9th grade students. Cluster based and use interest inventories, computer based resources or paper resources. Modular. Can be used either as a stand alone courses or integrated within other programs and courses. Also available is "Applied and Integrated Academics," an outline series of three IBM disks that tackle Applied Communications, and COMPUTERguard, a blocking program used internationally to block access to suspect files, known 'bad' sites, foul language and much more. "Instructional Design System" is a school-to-work design tool for all curriculum designers. "School-To-Work News" is a brand new resource for administrators, teachers, business and parents involved in School-To-Work and workforce development. Curriculum Disk (\$53); Applied STW Set (\$38); COMPUTERguard (\$38); Instructional Design System (\$309); and STW News (\$75 OR \$200). Contact The Paradigm Marketing Group, Inc., 450-A Overland Trail, Prescott, AZ 86303-5880. ParGroup@aol.com.

Spanish/English Software Guide, by Ana Bishop. One guide to Spanish/English software for bilingual teachers and one for ESL teachers. Guides include the top 25 software programs for either the IBM or Mac platforms. Information is provided on grade level, content area, addresses of the companies that make them and tips on how to select what is best for your students. Each guide available by annual subscription at an institutional price of \$125 per year, which includes the main guide and two annual updates. Both the bilingual and ESL guide may be ordered for \$200. Contact Ana Bishop, Multilingual Education Technology, 375 South End Ave., Suite 18D, New York, NY 10280. (212) 488-9022 or abishop@interport.net.

Technology and Language Learning Yearbook: Volume 6. An on-line version which contains listings of information about companies and organizations involved in language teaching with the use of software, videos, CD-ROMs, language laboratories etc. Contact Asthelstan at <http://www.nol.net/~athel/tall.html>.

Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

The Hmong Experience: Implications for School and Clinical Assessment and Intervention

by Li-Rong Lilly Cheng, Ph.D.

This article provides a brief history of the Hmong, as well as a description of the challenges they face as they enter the American educational system. The information is intended to bridge cultural and communication gaps between field practitioners and Hmong families in order to help Hmong children achieve educationally in American schools. The content of this article is based largely on a chapter entitled "Assessing Asian students for special services: A pre-assessment consideration" (Cheng, 1995).

The Hmong moved from China to the mountainous area of northern Laos in the 19th Century. They were widely dispersed, with a variety of traditions and customs, which makes it difficult to make generalizations about them. They have moved from place to place to look for land and other Hmong, both of which are prerequisites for the concept of a future to the minds of older members of this group (Walker, 1988).

Most Hmong farmed and few went through formal schooling. Many Hmong children received their education at home through generations-old oral history lessons. Members of the Hmong community take part in teaching their children about their culture. Most Hmong know how things were done in their own region but cannot speak for those of other regions. Indeed, most documents on the Hmong are written by non-Hmong's, despite a recent trend to the contrary (Bliatout, Downing, Lewis, & Yang, 1988).

Although Hmong children in the U.S. rarely come from "usual" Laotian life experiences, knowing about their parents' backgrounds can facilitate: 1) assessing whether or not children are functioning within the expected range of the home context; 2) looking for clues as to possible

trauma and/or physically handicapping events; and 3) communicating to parents all of the information they might need to make informed decisions about their children's education (Lewis, Vang, & Cheng, 1989). Furthermore, the Hmong's long struggle for survival provides the key to their culture and identity, as they have lived at odds with or isolated from existing powers for a long time (Walker, 1988).

A Brief Account of Modern and Immigration History

Between 1960 and 1975, the U.S. Central Intelligence Agency recruited thousands of Hmong to conduct clandestine maneuvers in their region against the Vietcong and the Communist Pathet Lao (Cheng, 1987). Years of conflict originating during the closing days of World War II led to this involvement with the CIA. This connection not only implicated mercenary arrangements, but also involved a history of conflict between various Hmong (and Lao) factions.

By March of 1970, the Hmong population in Laos had dropped in number by about 100,000 as a result of war, massacre, hunger, and disease. Under their patrilineal system—a belief that fathers serve as key figures to their families' survival—deaths threatened the family continuity of the Hmong. After the fall of the noncommunist Laotian government in 1975, approximately 100,000 Hmong fled Laos to escape retaliation for their support of the defeated government. Most were illiterate and had never before been outside their mountain homeland. The average education level of the male refugees was first grade (Rumbaut & Ima, 1987).

The year of the Hmong's arrival in the U.S. permits a rough characterization of the families' educational and vocational histories and socioeconomic status. The evacuation of U.S. troops from Saigon in April of 1975 marked the beginning of the

first wave of Southeast Asian refugees to the United States. After Hmong leader General Vang Pao fled to Thailand in 1975 to escape the Pathet Lao takeover of Laos, the United States accepted approximately 5,000 Hmong for resettlement.

The first refugee wave had strong connections to Vang Pao and the U.S. government. Vangyi (1980) identifies the Hmong who came in 1977-1978 as the second wave, and the majority of Hmong refugees who came in 1979-81 as the third wave. According to Vangyi, the first and second waves of Hmong had some education, but the third wave brought soldiers, peasants, farmers, and other working groups who had had no formal education, no language training, and no experience with Western societies.

Some researchers assert that the Hmong arriving since 1986 constitute a fourth wave. This wave has brought those individuals least willing to give up hope of returning to Laos. They have been the most exposed to war and spent the longest time in refugee camps. The fourth wave may resemble the second wave in that the adults once held relatively privileged positions. The fourth-wave children have been internationalized by the camp experience (Moffat & Walker, 1986); the Hmong who come during the fourth wave are more prepared for the transition and have received educational programs designed for refugees. However, the limited range of opportunity available in refugee camps inadvertently reduced the younger generation's education and exposure to technology.

When the first Hmong groups came to the U.S. in 1975, they were scattered in groups to small communities of several hundred people across the country. They were settled in California, Colorado, Hawaii, Minnesota, Montana, Pennsylvania, and South Carolina. Following a massive

CONTINUED ON PAGE 42

influx between 1979 and 1980, major changes occurred in their distribution. Hmong communities began appearing in a number of new states, and some who had been placed in specific communities through government resettlement programs undertook secondary migrations. This raised the Hmong population in California to more than 47,000 by the end of 1986, the largest in the country. In all, more than 60,000 Hmong from Laos resettled in the United States between 1975 and 1987.

An estimated 25,000 or more Hmong children have been born in this country. Most Hmong children in American schools do not remember the war or life in Laos; some were born and grew up in refugee camps in Thailand. These children were influenced by "camp culture" which refers to influences — modern and old, local and global — that dominated children's lives in refugee camps (Moffat & Walker, 1986). More than 25% of Hmong children now in the U.S. were born here after their families arrived as refugees from Laos.

Oral Tradition and Implications for Intervention

The Hmong, like many Native Americans, have always emphasized oral skills and had no written language until recent years. They achieved high social status not because of wealth or education, but rather because of speaking skills, which are considered extremely desirable for social functions, religious ceremonies, group meetings and other events. In traditional Hmong society, one learned how to speak well from elders. Furthermore, people could become community leaders only if they possessed formal speaking skills.

Learning how to create verses is considered an important part of Hmong culture. Children begin this at an early age, creating verses at social functions such as weddings and namings, as well as religious and funeral services (Bliatout et al., 1988). Moreover, the Lao school system emphasizes the traditional belief that success in life depends on the ability to communicate well on social occasions in front of family, clan, village members and government authority. It also places great emphasis on rote memorization.

Implications

What do these observations imply for teachers or clinicians? Language form, content, and use give rise to a style which is unique to Hmong culture. These students will perform well in preparing speeches, reports, letters, or essays if given memorizable samples of varying topics and contexts. Although this technique may run counter to American teachers' approach to encouraging creativity in that it doesn't provide structure, it will provide assessors a proper view of children's abilities to learn the school language, whether oral or written. It will provide a context for success and form a scaffolding to be gradually withdrawn as children become more proficient in English skills. This same strategy can be applied to other kinds of learning. Auditory, tactile, and visual modalities should be included when designing classroom activities for Hmong children. Facts, verses, and figures can be taught by assigning recitation. Any kind of patterned, rhyming or rhythmic speech will complement the Hmong traditional ways of learning information. Visual aids are also helpful. Shapes, symbols, and colors from traditional Hmong costumes may aid in discrimination and memory when paired with visual material (Bliatout et al., 1988).

Recognizing the Hmong reliance on oral tradition is especially important, since Americans generally rely on written communication. For example, American schools commonly use printed notes which many Hmong parents ignore. Knowing the Hmong reliance on oral communication, teachers and school personnel should instead identify individuals in the community with access to the local Hmong oral network and use them to communicate with Hmong parents.

Critical Questions for Assessment

The following questions are suggested to enhance the field practitioners' ability to focus on important aspects that may have influenced a Hmong child's language or learning behavior(s) in schools:

- Was the Hmong child born outside the U.S.?
- Did he/she come from a refugee camp and if so, what was life like there and was the student taught English in the refugee camp?

- What kinds of interaction does the child expect to have with teachers, i.e., does he/she consider it disrespectful to contribute to discussions or to directly ask questions?
- Is the student literate? (According to Lewis, personal communication, May 1990, only 10% of the Hmong are literate.)

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Writing in Multilingual Classrooms, by Viv Edwards. A training package focusing on practical strategies which help children to develop as writers. Issues explored include the writing process, approaches to the teaching of writing, ways of supporting children's development as writers, the use of other languages in writing to the benefit of both monolingual and bilingual children, the secretarial skills of writing, and assessment. Package includes course leader's handbook, overhead transparencies, and handouts. Also available *Reading in Multilingual Classrooms* and *Speaking and Listening in Multilingual Classrooms*. \$179 each. Contact Multilingual Matters/Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-8312 (800) 821-8312.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. For more information on a resource, contact the publisher directly.

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ASIAN/PACIFIC — FROM PAGE 42

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Dr. Li-Rong Lilly Cheng is a Professor of Communicative Disorders and Assistant Dean of Student Affairs and International Development of the College of Health and Human Services at San Diego State University.

Editor's Note: Contributions to the Asian/Pacific American Education Concerns column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94912. (510) 834-9458, FAX (510) 763-1490. You may send E-mail via the Internet to: JANET_LU@arcoakland.org

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Principles for Assessment Reform Released

P *Principles and Indicators for Student Assessment Systems*, a 36-page guide to assessment reform, was recently released by the National Forum on Assessment, a coalition of education and civil rights organizations, of which NABE is a member. The *Principles* propose a radical change in assessment practices, away from an emphasis on standardized testing toward a wide array of educationally useful, classroom-based procedures, including portfolios, projects, exhibitions, and essays.

The *Principles* call for focusing assessment systems on practices that assist student learning and are integrated with curriculum and instruction. The Forum believes that other important assessment uses, such as providing public information, should support and not undermine this central purpose. Designed to assist broader school improvement, the *Principles* also stress equity for all students, professional development for educators, community participation, and clear communication in assessment. NABE and more than 80 organizations and 120 individuals have signed on to the *Principles*.

The seven Principles are:

- The primary purpose of assessment is to improve student learning
- Assessment for other purposes supports student learning
- Assessment systems are fair to all students
- The broad community participates in assessment development
- Communication about assessment is regular and clear
- Assessment systems are regularly reviewed and improved

The *Principles* were prepared with primary support from the John D. and Catherine T. MacArthur Foundation and the Joyce Foundation, with additional funding from the Ford Foundation. FairTest provided staffing for the project.

Copies can be ordered for \$10 each from the National Center for Fair & Open Testing (FairTest), 342 Broadway, Cambridge, MA 02139.

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glish," said Rodríguez. He speaks four languages and says he resents the nativist and xenophobic politicians who want to ignore the fact that the world is not only English speaking. "We should all be speaking more languages, not less," he said.

The U.S. Customs workers had threatened to stop speaking Spanish and other languages starting Wednesday if their money demands were not met. They agreed to postpone any action until the end of the month after the Treasury Department agreed to negotiate new payment rules to pay bonuses to some of the workers.

Other federal law enforcement agents, including officers from the Immigration and Naturalization Service and the Department of Agriculture, have begun to explore ways to demand extra pay, too, for speaking languages other than English.

Compensation for those who use other languages in their work varies greatly around the country.

"The situation is yes and no. Yes, we speak two languages and no, we don't get compensated," said Miami police officer Elio Tamayo, a board member of the city's Police Hispanic Officers Association.

But in Los Angeles, Jacqueline Vernon, the bilingual coordinator for the Los Angeles Police Department, said that in the early 1970s, the police force there created a certain number of bonus pay positions for officers who use a second language on the job.

Today there are nearly 1,400 such positions in the force for a total of 16 languages. At least 80 percent of these specially paid language jobs go to Spanish speakers. They're trying to expand the program every year, Vernon said.

"It's so obvious that the communication skill [of speaking Spanish] is a tool for the police officer," said Sgt. Ruben Padilla, the vice president of the Latin American Law Enforcement Association in Los Angeles. "If you want to help or communicate with someone you have to speak the language or it's very difficult to do your job. If the officer is utilizing the language it's very reasonable to get compensated for that. It's common sense."

But in the police force as well as public service, the number of positions with extra pay are determined by policy makers, not Spanish-speaking employees.

Gilbert Cedillo, the general manager of the Service Employees International Union's Los Angeles 660 Chapter, which represents county employees, said interaction with a public as diverse as Los Angeles's often requires use of another language, even when workers do not have one of the coveted bonus-pay positions.

"A lot of time the workers just trying to do their jobs will use the skills generously but won't be compensated for it," he said. Though it's "commonplace" that workers are paid extra for their linguistic skills, he said, "the shortcoming is that it's not common enough."

Discussions of whether such positions should exist, and to what extent, often are mired in anti-immigrant sentiments rather than focused on efforts to provide better service to a community, Cedillo said.

"I think we have to take it out of a context of the nativism and racism that cloud the issue," he said. "This is a skill that public employees need to utilize to provide service for the residents."

Special correspondents Kathryn Wexler in Los Angeles and Catharine Skipp in Miami contributed to this report.

William Booth is a Washington Post staff writer.

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been advised by long-time employees of the system to tread lightly. Even some of my fellow principals whisper among themselves, questioning what I am attempting to accomplish. Character and conviction will get you through difficult meetings and confrontations. I believe the focus should always be the children, first and foremost.

Probably the biggest fear that current staff members have regarding the dual-language magnet application is job security. Many are fearful that they will be excessed or transferred to another school if our application is approved. While this is one of the options that schools are allowed to consider, I never said that monolingual English teachers would not be rehired. Excellence is rewarded, mediocrity is not. I am positive all educators would agree with this. Besides, I would never say something that could be perceived as discriminatory.

Deadlines, competition for magnet school status, public relations, marketing, staffing, recruiting, and budget-related items are other major areas of concentration. There will be days when everything you set out to do gets accomplished, and other days when absolutely nothing goes your way. In my opinion, those ups and downs are what make a principal's job exciting and challenging. My experiences in going through the magnet school application process have validated the acceptance and sensitivity of those individuals who are "in tune" with meeting the needs of a given student population. Validation has also been imposed on those individuals who choose to remain in the dark, fear change, and who may not necessarily be advocates of children; for they have made their position abundantly clear.

In summary, the ups and downs go with the territory. As they say, "If you can't stand the heat get out of the kitchen." I believe I will be successful in my bid to become an acclaimed magnet school in the area of dual-language instruction. This is about doing what's right for the children and community where my school is located. Time will tell who shares my vision for a world-class education through a dual-language approach. In the meantime, I sleep well knowing that children come first.

Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

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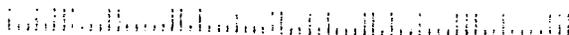
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NABE NEWS

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March 15, 1996

National Association for Bilingual Education

Volume 19, Number 5

A Report on Federal English-Only Legislation

by James J. Lyons, Esq.
NABE Executive Director &
Legislative and Policy Counsel

Editor's Note: This document was prepared at the request of the Association's Executive Board of Directors for a concise factual report, written in layman's language, on the most popular English-only bills currently pending in the United States Congress. The Board asked that the report include an historical overview of U.S. language policy and address four areas: (1) the substance and specifics of pending English-only legislation; (2) congressional action on English-only mandates; (3) legal ramifications of a federal English-only enactment; and most importantly, (4) the impact a federal English-only law would have on the American people.

English is spoken by 97 percent of the American people, according to the 1990 Census, and is universally recognized as "America's language." Yet, at no time in American history has the United States had an official national language.

When the United States government was formally established, Congress dis-

cussed and discarded proposals to designate an official language. And with a few important exceptions, the federal government has accepted, accommodated and respected language differences in much the same way as it has religious differences. These differences were the natural consequence of the fact that the American people were drawn from all parts of the world.

The exceptions to this benign federal language policy were directed against minority Americans. Shortly after the Civil War, Congress set up a system of boarding schools where Indian youth, children of the first Americans, were sent to be "stripped" of their native language, culture, and religion. Only the current generation of students attending federal Indian schools has been spared from this English-only policy which was not formally repudiated by Congress until 1990. Even earlier, Congress countenanced state laws designed to prevent African Americans from becoming literate in English. And later, during the first half-century of U.S. control of Puerto Rico, the federal government imposed seven different language-of-instruction mandates on the island's public schools.

In each of these instances Congress deviated from America's prevailing national policy on language, a policy which accepted and accommodated diversity. And in each of these instances of federal language restrictionism, Americans were hurt and the nation suffered.

The closest the United States came to becoming an officially English-only country occurred around the First World War when a false equation between language and loyalty developed in the public consciousness. Although war-time hysteria and nativism propelled the enactment of

state and local English-only mandates, Congress declined to pass a national English-only law.

Congress' wisdom in rejecting a national English-only mandate during the First World War period was proved by U.S. experience in the Second World War. In that war, the bilingualism of Native American "code-talkers" combined with the bilingualism of Italian-English, German-English, and Japanese-English speaking Americans proved invaluable to the nation.

Legislative Substance and Specifics

The first English-Only bill to be introduced in United States Congress since the First World War era was sponsored by the late Senator S. I. Hayakawa in the 97th Congress. English-Only bills have been introduced in each subsequent Congress, but have not been the subject of formal legislative action until this, the 104th Congress.

The two most "popular" English-only bills in the 104th Congress are H.R. 123 and its Senate companion measure, S. 356. H.R. 123 was introduced on January 4, 1995 by Rep. Bill Emerson (R-MO), and has, as of February 25, 1996, 193 cosponsors. S. 356 was introduced by Senator Richard Shelby (R-AL) on February 3, 1995, and as of February 25, 1996, has 21 cosponsors. H.R. 123 and S. 356 are identical measures.

H.R. 123 and S. 356 would add a new chapter to the U.S. Code entitled the "Language of Government Act." The bills employ four mechanisms — a new federal mandate, a new "nondiscrimination" provision, a new federal entitlement, and a new private right of legal action in federal courts — to effectuate an English-only policy in the United States.

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Message From The President

The Struggle Continues

by Dr. Kathy Escamilla



1995-1996 NABE Executive Board President,
Kathy Escamilla

Those of us who have spent any amount of time in the field of bilingual education know that the word “struggle” is a particularly apt one to describe our experiences. In the short 28-year history of modern-day bilingual education, nothing has been easy and little has been accomplished without great struggle and sacrifice on the part of many of our colleagues and constituents. We are greatly indebted to all who struggled before us to provide the opportunities to practice bilingual education and provide equitable educational opportunities to language-minority children.

During my four years on the NABE Board, I have traveled and visited bilingual classrooms, Congress, state departments of education and school boards. I have interacted with language-minority children, their teachers and families. In each of these areas and venues I have seen persons who are totally committed to our field and who are struggling, and I see that our struggles are far from over.

What exactly is this struggle? The struggle takes many shapes and manifests itself in many ways, but it begins, in my view, with a general struggle to be understood. Embedded in the need to be understood is a struggle to succeed, to be accepted for who you are, recognized as someone having value and talent, and a struggle to excel.

In spite of a quarter-century of success and promise, it seems that each time I am asked to speak to a group of educators outside our field the first question I am asked is, “What exactly is bilingual education?” This question is generally followed by the usual misinformation such as that bilingual education is only for Spanish-speakers, that it does not teach English, etc., etc. I need not go on for you have all had similar experiences. So our struggle to explain our mission and vision as bilingual educators continues.

Those of you who keep up with policy and legislative issues know that our struggles in these areas continue to grow and expand. The proposed English-Only initiatives in the U.S. Congress, in the form of H.R. 123 and S. 356, require that we continue to struggle for some very basic rights for our language-minority children and their families — their right to linguistic freedom, and equitable and sound educational programs. Our struggle to be understood here requires that we continue to advocate that linguistic rights are basic human rights.

The struggle at the federal level is also over funding. Equal rights to a quality education for language-minority children are of little value if such rights lack the backing of financial resources needed to design and implement quality bilingual education programming. Congressional proposals to slash federal education funding and the federal Bilingual Education Act threaten some of the best bilingual education programs in the nation. We must continue to struggle, with the broader educational community, to help Congress understand that federal investments in education are *even more* important because of the current fiscal crisis.

Our struggles in many states also continue as we see state legislatures consider policies that would greatly weaken or even eliminate bilingual education. In Massa-

chusetts, for example, the current governor has tried to pass legislation that would eliminate equal educational opportunities for language-minority children. Under his plan, school districts would have several options for serving language-minority students. These include several types of bilingual education, ESL, or nothing at all (included in “bilingual options” were structured immersion programs which, of course, are not bilingual at all). Thanks to the leadership and dedication of the Massachusetts Association for Bilingual Education, the governor did not succeed in his efforts. However, this anecdote is indicative of several of our struggles — the struggle for continued support from our policy makers, and the struggle for conceptual understanding of our field. It is also indicative of the struggles many of our state organizations have had to face.

On a more local level, teachers and paraprofessionals in our schools and communities continue to struggle to implement sound bilingual programs. Their struggles often occur in educational environments that are hostile to bilingual education, in buildings that are in need of repair, and with minimum access to appropriate educational materials. Recently, I had the misfortune of being in a school where a principal told me that she was really torn about staffing in her building. In her words, “I really need more bilingual teachers. But if I have to choose between having a bilingual teacher and hiring a really excellent teacher, I’m going to go for excellence. The district may not like it.” The continued devaluing and undervaluing of the strengths and contributions that our bilingual teachers and paraprofessionals make in our schools is a struggle that often demoralizes and burns-out the very people in our field who are closest to the children. The struggle to legitimize the teaching of bilingual education and to value bilingualism continues.

Perhaps, most tragically, are the struggles that daily face our language-

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In Memoriam

Senator Ralph Yarborough

I believe that the teaching-learning process is most exhilarating, but the elation has been absent too long in the schools of the Spanish-speaking," Senator Ralph Yarborough told the 1967 Texas Conference for the Mexican-American. Yarborough had introduced the first federal Bilingual Education Act three months earlier and would, within a year, steer the bill to enactment.



From the day he first taught in a one-room school as a 17 year old in Chandler, Texas, through his career as Texas state official and U.S. Senator, Yarborough was an outspoken and dogged champion of education, environmental, and social issues. As a member and later Chair of the Senate Labor and Public Welfare Committee, Yarborough authored the National Defense Education Act of 1958 (the first federal law to support general education), the Cold War GI Bill, and more national legislation than any other Texas Senator in the twentieth century.

Ralph Yarborough was the only Southern Senator to vote for the 1964 Civil Rights bill, one of many courageous acts that earned him the nickname, "the people's Senator."

NABE honored Senator Ralph Yarborough with a Pioneer Award on the 25th Anniversary of the original Bilingual Education Act in 1993. Indeed, his leadership on bilingual education at the federal level sparked many states, inspired by the promise of federal monies and guidance, to pass their own bilingual education statutes.

Ralph Yarborough died at his home in Austin, Texas, on January 17, 1996, at the age of 92. He will be deeply missed by grateful NABE members, language-minority students and their teachers, and all Americans who understand the importance of bilingual education and federal education programs.



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Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, University of California Educational Research Center

How to Select Software for the Bilingual Classroom

by Ana Bishop

Column Editor's Note: The author of this month's column, Ana Bishop, is a multilingual education technology consultant who focuses on bilingual and ESL uses of technology for education, from long-range planning and teacher training to classroom use. She is a former Title VII Fellow at Michigan State University and has taught at the elementary and university levels. She has done publishing for McGraw-Hill and software support and marketing with development support in the area of bilingual products for IBM. She consults for the New York City Board of Education, the New York State Education Department, and City University of New York. Her long-range technology-planning clients include districts across the Northeastern U.S. and Puerto Rico. English is the second of her five languages. She is the author of two guides to educational software: "The Top 25 Spanish-English Bilingual Programs" and "The Top ESL Programs". She is assisting in the establishment of NABE's Technology Consortium.

This year NABE is placing particular emphasis on technology for bilingual education. This column will launch an ongoing feature of periodic sidebars that will attempt to keep at the forefront new developments in software for languages other than English and in ESL. My hope is that educators who are eager to provide technology access to children who speak more than one language can always have somewhere to turn for ideas, direction, product evaluations and listings, and even teacher experiences.

Before we get into the nitty-gritty of software for bilingual students and teachers, it is critical to clarify that there should be no difference in the expectations that we as bilingual educators have of software in English and of software in any other language. A few years ago, when some of

the few educational products for bilingual use in the U.S. were IBM's *Voy a Leer Escribiendo* (VALE) and the Learning Companys *Bilingual Writing Center* for the Apple Computer — we were so hungry for product that we latched onto almost anything. Fortunately, both these pioneering products were as competently programmed as their English counterparts.

As our knowledge of computers and experience with software grow, so does our sophistication. But the average teacher in the average classroom — or, for that matter, the average administrator or superintendent — who is reaching out into the world of technology has few ways to gauge the quality of a software product and its effectiveness or appropriateness for the bilingual classroom. I will offer some guidelines on how to evaluate bilingual software, and then use these guidelines to discuss two new bilingual and ESL products that can be of use.

Recent Developments

The past two years have seen the production of larger volumes of bilingual software than we have seen in the history of personal computers. A shrinking planet — made smaller by telecommunications, the Internet, international travel, trade and industry — has brought to the attention of businesses in the United States that this country itself carries the seeds of almost all languages from around the world. More and more educational software developers have been producing products in Spanish and other languages. Most of them were marketed by two of the major hardware makers: IBM and Apple Computer. Indeed, Apple puts out a list of products that it has helped develop in Spanish and even bundles some of these under a hardware packet called *Spanish Language Connections*. And IBM's EduQuest division still markets its own Spanish literacy and math software, while also selling the products made by other companies in Spanish.

Future sidebars will detail existing software that is available today in Spanish and

other languages. However, it is crucial that we as educators learn to fish, not just be given the fish someone else caught. To that end, here is a list of criteria that, in my experience and that of many of the educators I work with across the country, should be used in determining what is high-quality software. In fact, both Apple and IBM have put out a set of criteria that is very similar in scope and which they provide to software developers who are contemplating creating bilingual software.

Selection Criteria

There is a range of software available, some of it beautifully made software, and other software that is full of quality content but with no visual appeal. And increasingly there is "edutainment" software that is lots of fun and flashy but requires an adult to focus the child on the educational aspects. Besides looking for the following elements, I also constantly check with bilingual teachers to see if what my experience has taught me is confirmed or denied by their day-to-day work in the classroom.

1. Accuracy, Correctness of Content

This includes not only facts, but also grammar and spelling. Software is an expensive commodity. There is no reason why educators should accept a piece of software that is full of inaccuracies and errors. Most reputable companies offer a 30-day trial period to educators. Some companies that offer more sophisticated and complicated programs even offer 3-month trials. Take advantage of those offers and try before you buy.

2. Not Limited by Regionalism or Dialect

Because no program can include every iteration of a language, it is important that, whenever possible, a product be based on a "standardized" version of the language. If the software is also open-ended (see next heading), it will allow for diversity of dialects, colloquialisms and regional dif-

CONTINUED ON PAGE 8

ferences that can be entered by the teacher, or by materials developers at the school or district level. However, just as radio and television news in the U.S. and most of Latin America tends toward "broadcast" Spanish, software in Spanish should contain a similar language base to appeal to the broadest population possible. This is especially true within the U.S., where many more diverse Spanish-speaking populations are likely to be attending the same school.

This is not to say that a bland "homogeneity" of language should pervade. In fact, just as in literature or in viewing movies, we can easily accept, digest and even celebrate regional and national variations in our native language. Our students should learn their native language well enough that they can tap into the richness of a software product written for an Argentinean or Mexican school system and get the meaning of uncommon words from the context or by using a dictionary — skills that all students need to develop. The better programs offer glossaries that assist in this effort.

3. *Open-Endedness*

Software that allows a teacher to make changes which enhance its use with his or her students has immeasurable flexibility. So does software that allows students to play as they learn, or to manipulate the content, experiment, explore, and create.

4. *Interactivity*

Not all software that claims to be interactive is truly so. In fact, the term has almost lost its meaning as companies have tried to pass off digitized workbooks as interactive software. To meet the interactivity requirement, software must truly allow the student and teacher to go directly to an area of interest, or where the teacher wants the student to work. It must allow more than one correct answer whenever possible, and it must not progress linearly — like a high cost electronic workbook. In that case, you might as well have a workbook, since it's more portable.

5. *Depth of content*

This is a critical element in software. Depth of content allows software to be used over and over again without losing its freshness for students who must sometimes return to it for practice or research. Providing the same exercise over and over in varying graphic or video formats does not constitute richness of content. A high-quality product has depth that only prolonged use will reveal. But it should also be simple enough (see "Ease Of Use," below) to allow almost immediate implementation in cases where funding and time for training is limited or unavailable. It is not recommended that teachers forego training; but in view of the stringent constraints that many schools face today, I usually note those programs that can forego formal training if the teacher has time to practice on his or her own, as a minimum.

6. *Educationally Sound*

A truly high-quality program should contain elements espoused by most accredited educational institutions and professional associations that have generated "standards." Many are even written to national standards, such as those of the National

Councils of Teachers of Math, of English, and so on.

7. *Ease of Use by Students*

The more a teacher has to hover over the children in the classroom to explain the program, the less of a useful tool the program is. However, the initial implementation of many high-quality programs invariably calls for some teacher instruction. And the integration of a software program into the rest of the curriculum is definitely teacher-driven. But don't be fooled by too much ease of use, as some very easy programs are also some of the least educational. On the other hand, just because a software program seems too complicated to you, it does not follow that it is complicated to the child. Children have a knack for catching on to software programs that is astounding, especially when compared to many adults!

8. *Ease of Use by Teachers*

If a teacher is dumbfounded by a program, it is not likely to be used often. For highly sophisticated, content-rich programs, overcoming the initial learning cycle may require some training and should probably include follow-up in the form of on-the-job training. Often the payoff for the effort is proportional to the quality of the training and the commitment of the teacher.

9. *Age-Appropriateness*

Because ESL literacy products for older children and adults are often unavailable in English, many dedicated teachers select software that was designed for use by much younger children, but which seems to accomplish the job. This may function adequately when we are desperate, but there is enough good software out there now that there is little justification for not providing students with products at their grade and age level. When I review software, I note what age or grade the manufacturer advertises for the program, but I temper this age rating with which age and grade other teachers and I have seen it work effectively.

10. *Cultural Sensitivity*

Programs that stereotype and misrepresent cultural difference — whether intentionally or not — have no place in our classrooms. I watch out for programs that not only respect diversity but actually use it to enrich the content. These are rare, and I often have to settle for what is not offensive. As the years go by, I see more of the really culturally-rich programs and less of the limited ones. That's definite progress. One bit of cultural awareness that bypasses many users is the gender bias a program may contain. We need to look for this type of stereotyping, as well as of the use of violence.

11. *Visual Appeal*

If the product lacks this seemingly superficial element, it will fail to compete for the attention of the student. In rare cases, the content may be so educationally rich as to overcome any aesthetic objections. In any case, fancy graphics should not blind the purchaser to limitations that a program may have in other, more important areas.

Elementary Education SIG

SIG Chair: Stephanie Dalton, University of California, Santa Cruz

Social Reorganization: Uses in Language Diverse Classrooms

by Dr. Stephanie S. Dalton

Social reorganization refers to the way students are clustered for teaching and learning activities in classrooms. Socially reorganizing classrooms fosters expanded opportunities for students to learn through joint productive activity with teachers and peers and provides equity for all students in those opportunities. These two criteria of effective education for diverse students' promote practice that is inclusive, interactive, and academically productive. In classrooms today, yesterday's practices of exclusion, of cemetery-like rows and columns, and competitive structures are replaced with maximized opportunities for interaction and activity. Now, students as well as teachers serve as language and academic models and tutors.

What Is It?

Socially reorganizing classrooms means focusing on clustering all students to employ their strengths and assure the broadest social contact. In a variety of *activity settings*, clustered students participate in teaching and learning activities with and without the teacher. An activity setting may be a classroom library corner where students gather in various groupings for recreational reading or a journal writing station where students compose journal entries, talk about, and respond to teacher's and peers' entries. An activity setting may be an observation station with flora or fauna to view for data collection and recording or keyboarding, gaming, editing, and other shared endeavors at computer stations. It may also be a small group of students having conversation with the teacher. Whole class or large group instruction is also an activity setting where instructional activity is introduced, performed, and debriefed. A more complex social organization allows for multiple, simultaneous activity settings in class-

rooms.

Teachers using instructional approaches that emphasize the student role in constructing understanding are focusing more on socially reorganizing their classrooms. Teachers' critical task is to assure that patterns of classroom social organization ensure that all students are included in the active learning process. Students, particularly language-minorities, are often excluded from classroom opportunities by social forces reflecting those in the world outside the classroom. Those social forces influence students' opportunities for interaction and activity based on what language they speak, where they live, ethnicity, and economic situation. Teachers can interrupt the social forces' effect by affording all students equal opportunities for learning in activities with their peers and teachers through joint productive activity.

Why Try It?

Teachers have been using centers, cooperative learning, and other small group activities for decades, so what's new and interesting about a focus on social reorganization of classrooms? Teachers agree that the social and emotional quality of teacher-student relationships and peer relationships have consequences for what happens in classrooms. Research indicates that the quality of these social and emotional relationships are partially determined by the ways schools and teacher socially organize the teaching and learning environment. Throughout the school day, the social forces that sort students into affinity or preference groups, into interactions with the teacher and peers, or preclude such interaction and activity reflect those of the world outside the classroom. Many of the forces are out of the teacher's control — tracking or departmentalization, for example. But classroom social reorganization can mitigate some of these effects through opportunity, interaction, and reflection. Classrooms can be

socially organized to break the traditional patterns of powerful social forces by redirecting them towards inclusive social practices that envelop every student in the process, and result in a love of learning and the fulfillment of potential.

How Does It Work?

Although there is no single correct way to socially reorganize classrooms, teachers can *cluster* students and arrange activity settings to foster inclusion, interaction, and academic assistance. From the first meeting with students, teachers can begin to think about the ways students can be clustered to encourage collaboration and academic progress. Teachers can select themes and plan activity settings long before they set up their classrooms; they can even be planned with students. A veteran teacher said she invested considerable time brainstorming with her students because the students have good ideas. Some teachers describe having their students help design activities, move classroom furniture and materials into suitable positions, and appropriately decorate them.

Although a classroom may be physically arranged for complex activity settings from the first meeting, students are *phased-in* to them gradually. At the first, activities are carried out at homeroom seats or other convenient sites until activity settings are introduced, usually one at a time. At first, clusters can be the halves of the class, then thirds, and so on. Or, students may be selected for a particular purposes such as heterogeneity, language, academic interest, friendship, gender, or research topic, to work in small clusters with the teacher or in student-directed clusters. In teacher-guided clusters and student directed clusters, teachers observe students responding as leaders, language developers, learners, and academic supports for their peers. As the teacher comes to know students, clusters are formed to draw on students' strengths and increase

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Campaign Against Racism and Extremism NABE CARES

Legislation Being Considered by Congress Would Hurt Immigrants

Editor's Note: *The following article is reprinted with the express permission of the National Immigration Forum.*

She entered the country legally in 1981. She worked hard and earned degrees in business and nursing. She raised children who became doctors, nurses, and engineers. But now Leticia is afraid for one of her kids and angry at Congress.

Why? Because Congress is considering legislation which would change America's immigration laws. If that happens, Leticia's son, Mike, would have to leave college (where he's studying to become an engineer), leave his home, leave his friends, and return to a homeland he hasn't seen since he was 11 years old.

Leticia is not alone in her worry over legislation pending in Congress. Because the bills on Capitol Hill would result in the most extreme changes to our immigration policies in decades, the bills have sparked serious concern among immigrants throughout the country.

Thousands of immigrants, like Leticia, have decided to organize to defeat the legislation. And many of the newly organized are becoming politically active for the first time in their lives.

The most important time for immigrants to add their voice to the chorus of opposition to anti-immigrant legislation is now — before it's too late. The bills will be voted on by Congress in March and April. After that, America may close its doors to newcomers and may deny assistance to many immigrants who are already here.

The bills — HR 2202, sponsored by Rep. Lamar Smith (R-TX), and S 1394, sponsored by Senator Alan Simpson (R-WY) — would:

- prohibit U.S. Citizens and legal residents from sponsoring their sons and daughters over the age of 21 — including applicants who have already been approved and are waiting for their visas;
- prohibit U.S. citizens from sponsoring their brothers and sisters — including applicants who have already been approved and are waiting for their visas;
- make it extremely difficult for U.S. citizens to sponsor their mothers and fathers;
- reduce or eliminate assistance to needy legal immigrants and some naturalized citizens;
- cut back on admissions of refugees who are fleeing political and religious persecution; and
- introduce a controversial national ID system.

"This is the most restrictive immigration introduced in over 70 years," stated Frank Sharry, the executive director of the National

Immigration Forum, a pro-immigrant nonprofit organization in Washington, DC. "But if affected communities stand up and speak out, we have a chance to defeat many of the proposals."

Opponents of the bill were scheduled to visit in Members of Congress and the press during "National Lobby Days to Defend Legal Immigration" in early March to explain how the controversial measures will do more harm than good.

Opposition to anti-immigrant bills has grown steadily in recent months and spans the political spectrum. Vocal opponents of HR 2202 and S 1395 include Mayor Rudy Giuliani of New York City, Governor George Bush of Texas, AFL-CIO president John Sweeny, and retired general Colin Powell. Their rallying cry is the same: don't cut legal immigration, don't separate families, and don't introduce a national ID system.

One of our best-loved Presidents, John F. Kennedy said it best: "There is no part of nation that has not been touched by our immigrant background. Everywhere immigrants have enriched and strengthened the fabric of American life."

For more information on how you can become involved in opposing anti-immigrant legislation, please call the National Immigration Forum at (202) 544-0004.

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Bilingual Education: Separating Fact from Fiction

Myth #7 Disproved:

"LEP dropout rates remain very high despite the widespread application of bilingual education."

High dropout rates of limited-English proficient (LEP) students cannot be blamed on bilingual education because over three-quarters of LEP students are not taught through bilingual education. Bilingual education is used to instruct only about one in four LEP students. English as a Second Language (ESL) instruction, in which the student's native language is not used for academic instruction, is used to teach just less than half of LEP students. Over a quarter of LEP students receive neither services to teach them English nor assistance tailored to help them understand what is being taught to them. This is often called a "sink-or-swim" approach to teaching LEP students and is in violation of federal law. If a reading of this data suggests anything, it is that lack of bilingual education, an overreliance on ESL, and the prevalence of sink-or-swim approaches to teaching LEP students may be the real culprits in high LEP dropout rates.

Myth #8 Disproved:

"Bilingual education is impractical because it costs \$8 to \$11 billion and there are 180 languages spoken by America's students."

The \$8 to \$11 billion estimates of the costs of bilingual education offered by opponents are outrageous but simple to understand. The number reflects the cost of educating LEP students whether or not they are taught using bilingual education instructional techniques. There are approximately 2.3 million LEP students in the U.S., according to the U.S. Department of Education. If this number of students is multiplied by the average cost of educating a student in the U.S., about \$5,000, one arrives at the often repeated \$8 to \$11 billion estimates. As one can see, \$8 to \$11 billion would be spent on instructing LEP children even if every school in the U.S. chose to use neither bilingual education nor ESL. The true cost of bilingual education is the additional amount of funds that a school expends to change a monolingual English program to a bilingual educational program. This additional cost is limited primarily to the purchase of additional instructional materials, which is marginal.

The large number of language groups would only be a problem for schools if each school had to instruct students from many different language groups. While it is true that most major school districts have many language groups, most schools are linguistically homogeneous. For example, there are over 75 languages

represented in the Tucson public schools, however, no single school has more than four languages represented. In Denver, there are 60 identified language groups, yet no more than three languages are spoken in any given school. In these situations, there is no question that bilingual education can, and should, be provided. Nationally, only one quarter of LEP students attends schools in which the numbers and diversity of LEP students would make it impossible to carry out a bilingual education program, according to data from the General Accounting Office.

Even when the numbers are not large and certified teachers sparse, there are many ways to use the students' native language and culture by drawing upon the resources of the language minority communities. In Fountain Valley, California, for example, Project GLAD students, who come from 12 different language groups, receive one hour each day of content and literacy instruction in the native language, taught by paraprofessionals from their communities. Bilingual education in most U.S. schools is not only desirable, but is also possible.

More important, arguments against the practicality of bilingual education forward the absurd proposition that because one LEP student cannot be served, no LEP students should be served. The Supreme Court in *Lau V. Nichols*, the landmark case that requires schools to ensure that LEP students can understand instruction, wrote that states can and should consider the numbers and diversity of their LEP students when considering what services schools can reasonably offer LEP students.

- NABE -

This article is the third in a *NABE NEWS* series.

Upcoming issues will continue to print excerpts from *Bilingual Education: Separating Fact from Fiction*, a short report that helps policy makers, the media, and the public better understand bilingual education.

This free NABE REPORT draws on current government data and scholarly, independent research to identify what is fact and fiction in a discussion of the education of limited-English proficient students and includes detailed notes on research sources.

The report is available free of charge from NABE.

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190

American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

Hawaiian Language Programs Revisited

by Kauanoe Kamana
and William H. Wilson

Column Editor's Introduction: In the December 15, 1991 issue of NABE NEWS, Bill Wilson published a column titled "Hawaiian Parallels" that described Native Hawaiian efforts to save their language. This column reports on the progress made since then.

During the first two decades of this century Hawai'i underwent a massive language shift from its indigenous Polynesian language to Pidgin (Hawai'i Creole English) as the primary home language of Native Hawaiians as well as large numbers of locally-born non-Hawaiians. This shift was the result of English-Only legislation that closed down the Hawaiian-medium public schools of Hawai'i. The legislation not only nearly exterminated the Hawaiian language and culture but also had disastrous effects on literacy, academic achievement, and even use of standard English among Native Hawaiians. Out of nearly 200,000 Native Hawaiians in Hawai'i, the 1990 census listed only 8,872 speakers of Hawaiian. While there still remains one small island where Hawaiian is the language of the entire community, elsewhere Hawaiian speakers are scattered and often elderly. There is, however, a coordinated community and state government effort to save the Hawaiian language and culture from extinction through reestablishing schools taught in Hawaiian serving those who wish to continue to use or revive the language in their homes.

The following information was provided by Kauanoe Kamana and Bill Wilson in a conference on Native American languages held at Northern Arizona University. Kauanoe and Bill were the first of a number of couples in Hawai'i who have revived Hawaiian as the first language of

their home and children. They are founding members of the non-profit language revitalization group 'Aha Punana Leo and are both faculty members in the Hawaiian Studies Department at the University of Hawai'i at Hilo. Kauanoe Kamana is the president of the 'Aha Punana Leo and past director of the Hale Kuamo'o Hawaiian language center at the University of Hawai'i at Hilo. She is currently on leave from the University teaching in the first intermediate and high school Hawaiian medium classes in one hundred years. Bill is on the legislative committee of the State's Hawaiian Immersion Advisory Council.

Punana Leo Hawaiian Medium Preschools

In 1983, we were part of a small group of Hawaiian-speaking educators who formed the 'Aha Punana Leo to reestablish Hawaiian medium education. At that time, the Hawaiian medium public school system of Hawai'i had been closed for nearly 90 years and the last generation in which Hawaiian was the common language of all Hawaiians was in their seventies. The focus of the 'Aha Punana Leo was to assist the few families trying to revive Hawaiian in the home and the tiny community that still used Hawaiian at all age levels by beginning family-run preschools. Ours was the first family to reestablish Hawaiian as the sole language of the home and we were determined that our children would attend preschool and public school in Hawaiian.

The 'Aha Punana Leo now serves approximately 175 children in nine Punana Leo preschools in the State and develops materials and prepares teachers for them. Instruction in these full-day eleven month schools is totally through Hawaiian. Parents must 1) pay tuition (based on income), 2) provide eight hours in-kind service per month, 3) attend weekly language lessons, and 4) attend monthly governance meetings. The program has been very successful in its language revitalization, aca-

demically, and family-involvement goals and has long waiting lists. The administration of the schools is through Hawaiian and most of the employees are parents of former and current students. The Papahana Kaiapuni Hawai'i (Hawaiian Immersion Public Schools) grew out of the Punana Leo, serves Punana Leo graduates, and receives financial and other support from 'Aha Punana Leo.

Papahana Kaiapuni Hawai'i (Public School Hawaiian Immersion Program)

The Hawai'i public school system, including the first high school west of the Rocky Mountains, was once taught and operated entirely through the Hawaiian language. The Hawaiian language was banned in all private and public schools in 1896 and this ban continued until 1986 when it was rescinded through Punana Leo lobbying. In 1987, parents and administrators from the Punana Leo preschools persuaded the State Board of Education to open two Kindergarten-first grade combined classes to serve Hawaiian-speaking children from the Punana Leo.

These initial children are now in ninth grade Kaiapuni Hawai'i classes and the program has expanded to include eleven official sites and two unofficial ones. One thousand and one children were served in the fall of 1995. Most of the children are educated in schools where a Hawaiian medium program shares a campus with an English medium program, but there are two official totally Hawaiian medium schools. Children are educated entirely in Hawaiian until fifth grade when English language arts are introduced as a subject often taught through Hawaiian. English continues to be taught for one hour a day through high school. Intermediate and high school aged children are also taught a third language. A long range study of the program has shown academic achievement equal to, or above that, of Native Hawaiian

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Applying the Criteria to Existing Products

In the following evaluations of two bilingual math products and a pre-K skills building program, I apply the criteria outlined above.

IBM's first foray into the bilingual mathematics arena produced a product called *Explora las medidas, el tiempo y el dinero* (Levels I to III). The product also exists in English, but in Spanish, the software developers have added an "international" monetary system that can be selected by the teacher in addition to the U.S. dollar system. The three levels are aimed at the K-1, 2-3 and 4-6 grades and include colorful graphics, the ability to manipulate or move objects around the screen (particularly useful when measuring against paper clips, a ruler or doing comparisons). In addition, the lowest level includes voice commands in Spanish so the youngest children can follow directions without necessarily knowing how to read. Since the commands and icons (symbols for actions on the screen) remain consistent throughout the levels, it is easy for children who grow through the program levels to understand what is required of them. Simple graphing capability is included that can be used for comparison charts in the early grades and get more sophisticated in features in the upper levels. Consistent with the NCTM standards, the program is open ended, and allows more than one answer to be correct. In addition, the software lets students create their own problems for others to solve. One disadvantage of the product is that, as originally designed, the voice capability only works with the IBM sound card. But this disadvantage is offset in levels II and III, since audio support is not needed. One major advantage for schools with older machines is that it operates under the DOS environment and can work either standalone or in a network. IBM also offers the ability to integrate this and other math programs throughout the curriculum in a series of teachers' guides and training workshops called TLC, or Teaching and Learning with Computers.

A similar but richer product that switches back and forth to Spanish was introduced by MECC (developed in partnership with Houghton Mifflin) for the Macintosh environment. *Math Keys* has many of the same features of the *Explora* series but adds elements that appear only in the English IBM program called *Exploring Math with Manipulatives*. The MECC *Math Keys* software was designed expressly to meet the NCTM standards, and therefore offers the same open-ended, problem-solving environment that the IBM products provide, and for the same grade levels, K to 6. In addition, it ranges in scope from the simple arithmetic manipulation of rubric cubes through sophisticated calculations for probability (*Unlocking Probability* — a fifth grade program in the series). Because of the ties to the Houghton Mifflin series, the software can be used with the textbook and other materials, or can be used alone. Again, training is an optional but highly desirable requirement, as the success of any program's use is dependent on the teacher's comfort level and knowledge of the material. Beautiful color graphics enhance this program, and its ability to switch languages mid-action lend it even more flexibility. The *Math Keys* series can be bought as individual packages, or as a bundle with the Houghton Mifflin series.

For the Pre-K environment, where there is a critical demand to meet the native language development needs of children, there is

a set of programs collected under the title *Kidware 2+ (Two-Plus)* from Mobius Corporation. Unfortunately, they only run in an IBM-compatible environment. But the ability to change the voice commands on which the program relies heavily (remember, they are for pre-schoolers) is easy and handy for teachers, or parents to do. You can personalize the program for each child, but more than that, you can create the voice files and directions in any language you need. In fact, the voice files already exist in Spanish, Hmong, Finnish and Haitian Creole, and these were created in school settings all over the country and abroad. When ordering, you must specify what language other than English you need. If Mobius doesn't have it, they will tell you what district may have developed capabilities in a particular language. The set of over 15 programs attempts to cover all the basic skills needed to be learned in preparation for Kindergarten and first grade. Programs and books for simple counting, color-mixing, drawing, music, letter-recognition, body-parts, facial expressions are included. So are a series of multicultural settings — the city, the farm, an Alaskan Village, etc. — where children can place their own characters (from a selection of culturally and ethnically appropriate cross-generational graphics), and add their own voice. In these "neighborhoods" the students can "travel" across and around the location, placing objects where they belong (or where they please), creating their own little world. The set of programs is so culturally and content-rich that it would take more than the space here to describe it. The latest addition to the set is an Aquarium science section. The bundle was originally designed for HeadStart and it relies heavily on early-childhood education research. Moreover, it is continually refreshed and upgraded as its customer base of pre-schools suggests changes. Training is recommended, especially for the voice files and the teacher-controlled management and reporting facilities, authentic assessment and more.

Conclusion

Future sidebars in this column will include a checklist of questions to ask as you review a piece of new software as well as lists of classic software, descriptions of new and exciting programs, and even some teacher tips and ideas for curriculum integration. Any ideas for inclusion in future sidebars can be directed to <abishop@interport.net>.

Editor's Note: Contributions to the **Technology and Language-Minority Students** column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710, (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com.

- NABE -

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Caring, Sharing and Giving

by Susan García, NABE Executive Board Parent Representative

Caring, sharing, and giving are three words that I use daily and have learned the true meaning of since becoming a NABE member and a part of the Executive Board. I've had the greatest opportunities presented to me since I became your Parent Representative. I hope you have benefitted as much from my service as I have from serving you.

Caring

I've learned first-hand the meaning of caring as many NABE members have helped me to grow from being "just" a parent with a child in a bilingual program in a small town to being a responsible advocate for *all* language- minority children and their families. Your guidance and encouragement have been with me over the years and I thank you daily for the person I've become. Not being an educator, I've come to realize how ignorant many people are about education. Your outreach to parents has always been evident and consistent. I know that what I've learned would not have been possible without people who cared. Caring can and will continue to make a difference.

Sharing

Every day we have the opportunity to share. I've been taught well by many of you who took the time to share with me the world of bilingual education. Sharing does take time and effort, but it's worth the satisfaction of knowing we have helped to spread the positive facts about bilingual education with people who don't know who we are or what we do.

Be brave and bold and share your copy of the *NABE NEWS* with people who are not a part of the educational system. Find time to do a presentation to groups which can help our cause or just ask people to give you a few minutes to tell them about bilingual education.

Giving

Over the past few years as a Division Manager in the Campaign Department of the Mile High United Way, I've learned

more about the responsibility of being involved in my community. Fundraising is a job that requires everyone's involvement and should be *fun*. Giving is personal and should be respected. Did you know that if you give to any United Way, you can designate your gift to any nonprofit that meets certain criteria. NABE affiliates, please consider contacting your local United Way office to find out what is required to enable your membership to have the opportunity to give to the children and families that they help everyday. Sometimes it is easier to give when your gift can be a payroll deduction distributed throughout the year.

Every day I ask people to volunteer and give to help others. It only takes a small gift to make the biggest difference. I find the people closest to the need are the largest givers. Our children and families do give back when they can. I know how much it costs to support legislation and policy; remember that the English-Only movement has lots of money and support.

Each NABE Board Member has made a commitment to help with fundraising; I need your help and I'll tell you why.

Last September I was invited to make a presentation on Capitol Hill on behalf of the parents who support bilingual education programs and policies. Our panel was outstanding and I'm sure that you read about it in the *NABE NEWS*. That afternoon, as I sat in the audience and waited to hear the English-Only panel, I noticed the press eagerly waiting for Linda Chavez and Toby Roth to start.

At the same time, I noticed a shy man standing up front and was told that he represented the parents in support of English-Only. As I waited to hear this parent speak, I had his written testimony in my hands. I watched him approach the microphone and could tell he was very nervous because he started to stutter. English clearly was not his first language. He also had his written testimony in his hands but was unable to read it. Obviously the story he was telling was not his, because he was unable to remember what to say or what he

supposedly had written. Consequently, he stood in front of the press speechless and overwhelmed.

It's such a shame that we didn't find him first; how sad it is that the system failed this one parent. In the cab on the way home, I couldn't hold back the tears of concern for the one parent that the English-Only people preyed on: the weak soul with low self-esteem. A proud man, who mistakenly believed he had to surrender his language to be a part of the American system.

Please don't ever let this happen to the parents of the students you teach every day.

Sharing, Caring and Giving

I took part in my first press conference with NABE President Kathy Escamilla on January 2, 1996 to announce the 1996 NABE Bilingual Teacher of the Year. Who would have ever imagined that one day a NABE Parent Representative would feel confident and brave enough to introduce an outstanding teacher to the national press? María Ramírez's story has reached people throughout the country as a result of stories in *USA Today*, *The Maui News*, *Seattle Times*, *Time Magazine* and front page of the *Denver Post*! CNN will be doing a piece on her very shortly.

María's story is truly one of sharing, caring and giving. Her charm and dedication will make her a great representative for NABE. I may be a bit biased because María is a teacher in my school district, but it has taken many years to build a supportive district. María's accomplishments are a reflection of the caring, sharing and giving that goes on in the school district. Our motto in Adams County School District #14 is "Reaching for the stars, touching the future."

Language-minority children and their families depend upon NABE and the work NABE members do. Caring, sharing and giving takes so little and returns so much. I hope you will continue to care, to share and to give.

- NABE -

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PRESIDENT'S MESSAGE

FROM PAGE 3

minority children and their families. NABE's 1996 Bilingual Teacher of the Year, María Ramírez, poignantly writes about her struggles growing up in a migrant farm worker family who spoke only Spanish. María says that at school in Texas, she and others like her were at the bottom of the social ladder for not only were they "Mexicans", they were "Migrant Mexicans." María, of course, struggled to overcome the expectation that migrant Mexicans cannot succeed. She triumphed over abject poverty, a brain tumor, and institutional racism by becoming a teacher and earning an advanced degree. Despite of incredible odds, María has become an outstanding educator and community leader. She gives of her time freely to her profession, she teaches Spanish to other teachers at her school, and teaches adult ESL classes at night. She is also busy raising three daughters. Sadly, María, like many other

bilingual educators, struggles to practice her profession in a state where many are unsure whether bilingual education is theoretically sound, and where children who don't speak English are made every day to feel ashamed and embarrassed about who they are.

It came as no surprise to me to learn that all of NABE's writing contest winners this year wrote about their own personal struggles in their essays. Their struggles include frustrations about wanting to learn English and feeling they are not doing it fast enough, feelings of great responsibility to their families; hence, a need to balance work with school, feelings of not belonging in school, and not being valued as human beings. It is noteworthy, moreover admirable, that these young people are succeeding in life and school in spite of the struggles they encounter daily. They quietly continue to struggle, seldom being

recognized for their extraordinary efforts. The struggle to affirm diversity in our young people continues.

I fully expect that the struggle that we face as bilingual educators will continue into the future. For me, my travels and experiences have reaffirmed my personal commitment to be involved in this struggle on many fronts. Indeed, it has been said that without struggle there can be no change. Through NABE, I have come to know that there are millions of others who are also willing to be engaged in the struggle, and we will continue to need all of our collective energies and commitment in the months and years ahead. It is my hope, however, that our struggles as policy-makers and practitioners will someday ease the struggles that many of our children and their families face. This is, after all, our mission and our challenge.

- NABE -

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Upcoming Events

March 23, 1996 - *Expanding Horizons with Roots and Wings*. California Association for Asian and Pacific American Education Second Annual Conference. California State University, Dominguez Hills, Carson, CA. Contact Yee Wan at (310) 516-4704.

March 26-30, 1996 - *The Art of TESOL*. 30th Annual Conference of Teachers of English to Speakers of Other Languages, Inc. Chicago Hilton and Towers, IL. Contact (703) 836-0774.

March 27-28, 1996 - *Building Bridges*. Annual Conference of the Massachusetts Association for Bilingual Education. Contact Kate Fenton at (413) 787-7090.

March 28-31, 1996 - *Equity: Excellence, Empowerment and Opportunities through Language*. Joint Conference of the Central States Conference and the

Kentucky Council on the Teaching of Foreign Languages. Louisville, KY. Contact Jody Thrush at (608) 246-6573.

March 31 - April 2, 1996 - *The Third Decade: New Opportunities, Challenges, and Responsibilities*. 16th National Conference of the National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans. Pontchartrain Hotel, New Orleans, LA. Contact NAFEA at (312) 878-7090.

April 4-6, 1996 - 2nd Hmong National Education Conference. Sacramento, CA. Contact Chimeng Yang at (916) 278-4433, ext. 13.

April 10-13, 1996 - Conference of the National Association for Ethnic Studies. Bellingham, MA. Contact Otis Scott at (916) 278-6645.

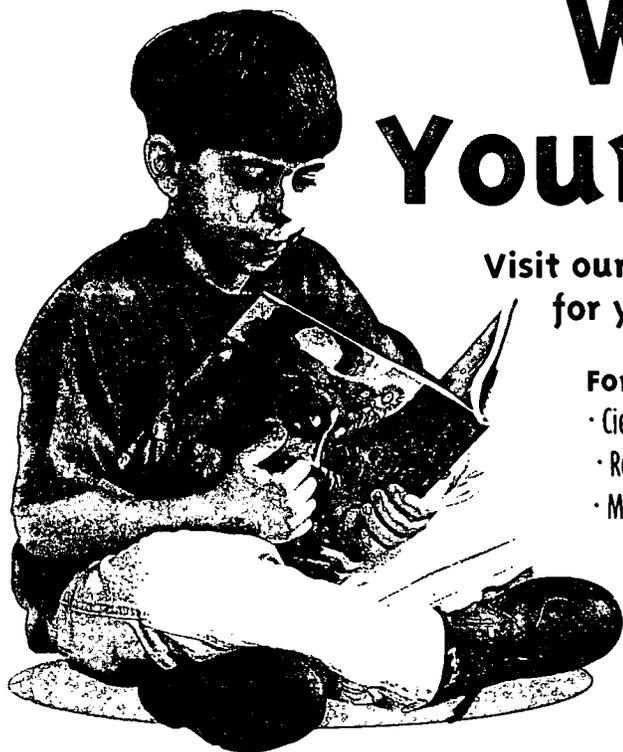
April 23, 1996 - *A Legacy of Leadership: Rising to New Challenges*. National Puerto Rican Forum 11th Annual Convention. Grand Hyatt, New York City, NY. Contact F. Esteban Bujanda at (212) 685-2311.

April 26-27, 1996 - *U.C. Language Minority Research Institute's Annual Conference*. Hyatt Hotel, Sacramento, CA. Contact LMRI at (805) 893-2250.

May 16-18, 1996 - *Aspira National Education Conference*. Omni Shoreham Hotel, Washington, DC. Contact Rosie Torres at (202) 835-3600.

May 30 - June 4, 1996 - *National Conference on Race & Ethnicity in American Higher Education*. Hyatt Regency, San Antonio, TX. Contact (405) 325-3936.

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Membership-related questions should be sent to: MEMBERSHIP@nabe.org
Finally, the new NABE Technology Consortium (NABETC) can be reached at:
NABETC@nabe.org.

Resources for Bilingual Educators

Editor's Note: *This issue's Resources Column contains a list of companies exhibiting at the NABE '96 Conference. Readers are encouraged to contact these companies for information on the materials, products and services they provide.*

A & A Spanish Books
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Fremont, NE 68025

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Reading, MA 01867

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Chamber of Commerce
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Albuquerque, NM 87104

American Federation of Teachers
Human Rights and
Community Relations Dept.
555 New Jersey Avenue, NW
Washington, DC 20001

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Campbell, CA 95008

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2203 Airport Way South, Suite 500
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& Cultural Education Materials
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North Billerica, MA 01862-0901

Davidson & Associates
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Torrance, CA 90503

Del Bilingual Publications
2677 W. Foxborough Place
Fullerton, CA 92633

Desegregation Assistance Centers
1100 Storet Street, Suite 800
Denver, CO 80217

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P.O. Box 1503
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Dexter Educational, Inc.
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Homero 213, Piso 13
Chapultepec Morales, MX 11570

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Education Office
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Hispanic Chamber of Commerce
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NABE '97 February 4, 1997 - February 8, 1997 Albuquerque, New Mexico

A CALL FOR PAPERS AND PRESENTATIONS FOR NABE '97

The 26th Annual Conference of the National Association for Bilingual Education will be held February 4-8, 1997, at the Albuquerque Convention Center in Albuquerque, New Mexico. In addition to inviting nationally and internationally known keynote and major speakers, NABE is soliciting presentations from the field, including collaborative presentations which include teachers and students, which focus on the following:

PEDAGOGICAL PRACTICES IN BILINGUAL EDUCATION

Models, methods and materials for teaching students using the native language throughout the curriculum

PEDAGOGICAL PRACTICES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Models, methods and materials for teaching English as a second language

DEVELOPMENTAL BILINGUAL EDUCATION

Models, methods and materials for bilingual education programs with the goal of bilingualism, including two-way bilingual education

EDUCATIONAL REFORM AND LINGUISTIC MINORITY STUDENTS

School-based management, competency testing, competency-based curriculum, effective schools

BILINGUAL EDUCATION PERSONNEL

Demand for, training, certification, recruitment and retention of qualified bilingual education teachers, instructional assistants, administrators, professors and other personnel

LINGUISTIC MINORITY FAMILIES AND EDUCATION

Adult literacy, parents as partners in education, home-school language use and development, early childhood education

TECHNOLOGY AND LINGUISTIC MINORITY STUDENTS

Accessibility to and applications of various types of high technology in teaching non-English-language-background students

LINGUISTIC MINORITY STUDENTS AND OTHER EDUCATION PROGRAMS

Special Education, Title 1, Migrant Education, HeadStart, Vocational Education, Adult Education, Foreign Languages, Native American Education, Refugee and Immigrant Education

POLICIES AFFECTING BILINGUAL EDUCATION AND LINGUISTIC MINORITY AMERICANS

Demographic trends, dropouts, English-Only/English-Plus movements, health, social and economic issues, international perspectives, refugees, school finance

NABE '97 — Call for Presentations Instructions

Proposal Preparation Guidelines

1. **PROPOSAL FORM** (attached): Submit FOUR (4) copies with all items completed and carefully proofread for publication in program.

2. **ABSTRACT:** Submit FOUR (4) copies of a 300-word abstract of the presentation for review by readers. Abstracts, except those for symposia, should have no author identification or affiliation either in the title or in the body of the abstract in order to ensure anonymous review. Abstracts should be typed on one 8-1/2" x 11" paper (one side only). All abstracts should define the title or topic of the presentation, objectives, methodology, significance, and other pertinent information. **At the top of the page, state the title/topic of the presentation and the type of session.**

NOTE: Please keep in mind that NABE receives far more proposals than it can accept. In order for the readers to fairly judge the quality of a proposed presentation, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate type of presentation should be selected.

3. NABE encourages presentations in languages other than English. In these cases, the title and the 50-word description should be in the language of the presentation. However, the abstract must be submitted in English.

4. Conference registration material is automatically sent to current NABE members. If any proposed presenter is not a current NABE member, attach a sheet of paper containing the name(s) and mailing address(es).

5. **POSTCARD:** Please enclose a self-addressed stamped postcard to receive acknowledgement of receipt of your proposal.

6. Submit all proposals to:

NABE '97 PROGRAM COMMITTEE
NABE National Office
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
(202) 898-1829

ALL PROPOSALS MUST BE POSTMARKED NO LATER THAN JUNE 1, 1996.

Notification of acceptance or rejection will be sent by Nov. 15, 1996.

Types of Presentations

WORKSHOPS (2 Hours): Intensive sessions in which participants develop methods or materials, design research studies, analyze research data, confront and solve actual teaching or research problems. Workshops provide participants with the opportunity to actively participate. Emphasis is on providing hands-on experiences. Typically there is little lecturing; the workshop leader structures the activity and guides the work of the participants. The abstract should include the goal of the workshop, a summary of the theoretical background, and a description of activities to be conducted during the workshop.

PAPERS (45 Minutes): A description and/or discussion of something the presenter is doing or has done relating to the theory or practice of bilingual education. Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature,

policy studies, well-documented historical studies, critiques, etc. Both qualitative and quantitative research from all disciplines are acceptable. The abstract should include the main premise of the paper, a summary of supporting evidence, and the conclusion. Presenters are encouraged to use handouts and audio-visual aids and to present a summary of the paper rather than reading a prepared text.

DEMONSTRATIONS (45 Minutes): Presentations which show a specific teaching or testing technique. After a brief description underlying theory, the session is devoted to demonstrating how something is done. Presenters are encouraged to use handouts and audio-visual aids. The abstract should include an explanation of the purpose of the demonstration and a description of what will be demonstrated and how it will be done.

SYMPOSIA (2 Hours): Panel presentations which provide a forum for a group of scholars, teachers, administrators, politicians, or business and government representatives to discuss specific pedagogical, policy, or research issues from a variety of perspectives with alternative solutions presented. Symposia allow for large group settings. The abstract should include a description of the topic, along with the names, titles, affiliations and specific contributions to the symposium of each of the presenters. The symposium should provide sufficient time for presentation and discussion.

General Policies

1. The Program Committee will select presentations based on the quality of the proposal, as well as the need for ethnolinguistic, geographic, and topic representation in the program.

2. It is the responsibility of presenter(s) to appear at the NABE Conference and make the agreed upon presentation. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of the replacement to the NABE '97 Program Committee.

3. **ALL PRESENTERS WILL BE REQUIRED TO REGISTER FOR THE NABE CONFERENCE.** There will be **NO** complimentary registration for presenters nor will any honoraria be paid to presenters.

4. All meeting rooms will be equipped with an overhead projector and screen. Other audio-visual equipment may be rented through NABE by indicating the type of equipment needed on the proposal form. Payment must be made to NABE prior to the conference.

5. Publishers and commercial developers of educational materials wishing to make presentations must be NABE '97 Exhibitors or Sponsors in order to be considered for inclusion on the program. Commercial session slots are allotted on the basis of sponsorship level.

6. Only proposals which conform to all the requirements stated in this Call for Papers will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. Presenters should **READ INSTRUCTIONS CAREFULLY** and follow them exactly.

7. NABE reserves the right to edit material for the conference program, including presentation titles and descriptions, as necessary.

8. NABE reserves the right to videotape, audiotape, and/or publish conference presentations. Submission of a proposal for presentation indicates the presenter's permission to do so without further written approval.

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NABE '97 — Call for Presentations

DEADLINE: JUNE 1, 1996

PLEASE TYPE OR PRINT CAREFULLY - COMPLETE BOTH SIDES OF THIS FORM

A. TITLE: _____
(limited to 15 words)

B. NAME(S) AND AFFILIATION(S) OF PRESENTER(S):

	NABE Member?	
	Yes	No
1. _____		
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3. _____		
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C. DESCRIPTION — 50-WORD DESCRIPTION FOR PUBLICATION IN THE PROGRAM:
(DESCRIPTIONS LONGER THAN 50 WORDS WILL BE EDITED)

D. PLACE AN "X" BEFORE THE TYPE OF PRESENTATION SUBMITTED :

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|---|---|
| <input type="checkbox"/> DEMONSTRATION (45 minutes) | <input type="checkbox"/> PAPER (45 minutes) |
| <input type="checkbox"/> SYMPOSIUM (2 hours) | <input type="checkbox"/> WORKSHOP (2 hours) |

E. LANGUAGE(S) OF PRESENTATION: _____

F. LANGUAGE GROUP(S) COVERED IN THE PRESENTATION:

- All Language Groups
- Some Language Groups (specify): _____
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NABE '97 — Call for Presentations

G. PLACE AN "X" BEFORE THE TOPIC OF THE PRESENTATION:

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Remember to attach a list of the names and addresses of presenters if they are *NOT* members of NABE.

RETURN PROPOSALS POSTMARKED NO LATER THAN JUNE 1, 1996 TO:
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ESL in Bilingual Education

Column Editor: Dr. Jack Milon, University of Nevada, Reno

Native Language Use in the ESL Classroom

by Dr. Jack Milon

We know that the use and development of a student's native language significantly contributes to his/her acquisition of the English language. While native language use is a given in a bilingual education program, there are a number of factors which must be taken into consideration with regard to native language use in the ESL classroom. One factor which contributes to the complexity of language use in ESL classrooms is the variety of linguistic relationships that can exist between ESL teachers and their students:

- 1) The teacher could be bilingual (English and X) to varying degrees of fluency in the native language of ALL the students: a Spanish/English bilingual teacher with only native Spanish-speaking students.
- 2) The teacher could be bilingual (English and X) to varying degrees of fluency in the native language of SOME of the students: a Spanish/English bilingual teacher with native speakers of Spanish, Japanese and Tongan.
- 3) The teacher could be bilingual (English and X) to varying degrees of fluency in the native language of NONE of the students: a Spanish/English bilingual teacher with native speakers of Ilocano, Tagalog, and Mandarin.
- 4) The teacher could be a monolingual speaker of English.

No matter what language abilities the ESL teacher possesses, he/she has to make decisions about how to use those abilities. Even an ESL teacher who has had no exposure at all to the language(s) spoken by his students has to make conscious choices from a menu that contains at least

the following options:

- Use the native language(s).
- Respond to the native language(s) without using them productively.
- Accept oral and/or literacy displays in the native language(s).
- Display text in the native language(s) inside the classroom.
- Arrange for the frequent presence of native speakers of the childrens' native language(s) in the classroom.

These are not likely to be yes/no decisions. Each of the choices is probably going to be made along a shifting continuum created by all kinds of sociolinguistic factors that would be impossible to predict precisely. Take the first item as an example. It is clearly not just a matter of whether to use the native language(s) of the children, but also of how much to use it, under what circumstances, with whom, etc. There are layers of complexity embedded in concerns such as culturally-appropriate pragmatics and authentic discourse.

If I teach an ESL class at the local high school which has half a dozen speakers of Kurdish in it, how will I react to them when I realize that they are using a standard Kurdish greeting each time they enter the room? Will I encourage them to greet me in English, accept the Kurdish greeting and respond in English, learn the standard Kurdish greeting and use it, etc.? The reactions of colleagues and supervisors to ESL teachers who use the students' native language(s) in class are also uncertain. (Auerbach, 1993; Auerbach, 1994; Lucas & Katz, 1994; Polio, 1994; Skutnabb-Kangas, 1994)

ESL teachers who are speakers of the students languages face other, equally complex, decisions. Will they make their students aware of the fact that they themselves are speakers of the native language? Will they choose to understand authentically but respond only in English? Will they pretend that they do not understand?

Should they demand or supply an English translation of whatever is said or written in the native language?

I believe we should approach these questions taking into consideration that language is a system of communication among human beings. If the teacher makes it impossible for one group of human beings to communicate in their own language and requires them (no matter how ingratiatingly) to communicate in another, the teacher becomes part of a majority language societal superstructure threatening their students' cultural and linguistic identity. Regardless of the ESL teacher's own linguistic capabilities, he/she can acknowledge their students' native languages by finding ways to incorporate their use and display in class as much as possible.

References

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- Lucas, T. & Katz, A. (1994). "Reframing the debate: The roles of native languages in English-only programs for language minority students." *TESOL Quarterly*, 28, 537-561.

Editor's Note: Contributions to the *ESL in Bilingual Education* Column should be sent to Dr. Jack Milon, Department of Curriculum and Instruction/282, College of Education, University of Nevada, Reno, Nevada, 89557-0214; fax: 702-784-6298; or e-mail: milon@scs.unr.edu.

• NABE •

The new federal mandate is set out in section 163 (a) of the legislation. It provides:

CONDUCT OF BUSINESS - The Government shall conduct its official business in English.

The Definitions section of the legislation, section 165, defines the broad scope of this new federal mandate and its narrow specific exceptions. Section 165 states:

For the purposes of this chapter:

(1) **GOVERNMENT** - The term "Government" means all branches of the Government of the United States and all employees and officials of the Government of the United States while performing official business.

(2) **OFFICIAL BUSINESS** - The term "official business" means those governmental actions, documents, or policies which are enforceable with the full weight and authority of the Government, but does not include —

(A) teaching of foreign languages;

(B) actions, documents, or policies that are not enforceable in the United States;

(C) actions, documents, or policies necessary for international relations, trade, or commerce;

(D) actions or documents that protect the public health;

(E) actions that protect the rights of victims of crimes or criminal defendants; and

(F) documents that utilize terms of art or phrases from languages other than English.

This broad mandate is functionally expanded by a new federal "nondiscrimination" provision set out in section 163 (b) of the legislation which states:

DENIAL OF SERVICES — No person shall be denied services, assistance, or facilities, directly or indirectly provided by the Government solely because the person communicates in English.

This new "nondiscrimination" provision enlarges the ban on the use of non-English languages to cover state and local government officials and employees, and possibly private contractors, whose services, assistance, or facilities are even indirectly provided by the federal government.

The new federal entitlement, established by section 163 (c) of the legislation, reads as follows:

ENTITLEMENT - Every person in the United States is entitled to —

(1) communicated with the Government in English;

(2) receive information from or contribute information to the Government in English; and

(3) be informed of or be subject to official orders in English.

The new federal private right of legal action is authorized by section 164 which provides that:

Any person alleging injury arising from a violation of this chapter shall have standing to sue in the courts of the United States under sections 2201 and 2202 of title 28, United States Code, and for such other relief as may be considered appropriate by the courts.

Congressional Action on English-Only Mandates

Although federal English-only mandates impact the jurisdiction of multiple congressional committees, both H.R. 123 and S. 356 were referred to a single committee in each chamber, the House Committee on Economic and Educational Opportunities and the Senate Committee on Government Operations.

In the House, Representative Randy (Duke) Cunningham (R-CA), Chair of the Economic and Educational Opportunities Subcommittee on Children, Youth, and Families, has convened and presided over two hearings on English-only legislation. Of the witnesses invited by the subcommittee to testify at the hearings, proponents of English-only mandates outnumbered opponents 13 to 5. Chairman Cunningham's hearings did not focus on the specific provisions of any bill and did not delve into the legal or practical implications of a federal English-only mandate.

In the Senate, Ted Stevens (R-AK), Chair of the Committee on Governmental Affairs, held a hearing on English-only legislation on December 6, and has scheduled a second hearing for March 7th. Chairman Stevens' December 6th hearing was remarkably similar to those conducted by Chairman Cunningham, with all invited witnesses testifying in support of federal English-only mandates and with little attention paid by witnesses or committee members to the substance of the legislation or its legal and practical implications.

The Republican leaders of Congress have come out in favor of making English the official language of the United States. House Speaker New Gingrich (R-GA) devoted a 4-page chapter of his book, *To Renew America*, to "English as the American Language." Senate Majority Leader Bob Dole (R-KS) called for the enactment of official English legislation in a 1995 Labor Day speech at the American Legion Convention.

The public pronouncements of both Representative Gingrich and Senator Dole on the subject of English-only mandates are brief, general, and largely rhetorical; they do not address the history of U.S. language policy, the legal ramifications of federal English-only mandates, or the impact a federal English-only law would

have on the United States and the American people.

Although a preponderance of the Members of Congress who support federal English-only laws are Republican, language-restrictionism is not a partisan issue. Several Republican members of the House Subcommittee on Early Childhood, Youth, and Families expressed serious doubts about the need for a federal English-only law and grave reservations about its impact. Other House Republicans have publicly spoken out against language-restrictionist legislation. Republican Senators have expressed similar sentiments. Outside of Washington, Republican leaders including Texas Governor George W. Bush, New Jersey Governor Christine Todd Whitman, and San Antonio Mayor William E. Thorton have spoken out against English-only mandates.

The chances for enactment of federal English-only legislation are higher in the House than in the Senate because of the relatively greater number of English-only bill cosponsors in that body and because under House rules, debate on controversial measures can be severely limited. Additionally, the Senate, as a body, is generally more concerned about the impact of federal mandates on the states.

Whether a federal English-only mandate bill is brought to a vote depends upon the priorities of Congress' leaders. Congress has yet to complete action on the federal budget for fiscal year 1996, and now must begin working on a budget for fiscal year 1997. The impasse over the federal budget has diverted time and energy away from a wide-range of major bills which are still on the action agenda set by the leadership at the outset of the 104th Congress.

Legal Ramifications of a Federal English-Only Mandate

The legal ramifications of a federal English-only mandate similar to that set out in H.R. 123 or S. 356 are many.

First, such an enactment is presumptively unconstitutional. In 1923, the United States Supreme Court found unconstitutional a Nebraska law which prohibited teachers in both public and private schools from teaching children who had not yet completed the 8th grade in a non-English

language. In so doing, the Court declared:

The protection of the Constitution extends to all, to those who speak other languages as well as those born with English on the tongue. Perhaps it would be advantageous if all had ready understanding of our ordinary speech, but this cannot be coerced by methods which conflict with the Constitution....

The presumptive unconstitutionality of H.R. 123 or S. 356 is fortified by last year's ruling of the U.S. Circuit Court of Appeals for the Ninth Circuit in the case of *Yniguez v. Arizonans for Official English*. In that case, all Justices of the Ninth Circuit Court of Appeals heard a challenge, under the U.S. Constitution, to a newly-enacted provision of the Arizona Constitution which prohibited state officers and employees from using non-English languages in the performance of their official duties. The Court of Appeals' ruling that Arizona's English-only mandate "is facially overbroad, violates the First Amendment, and is unconstitutional in its entirety" would undoubtedly apply to the federal English-only bills before Congress under the strictures of the Fifth Amendment.

Federal English-only mandates could also expose the United States to World Court sanctions for violating international accords on fundamental human rights to which the United States is a signatory. Similarly, domestic Courts could find that English-only mandates abrogate treaties between the United States and American Indian Nations.

Finally, the private right of action provided in H.R. 123 and S. 356 would open a veritable Pandora's box of litigation. What is the full reach of the English-only mandate applicable to "services, assistance, or facilities, directly or indirectly provided by the Government," and how broad is the exception to the mandate for "public health"? The litigation needed to resolve these and literally hundreds of other questions about this sweeping mandate would tax the federal courts and increase the legal costs of government and business operations.

Impact of an English-Only Law on the American People

Language-Minority Americans

At first glance, it would appear that language-minority Americans, especially those who are limited in their English proficiency, would be the principal victims of a federal English-only mandate. These Americans include six million-plus people who reported in the 1990 Census that they don't speak English and millions of additional language-minority individuals who are illiterate in English.

A national language policy similar to H.R. 123 and S. 356 would terminate bilingual education in the public schools of the United States. Federally-supported bilingual education programs would be banned by the legislation, and state and local bilingual education programs would be open to legal challenge under the "Denial of Services" provision governing services and assistance "indirectly provided by the Government."

The termination of bilingual education in U.S. public schools would have drastic negative educational consequences for limited-English-proficient students. Based on both historical and contemporary American experience, we can confidently predict that the abolition of bilingual education would: increase student grade-retention and dropout rates, decrease student academic achievement, retard student acquisition and mastery of English, and effectively bar limited-English-proficient parents from participating in their children's schooling.

A federal English-only mandate would also negatively affect the educational opportunities of English-language-background students in America's public schools. Although H.R. 123 and S. 356 provide an exception for the teaching of foreign languages, the banning of bilingual education programs, including two-way bilingual education programs, would drastically limit the opportunities for English-language-background students to achieve full proficiency in a language other than English.

The negative impact of a federal English-only policy on language-minority Americans would not be limited to education or the nation's youth. Many of the

CONTINUED ON PAGE 30

three and one-half million native Spanish-speaking residents of Puerto Rico, U.S. citizens all, would be effectively disconnected from their national government. Many other senior citizens, including both immigrants and Native Americans, who have not had an opportunity or been able to learn English would also be disconnected from their government. Indeed, some language-minority Americans would be disenfranchised since the mandate would effectuate a repeal of the bilingual provisions of the Voting Rights Act.

For language-minority Americans who are limited in their English proficiency, the harm caused by a federal English-only mandate could literally prove fatal. While federally-employed physicians would, under one of the exceptions set out in H.R. 123 and S. 356, be able to use a non-English language to "protect the public health," they might not be permitted, and might be afraid to use, a non-English language to save the life of an individual American whose condition does not pose a risk to "public health."

English-Language-Background Americans

Neither Congress nor the press have devoted attention to the impact of a federal English-only mandate on the vast majority of Americans whose native language is English. Indeed, the impression generated by media coverage of the controversy over U.S. language policy is that the issue is largely symbolic, and that English-only mandates would not affect most Americans.

In fact, a federal English-only mandate such as that proposed in H.R. 123 and S. 356 would jeopardize the well-being of all Americans. Basic federal functions including law enforcement and border security would be jeopardized, and a wide array of beneficial and socially-accepted activities conducted by federal employees and officials would be outlawed.

Under the English-only mandate of H.R. 123 and S. 356, agents of the Federal Bureau of Investigation and the Drug Enforcement Agency could not utilize a language other than English except to perform "actions that protect the rights of victims of crimes or criminal defendants." Federal agents could not use non-English languages to develop intelligence files on

the activities of international drug cartels or multi-national organized crime syndicates. Unless a particular crime victim was identified, criminal conspiracies conducted in non-English languages would be effectively immunized from federal investigation and prosecution. Thus the enactment of a federal English-only mandate would be tantamount to surrender in the nation's war on drugs and fight against international organized crime.

Similarly, agents of the Immigration and Naturalization Service (INS) would be barred from using a language other than English in their efforts to secure the nation's borders. While U.S. Customs agents would be permitted to use non-English languages under the exception for "actions, documents, or policies necessary for international relations, trade, or commerce," INS agents would be barred from doing so to protect our borders or to deport aliens who entered the United States illegally.

The activities which would be banned by a federal English-only mandate similar to H.R. 123 and S. 356 are many and varied. They include a military chaplain performing, in Spanish, a funeral for a Puerto Rican soldier killed in combat; a federal judge conducting a Jewish wedding in Hebrew; and sign-language teaching at federally-funded Galludet University in the nation's capitol.

Finally, a federal English-only mandate would extend the range and reach of government regulation into new areas of contemporary American life, generating economic uncertainty and potential social conflict. Would federally-licensed television and radio stations be permitted to broadcast in non-English languages? Would all new televisions sold in America have to contain a "L" or "language" chip to screen out non-English broadcasts? What about non-English e-mail transmitted on the Internet via federal computers? And should a mother who insists on raising her child in the language of the child's maternal grandparents be awarded custody if the father insists that the child be reared in an English-only environment? If these questions seem far-fetched today, it is only because our government has never adopted a one-language policy.

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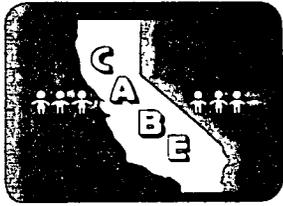
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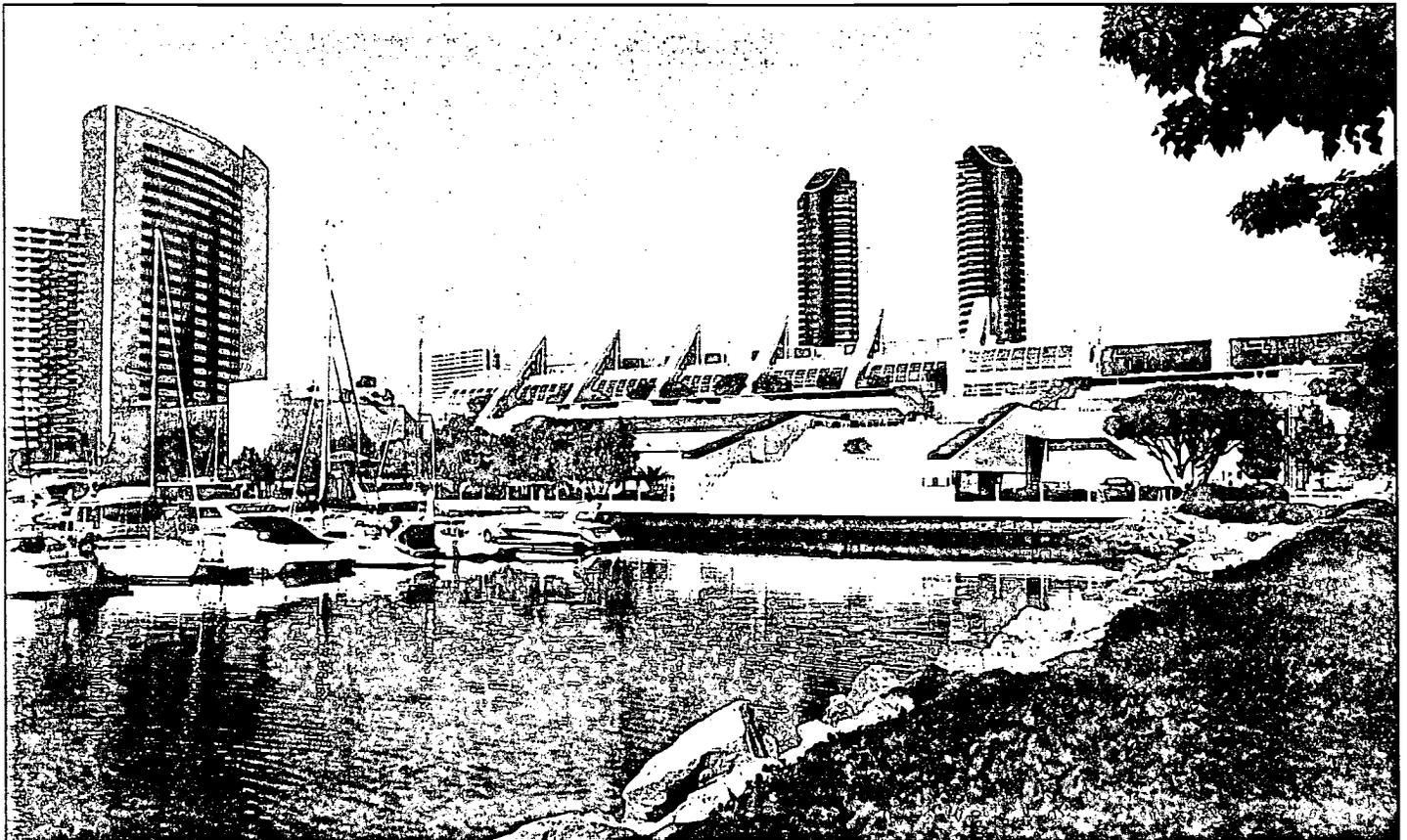
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COMPLIMENTS OF SCHOLASTIC

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Parental Involvement

Column Editor: Aurelio Montemayor, M.Ed., Intercultural Development Research Associates, TX

The Parent Connection in Language Acquisition

by Ninta Adame-Reyna, M.A.

As the numbers of second language students in classrooms continues to increase, teachers are preparing themselves by attending workshops and reading articles on second language acquisition, ESL methods and linguistics. One of the most important resources to teachers has received little attention: the students' parents. But interest has been mounting in involving parents to help their children build skills needed in language acquisition.

Many educators now believe that working with parents to promote early language development, before problems occur, is desirable for at least two reasons.

First, according to some authorities, preventive programs are cost-effective in the long term because they reduce the need for expensive remedial education. Second, a preventive approach forestalls the emotional and academic distress children experience when they develop reading difficulties in school (France and Hager, 1993).

Valuing Parents and Their Contributions

Traditionally, parent involvement and parent training programs have been designed by educators in a manner that approaches the training as a means to "fix" whatever is wrong with the parents. Many well-intentioned but misguided programs adhere to transmission types of frameworks for working with parents (Auerbach, 1989). These consist of training parents to teach their children in ways that replicate school practices. They are frameworks that characterize non-mainstream and language-minority families as "literacy deficient." Assuming that literacy is acquired only through formal schooling, the transmission model does not acknowledge the work families do to provide an environment conducive to learning. Furthermore, it supposes that literacy development is

best supported by using English in the home while ignoring literacy development in native languages.

There are now more than 1,000 literacy programs serving families throughout the United States which are based on the premise that parents, as they are, can contribute to their children's language development by making reading and writing an integral part of family life and by playing an active role in children's education in whatever language is used in the home (Einstein-Sh, 1992). The problem continues, though, with some of these programs because educators do not realize that the use of first language to teach the second language is an integral part of language acquisition for the child who speaks a language other than English. Not being aware of this, many educators feel that parents who are limited in the use of the second language have nothing to offer the child in the area of language acquisition. Research shows that the best literacy development training programs for parents are those programs that build on the strengths and skills of the individual parents and what they have to offer to their child in their native language in acquiring the new language (Lee and Patel, 1994).

D. Freeman and Y. Freeman state: although the idea that "more English leads to more English" seems logical, it is contrary to the research evidence which shows that the most effective way for bilingual students to develop both academic concepts and English proficiency is through the use of their first language (1993). Using the first language to teach the second language is the underlying concept to bilingual education. In bilingual classes, students learn English while developing academic content through first language instruction. First language instruction provides the comprehensible input students need to develop academic concepts. Cummins argues that a concept learned in one language transfers to the second language because there is a common underlying proficiency (1989). For example, stu-

dents only learn to read once. Students who have been taught to read in their first language do need to learn a new set of sound-letter correspondences, but they do not have to relearn the whole process of reading. This explains why students with previous education in their own country often do better academically than students who have been in English-speaking schools longer but who never received any schooling in their native language. Students who receive instruction from the beginning in a language they can understand develop concepts, negotiate meaning and learn to read. When they begin studying in an all-English setting, they transfer these experiences to the new setting. When bilingual students receive support in their native language, they develop academic concepts and English language proficiency.

Tips for Educators to Enhance Parent Involvement

Some strategies educators can suggest for parents to do at home to enhance the language and literacy development of their children include the following:

- Ensure that home offers an environment that is rich in materials printed in the first language. Encourage parents to supply children with books, magazines, etc., written in the first language and to assist their children in reading in their first language. The teacher, school and public library may offer parents material that can be used in the home in the primary language.
- Read aloud to children in the first language. Encourage parents to read aloud to young children. This promotes listening comprehension and a knowledge of story structure.
- Share stories about the family with the child in the first language. All children love to be told stories about their family history. Encourage

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parents to include their children in learning about a rich past.

- Allow and encourage children to read to parents in the first language. Once materials are available in the first language, children need help in using these materials. Oral reading with children is recommended as a strategy to involve youngsters in the reading experience.
- Talk to children in the first language. Encourage parents to provide time when they and their child can talk in the first language. This can be around the dinner table, driving in the car or simply discussing what is happening on the television. To learn a language one must use the language.

Attracting parents and keeping them involved is a challenge when working with any group of parents. Retention problems do not stem from lack of parental interest in most cases. We, as parent educators, often fail to express the value of parents in the learning process. We must

also keep in mind that many minority parents may not feel welcome in schools dominated by white, middle-class culture and values. However, research indicates that a sense of shared responsibility for the education of children is a determining factor in making parents more comfortable in the school setting. We must take special care to empower the role of parents in their children's educational progress no matter what language they may speak.

Resources

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Conflict Between Immigrant Korean Mothers and Their Adolescent Korean-American Children

by *Chungsoon Kim and Irene Miura*

The number of Korean immigrants in the United States has more than quadrupled since 1969 and continues to grow at a steady pace (Hing, 1993). There has been a corresponding increase in the population of Korean-American children in U.S. schools. Despite this population growth, little empirical research has been conducted on Korean-Americans as a distinct group. Korean-American adolescents struggle to balance the traditional cultural values of their Korean parents with American attitudes and values. Consequently, in addition to experiencing the typical conflicts that arise from the generation gap that separates an adolescent from his/her parents, the Korean-American adolescent also experiences conflicts arising from this culture clash.

A study was conducted in an attempt to provide insight into the potential sources of conflict between immigrant Korean mothers and their adolescent children. Findings might enable educators and parents to assist students in developing conflict resolution strategies. Specific research questions were as follow:

- What are the most frequent sources of conflict between mothers and their adolescent children?
- What are the sources of most intense conflict?
- Do mothers and children differ in their perceptions of areas of conflict?
- Do male and female adolescents experience different conflicts with their mothers?

The search for and recruitment of possible mother-adolescent pairs for personal interviews was done by selecting names at random out of the Korean-American tele-

phone directory for Santa Clara County in California. Forty-five pairs of immigrant Korean-American mothers and their 15-to-18-year-old children (23 females and 22 males) were interviewed. All the mothers in the study were born in Korea. Nineteen adolescents were born in Korea, and 26 were born in the United States. The educational and occupational backgrounds of the mothers varied widely — from high school drop-outs and laborers to mothers who were professionals with terminal degrees. All 45 adolescents expressed an intention to attend college.

Data were collected through a 30-minute personal interview with each mother and a 20-minute interview with her child. All interviews were conducted by the first author at the interviewees' homes in either English or Korean, depending on the subjects' linguistic proficiency: mother and adolescent were interviewed separately.

The interview form was a modified version of the "Family Issues Checklist" (Prinz, Foster, Kent & O'Leary, 1979). Topics/issues considered to be potential sources of parent-child conflict specific to Korean families were added to the original instrument. Interview questions were refined during a pilot study. The final form contained several questions on personal and family background and a list of 50 areas of potential conflict (topics/issues). For each area, the respondent answered on two measures: the frequency of conflicts over the last four-week period and the intensity of the conflicts on a scale of 1 to 5 (1 = "calm" and 5 = "very angry"). The topics of conflict centered around daily schedules, household chores, manners and customs, school-related concerns, illegal activities, and issues of adolescent self-expression.

Frequent Areas of Conflict

The seven most commonly reported sources of conflict included: going to col-

lege, cleaning up the bedroom, getting up in the morning, not putting enough effort into school work, helping out around the house, telephone calls, and putting away clothes. On most topics, the adolescents perceived that conflicts were significantly more frequent than the mothers did. The mean differences between the two groups on these sources were significant at .05 level.

Intensity of Conflicts

The eight areas of most intense conflict as reported by the adolescents and by the mothers were: not putting enough effort into school work, talking back to parents, telephone calls, coming home on time, cleaning up the bedroom, how to spend free time, going to college, and putting away clothes. Surprisingly, only five of the areas of most intense conflict coincided with the areas of most frequent conflict; thus, measures of frequency and intensity may differentiate between different kinds of mother-child conflicts. For instance, "getting up in the morning" may be a frequent but mild problem while "talking back to parents" is a less frequent occurrence but sparks a heated conflict. As indicated by higher means, the adolescents tended to perceive the conflicts as more intense than did the mothers. The finding that the adolescents generally describe the same mother-child conflicts as being both more frequent and more intense than did the mothers suggests a significant difference in the perception of the frequency and intensity of conflict between the two groups.

Mother-Adolescent Differences

Although some of the areas of conflict are undoubtedly common to most parent-adolescent relationships, the scores on certain topics seem to reflect the particular problems of the culture clash between

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immigrant Korean parents and their Korean-American children. In particular, the exceedingly high value placed on education seems to underlie the finding that conflicts about "not putting enough effort into school work" and "going to college" are reported as being among the most frequent and most intense. The high ranking of "not putting enough effort in school work" reflects the Confucian ethic widely-held among Korean parents that hard work, more than talent or luck, leads to success. Although all of the Korean-American adolescents interviewed indicated a desire to attend college, many reported that conflicts arose over the issue of which college to attend and how to gain acceptance to the most prestigious schools.

Male-Female Differences

On the 50 issues/topics evaluated in this study, there was considerable overlap in perceived areas of conflict between male and female adolescents. There were, however, several topics which revealed pronounced differences between the sexes. Although male and female adolescents indicated seven common topics among the ten most frequently occurring areas of conflict, females reported two — "fighting with siblings" and "which clothes to wear" — much more frequently than did males; while males reported three — "getting up in the morning," "putting away clothes," and "doing homework" — more frequently than did females.

With respect to intensity of conflicts, males and females indicated six common areas among the hottest of the ten topics. The most heated issues unique to females were "not putting enough effort into school work," "helping around the house," "bothering teenager when she/he wants to be left alone," and "using the television." The most intense issue unique to males was "putting away clothes."

Conclusion

The findings of this study may help professionals who work with Korean-American children and families to understand the nature of conflict between immigrant Korean mothers and their adolescent Korean-American children. These findings suggest that some of the most frequent and intense conflicts may stem from a culture clash between Korean and American values.

That parents and adolescents appear to perceive conflicts differently may be related to a difference in how parents and adolescents are affected by and react to these conflicts. Clarifying these issues will enable educators to help adolescents to develop strategies for resolving conflicts with their parents. Understanding these issues may also help immigrant parents adapt their parenting to a new, foreign context.

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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

It's Up to Us: An AIDS Education Curriculum for ESL Students.

Reviewed by Alise M. Beerman

It's Up to Us: An AIDS Education Curriculum for ESL Students. Lesnick, Henry. (1995) New York: City University of New York.

The HIV and AIDS viruses know no boundaries. They can, and do, affect people from all walks of life — married or single, rich or poor, black or white, homosexual or heterosexual. However, young people seem to be at particular risk.

In his introduction, Henry Lesnick quotes an excerpt from the January 1995 issue of *Pediatrics*:

According to the World Health Organization, half of the 14 million people with human immunodeficiency virus (HIV) worldwide were infected between the ages of 15 and 24, the majority through unprotected heterosexual intercourse (p. 1).

Lesnick created this curriculum in response to the great need for AIDS education for ESL students, particularly those at the 15-24 age level. Furthermore, this need has also been addressed by the international TESOL organization, which, according to Lesnick, recently declared that language minority people in the U.S. and other English-speaking countries "are less well-informed about and more vulnerable to AIDS because they are linguistically and economically more removed from mainstream AIDS education" (p. 1).

The curriculum written by Lesnick incorporates five hours worth of lessons of AIDS education for high school aged and young adult ESL students. Lesnick's goals for the curriculum are as follows:

The curriculum helps students develop English language skills as it helps them understand AIDS risk factors. It helps them develop skills to cope with social pressures that might lead to behaviors that would put them at risk for HIV infection, and it helps them make decisions that will preserve their health and the health of their families and communities (p. 1).

Each of the five lessons included in the curriculum are organized by Lesnick into five sections: 1) the lesson's rationale 2) the lesson's AIDS education objectives, 3) the ESL objectives, 4) procedures, or activities, and 5) homework. The lessons' rationale are clear and flow in a natural progression. Lesson One's rationale is aimed to aid students in understanding how quickly HIV can spread from person to person, and how exposure or avoidance of

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Assessing the Needs of Bilingual Pupils: Living in Two Languages

Reviewed by Karen O'Connor

Hall, Deryn. (1995) *Assessing the Needs of Bilingual Pupils: Living in Two Languages*. London: David Fulton Publishers. 79 pp.

Deryn Hall has carefully explored the issues surrounding the educational needs of bilingual students and has devised a "workbook" for teachers and school personnel that is useful in assessing the needs of this specialized school population. In her book *Assessing the Needs of Bilingual Pupils: Living In Two Worlds*, Hall examines the cultural and linguistic differences exhibited by bilingual pupils and presents a variety of methodologies useful in differentiating between special education needs and those educational needs related to language acquisition. In this brief but valuable text, Hall presents a rationale for a more specialized assessment of bilingual students by school systems and teachers alike. She suggests that available information be collated into a meaningful profile and supplemented with language and cultural information gathered from teachers, parents, students and other community sources. Hall, an ESL teacher in the British school system, maintains her focus on the educational needs of bilingual students and the necessity for productive collaboration between teacher, parents and schools to accomplish the successful educational evaluation of these students.

Hall describes the multicultural composition of most classrooms and advises that "teachers across the country can expect to have some experience with pupils whose first language is other than English" (p. 6). Hall admits that trying to separate language acquisition difficulties from true learning disabilities can be problematic, but she urges that this differentiation be made in order to provide the appropriate intervention and remediation. She also notes that these distinctions will provide protection for second language learners from the ego-damaging discrimination of "teachers who still equate a lack of English language skills with 'learning problems' and low intelligence" (p. 7).

In her discussion of the needs of the bilingual student, Hall uses the London school system's definition of bilingual pupils as those who while they "live in two languages" are not necessarily fluent, competent or literate in the two languages (p. 10). Focusing attention on students from linguistic minorities who represent the group "of most concern to teachers" (p. 10), Hall describes the home language of these students as undervalued by the majority

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the HIV infection is within the student's control. The rationale for Lesson Two is the understanding of the consequences of our own behavior as a crucial key to reducing the risk of HIV/AIDS infection. Lesson Three's objective deals with the students' recognition and understanding of the obstacles that exist to AIDS prevention strategies. Lesson Four's rationale concerns the importance of openly discussing sexual matters with a partner as a way to preserve the health of the students and that of their partners. Finally, in Lesson Five, the rationale is that if these students now go out into their communities and share their knowledge of AIDS, they "will help clarify the personal and social value of these AIDS education lessons as it contributes to AIDS prevention in the community" (p. 35).

Lesnick's AIDS education and ESL objectives are also very realistic and direct. As with the rationale section, the objectives appear to flow logically from basic concepts or tasks in Lesson One to the more complex in Lessons Four and Five. For example, an AIDS education objective for Lesson One is that the students "will learn that a person cannot tell by appearance whether someone is infected with HIV" (p. 7), whereas in Lesson Five an objective is that "students will practice effectively communicating health preserving responses to a series of typical high risk situations" (p. 35). Similarly, an ESL objective in Lesson One involves the use of simple present and past tense verbs. However, by Lesson Five two of the objectives involve the students' interviewing members of the community and, based upon their interviews, writing a formal report "in which they assess the AIDS awareness of their interviewees and the AIDS education needs of their community" (p. 35).

The ESL instructor is guided towards achievement of the ESL and AIDS education objectives through Lesnick's procedures and homework sections. Lesnick utilizes many interesting and effective activities that are geared towards developing and enhancing the students' understanding of HIV and AIDS, and their ability to cope with the obstacles to the prevention of these viruses. Some of the many activities included in the curriculum include

brainstorming, problem solving, discussions, verbal and written interviews, "games," short essays, and role playing. As Lesnick notes himself, small group learning strategies are the core of his curriculum. Not only are small group activities less intimidating for the ESL student (especially with such a sensitive topic), they also achieve, according to Lesnick, the following:

Role playing small group discussions, and problem solving activities give students the opportunity to anticipate and analyze the high risk situations that they face beyond the classroom. They are able to formulate decisions and practice responses that they will use in real life situations. No student who is exposed to this curriculum should become involved in high risk behavior because of a lack of preparedness (p. 4).

The homework section in the curriculum serves to reinforce the activities performed during class time. For example, Lesson Two's homework assignment requires each student to reflect upon and write about HIV and AIDS prevention strategies as they relate to him or herself as an individual. At a more complex level, in Lesson Five the students are asked to administer the MV Risk Behavior Questionnaire and interview someone they know (outside of class); assess how much the interviewee understands HIV risk behavior; and write a formal report based on the information gathered. It is important to note here that Lesnick has also included an Appendix Section after Lesson Five, which includes exercises and copy-ready handouts that can supplement both the procedures and homework sections of the curriculum. Some of the exercises included here include a lesson on how to correctly use a condom, how to clean needles, and a "Dear Abby" column, in which the students, in groups of three or four, attempt to discuss and then write sound advice for a teenager/adult caught in a potentially high risk sexual situation.

Lesnick does an excellent job of presenting a potentially overwhelming topic for ESL students and instructors in a clear,

realistic, interesting, and least threatening manner possible. An ESL instructor "does not need to be an AIDS expert" (p. 3) in order to use this curriculum. While some of the activities might have to be revamped for a class size of less than 25, and time allotment for certain activities modified, overall I feel that this curriculum is a must for all ESL instructors of students aged 15-24. Lesnick has done the legwork for a highly useful "integration of AIDS education into the ESL program" (p. 6). Now, to quote Lesnick, "It's up to us."

The curriculum is available at no charge on 3.5" floppy disk (both MS Word for PC and Quark Express for MACINTOSH formats) for reproduction. Please contact the U.S. Centers for Disease Control, National AIDS Clearinghouse, ONLINE, 1-800-851-7245, or send a self-addressed, stamped floppy disk mailer to the author at the following address:

Henry Lesnick, Dept. of English
Hostos Community College
City University of New York
Bronx, NY 10451

Alise Beerman is affiliated with Fairfield University in Connecticut.

- NABE -

Book Review Submission Guidelines

Reviews for publication in the **Book Review** column should be sent to Dr. António Simões at Fairfield University, Graduate School of Education and Allied Professions, N. Benson Road, Fairfield, CT 06430. (203) 254-4250. Materials from publishers should be sent to NABE, care of the *NABE NEWS* editor. Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

Educators Educating Congress About Bilingual Education

NABE members across the nation have mobilized to educate policy makers about the importance of bilingual education. Nellie García, a teacher at Darwin Elementary School in Chicago, Illinois, generated nearly 300 signatures on a petition in support of bilingual education. The petitions were faxed to House Speaker Newt Gingrich (R-GA). Her letter is printed below:

Nellie García
Darwin Elementary School
3116 West Belden
Chicago, IL 60647

NABE
1220 L Street, N.W., Suite 605
Washington, DC 20005-4018

To Whom It May Concern:

My name is Nellie Garcia, and I am the Bilingual Lead Teacher at Darwin Elementary in Chicago, Illinois. The community at Darwin has a high percentage of Mexicans, Puerto Ricans, and immigrants from Latin America. I believe Darwin has a student body of which 84% are Hispanic.

Unfortunately, many of our students have forgotten the Spanish language that at one time was spoken at home in some cases or in other cases is still spoken at home; but since they only received instruction in English in monolingual classrooms, they now only speak English.

Presently, Darwin Elementary only offers the bilingual transitional program. It is open for enrollment by limited English students only. Despite the shortcoming in this program, these are the students who are doing better in the long run in their education. It makes you wonder about what could be accomplished if the problems in this program were to be resolved.

Our new principal has plans to offer new programs at Darwin that will better prepare our students for the future. She plans to offer bilingual dual programs as well as Spanish as a second language, computer programs which will link students to the Internet, and she also plans to enhance the existing math and science programs.

The parents of the Darwin students are supporting education by participating in parent patrols and parent volunteer programs. They are also participating in Spanish as a second language and ESL programs offered at Darwin.

Teachers are participating in more staff development workshops to continue to grow as teachers. Many teachers are enrolled in our Spanish as a second language class at Darwin after school, and take computer classes as well.

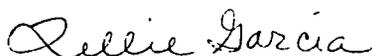
There is no question that the community at Darwin supports expanding our horizons for our future citizens who are our children.

Enclosed is a petition that was faxed in November, 1995 to Mr. Gingrich. I send to you the original signatures of parents of students attending Darwin School. Please forward these signatures to the President of the United States from NABE headquarters.

I was encouraged by the President's speech last night. He believes that parents should have the last word in their children's education. I agree that, "That right should never be taken away from parents".

Thank you for always supporting bilingual education. I appreciate all the efforts put forward by NABE in fighting legislation that makes it difficult to offer instruction in the native language to limited English students.

Sincerely,



Nellie García
NABE Member

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language society. In addition, students from language minorities struggle, for educational and economic reasons, to learn English, but still feel "strong pressure to retain their first language and culture" (p. 11). Emphasizing the need for proper educational assessment of these students, Hall warns that

If second language acquisition is confused with cognitive learning difficulties; or cultural adjustment with social adjustment and behavior difficulties; we risk failing into the trap of falsely labeling and inappropriately educating young people who will either underachieve or suffer entrenched difficulties as a result of being falsely labelled (p. 14).

Hall eschews using standardized tests in assessing bilingual students for a variety of well-documented reasons among

them cultural bias, language bias, and confusion or inaccuracy in translation. She advocates, instead, the use of her own devised "identification and assessment map" for each bilingual learner which organizes student information from a variety of sources into a meaningful whole (p. 18). Sources of this information are varied and include health records, teacher logs, student portfolios, school records, as well as student and parent questionnaires and exploring all of the possible factors related to learning in a second language. This results in an "individual action plan" (the educational plan) to be used by the teacher and bilingual school support staff.

Hall suggests that such a "map" can presenting difficulties to the student map should also include the formulation British version of an individual regular classroom teacher as well as ESL.

Hall explores, in detail, the rationale and different methodologies for gathering information and formulating questions of

and about bilingual students, presenting several useful worksheets (photocopiable examples are included at the end of the text). She advocates the Hutchins-devised five-stage hypothesis testing method which affords the teacher a continuum of assessment options and remediation possibilities to help solve the educational problems of the bilingual student. The author encourages teachers to gather as much information as possible from other teachers and school staff with regard to the common problems of language acquisition within a specific language group. She includes, as an example, a fact sheet of common English language errors made by students whose first language is Bengali which includes such simple language mistakes as putting a verb at the end of a sentence or overusing the third person pronouns. Another useful inclusion in this text is a multi-level learning matrix focused on the context-embedded language instruction approach advocated by Jim Cummins, to which she appends workshop-originated applications for use in science, literature and geography classrooms.

Hall's book is a valuable addition to the field of bilingual education and is particularly useful in the areas of assessment and planning for bilingual students. The writing is clear, showing insight into both the language and cognitive learning needs and problems of the individual student. The author gives specific advice and guidance to teachers in developing questionnaires, gathering and collating useful student information and formulating individual action plans which she describes as SMART (Specific, Measurable, Attainable, Relevant, and Time-constrained). American readers might become confused, at times, by the author's use of British acronyms but many of the British educational groups and assessment devices translate easily into similar American organizations and tests. *Assessing the Needs of Bilingual Pupils: Living in Two Languages* is a useful text for all who face the challenge of teaching in today's multicultural classroom.

Karen O'Connor is affiliated with Fairfield University in Connecticut.

- NABE -

FACULTY POSITION IN LITERACY/BILINGUAL EDUCATION/ESL *University of Colorado at Denver School of Education*

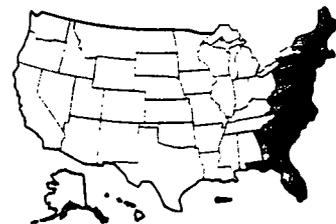
The University of Colorado at Denver, School of Education announces a tenure-track position, at the assistant or associate professor rank, in literacy/bilingual education/English as a second language. This appointment will be to the Division of Language, Literacy and Culture. A doctorate in a related field is required. The position will be effective August of 1996.

The position will require teaching at three program levels: the initial teacher education program, the M.A./endorsement programs, and the doctoral program. The position will also require working with school districts and communities to develop and sustain partnerships concerning teacher development and research assignments. The successful candidate's research agenda will need to complement the foci of the position. For a detailed position description and qualifications, contact Lorrie Spears, Secretary to the LLC Search Committee, CU-Denver School of Education, Campus Box 106, P.O. Box 173364, Denver, CO 80217-3364. (303) 556-3041. Fax (303) 556-4479. Review of applications will begin on April 1, 1996 and continue until the position is filled.

The University of Colorado at Denver is strongly committed to enhancing the diversity of its faculty and staff and invites and encourages nominations of, and applications from, women and members of ethnic minority groups, persons with disabilities, and veterans. Alternative formats of this ad are available upon request.

News from NABE's Eastern Region

An Update on People, Places and Policies



by *María Estela Brisk*
Eastern Regional Representative

Massachusetts

Bilingual Education Advocates Networking Statewide (BEANS) is the initiative of a group of parents in the Boston, MA area interested in bilingual education. The purpose of the group is to network statewide with parents, educators, community, and parent organizations as well as researchers to work toward improving education in general and supporting bilingual education in particular.

The organization emerged from the need to keep a network alive to be able to do ongoing support as well as mobilize communities statewide quickly when there is an urgent matter. The group has a number of goals. (a) Communication and Information dissemination: using internet, development of a fax tree, and a newsletter. (b) Clearinghouse: Creation of a Bilingual Education Directory which will include educators, parents, organizations, parent coordinators, community agencies, and researchers. (c) Advocacy: informing legislators, majors, superintendents, and other policy-makers of community concerns. In cooperation with English-Plus, parents in the Boston area have written letters to the members of the State Joint-Committee on

Education. They have also planned visits to legislators, the major, and the superintendent. (d) Education: dissemination of results of research supporting bilingual education. One community coordinator, for example, took a paper on effective bilingual education and discussed it during a meeting with parents of the bilingual program. The group hopes to organize more of this type of sessions to insure that parents are current with research findings. (e) Support: Members of the network will visit towns when there is need for support for bilingual education. They will help locals to plan strategies.

It is the hope that a concerted effort of parents and educators throughout the state will drive the quest for better education for bilingual students. The organizers of the network have enlisted the support of MABE to help disseminate the idea throughout the state through their newsletter and state conference.

Anyone interested in further information should send a fax to Juan Rosado at (617) 635-8027.

New York

NYSABE sponsored 20 members to go to Albany to talk to 30 legislators. The issue was support for programs that are under the threat of being cut including "Improved School Services for LEP Stu-

dents." "Two Way Bilingual Education Grants." "Bilingual Education Technical Assistance Centers." "Intensive Teacher Institute for Bilingual Education and ESL Teachers," and "Statewide Special Initiatives for LEP Students." A number of the legislators interviewed were supportive. Continuous contact from constituents is recommended.

NYSABE President Susan Pien Hsu organized a combined American and Chinese chorus for the Chinese New Year to sign at a concert named "New Year, New Beginnings" on February 24 at the Queensborough Community College Theatre. About 100 members performed Chinese Songs and American Broadway numbers. Many of the chorus members had just returned from China where they performed at the Great Wall. Dr. Hsu presented community awards to: Mr. Mark Lii, Community leader; Dr. John Specht, Mr. Xue-Yan Yao, and Ms. Esther Lin, conductors; and Pei-Lan Ku, dance student.

The NYSABE Conference, "20 Years Advocating for Educational Success," will take place April 19-21 at the Concord Hotel in Kiamesha Lake. For information, contact Conference Chairperson Maryellen Whittington-Couse (914) 255-1402.

NABE

Eastern Region

(Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Puerto Rico, South Carolina, Rhode Island, Vermont, Virgin Islands, Virginia, and West Virginia)

Dr. María Estela Brisk
School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

Central Region

(Alabama, Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas, and Wisconsin)

Dr. Joe J. Bernal
6410 Laurelhill
San Antonio, TX 78229

Western Region

(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming and the Trust Territories of the Pacific Islands)

Dr. Hermán García
Associate Professor
Department of C & I
College of Education
New Mexico State University
Las Cruces, NM 88003

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children enrolled in the state's typical English medium programs, even in the area of English language arts. Problems include finding and developing teachers and materials and assisting a public school administration that does not know Hawaiian and has institutionalized barriers to enrollment and development of the schools. Strengths are strong interest in revitalizing Hawaiian in the community, strong parent leadership, and cooperative work with the Punana Leo preschools, the state Office of Hawaiian Affairs, and the University of Hawai'i system.

Hawaiian Language at the University Level

The Hawaiian language has been taught at the University level since 1921 when all Hawaiian adults and many non-Hawaiian adults were both fluent and literate in the language but young children had shifted to Hawai'i Creole English. In the 1970's a cultural renaissance resulted in more young Hawaiians studying the language in order to compose music and learn their culture from elders. This developed in the eighties and nineties into a language revitalization movement associated with the Punana Leo preschools and Kaiapuni Hawai'i public schools. Hawaiian is offered at the two four-year campuses of the University of

Hawai'i and at all state community colleges. It is also offered at most private colleges and universities in Hawai'i as well as at most high schools. Total university enrollments for the fall of 1994 were approximately 2,300. In the spring of 1995, students at the Manoa campus lead a system-wide protest against budget cuts to Hawaiian language classes that lead to a promise from the University of Hawai'i president that Hawaiian language would be a protected area of study during this time of state fiscal difficulties.

The University of Hawai'i at Hilo has special responsibility for the Hawaiian language within the University of Hawai'i system. We are not only the largest language offered on campus, we are also the largest major in Humanities with 116 majors on a campus with about 3,000 students. All upper division course work in the Hawaiian Studies Department is taught through the medium of Hawaiian. The University of Hawai'i at Hilo has also been charged with establishing the first masters degree in Hawaiian language and literature within the next few years and has also been approved to develop a teacher certification program for teachers planning to teach in those public schools taught through the medium of Hawaiian.

The University of Hawai'i at Hilo is

also the site of the State's Hale Kuamo'o Hawaiian language center. The Hale Kuamo'o produces curriculum materials for Hawaiian medium schools including math and science texts. Besides curriculum materials the Hale Kuamo'o produces a newspaper in Hawaiian and two computer services in the language. A lexicon committee is responsible for coining new terms and disseminating them to the public. The State of Hawai'i is a member of the Polynesian Languages Forum through the Hale Kuamo'o. The Forum is a cooperative effort among the different governments within Polynesia focusing on the promotion of their indigenous languages for use in government and private business.

Conclusion

1996 was officially declared by the governor of Hawai'i the Year of the Hawaiian Language in commemoration of the 100th anniversary of the banning of Hawaiian in the schools by those who overthrew the Hawaiian Monarchy. The observation from Hawai'i is that in order for our languages to survive they must be used in all facets of our contemporary life and we must take responsibility for using and developing them. We cannot depend on having elders forever. In this regard, Hawaiian is one of the languages in most danger as most Hawaiian elders today cannot speak Hawaiian. On the other hand, in the last fifty years, there have never been as many families as there are now who are actively using Hawaiian as the language of the home. Much of the progress in Hawai'i has been made by insisting that policies and laws reflect the desire of the Hawaiian people that the Hawaiian language be a living language for Hawaiians today.

Kauano'e Kamana and William H. Wilson works at the University of Hawai'i at Hilo.

Editor's Note: Contributions to the American Indian Bilingual Education column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86001-5774, or E-mail to: JON_REYHNER@mail.cce.nau.edu. (520) 523-0580, fax: (520) 523-1929.

Intern and Fellow Positions Available at NABE

The NABE Policy Internship and Fellowship Program is a rigorous apprenticeship for individuals interested in policy issues of education, multi-culturalism, language diversity or civil rights. Interns become short-term members of the NABE team, while fellows are longer term participants.

The heart of the NABE Policy program is direct participation of interns and fellows in NABE's central policy activities including:

- ◆ policy research and analysis
- ◆ advocacy before Congress and the federal government
- ◆ collaboration with other national education or civil rights organizations
- ◆ administrative duties

Interns and fellows must have outside support to participate; no financial assistance is available from NABE. To apply, please send a cover letter about why you want to join NABE, a resume, a short writing sample, and letter(s) of recommendation to: Richard V. López, Associate Director for Legislation, Policy, and Public Affairs at NABE, 1220 L Street NW, #605, Washington, DC 20005-4018.

the variety of students' opportunities to interact with each other. The teacher continues to monitor the clusters changing their membership to increase students' interaction on joint productive activity and ensure that all students are included.

The first stand-alone activity setting might be introduced within the first two weeks depending on teachers' familiarity with students and students' confidence in their independent role. With such information about students, the teacher sends clusters of students to an activity setting for a set period of time (perhaps 20 minutes). As a result, phase-in of all activity settings and experiments with clustering may continue for six to eight weeks while the class builds skill and feels comfortable about their socially reorganized setting.

When *multiple activity settings* have been introduced and have been visited by all the student clusters, students and teachers are usually ready to systematize their social organization. The social organization system is a sequence of activity settings through which students rotate. One model has student clusters proceed round-robin fashion through a sequence of activity settings. In addition to meeting in assigned clusters with the teacher, each student is assigned or chooses other classroom activity settings to attend during a cycle. A cycle in a two-hour period, might consist of 2 to 5 twenty-minute activity settings with additional time for introducing and debriefing. The cycle is expanded or contracted for the time period available.

After some experience, a more complex model can be used where students change clusters from one activity setting to the next. In this model, the students participate in a different cluster at each activity setting except the one in which the teacher meets regularly with a cluster of students. In the teacher-guided activity setting, students and teacher interact over text and discuss products from the other activity settings to inform the teacher of students' progress. Based on students' products and interaction in the teacher-guided activity setting, students are assessed and reassigned to clusters. In this way, cluster membership stabilizes for a period of learning and then is reformed depending on the students' experience and development.

What Does The Research Say?

Theory informs us that social processes influence the formation of thinking. Research shows that students, particularly language-minority students, have limited opportunity to use any language in classrooms where teachers do most of the talking. Students there have such passive roles that they do not even interact with all their classmates. Without systematic, intentional classroom social organization, many students are excluded from the kinds of interaction with teacher and peers that leads to language proficiency and academic success.

What Are The Drawbacks?

A reformed social organization of the classroom does not happen without considerable effort on the part of teachers. Activity generated in complex classrooms (often noisy and vigorous) needs to be supported by administrators and parents. Teachers need pedagogical skills that are adaptable to the innovative conditions pre-

sented in such classrooms. Teachers, like their students, need time to confer with their peers to plan, develop materials and strategies, and reflect.

What Teachers Say

Teachers who use social organization as an instrument of their pedagogy report the extra effort is well worth it. In fact, some teachers expressed their surprise when their students wanted to do activity settings in clusters while they were riding the bus on field trips!

Editor's Note: *Stephanie Dalton works at the National Center for Research on Cultural Diversity, and is Chairperson of NABE's Elementary Education Special Interest Group. Material for this column may be sent directly to her at: UC- Santa Cruz Nat'l Ctr. for Research on Cult. Div., 141 Clark Kerr Hall, Santa Cruz, CA 95064. (408) 459-3500; fax (408) 459-3502.*

- NABE -

Boston University School of Education

Bilingual Education

The Department of Development Studies and Counseling offers a degree program in Bilingual Education at the undergraduate and masters level. The doctoral program in Developmental Studies offers a specialization in literacy, language and cultural studies applied to bilingual and second language education.

The Bilingual and Second Language Education programs have earned distinction for academic excellence at the national and international levels. The doctoral program is a pioneer in the field of bilingual education.

The School of Education has a faculty position open in Bilingual and Second Language Acquisition to be filled at the rank of Assistant Professor. Candidates must have an earned doctoral degree with related fields, teaching experience, and competence in a second language. Candidates must also have a record of success in teaching, scholarship, and research productivity.

Send a letter of application, a current resume, sample publications, and the names, addresses and telephone numbers of three references to:

Ms. Elizabeth Austin
Boston University
School of Education
605 Commonwealth Avenue
Boston, MA 02215

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Research and Evaluation SIG

SIG Chair: Anthony Sancho, Western Educational Regional Laboratory, Los Alamitos, CA

Bridging the Gap Between Research and Practitioners

by Dr. Anthony R. Sancho

During this past year, NABE's Research and Evaluation Special Interest Group (SIG) has made it a priority to increase dialogue among established researchers, doctoral students, and classroom practitioners. This effort stems from the premise that quality education for language-minority students will occur when:

- academicians set out to conduct solid research that documents sound educational approaches, practices, and strategies;
- graduate students pursue and test new research questions that add to the existing body of knowledge; and
- practitioners in the field are willing to risk the rigors of testing and trying new instructional strategies of methods that lead to improved achievement for students in bilingual education.

Members of the Research and Evaluation (R&E) SIG feel very strongly that these three groups fully participate in the research agenda that drives the collection and analysis of sound data, and the implementation of proven instructional practices. It is important to involve practitioners in research and evaluation efforts in order to have them reflect and/or improve on their classroom practices. This process allows them to experience problem-solving, to search for solutions, and to strengthen the ability to diagnose prob-

lematic areas. This philosophy is evident in the workshops and symposia this SIG organizers at the annual NABE conference.

In these times of adverse sentiments toward bilingual education, it is important to keep the Research and Evaluation SIG alive and active. For, as we all know, it is only through research and hard data that we can prove our successes and combat the negative forces that are attempting to quash our efforts. The unfounded nonsense of the English-Only supporters must be countered by quality research and evaluations which prove them wrong.

Additionally, this SIG is emphasizing the identification of "exemplary" bilingual education practices that have proven to be effective and can stand up to the scrutiny of friends and foes alike. For too long, we have carried many ineffective and mediocre programs and practices under the banner of bilingual education. Given today's conditions, we can no longer afford to support or allow marginal bilingual programs to exist. Frequently, it is these inferior programs that have caused the opponents to validate their concerns about the value and legitimacy of bilingual education.

The emphasis on quality bilingual education is gaining momentum and is embraced within the context of quality education for all students. Recent studies by David Ramírez, Virginia Collier and Wayne Thomas prove that bilingual education in its various forms can produce positive results for limited-English-proficient students. We must continue to study

the quality of bilingual instruction and showcase research that brings to light the successes of instructional programs for language-minority students and particularly dual language programs that are beneficial to all students.

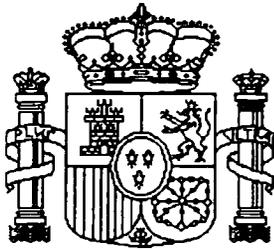
At NABE '96 the Research and Evaluation SIG will sponsor two sessions, one on Friday afternoon and one on Saturday afternoon at the Omni Rosen Hotel in Orlando. One will be a two-hour poster session featuring some outstanding researchers from throughout the nation. The other two-hour session will be a dialogue between researchers and graduate students. Both of these sessions will highlight some of the outstanding work currently being done in the field. The themes this year range from "Screening Hispanic Gifted Students" to "Literacy Development in Asian Bilingual Classrooms," to "Language and Power."

We also invite conference attendees to participate in the Research and Evaluation SIG Business Meeting on Thursday, March 14, 1996. It is at this meeting that we set our agenda for the SIG's activities for the coming year.

Anthony Sancho works at the Western Educational Regional Laboratory and is the Chairperson of NABE's Research and Evaluation Special Interest Group. Contributions for this column should be sent to him directly at: Western Educational Regional Laboratory, 4665 Lampson Avenue, Los Alamitos, CA 90720. (310) 598-7661; fax (310) 985-9635.

• NABE •

This NABE NEWS issue contains a petition supporting bilingual education. Before completing and returning the petition yourself, please make copies of it and distribute them to your colleagues and friends. This is an opportunity to let national decision-makers and legislators know your feelings - make your opinion count!



Cursos para Profesores de Español en Programas Bilingües



El Ministerio de Educación y Ciencia de España anuncia la convocatoria de becas para participar en un curso de literatura infantil durante el próximo verano:

Embassy of Spain
Education Office
2375 Pennsylvania Ave. N.W.
Washington, D.C. 20037
Tel.: (202) 728-2335/6
Fax: (202) 728-2313

Education Office
6300 Wilshire Blvd., Suite 1740
Los Angeles, CA 90048
Tel.: (213) 852-6997
Fax: (213) 852-0759

Education Office
150 Fifth Ave., Suite 918
New York, NY 10011
Tel.: (212) 741-5144
Fax: (212) 727-0849

Education Office
2655 Lejeune Rd., Suite 1008
Coral Gables, FL 33134
Tel.: (305) 448-2146
Fax: (305) 445-0508

Education Office
1405 Sutter St.
San Francisco, CA 94109
Tel.: (415) 922-2038
Fax: (415) 931-9706

Participantes: 50 Profesores estadounidenses de español en programas bilingües, grados K-8.

Lugar: Universidad Complutense de Madrid, España.

Fechas: 8 al 26 de julio de 1996, ambos inclusive.

Contenido: 60 horas de clase: enfoque metodológico de la literatura infantil; talleres sobre teatro, lectura, música; conferencias; organización de bibliotecas.

Precio: US \$2,000, de los cuales cada participante **deberá pagar sólo US \$ 950**, ya que el gobierno español concede una beca de US \$1,050. En el precio están incluidos matrícula, materiales, algunas actividades extraacadémicas, alojamiento y manutención. No incluye el viaje, que será por cuenta del participante.

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May 1, 1996

National Association for Bilingual Education

Volume 19, Number 6

Legislative Battles Jeopardize Vital Interests

by James J. Lyons, Esq.
NABE Executive Director &
Legislative and Policy Counsel

I came back to Washington, following NABE '96 in Orlando, to face some of the most difficult legislative battles I have experienced in nearly 15 years with the Association. While some of these conflicts have ended, others will continue throughout the Summer and Fall. At stake is the future of bilingual education in the United States and the future prospects of millions of language-minority Americans.

Schooling of Undocumented Students

On March 20th, the week after NABE '96, the House of Representatives debated legislation designed to overturn the Supreme Court's 1982 decision in *Plyler v. Doe* which held that states may not deny public education to students on the basis of their immigration status. The legislation was in the form of an amendment, sponsored by Rep. Elton Gallegly (R-CA), to a bill aimed at reducing immigration to the U.S.. The Gallegly Amendment gives states the right to "provide that an alien who is not lawfully present in the United States is not eligible for public education benefits in the State or, at the option of the

State, may be treated as a non-resident of the State for purposes of provision of such benefits."

During my 25-plus years of work on issues relating to equity in education, including bitter debates over school desegregation and "forced busing," I have not witnessed an uglier display in Congress. Speaker after speaker rose to denounce and "demonize" undocumented school students. Rep. Gallegly stated that "illegal immigrants in our classrooms are having an extremely detrimental effect on the quality of education we are able to provide to the legal residents." "When illegal immigrants sit down in public school classrooms," he continued, "the desk, textbooks, blackboards in effect become sto-

len property, stolen from the students rightfully entitled to those resources."

Although the Speaker of the House traditionally does not take an active part in debates, Rep. Newt Gingrich went to the "well" to plead for passage of the Gallegly Amendment. Citing passage of California's Proposition 187, the Speaker Gingrich said "I think that this is a totally legitimate request by the people of California, and I hope that every member will vote yes for Gallegly, because this is the right thing to do, to send the right signal around the world. Come to America for opportunity, do not come to America to live off the law-abiding American taxpayer." House members responded to the Speaker's plea by

CONTINUED ON PAGE 8

NABE Celebrates Silver Anniversary Conference

by Nancy F. Zelasko, Ph.D.
NABE Deputy Director &
Conference Coordinator

NABE '96 — the 25th Annual International Bilingual/Multicultural Education Conference — attracted more than 5,000 people to Orlando, Florida in March. Drawing upon the most multicultural, multilingual gathering in America, NABE '96 focused on the theme of *Celebrating 25 Years of Success: Connecting U.S. Schools with Language-Minority Americans*.

The five-day event included more than 200 workshops, symposia, papers and demonstrations; a major materials and educa-

tional products exhibition; school visits to exemplary programs for language-minority students, and a National Professional Development Institute sponsored by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.

"This conference was a celebration of bilingualism and its benefits — to children, families, neighbors, schools, communities, and the nation. NABE '96 was the antithesis of the flat-earth, one-language vision of the globe promoted by the English-Only movement," stated James J. Lyons, NABE Executive Director.

Opening Ceremonies for NABE's Silver Anniversary Conference took place at the American Pavilion in the World Show-

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NABE NEWS

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PUBLICATION SCHEDULE

Volume 19 of *NABE NEWS* will be published in 8 issues: publication dates are:

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Message From The President

Orchids and Onions

by Dr. Kathy Escamilla

NABE has many friends around the country. During my tenure on the NABE board I have been blessed to be able to learn from all of them. Among our many friends include the staff at the *Hispanic Link Weekly Report*. Periodically, they write a column entitled, "Orchids and Onions" to salute those who are positive contributors to causes and to expose those whose agendas are negative. For this column I'm borrowing (with thanks) the idea of *Orchids and Onions* in bilingual education. I will share a few with you. Please note that the list is not exhaustive and I invite you to nominate other events and people for orchids and onions awards. I begin with orchids.

Orchids

Some time ago I spent a few days in El Paso, Texas doing some professional development work. During my stay there I spoke with a group of teachers and stated how strongly I feel that parents, no matter what language they speak, want to be involved with their children. Further, some of our poorest communities are the most generous. During my presentation one woman kept writing and writing, and when the session was over, she gave me her notes and told me to read them later. I read them and they become my first Orchid award. The following are the teacher's notes to me:

I work at Thomas Manor School. It is a grade K-6 school in the Ysleta Independent School District. Our school is 99.9% Latino and 80% LEP. We are also 90% free and reduced lunch. Our school raised \$11,281 for St. Jude's Children's Research Hospital. In order to raise the money, parents had to work 200 math problems with their children. The children had to sign up sponsors, and collect money to send to St. Jude's. We told the parents that St. Jude's is a hospital which helps children with cancer and terminal illnesses.



1995-1996 NABE Executive Board President.
Kathy Escamilla

Because it is such a poor school, we set our goal at \$4,800 — we met our goal and surpassed it by \$6,481! When St. Jude's received the money they presented us with an award. Their average donation from any school is only \$1,400!

Orchids to Thomas Manor School, their generous parents and hard-working staff.

Orchids

The National Council for the Teachers of English and the International Reading Association recently published a document entitled, *Standards for the English Language Arts*. The document includes twelve standards which are clearly written, and represent high expectations for the nation's students. They also include specific language relating relation to linguistic and cultural diversity. Orchids to IRA and NCTE for Standard 10: "Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum;" Standard 9: "Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;" and Standard 1: "Students read a wide range of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United

States and the world..."

These standards demonstrate an awareness of the changing student population in the United States. They further acknowledge the role of a student's first language and culture in learning to be literate.

Onions

I recently received a copy of the Feb. 1996 issue of the *Research in the Teaching of English Journal*. The editors of this journal introduce it by proudly proclaiming that for the first time they are publishing articles about bilingual education. Happy to see a journal of this stature address bilingual education, I eagerly turned to the first article which is entitled, "The Effectiveness of Bilingual Education," written by Christine Rosell and Keith Baker. The article begins by stating that while there are over 300 research studies that establish the efficacy of bilingual education, 228 are methodologically unsound. The authors included in their definition of "unsound" studies, any study that utilized qualitative methodology to collect and analyze data.

I hope by now you are as troubled by the premise of this article as I was. On the issue of qualitative research in our field, we have found that some of the most significant studies related to bilingual education are qualitative in nature. These are the studies that enable us to understand what actually goes on in classrooms labeled as bilingual; how languages are used and misused in such classrooms; whether or not teachers are truly bilingual; whether or not sufficient materials exist; and whether or not the school climate is receptive to the bilingual program and language-minority children. All of these variables significantly affect the efficacy of such programs. No credible educational researcher would tell people that you can understand the ends (outcomes) of educational programs without understanding the means (what goes on in classrooms to get to the outcomes). Yet Rosell and Baker

CONTINUED ON PAGE 30

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Does Literacy Transfer?

by Dr. Stephen Krashen

A major principle of bilingual education is that literacy transfers across languages: If a child learns how to read in one language, that child knows how to read, and that general ability will facilitate learning to read in another language.¹

The existence of transfer has been questioned. Porter (1990) claims that there is a lack of evidence supporting transfer. In addition, she states that "even if there were a demonstrable advantage for Spanish-speakers learning to read first in their home language, it does not follow that the same holds true for speakers of languages that do not use the Roman alphabet" (p. 65).

In this article, I argue that there is a reasonable amount of evidence, direct and indirect, supporting the transfer hypothesis. Specifically, studies show that

1. the underlying process of reading in different languages is similar, even when the languages and writing systems appear to be very different; and
2. the process of the development of literacy is similar in different languages.

Points (1) and (2) allow the possibility of transfer. If the process of reading and the development of literacy were completely different in different languages, it would be unlikely that transfer was possible. If transfer did exist, we would expect points (3) and (4) to be true:

3. When confounding factors are controlled, there are positive correlations between literacy development in first and second languages.
4. Bilingual programs in which children develop literacy in the primary language are successful in helping children develop literacy in English.

In this article, I briefly summarize the evidence for points 1, 2 and 3 (point 4 has been discussed extensively in the professional literature; see e.g. Willig, 1985; Krashen and Biber, 1988).

#1: The underlying process of reading in different languages is similar.

Evidence for this conclusion comes from studies of miscue analysis, predictors of reading scores, eye-fixation research, and reading strategies.

Miscue analysis: The major result of miscue analysis (Goodman, 1979) is that readers use semantic and syntactic cues to construct meaning, in addition to graphomorphemic (print) cues. In other words, readers do not simply "recode" letters into sounds and then interpret the resultant oral language. Their errors, or "miscues," show that they make predictions about the text they are reading based on previous knowledge and their knowledge of language, and use minimum visual information to confirm these guesses.

When a reader, for example, reads "there was a glaring spotlight." instead of the text "There were glaring spotlights." (example from Goodman, 1979), it is evidence that "the reader is processing language, he is not just saying the names of words" (p. 6): This reader has made a prediction about the sentence, has used his knowledge of language to predict its form, and has confirmed its form using only some of the visual information available. His miscue is evidence of an efficient reading process.

Goodman (1973) has proposed that the process of reading is fundamentally the same in all languages except for "minor degrees" of difference (p. 26). So far, research has confirmed that Goodman is correct.

Of great interest to us is evidence showing that the same process is used in reading languages other than English, confirming Goodman's suggestion that the reading process is universal. Barrera (1981) and Hudelson (1981) have shown that Spanish readers make similar miscues, while Romatowki (1981) and Hodes (1981) reported similar data for readers of Polish and Yiddish, respectively. The latter finding is especially interesting because Yiddish does not use the Roman alphabet; Yiddish uses the Hebrew alphabet even though it is a Germanic language.

Even more interesting is the finding that readers of Chinese as a first language show evidence of using the same reading process. Chang, Hung and Tseng (1982) performed a miscue analysis of the oral reading of third and fourth grade "normal" and "disabled" readers in Taiwan and reported that their subjects produced the same kinds of miscues as readers in other languages. In addition, in agreement with research using other languages, better readers made fewer miscues, showed evidence of processing larger units, and tended to make more semantically and syntactically acceptable miscues (see e.g. Devine, 1981).

Predictors of reading scores: Stevenson, Stigler, Lucker and Lee (1982) reported that similar factors predicted good reading in very different languages. For fifth graders in Japan, Taiwan, and the United States, the amount of general information the children knew was a significant factor in predicting reading scores. Contrary to what one might expect, ability to do spatial relations and perceptual speed did not play a special role in predicting reading scores for Chinese and Japanese children; rather, verbal abilities were more important. Stevenson et. al. concluded that their results suggest that "...the dominant problem (in learning to read) is that of abstracting meaning from an abstract set of symbols, and the characteristics of the orthography play a less critical role than has sometimes been proposed" (p. 1179). This conclusion is very consistent with the hypothesis that the process of learning to read is universal.

Eye-fixation: Gray (1956, cited in Just and Carpenter, 1987), examined eye fixation and reading speed among native speakers of 14 different languages, including Arabic, English, Hebrew, Burmese, Chinese, Urdu, Navaho, and Yoruba. He found that despite the differences in orthographies, the average number of fixations per word was very similar, and concluded that "fluent reading is roughly similar across languages and orthographies" (Just and Carpenter, p. 306).

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FY'96 Appropriations: Months Late, Millions Short

Bilingual Education Takes a Hit, and Gears Up for Reprogramming

by Jaime A. Zapata

On April 24th, after two partial government shutdowns and months of drawn out negotiations, Congress and the White House finally came to an agreement on the FY 1996 omnibus appropriations bill which provides funds for nine federal agencies and hundreds of government programs. During the seven months since the beginning of the current fiscal year, Congress passed 13 Continuing Resolutions (CR's).

These measures were drafted to avoid any further government shutdowns, and provided temporary, albeit reduced, funding for federal agencies and their programs. The omnibus bill puts an end to an uncertain funding situation and provides for the normalized operations of the federal government.

The compromise that was ultimately reached came in the form of a Conference Report on H.R. 3019, "The Balanced Budget Downpayment Act II". The bill, which was signed by President Clinton on April 25, cuts domestic spending by \$22 billion dollars, but does not affect Medicare, Medicaid, welfare and other similar benefit programs whose financing is set by permanent law.

The bill does deal severe cuts, however, to many federal agencies (see Table 1), including the U.S. Department of Education (DOE) and the U.S. Department of Housing and Urban Development (HUD) which lost \$1.6 and \$5.6 billion in funds respectively. Many programs serving the disadvantaged were cut.

Funding for Education

In the area of education, the bill brings a mixed bag of news (see Table 2, on page 10, for an overview of funding for selected education programs). On the one hand, it provides increased funding for Title I programs, on the other, it cuts funding for a number of elementary and secondary education initiatives, including Title VII bilingual education programs. Because these programs are forward funded, the changes

Table 1. Federal Funding Levels for FY'95 and FY'96

AGENCY	FY'95 Funding Level (in millions)	FY'96 Funding Level (in millions)	Change In Funding (in millions)
Department of Education	26800	25200	-1600
Department of Labor	8400	8000	-400
Dept. of Health and Human Servs.	179200	197400	18200
Department of Commerce	4000	3700	-300
Dept. of Housing and Urban Dev.	24700	19100	-5600
Department of State	20130	18400	-1730

will impact their budgets beginning October 1, 1996.

Title VII Programs

The Conference Report on H.R. 3019 provides \$128 million in FY 1996 funds for Title VII bilingual education programs. The figure is \$28 million more than had been provided in either the House or Senate Appropriation bills, but is still \$28 million short of the post-recission FY 1995 funding level. The \$128 million were allocated in their entirety to subpart (1) local education agency program grants, and all funds for subparts (2) and (3) of Title VII were zeroed out.

This move places support services (the National Clearinghouse on Bilingual Education, state education agencies, research, and programs of academic excellence) and professional development programs in grave jeopardy, and threatens the very infrastructure of bilingual education.

The conferees explained that they provided no funding for support services or training "given their belief that funds should be focused on the education of children and [considering] the other funding sources available to the Secretary to fund these activities."

A Call to Arms

It should be noted that the Conference Report also includes a rather unusual invitation to the Department for a "reprogram-

ming" of the \$128 million appropriated for bilingual education. It is expected that the Department will provide some funding for Subparts (2) and (3) by making use of this provision. A decision is forthcoming, and NABE will continue working to ensure that *all* Title VII components receive adequate funding.

Seven months into the fiscal year, we have arrived at the conclusion of the FY 1996 federal budget debate. On the one hand, we can claim a substantial victory in the restoration of \$28 million for bilingual education which occurred in conference committee. On the other, H.R. 3019 cut funding by over \$28 million from FY 1995 levels, and zeroed out subparts (2) and (3) of Title VII.

This situation highlights the pressing need for our joint efforts in helping to secure FY 1996 funds for *all* the components of bilingual education, and it underlines the urgency of our work towards increased funding in FY 1997. NABE thanks all our members for their dedication and their invaluable contributions, and urges them to continue our common struggle for bilingual education.

Jaime A. Zapata is NABE's Associate Director for Legislation and Public Affairs. He can be reached at (202) 898-1829, extension 106, or by email at: J_ZAPATA@nabe.org.

- NABE

passing the Gallegly Amendment by a vote of 257 to 163.

Together with other national education, civil rights, and immigrant rights organizations and key officials of the Clinton Administration, NABE worked to prevent passage of an amendment similar to Gallegly when the Senate subsequently began debate on its own version of immigration legislation. While the immigration bill eventually passed by the Senate severely restricts public benefits available to both illegal and legal immigrants, we were successful in preventing consideration of a Gallegly-like amendment.

But the battle to preserve the right of undocumented students to public schooling is far from over. Soon a House-Senate conference committee will begin meeting to resolve differences between the immigration bills enacted by the two bodies. Political observers believe that Senate Majority Leader and Republican presidential candidate Bob Dole (KS) wants to use the Gallegly Amendment as "veto-bait" in his race against President Clinton, and will work behind the scenes to secure its inclusion in the bill approved by the conference committee.

Neither the House nor the Senate has appointed conferees on the immigration bill, but they are expected to be named soon. NABE members who support the right of undocumented students to public education and who believe that schools

should not become, in effect, offices of the Immigration and Naturalization Service, need to communicate immediately with their Representative, Senators, and the President.

FY 1996 Appropriations for Education

Nearly seven months into the fiscal year, Congress passed and the President signed into law H.R. 3019, an omnibus appropriations bill providing FY 1996 funding for nine cabinet departments. The appropriations measure cut federal domestic spending by nearly \$22 billion or 9.1 percent from FY 1995 levels.

Total funding for the Education Department fell from \$26.8 billion to \$25.2 billion, with \$1.6 billion taken from discretionary programs (see story on page 7). The final cut was less than half the size originally approved by the House of Representatives.

H.R. 3019 provides \$128 million in appropriations for the Bilingual Education Act (BEA), a cut of \$28.7 million from FY 1995 levels, with no funds provided for Support Services or Training. This reduced level of funding represented a partial victory for NABE, the Clinton Administration, and congressional supporters of Title VII since it restored \$28 million previously cut by both the House and the Senate. And in a further concession, the conference report accompanying the bill invited the Secretary to forward a "reprogramming" request to House and Senate appropriators if he "feels that funding these [Support Services and Training] activities within this account is justified."

Since H.R. 3019 has been signed into law, we have been working with Department staff and congressional supporters of bilingual education on a reprogramming request to continue funding for Support Services and Training, vital components of the BEA. At the same time, NABE has started work on the President's FY 1997 budget request for the BEA — \$156.7 million, the same amount appropriated in FY 1995.

The Association's efforts to continue Support Services and Training activities in FY 1996 and to increase BEA funding in FY 1997 will succeed only if NABE members communicate their support to

the Clinton Administration and their elected representatives in Congress. Communicate with your Representative and Senators and the President; tell them your priorities; explain the importance of BEA-funded support services and training; share with them the positive benefits of BEA-funded programs in your schools and the high cost of neglect, both to individual students and your community. Your wishes as taxpaying voters count, especially in an election year!

English-Only

Senator Ted Stevens (R-AK), chairman of the Senate Committee on Governmental Affairs, has held two committee hearings on S. 356, the "Language of Government Act" bill sponsored by Senator Richard Shelby (R-AL). The legislation is identical to H.R. 123, a House bill sponsored by Rep. Bill Emerson (R-MO). (See March 15, 1996 edition of the *NABE NEWS* for a comprehensive report on both bills).

Senator Stevens scheduled and subsequently cancelled a committee mark-up of S. 356 in mid-April. When the Senate took up its immigration bill, congressional staff believed that Senator Shelby would offer S. 356 as an amendment. NABE representatives, together with representatives of dozens of other national education and civil rights organizations, met with Senate staff during April to explain the dangers of Official-English/English-Only, and the Association sent a letter to all Senators expressing NABE's opposition to S. 356 (see reprint copy of letter on page 9 of this newsletter).

While Senator Shelby did not offer S. 356 as an amendment to the Senate immigration bill, Governmental Affairs Committee Chairman Stevens is said to be committed to enactment of Official English legislation, and may attempt to mark-up the bill as early as mid-May. Senate Majority Leader Dole's advocacy of Official English lends credence to the reported likelihood of congressional action on S. 356. Once again, NABE members who are concerned about national language policy should immediately communicate their wishes to their Senator, Representatives, and the President.

Contact Information

U.S. House of Representatives
(202) 225-3121

U.S. Senate
(202) 224-3121

White House
(202) 456-1414
President@whitehouse.gov

April 15, 1996

Dear Senator:

I am writing to express the opposition of the National Association for Bilingual Education to S. 356, the "Language of Government Act." Our opposition to this measure reflects the following ten considerations.

First, S. 356 represents a radical change in federal policy respecting governmental regulation of language, a matter of fundamental importance to individuals and transcendent importance to society. For more than two centuries, the United States has prospered without an official language. In place of an "official language," the United States has had a tradition of linguistic freedom and respect for diversity which avoided governmental regulation or sanctions on language. This historical tradition has unified and strengthened the American people, yielding a nation in which English is spoken by 97 percent of its residents and recognized as "America's language" throughout the world.

Second, there is no evidence of any need to alter federal policy respecting governmental regulation of language. English is the *de facto* language of the United States government, the language in which 99.94 percent of its publications are printed according to a recent report of the Government Accounting Office. During several days of hearings on S. 356, not a single person testified that they are unable to interact with the United States government in English.

Third, S. 356 is presumptively unconstitutional. The United States Supreme Court has consistently condemned state action to restrict the use of non-English languages. As the Court declared in the 1923 case of *Meyer v. Nebraska*.

The protection of the Constitution extends to all, to those who speak other languages as well as those born with English on the tongue. Perhaps it would be advantageous if all had ready understanding of our ordinary speech, but this cannot be coerced by methods which conflict with the Constitution....

Fourth, enactment of S. 356 would serve to disconnect several million Americans from their government. Many of the 3.6 million native Spanish-speaking residents of Puerto Rico, U.S. citizens all, would be effectively disconnected from their national government. Many senior citizens, including both immigrants and Native Americans, who have not had an opportunity or been able to learn English would also be disconnected from their government.

Fifth, enactment of S. 356 would curtail or eliminate federally-supported bilingual education programs with drastic negative educational consequences for millions of limited-English-proficient students. Based on both historical and contemporary American experience, we know that the abolition of bilingual education would: retard student acquisition and mastery of English, decrease student academic achievement in the content subjects, increase student grade-retention and dropout rates, and effectively bar limited-English-proficient parents from participating in their children's schooling.

Sixth, enactment of S. 356 would jeopardize basic functions of the federal government including law enforcement and border security. Under the legislation, agents of the Federal Bureau of Investigation and the Drug Enforcement Agency could not utilize a language other than English except to perform "actions that protect the rights of victims of crimes or criminal defendants." Federal agents could not use non-English languages to develop intelligence files on the activities of international drug cartels or multinational organized crime syndicates. Unless a particular crime victim were identified, criminal conspiracies conducted in non-English languages would be effectively immunized from federal investigation and prosecution. Thus the enactment of a federal English-only mandate would be tantamount to surrender in the nation's war on drugs and fight against international organized crime.

Seventh, enactment of S. 356 would bar a range of socially-beneficial activities of federal officials and employees such as: a military chaplain performing, in Spanish, a funeral for a Puerto Rican soldier killed in combat; a federal judge conducting a Jewish wedding in Hebrew; and sign-language teaching at federally-funded Galludet University in the nation's capitol.

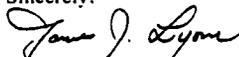
Eighth, enactment of S. 356 would open a veritable Pandora's box of costly and divisive litigation. What is the full reach of the English-only mandate applicable to "services, assistance, or facilities, directly or indirectly provided by the Government," and how broad is the exception to the mandate for "public health"? The litigation needed to resolve these and literally hundreds of other questions about this sweeping mandate would tax the federal courts and increase the legal costs of government and business operations.

Ninth, S. 356 would extend the range and reach of government regulation into new areas of contemporary American life, generating economic uncertainty and potential social conflict. Would federally-licensed television and radio stations be permitted to broadcast in non-English languages? Would all new televisions sold in America have to contain a "L" or "language" chip to screen-out non-English broadcasts? What about non-English e-mail transmitted on the internet via federal computers? And should a mother who insists on raising her child in the language of the child's maternal grandparents be awarded custody if the father insists that the child be reared in an English-only environment? If these questions seem far-fetched today, it is only because our government has never adopted an official language policy.

Tenth and finally, the English-only mandate of S. 356 would weaken U.S. competitiveness in the global marketplace. The export of U.S. goods and services will suffer if Americans are unable to conduct market research and sales in the languages of prospective clients around the globe, a majority of whom speak a language other than English. Instead of discouraging the use of non-English languages in the United States, the federal government should promote the mastery and use of all languages.

I thank you for your attention to this letter. If you have any questions, please have a staff member contact me at (202) 898-1829 extension 104 or Jaime Zapata on extension 106.

Sincerely,



James J. Lyons, Esq.
Executive Director

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Table 2. Overview of Federal Funding for Selected Education Programs

PROGRAM	FY95 Appropriations (in millions)	FY96 Appropriations (in millions)	Change in Funding (in millions)
BILINGUAL EDUCATION (Title VII)	156.70	128.00	(28.70)
Instructional Services	117.20	128.00	10.80
Support Services	14.30	0.00	(14.30)
Professional Development	25.10	0.00	(25.10)
EDUCATION REFORM	494.30	530.00	35.70
Goals 2000	371.80	350.00	(21.80)
School to Work	122.50	180.00	57.50
EDUCATION FOR THE DISADVANTAGED (Title I)	7,217.80	7,218.60	0.80
Basic Grants (to local education agencies)	5,968.00	5,982.00	14.00
Concentration Grants (to local education agencies)	663.00	677.00	14.00
Migrant Education (state agency programs)	305.00	305.00	0.00
MIGRANT EDUCATION	10.20	9.40	(0.80)
High School Equivalency Program (HEP)	8.00	7.40	(0.60)
College Assistance Migrant Program (CAMP)	2.20	2.00	(0.20)
SCHOOL IMPROVEMENT PROGRAMS	1,328.00	1,223.00	(105.00)
Professional Development	251.00	275.00	24.00
Safe & Drug Free Schools	465.90	465.90	0.00
Magnet Schools Assistance	111.50	95.00	(16.50)
Women's Education Equity	3.90	0.00	(3.90)
Training and Advisory Services (Civil Rts. IV-A)	21.40	7.30	(14.10)
Education for Native Hawaiians	9.00	12.00	3.00
Foreign Language Assistance	10.90	10.00	(0.90)
Charter Schools	6.00	18.00	12.00
Technical Asst. for ESEA Prog. Improvement	29.60	21.50	(8.10)
IMMIGRANT EDUCATION	50.00	50.00	0.00
SPECIAL EDUCATION	3,252.00	3,245.00	(7.00)
REHAB. SVCS. & DISABILITY RESEARCH	2,393.00	2,456.00	63.00
SPECIAL INSTS. FOR PERSONS W/DISABILITIES	129.90	128.40	(3.50)
ADULT EDUCATION	278.90	259.50	(19.40)
Workplace Literacy Partnerships	12.70	0.00	(12.70)
STUDENT FINANCIAL ASSISTANCE	7,617.00	6,258.00	(1,359.00)
Pell Grants	4,875.00	5,783.00	908.00
Perkins Loans	176.00	113.00	(63.00)
HIGHER EDUCATION	919.00	837.00	(82.00)
Hispanic Serving Institutions	12.00	10.80	(1.20)
Native Hawaiian & Alaska Native Culture Arts Development	0.50	0.00	(0.50)
Minority Science Improvement	5.80	5.20	(0.60)
International Ed. and Foreign Language Studies	59.00	56.10	(2.90)
EDUCATION, RESEARCH, STATS & IMP. (ERSI)	323.90	351.20	27.30

NABE Legislative Policy and Budget Update Hotline

For the latest information about national English-Only legislation, Federal bilingual educational funding/budget negotiations, and other national educational policy matters, call the NABE Hotline.

Available 24 hours a day, the Hotline provides up-to-the-minute information about developments here in Washington, and offers suggestions as to how you can make a difference in the creation of national policy.

Call (202) 898-1829 and dial/ask for extension 138, the Legislative Policy section; follow the recorded instructions to access the Hotline.

NABE Nationwide Writing Contest for Bilingual Students Winning Essays

Sponsored by The Coca-Cola Company and Apple Computer

Cynthia M. Saenz

Grade 4

La Unión Elementary
Garciasville, Texas

Teacher: Olga E. González

Principal: Elida V. Peña



“Why Bilingual Education Is Important to Me”

School is a place for us to learn and to have fun learning in different languages. This is a story about me and why bilingual education is important to me.

When I started school, I did not speak English. I was very lucky that my Kindergarten teacher was a bilingual teacher. She made the lessons interesting and fun for me. She knew that I could do good work so we would practice and practice and work and work.

Because I had a bilingual education teacher. I have been able to progress quickly. Bilingual education helped me to build a bridge to learn my second language-English.

My achievement test results show that my English skills in reading and writing are improving quickly and that I am an advanced student. Now that my English is so improved, I am listed in the honor roll at my school. I am also able to participate in the University Interscholastic League Speaking and Writing contest.

The third thing that happened and what is maybe the most important thing is that I am now teaching English to my mother. My father is Mexican-American and speaks English. However, my mother is from Mexico and speaks only Spanish. I was raised speaking Spanish. My beautiful mother is so smart that she has asked me to teach her English. When I take my books home from school and sit down to study, my mother sits by me and we study together. I know that with work and work and practice and practice she will be speaking English soon, too.

Bilingual education has taught me a new language. I have also improved my skills and it has given me a chance to do more and better things. I think bilingual education is so important to me and my school.

María Zubia

Grade 7

Ector Junior High School
Odessa, Texas

Teacher: Rebecca Baca

Principal: Steve Brown



“Why Bilingual Education Is Important to Me”

Bilingual education is important to me, because this program is like being in Mexico. Not because you talk a lot of Spanish, but because the teachers are teaching you English through the Spanish language. If we didn't have bilingual education, a lot of the students like me would not pass to the next grade. I don't know what other students think about this program, but in my opinion, all of the students like myself, who are recent immigrants to this country, are very thankful and grateful for helping us survive. Bilingual education is also important to me because I'm learning more and comprehending what is being taught to me in my classes.

This program allows me to make my dreams and goals come true. I thank God that I'm in this program so it can help me progress in life. One day I want to be a teacher, so that I can also help other students learn English as I have! The great efforts of bilingual education and its teachers are making it possible for me to become educated, something that probably wouldn't have happened in my country. If you come to the United States with a great willingness to learn and study, your dreams and goals can happen with the guidance of bilingual education and its teachers. Bilingual education will continue to help all the kids in the whole world.

I also want to comment about the government. If the government does away with bilingual education, I would feel like my life would go down, because this program has helped me a lot! Many immigrant students will be very disappointed, and their grades will suffer in regular classes.

I hope that there will be Hispanic legislators, teachers, administrators, a President of the United States, and, in general, sensitive people who are willing to support the education of all children.

CONTINUED ON PAGE 12

Conrado Hernández

Grade 11

Sierra Vista High School
Baldwin Park, California

Teacher: Charlene Fried
Principal: Marilyn Ghirelli



“Why Bilingual Education Is Important to Me”

How many of you know what's it like to watch your parents suffer and face daily humiliation as they search for work in a country that no longer has any room for people like them? How many of you really know what a refuge and salvation bilingual education is to people like us?

My family and I were living in Mexico, where we had a store. We worked very hard there for many years, but we could not compete with the national economy and our business failed. An uncle came to visit and convinced us that life would be better in the United States. We sold what was left of our business and left to California, our new home.

When we arrived, my father worked with my uncle. But since he didn't speak any English, they let him go. He began to look for work, but all the doors were closed. Finally, he found a factory that offered him a job peeling onions, but he would have to work at home. The onions came in 50 pound bags, and he earned \$4.00 for each bag he peeled.

We all worked together: my father, mother, all my sisters and I. But, since the onions were so small, we could only clean about 5 bags per day. My parents worked 14 to 15 hours a day, and we worked from the time we came home from school until we went to bed. Late at night, we would go to the streets to collect aluminum cans and plastic bottles.

On our first December here, my father became very ill with an eye infection. One of his eyes became infected from the acid that the onions produced when he peeled them. My mother worked harder, and so did we.

I tell you this story not to make you feel sorry for me. Out this sadness, we learned a lot. Our family stayed together. Our love for each other was strengthened. As I shared in my parents' suffering and humiliation, I knew that I would have to be the one to live differently. I would have to change this cycle. I would have to become educated.

Bilingual education is the institution that sustains and gives hopes to the immigrant in this country. As I worked nights peeling onions, I dreamed of the next day when I would attend my classes. In this wonderful program, I have been able to participate since the moment I entered the first class. My desires to learn have always been recognized by my teachers. I am learning two languages, and I am computer literate in two languages, as well.

The walls we encountered when we came to this country have never been here at school. Bilingual education has made the difference in my life that will permit me to change my family's cycle. I can fight for my goals with pride and dignity. I will dominate two languages, both Spanish and English, and I will never have to peel onions again. The bilingual education program may well be the one hope left for the immigrants who come to America.

Grades 3-5

Second Place:
José H. Carmona

Grade 3

Ashbel Smith Elementary
Baytown, Texas

Teacher: Suzanna Raymundo
Principal: Lani Randall

Third Place:
Kablia T. Lee

Grade 4

Hellgate Elementary
Missoula, Montana

Teacher: Nor Jar Vang
Principal: Bruce Whitehead

Grades 6-8

Second Place:
Fernanda Ruiz Arrieta

Grade 7

ZIA Middle School
Las Cruces, New Mexico

Teacher: B. Tarazona
Principal: Dr. Hayes

Third Place:
Xiomary Colón

Grade 7

Edison Middle School
Milwaukee, Wisconsin

Teacher: Ms. Bronaugh
Principal: Roy Robertson

Grades 9-12

Second Place:
Guadalupe Ramírez

Grade 11

Sierra Vista High School
Baldwin, California

Teacher: Charlene Fried
Principal: Marilyn Ghirelli

Third Place:
Berlinda González

Grade 12

Rio Grande High School
Albuquerque, New Mexico

Teacher: Gloria Baratta
Principal: Eduardo Soto

Campaign Against Racism and Extremism NABE CARES

Employers Need Illegal Immigrants — But Not Their Kids

by Robert Scheer

House Republicans didn't go nearly far enough when they passed a bill denying education to the children of illegal immigrants.

That's a half-baked measure that will just leave kids hanging around street corners, getting into trouble. To be consistent, they should have ordered that illegal kids be rounded up, forcibly separated from their parents and shipped in boxcars back to their country of origin. The boxcars are important not just for nostalgic reasons but because all those airplane tickets could be a budget buster.

Because of the irrational prohibition on child labor pushed through by bleeding-heart liberals, illegal kids are of no use to us. It's only the adults we need. The Republican goal is to get rid of the children but keep their parents to pick crops, watch other people's kids and staff our finest restaurants.

That's why the new immigration bill takes it real easy on employers who might hire undocumented workers.

Under House Speaker Newt Gingrich's leadership, the House eliminated a provision that would have required employers to check the documents of workers they hire against a national database. Such document checks will be voluntary: business lobbyists convinced House members that getting tough on illegal immigrants was a marvelous idea as long as it didn't cut into the pool of available undocumented workers.

Thanks to those lobbyists and the Republican leadership that feeds at their trough, the bill does nothing to strengthen enforcement of labor codes. It also avoids the issues of a tamper-proof identity card that job applicants would be required to produce and of criminal penalties for those who hire illegal immigrants.

Employers will continue to police themselves, which means they will keep hiring,

undocumented workers.

So instead of eliminating the jobs that are the magnet for illegal immigration, we end the education of the kids whose parents take the jobs.

The bill exempts employers, but it sends a harsh command to teachers. They will be required to turn in their students to the Immigration and Naturalization Service.

True, the Republican leadership is committed to getting the federal government out of the classroom, which is why it opposes national educational standards. But this is a matter of national security. Those kids have invaded our country, and teachers must take the lead in defending the homeland.

Grab any suspicious kid and turn him or her over to the INS. I can already visualize the "Uncle Sam Wants You" posters with a shivering kid at the end of his pointed finger.

Finally, the Republicans have found a useful role for the U.S. Department of Education, which could send out multimedia kits on how to spot illegal kids. The kits could include charts featuring the rather extensive spectrums of the colors brown and yellow. That's important, because we don't want teachers hassling Canadian and European children who might be here illegally through some minor oversight on the part of their parents.

The passion of the Republican legislators is understandable. They don't want those immigrant kids to learn English, math, science or other marketable skills. When they grow up, they might compete for good jobs with children of members of Congress and other "normal" Americans — to use Gingrich's favorite phrase.

Anyway, it's just the right approach for a get-tough politician.

"Most everyone talks about getting tougher on illegal immigration, and now we have a clear opportunity," Republican presidential candidate Bob Dole said in support of the "end education" amendment.

He's absolutely right: This is a clear opportunity to talk tough about ending illegal immigration.

Gingrich is another tough talker. In one of his rare speeches on the House floor, he made it clear that he is sick and tired of illegal kids learning something.

And he's now figured out that it's not jobs but rather educational opportunity that lures those criminals to our shores. "Offering free, tax-paid goods to illegals has increased the number of illegals.... Come to America for opportunity. Do not come to America to live off the law-abiding American taxpayer."

You should quote Gingrich the next time you are in a restaurant or visiting a home where you spot what may be illegal immigrants at work.

Tell them you're pleased they have seized the "opportunity" to bus your dishes or diaper someone else's baby. Reassure them that Gingrich's bill doesn't threaten their jobs or employers.

But warn them, in no uncertain terms, that they had better not have any kids of their own at home. Don't you just love those "family values" Republicans?

Robert Scheer is a columnist with the San Francisco Examiner and also a contributing editor at the Los Angeles Times.

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NABE '96: February 4-8: Albuquerque, New Mexico

Campaign Against Racism and Extremism

NABE CARES

Mainstream Dailies Reject Official English as Divisive, Unneeded

by Fernando Trulin IV

As the debate over Official English escalates this presidential election year, mainstream media polled by *Weekly Report* are lining up emphatically against recognizing English as the official language of the United States. *Weekly Report's* survey included the nation's 20 largest dailies and 10 others that serve large Hispanic populations.

Eighteen of 30 newspapers surveyed said that they have published editorial positions against Official English legislation. They generally agree that such legislation would ignite societal divisions, violate First Amendment rights and is unnecessary. *New York Times* deputy editorial page editor Phil Boffey said, "Requiring

English by law is unfriendly and un-American. It implies that people who speak a foreign language are not welcome."

Nine newspapers had not taken a public stance on the issue. Only *The Chicago Tribune*, said it supported Official English. Don Wycliff, *Tribune* editorial page editor, told *Weekly Report* that the newspaper endorsed Official English because there had to be one element of commonality in society if the United States was to welcome immigrants.

Three opponents of Official English legislation in Texas, *The Dallas Morning News*, *Houston Chronicle* and *Amarillo Globe News*, said they endorsed an English-Plus concept that promotes multilingualism.

Lynell Burkett, editorial page editor for *The San Antonio Express News*, pointed to

Texas' cultural relationship with Mexico.

"It's considered an asset for an individual to speak other languages, so it's strange to us that this is seen as negative in other parts of the country," she said.

Nearly all the respondents called the media's role in educating the public on the issue "very important," and suggested that more efforts should be taken to increase coverage.

Most indicated that they had carried pieces by advocates on both sides of the issue on their opinion pages.

One of them, *The San Francisco Chronicle*, said that while the paper has not taken a public stance, the editorial board does not favor Official English legislation.

"The media need to give both sides of the issue and let the public determine what they want to support," said *Chronicle* opinion page editor Dean Wakefield.

H.D.S. Greenway, editorial page editor for *The Boston Globe*, added, "We (the printed media) have the resources where we can have an intelligent discussion."

Gilbert Bailón, president of the National Association of Hispanic Journalists and deputy managing editor of *The Dallas Morning News*, said he feels the issue has received insufficient analysis.

"Though there isn't a void, the media has undercovered the issue. It should cover it beyond the political realm and report on how it affects people, especially on the border."

Mercedes de Uriate, associate professor of journalism at the University of Texas at Austin, concurred. "When the press portrays undocumented immigrants negatively, it doesn't take much to make a correlation with language."

Reprinted from *Hispanic Link Weekly Report*, Vol. 14, No. 18, April 29, 1996.

Newspaper Positions on Official English

Summary of Editorial Positions: 1 in favor, 18 opposed, 9 no position

For:

Chicago Tribune

Against:

Amarillo Globe News
Arizona Republic
Boston Globe
Chicago Sun-Times
Christian Science Monitor
Dallas Morning News
Detroit Free Press
Houston Chronicle
Long Island Newsday
Los Angeles Times
Miami Herald
Star Tribune
Newark Star-Ledger
New York Times
San Antonio Express-News
San Jose Mercury-News
Staten Island Advance
USA Today
Washington Post

No Position:

Charlotte Observer
Cleveland Plain Dealer
El Nuevo Dia (San Juan)
Houston Chronicle
Kansas City Star
New York Post
Philadelphia Inquirer
San Diego Union-Tribune
San Francisco Chronicle

No Response:

Wall Street Journal

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Special Education SIG

SIG Co-Chairs: Lydia Cortes, NYC Board of Education, and Alba Ortiz, UT-Austin

Bilingual Special Education: Today and Beyond

by Lydia Cortes
and Frances Segán

Bilingual special education is a relatively new field in which practitioners are still attempting to integrate bilingual education and special education to achieve a cohesive, coherent system to provide services for those students who need it. It is important to stress the words "for those students who need it" because bilingual special education is not the answer for issues that need to be resolved within general education. Special education services, in most cases, should be considered only after all other possibilities and resources in general education have been exhausted. Often, students who have not had the benefit of good, basic education programs — including bilingual education — fall behind in academic subjects and are then inappropriately referred for special education services. In addressing the needs and entitlement of culturally and linguistically diverse students, prominent researchers (Cummins 1984, Fradd 1989 Ortiz, 1991) conclude that care must be taken to distinguish between students who need bilingual/ESL services in general education and those who have a true disability and need bilingual special education services as a support and link to educational and community environments.

The field of bilingual special education faces many challenges today. One major issue that frequently surfaces is the challenge from those who question why disabled students need to receive bilingual/ESL services. This debate is similar to the one that occurred in the field of bilingual general education during the 1960's over whether there was any necessity for bilingual/ESL services.

Among the current multiple challenges, there are several that stand out as key issues across the country:

Preschool Services: Many preschools

(private and public) do not offer bilingual services to culturally and linguistically diverse exceptional students. State guidelines need to be strengthened to encourage bilingual preschool services in both general and special education. Bilingual preschool service is an integral component in the child's transition to appropriate bilingual school-age services. A major staff shortage area that must therefore be targeted is increasing the numbers of bilingual special education preschool providers.

Older Students with Minimum Formal Schooling: Increasingly, the United States is receiving immigrant students who have had little or interrupted formal schooling. This lack of schooling or access to educational programs by these students in their native countries may be due to diverse reasons such as war, poverty, or isolated rural living situations. While educational systems may have bilingual general education or bilingual special education programs, there need to be other program options which support these students and their particular learning requirements so they can succeed in a bilingual general education classes with peers who have had the benefit of on-going bilingual services since early childhood.

Teachers, in good faith, often refer these students for special education services when there is actually no true disability, believing that these students will receive the additional support they need. In fact, these educational needs must be addressed through a variety of prevention and literacy programs, as well as interventions in the bilingual general education setting.

Transition Needs: For bilingual special education students who enter the United States close to the age of 21, there need to be transition linkages between the schools, private agencies, community and businesses to provide bilingual training and special education services for adults. At the present time there are very few agencies that provide bilingual services to meet these varied needs.

Shortage of Bilingual Special Education Staff Coupled with Limited Funds and Resources: There is a major shortage of certified bilingual clinical (assessment) and instructional personnel in special education at all levels, pre K-Adult. The need is even greater for the smaller, but growing, minority language groups such as Russian, Haitian Creole, Urdu and Arabic, as well as the various other Asian languages.

States, cities, districts and schools are increasingly faced with leaner budgets. There is a need for creative solutions such as state and district collaborative funding, and school projects with universities, businesses and community organizations.

Innovative planning for bilingual special education recruitment through high school internships, outreach to parents and career ladder programs are strategies that can be utilized to build and expand the pool of qualified staff.

Linking Bilingual Special Education Personnel Preparation to the Reality of the School Setting: Some states have responded to the shortage of bilingual special education service providers by funding the establishment or expansion of clinical and instructional university programs.

There needs to be an early symbiotic relationship between schools and universities for the planning and establishment of course content, real field experiences, and support/supervision to encourage bilingual special education staff to join and stay within a school system.

Collaboration needs to be ongoing and continue through in-service professional development initiatives. When there is cooperation between school systems and universities, schools benefit by maintaining stable personnel who remain knowledgeable about current trends, strategies, research and resources to best serve culturally and linguistically diverse exceptional students.

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New York City Initiatives

The NYCPS Office of Bilingual Education recently spearheaded an initiative to identify and expand exemplary bilingual general education and bilingual special education models. The initiative also served to meet the needs of the *José P. court case* to develop additional bilingual ESL designs for culturally and linguistically diverse exceptional students in the least restrictive environment.

One major goal of the initiative was to look at the New York City school system as *one system* serving bilingual students, in both general education and special education through many program options. The process included reaching out to a large universe of constituencies, such as clinical and instructional staff, unions, parents, community groups, New York State Education Department representatives as well as institutions of higher education. All were represented in the Bilingual Education Advisory Committee.

Members of the Committee visited 29 field sites (preK-12) to observe district/school bilingual/ESL designs in general and special education settings. The committee members noted that many of the innovative bilingual/ESL designs in general education could be applied successfully to varied special education settings.

Based on the field site visits, a compendium of *Bilingual/ESL Programs, Models and Organizational Designs for Bilingual Students in General Education and Special Education* was developed to reflect designs that promote prevention/intervention in general education and also to encourage interaction and participation of bilingual and monolingual staff to provide multiple options in the least restrictive environment.

Teacher Preparation Models (Pre-Inservive)

There have been several successful and innovative teacher preparation models developed nationwide that focus either on the preparation of bilingual special education personnel or the collaboration among monolingual and bilingual general and special education staff members.

BUENO Modules: Baca and Cervantes (1989) provided the concept of the "Bilingual Special Education Interface." The

BUENO Modules focus on professional development among all staff on such topics as Collaboration in the Mainstream; Cognitive Learning Styles and Strategies; Classroom Management and Curriculum Development; Second Language Acquisition and Communication and Learning; Multicultural Assessment; Implications for Regular and Special Education; and Cultural Pluralism, as well as Adapting Instruction for Diverse Learners.

OLE (Optimal Learning Environment): Ruiz and Figueroa's model centers around a rich learning environment that is literature-based and parallels the curriculum for the gifted. OLE provides for intensive direct services to bilingual students as

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Equally important is
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well as on-going professional development for staff.

AIM for the BEST: Ortiz (1991) at University of Texas at Austin developed the Assessment and Intervention Model for the Bilingual Exceptional Student. The model features professional development for general and special education teachers on effective instructional strategies as part of the prereferral process. Emphasis is also placed on Shared Literature and the Graves Writing Workshop.

Project Unity (New York City) and Team Works (Chicago): New York City's Office of Bilingual Education used a special Title VII Short Term Training Project to bring bilingual and monolingual general and special education teachers and administrators together to develop curricular, professional or instructional

projects in their individual schools that would foster collaboration. Each year Share Fairs were held. Staff became more aware of the needs of bilingual general education and bilingual special education students. (Segán, 1994).

A similar multicultural/multilingual project called "Team Works" (1995) was developed in Chicago by the University of Illinois by K. Sakash and F. V. Rodríguez-Brown.

All the teacher models highlight similar components:

- Effective instruction in general education;
- Cultural and linguistic (first and second language) needs of the students to be addressed within general education;
- Prevention and/or intervention strategies within general education settings;
- Importance of non-biased and informal assessment as links to appropriate bilingual/ESL instruction; and
- Student-centered language and literature rich learning environments.

Given the climate of limited funding and resources, the participation of all staff contributing their expertise, as well as taking responsibility for educating all students is essential for an educational system to function as *one*, rather than separate entities of general and special education.

Summary

Educational systems across the country face many challenges to meet the needs of culturally and linguistically diverse students preK-adult. Overall collaborative efforts among monolingual and bilingual staff as well as with universities, state education departments, private agencies and businesses will help to meet the multifaceted challenges as presented in this article.

As we move into the 21st century, educators have adopted the belief that "All students can learn," as highlighted in Goals 2000. Equally important is the belief that "all teachers can teach." All teachers *can* teach culturally and linguistically diverse students in general and special education

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American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

Two Tribal Language Preservation Efforts

by Jon Reyhner

The National Indian Policy Center at The George Washington University recently published (February, 1996) Christine P. Sims' *Native Language Communities: A Descriptive Study of Two Community Efforts to Preserve their Native Languages*. In this publication Sims, Principal Researcher for The Linguistic Institute for Native Americans (P.O. Box 11339, Albuquerque, NM), examines the language preservation efforts being made by the Karuk of Northern California and the Zia of New Mexico.

The Karuk became a federally recognized tribe in 1979 after surviving some of the worst treatment of any tribal groups in the United States. During the gold rush period their villages were burned and they were forcibly relocated. The Karuk language has suffered the fate of many California indigenous languages, and it is estimated that there are only ten or twelve fluent Karuk speakers today.

A Karuk Language Restoration Committee was formed in 1988 with a core membership of ten, and the committee was sanctioned by the Tribal Council in 1993. The committee formulated five strategies to promote the use of Karuk:

- Recording of the elders;
- Developing new fluent speakers over an extended period of time;
- Community education about language restoration and cultural preservation;
- Community involvement in designing and evaluating a Karuk language restoration program; and lastly,
- Promoting community participation in activities where the language could be used. (Sims, 1996, p. 20)

An earlier twenty-year effort by Humboldt State University in Arcata, California, to teach Kurok in the schools start-

ing in the 1960s had limited effect but did result in the realization that the Karuk people and their history and culture were alive and important to the area's history. Not enough time was available in school to teach Kurok, the teaching methods were not always the best, and it was not used outside of school by the children.

The big change that occurred in 1988 with the formation of the Language Restoration Committee "was the personal commitment that individual tribal members have made to ensure the continuance of traditions that are a part of Karuk life" (Sims, 1996, p. 23). The new grass-roots efforts include Karuk Language Immersion Camps for children, Karuk language and cultural instruction for elementary school children, an adult Master-Apprentice Language Program, college classes in Karuk, involvement in native language advocacy organizations, publication of Karuk language materials, and development of Karuk literature.

More effective language instruction methods now being used include Communication-Based Instruction and Total Physical Response (TPR). "Karuk language lessons...follow a specific pattern of introducing children to vocabulary, phrases, questions, and commands requiring children to listen, observe, and act upon what they hear and see the teacher doing" (Sims, 1996, pp. 26-27). Students often rapidly master the language patterns and vocabulary to the point where they almost catch up to the instructors' language abilities. Language lessons involve as much time to plan as they do to teach. Sims outlines a five step lesson plan being used that does not rely on either memorizing word lists or points of grammar. The five steps include setting the stage, providing comprehensible input, guided practice, independent practice, and assessment. "Children and teachers are taught how to use Karuk for the everyday purposes of communicating their needs and to converse with each other" (Sims, 1996, p. 29).

The first language immersion camp was held in the summer of 1992. Karuk is also being offered in schools, but this instruction is being threatened by budget cuts.

The Master-Apprentice model was specifically designed for languages where only a few elderly speakers survive (see Hinton, 1990/91, 1992, 1994/95). The first Karuk master-apprentice teams consisting of an elder fluent Karuk-speaker and a non-fluent Karuk adult were formed in 1993. Training was received from a group called Advocates for California Indigenous Language Survival, which met in 1992 to discuss different strategies for reviving California tribal languages. Trainers suggest the following guidelines for Master-Apprentice Language Learning Teams:

- Use meaningful contexts in which language can be heard and utilized in a natural way rather than through rote learning or through memorization.
- Respond to and ask questions in the Native language rather than relying on English to ask how something is said in the native tongue.
- Make "gentle" corrections during language learning situations, utilizing similar types of strategies in which first languages are acquired and learned, such as when corrections are embedded in restatements of what the learner is trying to say (Hinton, 1994/95).

In addition to the Master-Apprentice program, the provision of college classes for adults created "a more visible status for the language in public settings" (Sims, 1996, p. 23). The publication of *Now You're Speaking Karuk: A Beginner's Guide to Conversational Karuk* in 1994 was also useful.

The Zia situation is different because the original Zia Pueblo has survived and almost all adults are fluent in the language. However, children, while understanding

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Cursos para Profesores de Español en Programas Bilingües



El Ministerio de Educación y Ciencia de España anuncia la convocatoria de becas para participar en un curso de literatura infantil durante el próximo verano:

Embassy of Spain
Education Office
2375 Pennsylvania Ave. N.W.
Washington, D.C. 20037
Tel.: (202) 728-2335/6
Fax: (202) 728-2313

Education Office
6300 Wilshire Blvd., Suite 1740
Los Angeles, CA 90048
Tel.: (213) 852-6997
Fax: (213) 852-0759

Education Office
150 Fifth Ave., Suite 918
New York, NY 10011
Tel.: (212) 741-5144
Fax: (212) 727-0849

Education Office
2655 Lejeune Rd., Suite 1008
Coral Gables, FL 33134
Tel.: (305) 448-2146
Fax: (305) 445-0508

Education Office
1405 Sutter St.
San Francisco, CA 94109
Tel.: (415) 922-2038
Fax: (415) 931-9706

Participantes: 50 Profesores estadounidenses de español en programas bilingües, grados K-8.

Lugar: Universidad Complutense de Madrid, España.

Fechas: 8 al 26 de julio de 1996, ambos inclusive.

Contenido: 60 horas de clase: enfoque metodológico de la literatura infantil; talleres sobre teatro, lectura, música; conferencias; organización de bibliotecas.

Precio: US \$2,000, de los cuales cada participante **deberá pagar sólo US \$ 950**, ya que el gobierno español concede una beca de US \$1,050. En el precio están incluidos matrícula, materiales, algunas actividades extraacadémicas, alojamiento y manutención. No incluye el viaje, que será por cuenta del participante.

Alojamiento: En habitaciones individuales, en residencias universitarias.

Méritos: Se considerará mérito preferente estar en posesión del Diploma de Español como Lengua Extranjera (DELE).

Solicitudes: Se pueden conseguir en cualquiera de las Oficinas de Educación de España en Estados Unidos, cuyas direcciones figuran a la izquierda.

Technology and Language-Minority Students

Column Editor: Dr. Dennis Sayers, University of California Educational Research Center

Urban Education Resources on the Internet

by Gary Burnett

The Internet is rapidly becoming one of the most important vehicles for educators and others to communicate and share information. Because materials on it can be updated almost instantaneously, the Internet is often the best source for up-to-the-minute information. Further, anyone who has the proper hardware, software, and access to the Internet can locate Internet resources easily and at no cost.

Information resources on the Internet are usually provided using one of two vehicles:

- Gopher provides access to text-only information available anywhere on the Internet by means of simple lists of materials from which users can choose whatever interests them.
- THE WORLD WIDE WEB (WWW), like Gopher, provides access to texts, but often supplements the words with graphics and sounds. Another important feature of the WWW is the presence of highlighted terms (called "links") that allow the user to move to related texts and other information elsewhere on the Internet. By using software packages such as Netscape, Mosaic, or Lynx (commonly called "browsers"), users are able to follow these links to additional information.

Many organizations and individuals have developed their own "sites" within which they place their Gopher or WWW resources; others make use of sites provided by Internet access providers. Each site can be reached by using its unique Internet address. WWW users can access all types of Internet resources, including Gopher and WWW sites, by using a type of computer address called a Uniform Resource Locator (URL). Users with Gopher access only are only able to use the resources whose URLs begin with "gopher://," and must use computer addresses that are slightly different from URLs. Users should check with colleagues experienced in using the Internet or with their Internet access provider to find out which type of resources they will be able to use. Access providers can also offer assistance in obtaining and using the proper software, and may be able to provide training in using both Gopher and the WWW.

This article describes a sample of the best current Gopher and WWW resources devoted to urban and minority education, and provides Gopher addresses whenever applicable in addition to URLs. Because resources on the Internet change constantly, there will be annual updates.

Urban Education Resources

The following sites have been developed specifically to offer resources and support to urban K-12 educators:

UEWeb (ERIC Clearinghouse on Urban Education): UEweb was developed by the ERIC Clearinghouse on Urban Education (ERIC/CUE) to serve urban students, families, and educators. It contains ERIC/CUE digests, information alerts, and "reference gems," that include information, annotated bibliographies, abstracts of documents in the ERIC databases, and other resources for urban educators. In addition, most of the other sites described in this article can be accessed from UEweb; thus, this web should be the first stop in any search for urban education information on the Internet.

URL: <http://eric-web.tc.columbia.edu/>

URL: <http://ericps.ed.uiuc.edu/npin/npinhome.html>

Highlights of UEweb include:

Urban/Minority Families. This section is part of the National Parent Information Network (NPIN), which is co-sponsored by the ERIC Clearinghouses on Urban Education and on Elementary and Early Childhood Education. It includes "Strong Families, Strong Schools," a handbook for families prepared by the U.S. Department of Education; "New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents," by Daniel R. Scheinfeld of the Erikson Institute for Advanced Study in Child Development; and "What Students Need to Know," a manual for parents on how they can help with their children's schooling, developed by the National Urban League and The College Board.

Hot Topics. This section presents a changing series of documents and resources on timely issues. It currently contains information on school reform, school safety, and technology in urban education. The HBCU Home Page. This page was developed as part of an ERIC/CUE special project to assist Historically Black Colleges and Universities (HBCU's) gain access to the Internet. It contains a project description, results of a technology survey of HBCU's, links to HBCU and other African American Internet resources, and "The Historically Black Colleges and Universities: A Future in the Balance," a report prepared by the American Association of University Professors.

Major Subject Areas. This section contains resources covering all areas of ERIC/CUE's subject scope, including equity and cultural diversity; urban teachers; curriculum and instruction; compensatory education; administration and finance; urban/minority student services; urban/minority youth development; community involvement; and post secondary, higher, and adult education.

This section includes links to other ERIC system resources on the Internet, as well as links to conferences and workshops, and other urban education resources.

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The North Central Regional Educational Laboratory (NCREL) provides a number of services, including CITYSCHOOLS, a research magazine devoted to urban education, and the NCREL Urban Education Monograph Series, a collection of nine substantive documents on urban education.

URL: <gopher://gopher.ncrel.org:3015/11/subjects/urban-ed/>
Gopher Address: <gopher.ncrel.org:3015>

The Pathways to School Improvement website, maintained by NCREL, contains an extensive online library of multi-media resources on a wide range of topics such as school-to-work transition, science and mathematics, instruction and assessment, teaching, parent and family involvement, school safety, and professional development.

URL: <http://www.ncrel.org/ncrel/sdrs/pathways.htm>

The Urban Education Project of Research For Better Schools, Inc., includes articles on Title I/Chapter 1, magnet schools, and other issues, as well as links to current news and announcements. It also includes a link to the Urban Education National Network, a collaborative project with NCREL.

URL: <gopher://gopher.rbs.org:70/11/Urban>
Gopher Address: <gopher.rbs.org>

News From The Urban Education Front, sponsored by the Association for Supervision and Curriculum Development's Urban Education Advisory Board, provides press releases on school reform for schools serving low-income and minority children.

URL: <gopher://gopher.ascd.org:70/11/coll/urb>
Gopher Address: <gopher.ascd.org>

The Center for Research on Human Development and Education's Children and Youth at Risk Gopher, sponsored by Temple University, contains materials developed by the National Center on Education in the Inner Cities (CEIC), including newsletters, research abstracts, and announcements of upcoming events.

URL: <gopher://astro.ocis.temple.edu:70/11/CRHDE>
Gopher Address: <astro.ocis.temple.edu>

The Pluribus Unum Gopher, developed by the National Center for Restructuring Education, Schools, and Teaching (NCREST) is devoted to the study of diversity and school administration. It contains a series of documents on diversity and leadership, including a casebook and an overview of issues and ideas, as well as several papers on the role of technology and networking in urban schools.

URL: <gopher://128.59.202.223:70/00c%3A/welcome.txt>
Gopher Address: <128.59.202.223>

Resources For Bilingual and Language Minority Students and Educators

A number of Internet resource sites provide information specifically for educators serving bilingual and language minority students:

The National Clearinghouse for Bilingual Education (NCBE) Gopher contains materials related to linguistic and cultural diversity. It includes a number of NCBE publications, selected journal articles, a list of Frequently Asked Questions, and the archives of NCBE's electronic discussion groups.

URL: <gopher://gopher.ncbe.gwu.edu/>
Gopher Address: <gopher.ncbe.gwu.edu>

The LMRI Net Gopher is maintained by the University of California Linguistic Minority Research Institute, and includes the LMRI Newsletter, abstracts of research projects, links to funding and employment opportunities, and the archives of LMRI-sponsored electronic discussion groups. At the same site, LMRI also sponsors the National Center for Research on Cultural Diversity and Second Language Learning Gopher, which includes related materials, such as a Bulletin Board of announcements and press releases, and research reports on linguistic and cultural diversity.

URL: <gopher://LMRI Net.gse.ucsb.edu/>
Gopher Address: <LMRI Net.gse.ucsb.edu>

The University of California at Los Angeles' Chicano/LatinoNet contains information on Chicano/Latino research as well as research and curricular information on bilingual and language minority issues. It includes press releases, links to databases and special library collections of interest to the Chicano/Latino community, and directories of scholars and organizations.

URL: <gopher://latino.sscnet.ucla.edu/>
Gopher Address: <latino.sscnet.ucla.edu>

Urban Schools and Districts on the Internet

A growing number of urban schools and districts are showing up on the Internet, primarily on the WWW. Typically, these WWW resources include local information on student and teacher projects, information on the history and neighborhoods of the schools, student publications, directories of faculty and administrators, and links to a wide range of other Internet resources. The following is a partial list of resources developed by urban K-12 schools that can be used as models for other schools interested in providing their own information:

The Rice School/La Escuela Rice, Houston, TX
URL: http://chico.rice.edu/armadillo/Rice/Rice_home.html

George Washington High School's GeorgeWeb, Denver, CO
URL: <http://sol.gwhs.denver.k12.co.us/index3.html>

Ralph Bunche School, Harlem, NY
URL: <http://mac94.ralphbunche.rbs.edu/>

Bronx High School of Science, Bronx, NY
URL: <http://www.bxscience.edu/>

Jean Baptiste Pointe Du Sable High School, Chicago, IL
URL: <http://www.dusable.cps.k12.il.us/index.html>

Resources for Bilingual Educators

The 1995-96 Guide to Multicultural Resources. This guide lists over 3,000 African, Asian, Hispanic-American and American Indian multicultural associations, institutions, organizations as well as local, state and federal government agencies with a multicultural mission. Primary emphasis is on key national organizations serving the U.S., and major state and local agencies and groups serving diverse individuals and communities. Each of the Guide's five major sections is supplemented by graphs that summarize population trends. The publication is available for \$39 from Highsmith Press. To order call: 800-558-2110.

91 New ERIC Digests. More than 1,500 two-page syntheses of research on a range of education issues are available in a full-text, searchable database in the U.S. Department of Education Online Library. Ninety-one *Digests* dealing with the following issues are now available: violence prevention, software selection, academic standards, school-based management, parent involvement, workplace literacy, performance indicators in higher education, facilitative leadership, African Americans in science, dyslexia, copyright issues for the electronic age, English as a second language instruction for learning disabled adults, distance education and community colleges, frequently asked questions on early childhood education and the Internet, two-way bilingual education, mixed age grouping, professional teacher development, program evaluation standards, cooperative learning in English as a second language classrooms, prices and productivity in higher education, and other topics. More than half a dozen new *Digests* look at some facet of performance assessment: connecting it to instruction, creating meaningful assessments, state and national perspectives, using it in accountability systems, the working sampling system in early childhood education, assessment for American Indian and Alaska Native learners, and assessment and evaluation on the Internet. The ERIC

Web site is [gopher://gopher.ed.gov:70/11/programs/ERIC/searchs](http://gopher.ed.gov:70/11/programs/ERIC/searchs). The ERIC gopher site is gopher.ed.gov. To SUBSCRIBE to EDInfo (or UNSUBSCRIBE), send an e-mail message to listproc@inet.ed.gov and write one of the following commands (and nothing else) on the first line of the message: `subscribe edinfo yourfirstname yourlastname` or `unsubscribe edinfo` (Please turn any signature block off, if present).

Acquiring A Second Language for School. by Virginia P. Collier. A 12-page document which guides the reader through the substantial research knowledge base that has developed over the past 25 years with regard to second language acquisition. Describes a conceptual model that explains the process that students go through when acquiring a second language during the school years; explores the length of time needed for students to achieve academic proficiency in a second language; and identifies key variables which impact second language acquisition. Published by the National Clearinghouse for Bilingual Education. "Directions in Language & Education", Vol. 1, No. 4, Fall 1995. Contact NCBE, 1118 22nd Street, N.W., Washington, DC 20037 (800) 321-NCBE/(202) 467-0867.

American Indian Listservs The e-mail discussion groups listed pertain to American Indian and Alaska Native issues. **nat-edu:** NativeNet Education mailing list Moderator: Jay Brummett <jay@slcpl.slcpl.lib.ut.us>. To subscribe: (a) send a message to: listserv@indycms.iupui.edu (b) inside the message include only this line: `subscribe nat-edu <Your Name>`. **NATIVEPROFS-L:** Listserv by and about American Indian and Alaska Native professors. Not intended for use by general public. Moderator: Michael Wilson <idoy@crux2.cit.cornell.edu> To subscribe: (a) send a message to: listserv@cornell.edu (b) inside the message include only this line: `subscribe NATIVEPROFS-L <Your Name>`.

Changing Schools for Changing Students: An Anthology of Research on Language Minorities, Schools & Society, edited by Reynaldo F. Macías and Reyna G. García Ramos. This book has now been added to NCBE's bibliographic database (NCBE# BE020385). This 1995 publication presents classroom research on bilingual classroom social dynamics, and discusses the use of various teaching techniques, such as cooperative learning and dialog journals, with language-minority students. Also explores strategies for dropout prevention, parent participation, higher education instruction, and implementing academic outreach programs. To access NCBE on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Chatka Puchatka (The House at Pooh Corner), by A. A. Milne. The world's most loveable bear, Winnie the Pooh, now recounts his adventures in the Hundred Acre Wood in Polish! With all of the original drawings by E. H. Shepard. EO33 ISBN: 83-10-09774-3. This book can be purchased for \$8.99. To order call AIMS International Books, Inc. (513) 521-5590 / (800) 733-2067 or write to 7709 Hamilton Avenue, Cincinnati, OH 45231-3103.

ESL Teacher's Holiday Activities Kit. by Elizabeth Claire. This resource is published by the Center for Applied Research in Education. Included in the Kit are over 190 illustrated, reproducible student activity pages featuring over forty holidays and other events celebrated in the U.S. — from Labor Day, Columbus Day and Election Day to Independence Day and Arbor Day. Suitable for all ages and ESL language levels, from beginning to intermediate, this Kit incorporates a spiral approach to learning, with over 500 illustrations that provide comprehensible input for over 3,500 new concepts and vocabulary terms. The Kit's creative activities also encourage students to share their own native cultural celebrations with the class — enhancing learning relevance.

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RESOURCES

self-esteem, and multicultural awareness. The price of this Kit is \$29.95 plus state tax, postage, and handling. To order call (800) 288-4745 or write to 110 Brookhill Drive, West Nyack, NY 10995.

Hispanic American Athletes: Celebrating the Achievements of Hispanics in Sports 1996 Calendar. This calendar features athletes who have enjoyed a prominent place in the history of athletic competition in this country. The calendar includes highlighted individual personal and athletic achievements, and is designed to inspire Hispanics and people of all ethnic backgrounds. More importantly, their accomplishments provide an example that personal effort and determination have rewards. To order a calendar contact Miller Brewing Company at (414) 931-2000 or write to 3939 West Highland Boulevard, P.O. Box 482, Milwaukee, WI 53201-0482.

Inclusion of Limited English Proficient Students in State Performance Standards and Assessments. by Elena M Wiens, Stephen Arterburn, and Patricia A. DiCerbo. This book has now been added to NCBE's bibliographic database (NCBE# BE020432). This 1995 publication provides current data on state efforts toward the development of statewide student performance standards and assessment systems, and the extent to which limited English proficient (LEP) students have been included in these state systems. The appendix provides state-by-state summaries of efforts to develop performance standards and assessments and the ways in which LEP students are incorporated in this process. To access the NCBE database on the WWW, point your Web browser to the following URL: <http://www.ncbe.gwu.edu/dbs.html>.

Instrumento de Observación de Los Logros de la Lecto-Escritura Inicial, by Kathy Escamilla, Ana María Andrade, Amelia G.M. Basurto, Olivia A. Ruiz. This book is a conceptual re-creation from English to Spanish, based on extensive research in bilingual education. The survey considers how children who come into contact with two languages use those languages to make sense of their world,

providing plenty of observation tasks to monitor their progress. This publication draws on the theoretical framework that made Marie Clay's *An Observation Survey* such a success. This book represents six years of work which was developed and field tested with Spanish-speaking students living and attending school in the United States. ISBN: 0-435-08858-0. Contact Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.

International, Multicultural, Cross-Cultural and Intercultural Development Education Web Site. URL: <http://www.fiu.edu/~escotet/> The Escotet International Link/OneWorld contains more than 5,000 links to news sources from or about all five continents with special emphasis on Latin America and the Caribbean. The links point to education, higher education, newspapers, magazines, arts, humanities, social and behavioral sciences, philosophy, music, sports, world cultural areas, Latin American studies, intercultural studies, international studies and organizations, libraries, quotes on education and much more. All menus are in English and Spanish.

Language Minority Students in the Mainstream Classroom, by Angela L. Carrasquillo and Vivian Rodríguez. The purpose of this book is to make mainstream educators aware that language minority students, especially the limited English proficient (LEP), need special attention: appropriate assessment, appropriate language environment, a challenging curriculum and a creative delivery of instruction relevant to their English language development as well as their performance in subject matter, content and skills. The book emphasizes that, at the classroom level, modifications are needed in the content and the manner teachers organize and deliver instructions to students and the way teachers assess language content and learning. The focus in all the 12 chapters is on providing theory and practical strategies to make content relevant and understandable to these students, who may lack English language experience, background and proficiency. PB ISBN: 1-85359-297-8. Contact Multilingual Matters, Plymbridge

Distributors Limited, phone (01752) 695745 or write to PDL, Estover, Plymouth, PL6 7PZ, UK.

Model Strategies in Bilingual Education: Professional Development, by Mary S. Leighton, Amy M. Hightower, and Pamela Wrigley. This title is a recent addition to the Department of Education's Online Library. This report describes various projects in order to provide educators with information on how to develop a highly qualified instructional workforce for language minority students. To locate the full-text of this document online, point your web browser to <http://www.ed.gov/pubs/ModStrat/index.html>. A limited number of copies of the document are also available from NCBE (202) 467-0867.

The Multilingual Math Classroom: Bringing in the World, by Claudia Zaslavsky. This new book introduces a multicultural perspective to the elementary and middle-grade math curriculum, revealing how such a perspective can enrich the learning of all students, whatever their gender, ethnic/racial heritage, or socioeconomic status. Students learn that mathematics was created by real people attempting to solve real problems. They're asked to solve the same kinds of problems and to extend their problem-solving skills to issues within their communities. This book inspires cooperation, creativity and critical thinking. Students of diverse interests and achievement levels will take pride in the contributions of their people and learn to appreciate the accomplishments of others. ISBN: 0-435-08373-2. Contact Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.

Multilingualism For All, edited by Tove Skutnabb-Kangas. This book synthesizes our knowledge of the principles that education should follow in order to lead to high levels of multilingualism. It combines research with practical applications and makes international comparisons so as to arrive at possible universal principles. The intent is to contribute to the planning of a school which can make everyone multilingual, not just minorities or majority elites. It offers detailed plans for theoretically based educational language

policies for the entire school population. ISBN: 90-265-1423-9. Contact Swets & Zeitlinger B.V Publishers.

A Parents' and Teachers' Guide to Bilingualism. edited by Collin Baker. This book provides a readable introduction to questions of bilingualism of practical value. It is for parents and teachers who are bilingual themselves and also for monolinguals who want to know more; for those with some intuitive understanding of bilingual situations and for those who are starting from the very beginning. This book poses questions that parents, teachers and others most often ask about raising bilingual children and deals with family questions, educational questions, language issues and problems that arise. The answers to the questions will raise awareness of what challenges may be faced as bilingual family life develops and what decisions may have to be made. ISBN: 1-85359-264-1. To order contact Taylor & Francis at (800) 821-8312 or send orders to 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. First Year Report on Language Minority and Limited English Proficient Students, by Marco Moss and Michael Puma. This book has now been added to NCBE's bibliographic database (NCBE# BE020434). This 1995 publication presents descriptive findings on the effects of the federal Chapter I (now Title I) compensatory education program on language minority students. The findings come from the language minority/limited English proficient supplement of "Prospects," a six-year longitudinal evaluation of the impact of Chapter I. An executive summary of this document can be found on the U.S. Dept. of Education's web site at: <http://www.ed.gov/pubs/Prospects/index.html>. To access the NCBE database on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Przygoda Króla Jegomosci (Adventures of the King), by Jan Brzechwa. This big, colorfully illustrated hardcovered picture book features three enchanting tales written

in rhythming verse by a popular Polish children's author. EO32 ISBN: 83-7115-050-4. This book can be purchased for \$19.99. To order call AIMS International Books, Inc. (513) 521-5590/(800) 733-2067 or write to 7709 Hamilton Avenue, Cincinnati, OH 45231-3103.

Science is Elementary, by the Museum Institute for Teaching Science. This science teacher's resource magazine provides activities, necessary background information, and extensions/integrations and assessment suggestions for activities. This publication is now available in Spanish to those who are looking for hands-on and minds-on activities to add depth to K-6 science curriculum. \$24.00 for four issues. Contact (617) 695-9771 or write to MITS/SIE, Suite 210, 79 Milk Street, Boston, MA 02109-3903.

Stabilizing Indigenous Languages. edited by Gina Cantoni. This publication is based on two symposia sponsored by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) at Northern Arizona University in 1994 and 1995. It includes a survey of the historical, current, and projected status of indigenous languages in the United States as well as extensive information on the roles of families, communities, and schools in promoting their use and maintenance. It includes descriptions of successful native language programs and papers by leaders in the field of indigenous language study. This 256-page monograph is available for \$2.00 mailing costs. Write Jon Reyhner, Bilingual/Multicultural Education Program Coordinator, Center for Excellence in Education, P. O. Box 5774, Northern Arizona University, Flagstaff, AZ 86011-5774. Make checks out to Northern Arizona University. No purchase orders please. Quantity discounts on shipping are available: phone (520) 523-0580, FAX (520) 523-1929, or e-mail <Jon.Reyhner@nau.edu>.

Three Bears available in Haitian *Toua Lous Yo*. Swahili *Dubu Watatu*. and Latin *Tres Ursi*, adapted by Hanna Hutchinson. These titles are for all ages starting to learn a language. A picture vocabulary page introduces the reader to

the main words found in the story. These books are distributed by AIMS International Books, Inc. Cost for each book is \$2.95. Toua Lous Yo ISBN: 0-922852-39-1, Dubu Watatu ISBN: 0-922852-37-5, Tres Ursi ISBN: 0-922852-38-3, Three Bears ISBN: 0-922852-41-3. To order call (513) 521-5590 or send orders to 7709 Hamilton Avenue, Cincinnati, OH 45231.

Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth, by Stacey J. Lee. This book examines the complex and diverse experiences of Asian American students in high school. The book addresses the impact that the model minority stereotype has on Asian American students and on race relations within the school. The experiences of the students provide an inside perspective on identity and interethnic relations in an American community. PB, \$17.95 ISBN: 3509-4, or CL, \$39.00 ISBN: 3510-8. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. For more information on a resource, contact the publisher directly.

- NABE -

Publishers and Materials Developers

Do you have new products to tell NABE members about?

Send a sample of your material to the NABE NEWS Editor at NABE, 1220 L Street, NW, Suite 605, Washington, DC 20005-4018.

Materials will be listed ONCE, free of charge, in the Resources for Bilingual Educators column.

Upcoming Events

May 16-18, 1996 - *Aspira National Education Conference*. Omni Shoreham Hotel, Washington, DC. Contact Rosie Torres at (202) 835-3600.

May 22-23, 1996 - *Bilingual and ESL Education: The Past Reaffirming the Future*. 26th Annual Conference of New Jersey Teachers of English to Speakers of Other Languages - Bilingual Educators. Brunswick Hilton and Towers, East Brunswick, NJ. Contact Paul Hilaire at (908) 359-8494.

May 30-June 2, 1996 - *Creating Community Through Dialogue: Bridging Differences in a Multicultural Society*. The National Multicultural Institute's Annual Conference. Vista Hotel, Washington, DC. Contact National Multicultural Institute at (202) 483-0700.

May 30 - June 4, 1996 - *National Conference on Race & Ethnicity in American Higher Education*. Hyatt Regency, San Antonio, TX. Contact (405) 325-3936.

May 31, 1996 - *Bilingual/ESL Education Technology Institute: Transformation Through Technology Bilingual Education in the New Millennium*. The Bilingual/ESL Technology Institute's Second Annual Conference. Hostos Community College, Bronx, NY. Contact the Bilingual Multicultural Institute Office at (718) 935-3473.

Special Events?

Send announcements of upcoming events to Editor, NABE NEWS at the national office, or email NABE_NEWS@nabe.org. Events may be listed once free of charge.

June 7-9, 1996 - *Southwest Voter Registration Education Project: Latino Vote USA '96*. The Biltmore Hotel and Union Station, Los Angeles, CA. Contact (213) 728-2706. Simultaneously being held at The Marriot Hotel and Holiday Inn Riverwalk North, San Antonio, TX (210) 222-0224.

June 15-21, 1996 - *1996 World Indigenous Peoples' Conference: Education*. Albuquerque, NM. Contact: Association for Supervision and Curriculum Development at (505) 277-8249.

June 21-23, 1996 - *Annual TESOL Academy*. The Johns Hopkins University, Baltimore, MD. Contact Carol Eppes, TESOL Central Office, at (703) 836-0774.

June 22-25, 1996 - *National PTA Annual Conference*. Washington, DC. Contact Vicki Loise at (312) 670-6782.

June 24-28, 1996 - *Summer Workshops 1996 Talleres de verano. Temas Actuales: Libros en Español para Lectores Jóvenes - el Desarrollo Emocional*. California State University, San Marcos, CA. Contact (619) 750-4070.

June 27-29, 1996 - *Achieving Academic Excellence in Our Multicultural Schools*. Conference sponsored by The Common Destiny Alliance and the Center for Multicultural Education, University of Washington. Washington Marriott Hotel, Washington, DC. Contact CODA, Benjamin Bldg., Room 4114, UMCP, College Park, MD 20742-1121.

June 28-29, 1996 - *NALEO Annual Conference*. Los Angeles, CA. Contact Eileen Flores at (213) 262-8503.

June 30-July 2, 1996 - *National Education Association Annual Conference*. Washington, DC. Contact Larry Hughes or Joyce Mastro at (813) 530-0405.

July 8-12, 1996 - *Summer Workshops 1996 Talleres de Verano. Current Issues:*

Books in Spanish for Young Readers. California State University, San Marcos, CA. Contact (619) 750-4070.

July 14-17, 1996 - *Latinos at the Crossroads: Time for Action*. The National Council for La Raza's 28th Annual Conference. Colorado Convention Center, Denver, CO. Contact (202) 785-1670.

July 29-August 12, 1996 - *Summer Institute in Haiti*. Sponsored by The City College of New York, School of Education: Bilingual Teacher Education Program. Call Prof. Carole Berotte Joseph at (212) 650-6240.

August 1-6, 1996 - *American Federation of Teachers Conference*. Cincinnati, OH. Contact Diane Calvert at (202) 223-9669.

August 5-9, 1996 - *Summer Workshops 1996 Talleres de verano. La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles*. California State University, San Marcos, CA. Contact (619) 750-4070.

August 6-10, 1996 - *23rd Annual Linguistic Association of Canada and the United States' Forum*. Brigham Young University, Provo, UT. Contact (313) 665-2787.

August 7-10, 1996 - *The BUENO Center for Multicultural Education's 8th Annual Bilingual Special Education Trainer of Trainers Institute*. Boulder, CO. Contact Eleanor Baca at (303) 492-5416.

August 12-16, 1996 - *Summer Workshops 1996 Talleres de verano. Temas Actuales: Libros en Español para Lectores Jóvenes ¿Traducción o Interpretación?* California State University, San Marcos, CA. Contact (619) 750-4070.

NABE '97
February 4-8, 1997

250

1997 NABE Bilingual Education Outstanding Dissertations Competition

ELIGIBILITY

The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1993 and August 1, 1996. Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

APPLICATION

Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos Jr., Chair
NABE Outstanding Dissertations Competition - 1997
2411 West 14th Street
Tempe, AZ 85281-6941
(602) 731-8101

RECOGNITION

In effect, there will be two types of winners:

- (a) the semifinalists — the writers of the top seven to ten abstracts from which the three finalists will be selected, and
- (b) the three finalists — the writers of the dissertations selected by a panel of judges as first, second, and third place winners.

The finalists will be presented at the 26th Annual International Bilingual-Multicultural Education Conference of the National Association for Bilingual Education in Albuquerque, New Mexico, from February 4-8, 1997. The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE

Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by September 6, 1996. Send them to the competition chair at the above address.

case of Walt Disney World's EPCOT Center. The ceremonies were emceed by Univisión stars Paola Vázquez and Francisco Paz. While nearly 3,000 people sat under the starry skies, the three winners of

adults about the rich mixture of Latino and American cultures and traditions.

The conference's keynote speakers all emphasized the importance of bilingual education and bilingualism to the future of



the NABE/Coca-Cola Nationwide Writing Contest for Bilingual Students demonstrated their accomplishment in a few short years of what most Americans are unable to do in a lifetime: achieve academic mastery of English and another language. The highlight of the evening was when fourth-grader Cynthia Saenz from Garciasville, Texas, seventh-grader María Zubia from Odessa, Texas, and eleventh-grader Conrado Hernández from Baldwin Park, California, read their winning essays in English and their native language. Participating in the presentation of the awards were Assistant Secretary of Education for Intergovernmental Affairs Mario Moreno, Corporate Manager of Hispanic Business for *The Coca-Cola Company* Frank Ros, and Director of K-12 Science, Bilingual, ESL Literacy Solutions for Apple Computer, Javier Villalobos. The three first-place winners received a \$5,000 educational scholarship provided by *The Coca-Cola Company* and a computer system furnished by Apple.

The Opening Ceremonies also included a performance by singer/songwriter Tish Hinojosa, who sang several songs from her new children's recording, *Cada Niño/ Every Child* is a bilingual recording with eleven songs which teach children and

the United States. Noted sociologist Samuel Betances, author Gus Lee, demographer Harold Hodgkinson, Native American expert Regis Pecos, and Apple Computer's director of multicultural affairs, Santiago Rodríguez, each stressed the need for native language instruction and development for the benefit of students, their families, and our country. Featured speakers included Dr. Virginia Collier, author of the largest and most comprehensive study on the effectiveness of bilingual education; David Berliner, author of *The Manufactured Crisis: Myth, Fraud, and the Attack on Public Schools*; and Raúl Yzaguirre, president of the National Council of La Raza and former Chair of the White House Commission on Educational Excellence for Hispanic Americans.

Other conference highlights included the following:

- A press conference and release of a new NABE report entitled, *Federal English-Only Mandates: What They Would and Wouldn't Do for America*.
- Presentation of the NABE Honoree Award to Dr. Ramón L. Santiago of Lehman College in New York and the presentation

of the NABE Citizens of the Year Award to Robert Underwood, Member of the U.S. House of Representatives, and Dr. Rosa Castro Feinberg, professor at Florida International University and member of the Dade County, Florida School Board.

- Recognition of the 1996 Bilingual Teacher of the Year. María Ramírez from Commerce City, Colorado, is a former migrant farmworker who overcame a brain tumor before rising to the top of her profession. Stories about her have appeared in *Time Magazine*, the *Denver Post*, and other major publications.
- Recognition of the 1996 Bilingual Instructional Assistant of the Year. Antonia "Toni" Ramos from Milwaukee, Wisconsin, is more than an outstanding classroom professional – she hosts a radio show, tutors on weekends, teaches parent courses, and coordinates a children's cultural dance group.
- *The Plaza of Democracy*, a policy resource center for the media and conference participants staffed by experts from various national



organizations with materials on bilingualism, naturalization, citizenship, and other important issues.

- Charter Meeting of a New Industry/Education Partnership on Educational Technology for Language-Minority Students. Lead-

ers from the high-technology industry and the education community met to form the NABE Technology Consortium, a new partnership to ensure that language-minority students benefit from rapid advances in educational technology.

- "Orlando Community Day" for the general public. On Saturday, March 16, members of the Orlando community were admitted free of charge to the conference exhibit hall. *Plaza of Democracy*, and job fair so that they could learn more about the latest educational technology, bilingual education for both native-English speakers and language-minorities, and language-policy.
- Outstanding school visits to model programs for language-minority and language-majority students, a student artwork exhibition and a variety of student entertainment by Orlando-area school children.
- A "Multicultural Extravaganza" featuring the Eagle's Nest Dance Group from Tuba City, Arizona, which performed traditional Native American dances; San Tropez, a calypso, steel drum, and reggae musical group from the Caribbean; ChaChaCha, an educational show of Vietnamese culture; Sol Latino, a perfor-

ibbean music; and Top Compas, music provided by Haitian musicians.

As always, the NABE Exhibit Hall — with more than 300 booths — was one of the busiest places at the conference. Exhibitors and job fair employers represented showcased a wide array of educational materials, products and services as well as career opportunities. NABE would like to gratefully acknowledge NABE '96 25th Anniversary Sponsor, Scholastic, Inc., and Platinum Sponsor, *The Coca-Cola Company*, for their continued generous support. Gold Sponsors included Apple Computer, Harcourt Brace, Houghton-Mifflin, and Macmillan/McGraw-Hill. Among the Silver Sponsors were Coors Brewing Company, the Embassy of Mexico, Hampton-Brown Books, Nestlé, and Scott Foresman. Conference Supporters included Addison-Wesley, Jostens Learning Corporation, Optical Data, Rigby, Southwestern Bell Telephone, and SpanPress.

Additional support came from the Albuquerque Hispano Chamber of Commerce, which sponsored the exhibitors' lounge; Apple Computer, provider of computer equipment and technical support; Celebration Press, sponsor of Student Entertainment; *The Coca-Cola Company*, sponsor of the Nationwide Writing Contest for Bilingual Students; Compaq Computer, which donated computers for registration and concurrent sessions; Coors Brewing Company, sponsor of the post-banquet dance; the Educators Federal Credit Union, sponsor of registration scholarships; the Embassy of Mexico, provider of an educational trip for the Bilingual Teacher and Bilingual Instructional Assistant of the Year; the Embassy of Spain, which donated a scholarship to a summer institute in Spain for the Bilingual Teacher of the Year; the Houston Independent School District, which processed and judged the essays for the Nationwide Writing Contest; Rounder Records, which supported Tish Hinojosa's appearance at the conference; Scholastic, Inc., sponsor of the Bilingual Instructional Assistant of the



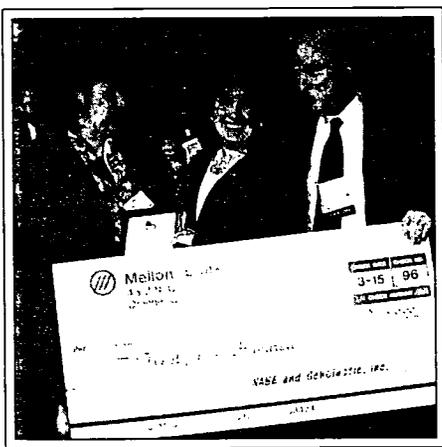
Year and Bilingual Teacher of the Year contests and the 1996 conference poster; and Univisión, sponsor of Paola Vázquez' and Francisco Paz' appearance at the Opening Ceremonies.

As you come into contact with these companies throughout the year, express your appreciation for their support of NABE and bilingual education.

The conference would not have been a success without the support of the Orange County Public Schools, which provided countless contributions including transportation for the school visits and the printing of the conference program update, and the dedication of hundreds of volunteers who spent more than a year planning for NABE '96. Deepest appreciation goes to Donald Shaw, Superintendent of the Orange County Public Schools, and Irma Moss, NABE '96 Local Conference Committee Chairperson, and director of the Bilingual/ESOL Program of the Orange County Public School System. Special thanks also to Zaida Malavé and Aixa Pérez-Prado, who managed the conference office on-site and to Tomasita Ortiz (School Visits), Lissette Brizendine (Session Monitors), Lillian Lancaster (Special Events), Elizabeth Heinzman (Student Artwork), Sarah Nyunt-Shin (Student Entertainment), Wilfred Still (Local Fundraising), and Sally Feemster (VIP Committee).

NABE '97 — NABE's 26th Annual Conference — will be held February 4-8, 1997 at the Albuquerque Convention Center in Albuquerque, New Mexico. Mark your calendars now!

• NABE •



mance which included a trip around the Latin American hemisphere with South American/Car-

Bilingual Teachers to be Recruited in California

Superintendent of Public Instruction Delaine Eastin has announced that 23 local educational agencies have been funded to implement and expand Bilingual Teacher Recruitment Programs to help remedy the shortage of teachers for limited-English-proficient students.

Eastin noted, "The number of limited-English-proficient students enrolled in California's public schools exceeds 1.25 million — almost 25% of the total kindergarten through grade twelve (K-12) student population. However, bilingual teachers make up less than ten percent of all California teachers.

"Through this program, 700 to 800 candidates with bilingual skills in Spanish, Chinese, Vietnamese, Hmong, Punjabi, Khmer, Laotian, Mixteco, Tagalog, and Mein will receive help to become bilingual teachers." More than three-quarters of limited-English-proficient students are Spanish-speaking.

"Our goal with bilingual education is to ensure that while children become proficient in English, they do not fall behind in other academic coursework including math, science, social studies, and the arts," the Superintendent noted. "Our intent is to effectively teach English and other subject matter simultaneously with the ultimate result being improved learning for more students. The best research indicates that this approach results in the highest achievement levels for more students over time and creates the most proficient English language usage by our students."

School districts receiving funds from the California Department of Education were selected by a panel of educators including representatives from the California Department of Education and K-12

public schools. The districts will establish a consortia with community colleges and universities to create a system to recruit and guide individuals with bilingual skills to pursue teaching careers.

Funded districts will provide financial incentives to teacher candidates, prepare them for the CBEST examination (the test required for teacher certification), provide tutoring and teaching experiences, implement recruitment programs to institute teaching career ladders, and bring bilingual paraprofessionals into the credentialed teacher force.

For more information contact Dr. Maria N. Trejo, Manager, Office of Academic Support, High School Division at (916) 657-3494.

- NABE -

Green Bay Area Public Schools Teacher Vacancies

*High School Spanish Bilingual
Social Studies
(Grades 9-12)*

*Elementary Spanish Bilingual
(Grades K-5 or 1-8)*

*Hmong Bilingual Teachers
(Grades K-5, 6-8 and 9-12)*

*ESL Teachers
(Grades K-5, 6-8, and 9-12)*

Must be eligible for appropriate
Wisconsin certification.

Please send resume to:

John Wilson
Green Bay Area Public Schools.
P.O. Box 23387
Green Bay, WI 54305

TECHNOLOGY

FROM PAGE 20

The School District of Philadelphia, PA
URL: <http://www.philsch.k12.pa.us/>

San Francisco, CA Unified School District
URL: <http://nisus.sfusd.k12.ca.us/>

Schools and districts interested in developing their own Internet resources should look at **Web66**. A project supported by the University of Minnesota's College of Education. Web66 is devoted to helping K-12 educators establish their own links to the Internet and the World Wide Web, by assisting them in setting up their own servers, and by training them in finding and using WWW resources. It includes links to a Registry of K-12 schools on the WWW, a Cookbook, with step-by-step instructions for setting up Internet resources on a Macintosh computer, a mailing list for educators using the WWW, and more.
URL: <http://web66.coled.umn.edu>

This ERIC/CUE Digest #106 [ED 384 681] was developed in June 1995 with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under Contract No. RR93002016. Opinions expressed do not necessarily reflect the position or policies of OERI or the Department. Digests may be freely reproduced.

Gary Burnett works for the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, in New York.

Editor's Note: Contributions to the **Technology and Language-Minority Students** column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710. (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com.

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ESL in Bilingual Education

Column Editor: Dr. Jack Milon, University of Nevada, Reno

Fluent Native Speakers Should Not Fail Spanish Language Classes

by Dr. Jack Milon

In high schools all across the United States, students are failing their Spanish courses or else dropping Spanish because they "know" they will fail the course if they remain in it. At first glance there is nothing especially interesting or controversial about that. A certain number of students routinely fail courses in Calculus, English, Geometry and French, as well as in Spanish, in most American communities. There is a good reason, however why the failures in Spanish courses are more problematic than failures in courses like Calculus or French. In too many cases, the students who are getting failing grades in Spanish classes are fluent, native speakers of Spanish.

Failing And Dropping Out

Why is it that fluent native speakers of Spanish have a difficult time succeeding when they take Spanish classes in high school? This was one of the questions that was addressed during the ESL in Bilingual Education SIG group meeting at the NABE '96 Conference in Orlando. The participants tied that question in with a larger issue — the devastating high school dropout rates inflicted upon the Latino community. There is some disagreement about just how horrendous the situation is in quantitative terms. Walter Secada of OBEMLA's Hispanic Dropout Project uses a preliminary estimate approaching 50 percent (Secada, 1996). In *Latino High School Graduation* Romo and Falbo (1996) use a more conservative figure for the early nineties — 35 percent. There is no disagreement that dropout rates anywhere near that range (Romo and Falbo estimate it at four times the rate of non-Hispanic Whites) are horrifying. Those estimates reflect a totally unacceptable devastation of Latino communities.

Obviously there are many variables affecting dropout rates among Latino youths.

Family income levels, literacy levels in English and Spanish, number of years in the United States, age of entry into the United States, and legal status are only a few of them. It has been demonstrated over and over (Romo and Falbo, 1996) that students who do not succeed academically early in their high school careers (and therefore delay accumulating the credits they need for graduation) are very much at risk for dropping out. No one knows what part of the dropout rate can plausibly be blamed on bad grades or fear of bad grades. We are even less certain what contribution bad grades in Spanish classes, in particular, make. But for the individuals involved, failure and perceptions of failure certainly contribute to decisions to leave school or, if those decisions are made by someone else, make the decision to leave easier to accept.

As a University supervisor of student teachers, I observe high school Spanish language classes on a regular basis. One of the most discouraging aspects of that task is the frequency with which I see students who are fluent, native speakers of Spanish struggling to get passing grades in their Spanish classes. Ironically, this situation sometimes occurs in classrooms where the teachers who are evaluating native speakers are themselves clearly less than fluent. More often than not the native speakers are surrounded by peers who are demonstrably incapable of speaking or understanding authentic Spanish but are getting better grades than they are.

Contributing Factors

What are some of the factors that seem to contribute to a language teaching situation where native speakers of that language can be failing while non-speakers do reasonably well? The following factors do not exhaust the possibilities by any means:

- Literacy: If the native speakers of Spanish are not literate in English, they will have a difficult

time. If they are also not literate in Spanish, they will have an even more difficult time.

- Dialect: Speaking a dialect of Spanish different from the one used in the class text and/or by the teacher seems to be counter-productive.
- Standardized Tests: Native speakers sometimes have difficulty identifying single best-answer responses in a context which is probably somewhat ambiguous to them, but not to persons who are not fluent.
- Quizzes: Many text-generated and teacher-generated quizzes also reward a single, memorized, unambiguous answer rather than more global fluency.
- Absences: Some native speakers who are failing in language classes have poor attendance records.
- Homework: Some of the native speakers who are not succeeding are not turning in homework assignments on time.
- Study Habits: Native speakers sometimes see no purpose in studying a language in which they are fluent, and thus do poorly on evaluations which reward displays of very particular pieces of discrete knowledge rather than overall knowledge of the language.

Collaborative Solutions

As educators who are directly connected to the lives of Latino high school students, we simply must find pedagogical strategies and practices that help Latino students to stay in school until they graduate. One minor, direct action contribution would be for ESL teachers, foreign language teachers, all teachers working in bilingual programs, and all school and

CONTINUED ON PAGE 30

would have us believe that we can take a look at outcomes in bilingual education without examining what goes on in classrooms to get us to those outcomes.

Assessing effectiveness, by definition, means examining all significant issues that impact end results. Stating up front that you are unwilling to examine all the issues, particularly qualitative ones, is tantamount to admitting up front that you are not interested in telling the whole story, only selected sub-parts.

The article gets worse. Later on, the authors discuss acceptable research studies and include in this discussion an article written by Marcello Medina and me in 1992. Rossell and Baker claim that our study showed that, "transitional bilingual

education produced significantly higher English reading achievement than maintenance bilingual education." (p. 23).

This statement is an outright lie! For the record, Dr. Medina and I did not examine English reading achievement in these two programs, we simply studied oral language development. Second, our findings indicated that students in both types of programs were learning English at about the same rate, however the transitional students were beginning to lose their first language, and the maintenance program students were maintaining theirs. Therefore, we concluded that maintenance programs were more effective because they provided opportunities for children to become bilingual, rather than learning

English at the expense of their first language.

It is most frustrating that Rossell and Baker deemed our study to be an "acceptable" one, and then proceeded to misinterpret and misrepresent the findings — I deem their review unacceptable!

Onions to both the authors and the journal for an inadequate and inaccurate presentation of the research evidence for bilingual education.

Onions

On Apr. 10, 1996, *The Wall Street Journal* printed an article entitled, "Bilingual Ed's Abolitionists." This article congratulates the Bethlehem, PA school district for dropping their bilingual education programs and replacing them with English immersion programs.

The article presented no hard data to support that the "new" immersion program is better than the bilingual program was. However, it did offer the following anecdote. One parent was worried at first that her four children would not succeed in school if they did not hear much Spanish. However, she is no longer worried because, in her words, "They now speak English better than Spanish."

We must continue to question educational programs that take bilingual children and graduate children who speak English only (or fail to graduate them).

Onions to *The Wall Street Journal* and others who believe that it is better to educate children to be less than they could be. Becoming less means learning only one language when you have the foundation and potential to learn two.

I could, of course, go on and on. Instead, I will close this column with an invitation to you to send your orchids and onions stories to the NABE office. We will celebrate and cry with you. With your permission we may even publish some of your stories. At any rate, we need to hear from the field.

I hope that the end of the school year is filled with orchids for all of the bilingual educators across the country who work so hard to create equitable educational opportunities for millions of language-minority children and their families.

ESL IN BILINGUAL EDUCATION

FROM PAGE 29

district level administrators to commit themselves to working collaboratively until they come up with a pedagogy that makes it possible for fluent native speakers of Spanish to be a lot more successful in their Spanish language courses in high school.

Surely we teachers can find ways to make use of the knowledge and talents of native Spanish speakers in order to allow them to succeed in their Spanish classes at the same time that they are assisting us in helping non-native speakers of Spanish in those classes to succeed.

Whatever strategies are used, there needs to be an institutional investment in the procedure. The steps to be taken should be part of the institutional structure. They should not depend on the personal or professional idiosyncracies of the individual teachers involved. The damage being done to Latino communities is much too serious

and there is little indication that the situation is improving.

References

- Romo, H. D. & Falbo, T. (1996). *Latino high school graduation: Defying the odds*. Austin: University of Texas Press.
- Secada, W. (1996). Presentation at NABE Conference, Orlando, Florida.

Editor's Note: Contributions to the *ESL in Bilingual Education Column* should be sent to Dr. Jack Milon, Department of Curriculum and Instruction/282, College of Education, University of Nevada, Reno, Nevada, 89557-0214; fax: 702-784-6298; or e-mail: milon@scs.unr.edu.

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NABE '97 Preregistration Information

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Honoring our Teachers

by Roberto Rodríguez and Patricia Gonzales

A couple of months ago, Chicago columnist Mike Royko ranked Mexicans and Latinos so much that more than 2,000 paid him a visit in front of the *Chicago Tribune* offices. Royko raised the ire of thousands and possibly millions around the country by "satirically" asking: "Just name one thing that Mexico has done this century that has been of any genuine use to the rest of this planet, besides giving us tequila?"

Taking him up on his offer, we documented hundreds of scientific, medical, cultural, artistic and educational accomplishments by citizens of Mexico that have greatly benefited humanity. And just as we were going to mail him the list, we remembered another major Mexican contribution: the celebration of "El Día del Maestro," or "The Day of the Teacher," which falls on May 15.

In Mexico, this is the day the entire country pays tribute to its educators. In fact, it is widely celebrated in Latin America. There, students, parents and the community honor teachers through art, poetry, drama, songs, essays and even gifts and meals.

In the United States, we don't pay teachers proper respect. And respect, of course, has little to do with money.

The teaching profession is a high-stress and often times a high-risk occupation, notes José Govea, a bilingual coordinator for the L.A. Unified School District. In many schools, teachers run a serious risk of getting shot or injured just from trying to break up brawls. "Some of the major incidents get publicized, such as L.A. teacher, Alfredo Pérez, who was recently shot in the head, but the vast majority do not," says Govea.

Also not publicized is the high stress that comes from the pedagogical challenges of working in severely underfunded schools and dealing with incredibly academically diverse students.

Many of our friends and family are in the profession, and we've heard from them about the challenges they face. Says our cousin, Margie Guzmán-Quint, who teaches at Garden City High School in Kansas: "Appreciation from my students would be [even] more important than having a day in my honor. When a student tells you thanks, you feel validated."

We believe thanks should be given at a national level. Perhaps Congress and President Clinton (who disagree about virtually everything) should follow the lead of Puerto Rico and California and declare a national "Teacher's Day."

In these budget-conscious times, such a proclamation would not cost anything yet its benefits would be immeasurable by sending a powerful message that we as a nation appreciate the invaluable efforts of teachers. And there's still time to do it for this year.

Jamie Horowitz, a spokesman for the American Federation of Teachers, says that his organization promotes "Teacher Appreciation Day" on May 7, but agrees that even though the concept is borrowed from Latin America, it does not currently enjoy the same significance or national stature here.

It is not recognized everywhere and, in many U.S. schools, it is used to honor the "teacher of the year" as opposed to recognizing the value and dignity of all teachers.

One could make a strong argument that the way to properly honor our educators is to pay them a wage commensurate to their worth to society. We agree that teachers, who mold minds, perform a much more valuable service to society than, say, lawyers or politicians. Yet, lawyers and politicians generally make substantially more than educators. Our society's values appear to be skewed.

Virtually everyone who has sacrificed and worked hard to achieve some kind of success in life attributes his or her success to at least one good teacher. Honoring teachers would help their morale and help address our nation's critical teacher shortage. Many educators believe that many of the brightest minds do not go into or leave the profession, not necessarily because of relatively low wages, but because it is a thankless and much maligned profession.

Rosa Guerrero, internationally renowned dancer and college instructor from El Paso, Texas, says that a Day of the Teacher should be celebrated not only in the United States, but worldwide. Other than parents, she says, "Teachers are the most influential human beings. Often times, they spend even more time with students than their own parents."

The beauty of our nation's schools is that they don't need to wait for national proclamations to honor their teachers.

Even Royko might agree that this is a great idea — even if it did originate south of the border.

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when they are supported and empowered with the appropriate skills and knowledge. Perhaps the greatest challenge is to help monolingual and bilingual teachers be well prepared to serve bilingual/ESL learners in general and special education settings.

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the language, are not speaking it. They use conversational English but lack academic competence in English that would allow them to be successful in school. The Zia Day School in 1990 had no certified ZIA teachers. Three Zia teacher aides were sent to the Summer Institute of Linguistics for Native Americans (SILNA) for language training in 1991, '92, and '93, but administrative turnover at the school has prevented full implementation of a bilingual program that supported both learning academic English and the conversational use of the Zia language. The Zia Head Start program is staffed by fluent speakers of the language, but they lack training in how children acquire first and second languages. Children are entering the program dominant in English. "No systematic plan or methodology [is] in place to help children develop their Native language skills" and there is a lack of intergenerational activities that would expose younger children in the Head Start program to Zia speaking adults (Sims, 1996, p. 69). The Zia Day Care situation is similar.

Efforts at indigenous language maintenance used to focus on bilingual education programs in schools after the passage of the Bilingual Education Act of 1968 and the Indian Education Act of 1972. However, there is increasing recognition that schools are not the best place to teach conversational language, especially if there is a desire to see the language used outside of school (Cantoni, 1996). Grass roots, bottom-up programs that encourage grandparents, parents, and other adults to use indigenous languages with young children outside of school have a better hope of success. With the intergenerational transmission of tribal languages secured, schools can develop native language literacy in tribal languages and do other things to help children maintain and develop what has already been learned.

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Language-Minority Student Achievement and Program Effectiveness

by Dr. Wayne P. Thomas and Dr. Virginia Collier

This series of studies, conducted as collaborative research with the bilingual/ESL school staff in each of five urban and suburban school district sites in various regions of the U.S., focuses on the length of time needed to be academically successful in a second language and the student, program, and instructional variables that influence language minority students' academic achievement. The school systems chosen have language minority programs that are well established and strongly supported, with experienced staff. The research extends the analyses by Collier and Thomas (Collier, 1987, 1988, 1989, 1992; Collier and Thomas, 1988, 1989, 1991, 1992, Thomas, 1992, 1993, 1994) in the field of language minority education. The sample consists of approximately 42,000 language minority student records per school year, with from 8 to 12 years of data from each of the five school systems. The data include language minority student background variables and student academic achievement as measured by standardized tests, performance assessment measures, grade point average, and high school courses in which enrolled. Data sources are all central administrative student records, central testing databases, and bilingual/ESL program databases, as well as any additional data that the school staff decide to collect to answer questions they want answered. Interviews with school staff provide additional information regarding the sociocultural context of schooling and programmatic variations. In addition, we have acquired and re-analyzed portions of the Ramírez (1991) dataset, to compare this data to our findings.

Data analysis of the study includes the use of relational database computer programs to match all historical records of student background variables and educational program treatment variables with outcome measures, in a series of longitudinal cohorts of 3-6 years, for a long-term look that is cross-sectional but that incorporates longitudinal data. Each school district's data has been analyzed separately, using descriptive statistical analyses and hierarchical multiple linear regression, to assess relationships between and among various student variables, program variables, and student outcomes. The interpretations of the data analyses have taken into consideration the sociocultural contexts in which the language minority students function, through interviews and collaborative analyses of the data conducted with school staff. General patterns have emerged in program differences and students achievement across the five school district sites and are reported below.

Key Findings

Three key predictors of academic success appear to be more important than any other variables. These features are more powerful than specific program type or student background variables. Schools that incorporate all three of these factors are likely to graduate language minority students who are very successful academically in high school and higher education:

- Cognitively complex academic instruction through student's first language for as long as possible and through second language for part of the school-day;
- Use of current approaches to teaching the academic curriculum through both L1 and L2, through active, discovery, cognitively complex learning; and
- Changes in the sociocultural context of schooling, e.g. integration with English speakers, in a supporting, affirming context for all; an additive bilingual context, in which bilingual education is perceived as the gifted and talented program for all students; and the transformation of majority and minority relations in school to a positive school climate for all students, in a safe school environment.

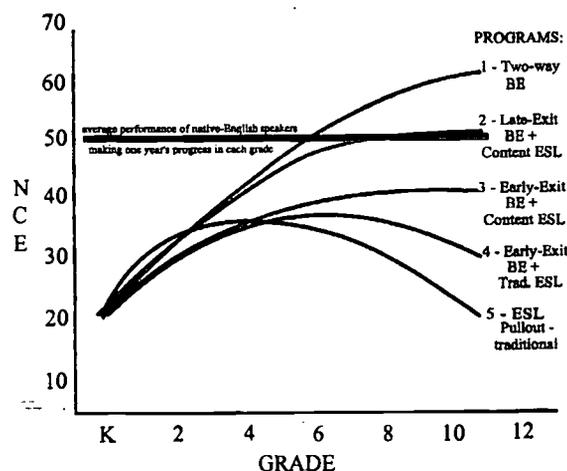
Examples of programs that have the potential to incorporate these three key factors are the following:

1. For students who are schooled in the U.S. from kindergarten on, the elementary school program with the most success in language minority students' long-term academic achievement, as measured by standardized tests across all the subject

CONTINUED ON PAGE 34

General Pattern of K-12 Language-Minority Student Achievement on Standardized Tests in English Compared Across Five Program Models

- Program 1: Two-way developmental bilingual education (BE)
 Program 2: Late-exit bilingual education + ESL taught through academic content
 Program 3: Early-exit bilingual education + ESL taught through academic content
 Program 4: Early-exit bilingual education + ESL taught traditionally
 Program 5: ESL pullout - taught traditionally



(Data aggregated from a series of 3-6 year longitudinal studies from well-implemented, mature programs in five school districts and from the Ramírez 1991 dataset)

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areas, is two-way developmental bilingual education. As a group, students in this program maintain grade-level skills in their first language at least through sixth grade and reach the 50th percentile of NCE in their second language generally after 4-5 years of schooling in both languages. They also generally sustain the gains they made when they reach secondary level. Program characteristics are:

- Integrated schooling, with English speakers and language minority students learning each others' languages;
- Perception among staff, students, and parents that it is a "gifted and talented" program, leading to high expectations for student performance;
- Equal status of the two languages achieved, to a large extent, creating self-confidence among language minority students;
- Healthy parent involvement among both language minority and English-speaking parents, for closer home-school collaboration;
- Instructional approaches emphasizing: whole language, natural language acquisition through all content areas, cooperative learning, interactive and discovery learning, cognitive complexity of all lessons.

2. Students in well-taught bilingual classes that continue through at least sixth grade (late-exit or maintenance bilingual programs), with substantial cognitive and academic development through both first and second languages, are also able to reach the 50th percentile of NCE within 4-7 years and maintain their academic

Table 1
Length of Time for Students to Reach 50th Percentile on L2 Standardized Tests

When schooled L2 in the U.S. and tested in L2:

Students with at least 2-3 years of L1 schooling in home country:	5-7 years
Students with no schooling in L1:	7-10 years

When schooled bilingually in L1 and L2 in the U.S.:

Students when tested in L1:	on or above grade level
Students when tested in L2:	4-7 years

performance at secondary level in academic classes taught all in English.

Current Approaches

The second predictive factor, use of current approaches to language and content teaching, provides a clear example of feasible and effective program change. Students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge.

Students achieve significantly better in programs that teach language through cognitively complex academic content in math, science, social studies, and literature, taught through problem-solving, discovery learning in highly interactive classroom activities. ESL pullout in the early grades, taught traditionally, is the least successful program model for students' long-term academic success. During grades K-3, there is little difference between programs, but significant differences appear as students continue in the mainstream at secondary level, where the instruction and testing become more cognitively demanding.

Secondary Education

For students entering U.S. schools at secondary level, when first language instructional support cannot be provided, the following program characteristics can make a significant difference in academic achievement for English language learners:

- Second language taught through academic content;
- Conscious focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities;
- Instructional approaches that emphasize activation of students' prior knowledge, respect for students' home language and culture, cooperative learning, interactive and discovery learning, intense and meaningful cognitive/academic development, and ongoing assessment using multiple measures.

How long does it take groups of students to reach the 50th NCE or percentile on standardized tests (including performance assessment) in their second language (L2)? (See Table 1 above)

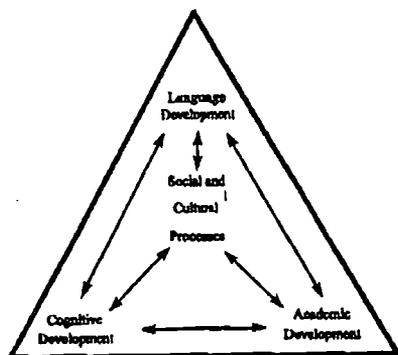
Both language minority and language majority students, in the very highest quality programs, take this long to reach the level of a native speaker on school tests given in the students' second language. First language literacy and schooling in first language (in home country or in the U.S.) are very important student background variables that are predictors of

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academic success in second language.

Theoretical Model

The research results to date validate our theoretical model illustrated in the form of a prism with four interdependent dimensions: social and cultural processes, as well as language, cognitive, and academic development in L1 and L2. If schools emphasize one dimension to the neglect of another, this may be detrimental to a student's overall growth and academic success.



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Future Research

We will continue this research with data collection and analyses in the current research sites, and will add five new school districts over the next five years.

Notes

Figure 1 on page 33 shows the results of some of the data analyses of this study, illustrating general patterns of student achievement on standardized tests in English, compared across several program models. The box on page 35 provides an overview of the major variations in program types that have been implemented in the United States for educating language-minority students, focusing on the overall distinguishing characteristic of the amount of instructional support in each language.

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Program Models in Language-Minority Education in the United States

(Ranging from the most to the least support through the minority language)

Immersion Bilingual Programs:

Academic instruction through both L1 and L2 for Grades K-12. Originally developed for language majority students in Canada. Used as one model for two-way bilingual education in the U.S.

Early total immersion (in the U.S., often referred to as the 90-10 model, or the Eastman model in California)

Grades K-1: All of 90% of academic instruction through minority language
 Grade 2: One hour of academic instruction through majority language added
 Grade 3: Two hours of academic instruction through majority language added
 Grades 4-5 or 6: Academic instruction half a day through each language
 Grades 6 or 7-12: 60% of academic instruction through majority language and 40% through minority language.

Partial-immersion (in the U.S., the 50-50 model)

Grades K-5 or 6: Academic instruction half a day through each language
 Grades 6 or 7-12: 60% of academic instruction through majority language and 40% through minority language.

Two-way Developmental Bilingual Programs:

Language majority and language minority students are schooled together in the same bilingual class, with many variations possible, including immersion bilingual education and late-exit bilingual education.

Late-Exit or Maintenance Bilingual Programs:

Academic instruction half a day through each language for Grades K-6. Ideally, this type of program was planned for Grades K-12, but has rarely been implemented beyond elementary school level in U.S.

Early-Exit or Transitional Bilingual Programs:

Academic instruction half a day through each language, with gradual transition to all-majority language instruction in approximately 2-3 years.

English as a Second Language (ESL) or English to Speakers of Other Languages (ESOL) Instruction, with no instruction through the minority language.

Elementary education

Structured immersion

Taught by a bilingual teacher, in a self-contained classroom, but all instruction is conducted through English (all day)

ESL or ESOL self-contained taught through academic content (all day)

ESL or ESOL pullout

Varying from 30 minutes to half a day

Secondary education

ESL or ESOL taught through academic content or sheltered English

ESL or ESOL taught as a subject

Submersion:

No instructional support is provided by a trained specialist.

This is NOT a program model: it is illegal in the U.S. as a result of the Supreme Court decision in *Lau v. Nichols*.

In a more detailed study, Just, Carpenter, and Wu (1983: cited in Just and Carpenter, 1987), compared eye-fixations of Chinese speakers reading scientific texts in Chinese with data from native speakers of English. They also concluded that despite the differences in orthographies, the two languages "are processed by similar types of mechanisms and they ultimately result in similar representations of the text content" (Just and Carpenter, p. 314).

Just et. al. found that as in English, there was a clear relationship between Chinese word frequency and how long the Chinese readers looked at the word, suggesting similar mechanisms for lexical access. In addition, gaze duration was longer when a Chinese word contained more characters, and gaze duration for individual characters was longer for characters that contained more individual components (strokes). This is similar to findings in English showing longer fixations for longer words. Finally, Just et. al. reported that "summaries of the texts that the readers produced were similar ...; both groups recalled more of the high-level important information and fewer of the details and elaborations" (Just and Carpenter, p.313).

Reading strategies: There is good evidence that readers use similar strategies in learning to read different languages. Consistent with children learning to read in English, children learning to read in Dutch, whether as a first or second language, have less difficulty with words with CVC (consonant-vowel-consonant) patterns than words with CC clusters, had less trouble with monosyllabic words than bisyllabic words, and were better at reading familiar than unfamiliar words (Verhoeven, 1990).

Similar strategies for deriving meaning from text are used in different languages. Carpenter and Just (1975) asked English and Chinese speakers to read sentences such as

(1) It's true that the dots are red.

(2) It's true that the dots are not red.

in their own language, while showing them pictures of red and black dots. Subjects were asked if the sentences they read were true or false. There were four possible combinations:

(1) The subject sees red dots, reads sentence (1).

(2) The subject sees black dots, reads

sentence (1).

(3) The subject sees red dots, reads sentence (2).

(4) The subject sees black dots, reads sentence (2).

For both languages, reaction times were the same: Subjects responded to sentences similar to (1) the fastest, and then types (2), (3), and (4) in order. Reaction times in English and Chinese, moreover, were nearly identical. Carpenter and Just reported similar results with Norwegian speaking subjects reading in Norwegian, using slightly different stimuli.²

#2: The process of the development of literacy is similar in different languages.

Studies supporting the generalization that learning to read is similar in different languages include studies of vocabulary acquisition, the print environments of good and poor readers, and cases of literacy development without instruction.

Vocabulary acquisition: Research in vocabulary development reveals clear similarities between English and other languages. Studies with English readers have shown that readers show small, but significant gains in word knowledge even after a single exposure to an unfamiliar word in context (Nagy, Herman and Anderson, 1985). Similar findings have been reported for reading Chinese as a first language (Shu, Anderson and Zhang, 1994) and French as a second language (Dupuy and Krashen, 1993).

Good versus poor readers: Better English readers tend to live in more print-rich environments (research reviewed in Krashen, 1993). The same appears to be true with other languages: Chang and Tzeng (1992) reported that "disabled" or nonproficient beginning readers in Chinese "had their very first and only experience with Chinese print through school textbooks" (p. 28).

Literacy development without instruction: There are also anecdotal reports of readers who have succeeded in improving their level of Chinese literacy by reading, without instruction, paralleling similar cases in English (Krashen, 1993). J.L. immigrated to the United States at age 11 and J.W. came at age 12. Both continued their habit of pleasure reading in Chinese,

their first language. Now university students, they both report that their Chinese literacy level has grown. J.L. reports that she used the dictionary at first in reading Chinese, but no longer needs it, while J.W. reports that "...due to my habit of reading Chinese comic books, I can now recognize many Chinese characters...that I did not learn in elementary school when I was in Taiwan."

#3: When confounding factors are controlled, there are positive correlations between literacy development in first and second languages.

Studies attempting to simply show correlations between first language reading ability and second language reading ability have not shown consistent results (e.g. Trager and Wong, 1984). This is because the relationship between first and second language can be influenced by length of exposure to the second language; as children stay in a country longer, their second language proficiency will increase, while their first language proficiency may decrease, due to lack of first language printed input (Cummins, Swain, Nakajima, Handscombe, Green and Tran, 1984). In studies in which both languages are allowed to develop, or there is control for length of residence and/or age, relationships between first and second language literacy are typically positive.

First language reading has been shown to be a good predictor of second language reading ability for a wide variety of languages, including

- Chinese as a first language, English as a second language (Hoover, 1983);
- Japanese as a first language, English as a second language (Cummins et. al., 1984);
- Vietnamese as a first language, English as a second language (Cummins et. al., 1984);
- Turkish as a first language, Dutch as a second language (Bossers, 1991; Verhoeven, 1991a, 1991b);
- Spanish as a first language, English as a second language (Carroll, 1991);
- English as a first language, Spanish as a second language

(Carroll, 1991).

- English as a first language. French as a second language (Swain, Lapkin and Barik, 1976).

In summary, there is very good evidence that reading in all languages is done in a similar way and acquired in a similar way. Moreover, those who read well in the first language tend to read well in their second language. This data provides very strong support for Cummins' contention that a "common underlying proficiency" exists, that literacy development in one language provides a clear advantage in developing literacy in any other language (e.g. Cummins, 1981).

Seeing Transfer Happen

I have presented a theoretical argument for the transfer of literacy. Such abstract evidence, however, is not as powerful as actually seeing it happen. In Lorraine Ruiz's second grade class, transfer clearly took place.³

Ms. Ruiz' class consisted of 33 students: All were Spanish speakers and only three of their parents spoke English. All but one of the students were classified as limited or non-English speaking. Nearly the entire curriculum was taught in Spanish, including reading, which was done with a "whole language thematic approach" with "a little dab of phonics." Ms. Ruiz read to the class frequently, both in Spanish and English, but the only English input the children had in class was oral.

Ms. Ruiz included 20 minutes per day of a free choice activity: one of the options was to spend time in the classroom library, which included books in both Spanish and English. From the beginning, Ms. Ruiz noticed that the English books were more popular with the children. This was because there were more of them, and because the English books were of higher quality than the Spanish books.

At the beginning of the school year, the reading of the English books was completely "pretend" reading, with the child looking at the pictures and "reading" the story out loud in Spanish.

But by the end of the year, the children were clearly reading the English books with good comprehension, and nearly all reading was real reading.

The children were quite amazed at their

ability to read in English. One child asked Ms. Ruiz, "When did you teach us to read in English?" The answer, of course, is that Ms. Ruiz helped them learn to read in Spanish, and once you can read, you can read.

Of course, a more rigorous study could be done to tally the actual amount of English reading done and the actual degree of comprehension could be probed. But Ms. Ruiz' experience is not an isolated one. In fact, this kind of transfer is reported very frequently. Literacy really does transfer across languages.

Notes

1. Portions of this paper were originally published in the CAAPE Newsletter. Krashen (1996).
2. While some processing operations appear to be universal, others may be language-specific. In English, for example, the subject is typically the first noun in the sentence, that is, English uses a word order strategy. In other languages, other strategies are more important. In Dutch, for example, morphological cues take precedence over word order (McDonald, 1987). In a sentence such as "Him saw I," English speakers tend to consider "him" as the subject, while Dutch speakers would consider "I" as the subject. There is good evidence, however, that while second language acquirers may initially use their first language preferences when interpreting sentences in the second language, over time they acquire the second language strategies (McDonald, 1987; Gass, 1987; Harrington, 1987).
3. This section was originally published as Ruiz and Krashen (1995). I thank Lorraine Ruiz for her contributions.

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Dr. Stephen Krashen is a Professor of Education at the University of Southern California.

Parental Involvement

Column Editor: Aurelio Montemayor, M.Ed., Intercultural Development Research Associates, TX

Parents Listening to Parents: Leadership, Listening and Action Research

by Aurelio M. Montemayor

I was a dutiful altar boy at Guadalupe Church in Laredo, Texas, in the 1950s. Certain images remain with me. I observed my community from a unique vantage point, especially on Holy Days. Sitting at the altar behind the pulpit, I observed a standing-room-only Mexican American congregation as our Castillian parish priest reprimanded us. His Easter Sunday sermons, in a Spanish somewhat strangely accented to us, included the questions: "Why do you only come on these days? Why don't I see you the rest of the year?" I made no conscious assessment of those words then. But now, as an adult, memories are jogged by present events. Those experiences of 40 years ago sometimes resonate in current experiences. I witness a parent leader addressing parents attending for the first time: "I'm tired of working hard for the good of our children and not getting support. Why are parents so lazy? Why don't they care? Why is it so hard to get parents involved?" Though with different words and context, the scene has a similar quality to the Easter sermons of my childhood. The listeners feel reprimanded. The words and the attitudes they reflect bring similar results for this parent leader, as with the parish priest of my youth. If we could ask the parents present what they were thinking or feeling, what would they say? I do not recall any surveys conducted with the parishioners of Guadalupe Church during my childhood. How interesting it would have been for someone from the parish to ask randomly selected parishioners what they thought and felt and what needs the church could address. Today, we can ask parents regarding the education of their children.

Parents as Leaders

Schools need parents to become active partners in education, and parent leaders

are pivotal in creating family-school collaboration. Effective parents who are leaders exhibit a fine balance of assertiveness and compassion, especially with their peers. The assertiveness is demonstrated both in dealing with the school and in recruiting other parents. The compassion is necessary for there to be real dialogue with teachers and administrators and for other parents to respond to the call for participation. If parents who are currently not active in school affairs are to become dynamic partners with schools, they first must be listened to. Seemingly uninvolved parents need to attend meetings where they will be asked to share their aspirations for their children and their expectations of schools. The bilingual education community must support parent leadership, and encourage parents who are leaders to extend their outreach to those families that are estranged from their schools. A key element of support is aware, compassionate "listening".

Parents as Researchers

The Intercultural Development Research Association's (IDRA) research and experience with families, especially with those who are economically disadvantaged, minority, or speak a language other than English, continually emphasizes the need for approaching the family with respect and high expectations. It is the hallmark of effective outreach to families. This has led us to focus on improving the quality of parental leadership through the leaders' own qualitative research.

Parents, regardless of educational background, can be leaders for educational change. At the same time, parents that take on leadership need support for specific roles and skills. Effective leaders maintain peer support and organize a group into collective action. One barrier has been insensitivity among parents. The parent leader who triggered my early memory is exasperated with seemingly passive par-

ents — preaching to those present about those absent. A berating and lecturing leader needs support in becoming a compassionate listener who can take the best ideas from the group and formulate a positive plan of action. Action research conducted by parents, with parents and for parents can accelerate the development of leaders who really listen.

A Case in Point

Two years ago IDRA launched a campaign to have greater parent participation in schools. Parents from the Mexican American Legal Defense and Education Fund (MALDEF) leadership training program and from other organizations attended a planning and preparation session. At the meeting, we explained the context of a Parents Reclaiming Their Schools Conference where a large number of families would be attending a series of meetings on topics of interest to parents.

The parents reviewed a list of questions, and they agreed on a set of questions for the focus group interviews. The meeting concluded with parents sharing their reactions and expectations. The parents who would be interviewers were paired and given copies of the questions so they could prepare for the conference.

Participants at the conference volunteered for the interviews, demonstrated a willingness to participate and were comfortable in responding to the questions. The parent facilitators were models of listening and kept a balance in the participation so that no one dominated and each person had ample opportunity to be heard. The questions were in Spanish and English, and the interviewees were encouraged to respond in either language.

Findings of the Parent Facilitators

Common themes emerged. The parents agreed that the schools are making efforts to include them more in the educational

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Schools' Needs and Parents' Desire to Be a Resource

"Hay que trabajar junto con los maestros [We must work together with the teachers]."

"Hacen falta maestros y programas por lo que ha crecido la población [We need more teachers and programs because of the population increase]."

"Schools should have parent-teacher conferences more often, more written communication."

Recognition That Schools Make Efforts to Communicate

"School is allowing for parents to get on a one to one basis with the teachers."

"Se nos permite que ayudemos en los salones de clase y observemos lo que ocurre [We are allowed to help in the classrooms and to observe what goes on]."

Instructional Likes and Dislikes

"Hacer que el niño desarrolle su mente, ahora se le da todo ya contestado. Hay que hacerlos pensar y que desarrollen bien la mente [Have the child develop critical thinking rather than giving all the answers. We have to make them think and develop their intellectual capacities]."

"Podemos enseñarles a usar la calculadora pero enseñales primero como se trabaja, lo basico [We can teach them how to use the calculator, but first teach them the process, the basics]."

"Hay muy pocos libros que hablan de la cultura Mexico-Americana. Hay que aprender de nuestra cultura y herencia [Few books speak of our Mexican-American culture. We must learn about our culture and heritage]."

"To separate the children by social class or by language preference (the higher class kids are taught more English) is discrimination."

Where and How Parents Can Help

"El respeto para el niño y darse uno a respetar; estar pendientes de su trabajo escolar — inculcarles que la educación es lo principal [Respect the child and be respected by the child; monitor their school work. Teach them to value education]."

"Find the factor that motivates the child to act the way he does." "Help your children build their self confidence."

"Los niños se animan al ver a las mamás participar [Children are motivated when they see their mothers participate]."

Suggestions

- ⇒ Select motivated parents and give them support.
- ⇒ Plan the questions and process carefully.
- ⇒ Provide an experienced facilitator to guide parents through the process.
- ⇒ Provide technical support for logistical preparation and for documentation and interpretation of findings.

process. Frequency analysis of the sessions revealed "parent participation" and "extensive communication" as interrelated dominant concerns. A spectrum of concerns were listed from the curriculum content being taught to the variety of educational experiences, discipline and challenges posed to their children. Not all statements made were agreed to and some suggestions were unique. No attempt was made to reach consensus or to debate issues. Responses were clustered into four categories and illustrative quotes are listed in the accompanying box at right.

Effect of the Action (Research)

The experience of conducting these focus group interviews benefited the parent facilitators in several ways, including: modeling leadership to other parents; enhancing their ability to listen to their peers without making judgements or assessments; gaining valuable insights, as qualitative researchers, into issues that are of concern to other parents; identifying patterns of concern and issues where there is consensus and those that are unique to individuals; and clarifying which issues require group action.

Participants were grateful for the opportunity to be heard. For many it was the first opportunity of this kind; a sad but important insight for the facilitators.

Action Required

This year, there is a concerted effort in the San Antonio area to support parent leadership. Currently, IDRA is part of a network of educational advocacy organizations involved in "Mobilization For Equity," a national effort funded by the Ford Foundation through the National Coalition of Advocates for Students (NCAS). In IDRA's ongoing efforts to make schools work for all children, we have connected with projects that are directly working with parents who have the same concerns. The project is an ongoing dialogue with several local organizations concerned with parent involvement and facilitating parents to plan a parent conference. As part of the MFE project, and in keeping with a tradition begun several years ago, we invited bilingual parents to volunteer to conduct focus group inter-

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Is Good Teaching Simply Good Teaching?

by Dr. Jaime Castellano

Do certain teaching techniques work better with students from a particular cultural background, or is good teaching simply good teaching? This was the question asked in the March 1995, Volume 37, Number 3 issue of *Education Update*, printed by the Association for Supervision and Curriculum Development. As a former Adjunct Professor for National-Louis University in Evanston, Illinois, and current Adjunct at Florida Atlantic University in Boca Raton, Florida, and Nova Southeastern University in Ft. Lauderdale, Florida, as well as ESOL instructor for the school district of Palm Beach County, Florida, I have asked this same question to my graduate students pursuing advanced training in the area of English as a Second Language (ESL), and classroom teachers seeking endorsements and/or certification in teaching English to speakers of other languages (ESOL).

This question has produced many wonderful discussions among the talented teachers I have been fortunate enough to train and instruct. Many do not see eye-to-eye on this issue. The question forces individuals to make value judgements about children and the very job they have trained and studied so hard for.

Do certain teaching techniques work better with particular ethnic groups? Leonard Davidman, a professor of education at California Polytechnic State University in San Luis Obispo, California, maintains that the idea that a technique which is successful in promoting learning in one culture will automatically be successful in all cultural settings is fallacious.

All young learners grow up in cultural contexts that shape their learning preferences. The cultural conditioning received at home influences what motivates children to learn and the degree of comfort they feel in any given learning environment.

For example, some cultures predispose a child toward competitive learning; others toward cooperative learning; and still others, toward both. Furthermore, a form of cooperative learning that is successful in one cultural setting — cross-gender groups — will cause discomfort and conflict in another, where the adults don't want boys and girls to study together.

Similarly, inquiry-oriented teaching strategies that promote a critical, open-minded posture toward established knowledge, and which encourage learners to question the claims of authorities such as teachers, textbooks, and media pundits, could be construed as cultural assaults by students and parents who believe that the content of some books (e.g., the Bible and the Koran) should never be questioned.

Thus, the merit of a strategy is a function of cultural context, and when considering the appropriateness of a strategy, one should evaluate the cultural preparation of students as well as the cultural setting (ASCD, p. 7).

Herminia Silva, an elementary ESOL teacher and program coordinator from Palm Beach County, Florida, believes that certain teaching techniques work better with students from a particular cultural group. All individuals have certain ways in which they learn better due to the distinctive traits that make up who they are. All cultures have certain characteristics that are prevalent in a large portion of those who compose the cultural group.

It is important that we analyze these common characteristics and develop teaching techniques that are sensitive to these traits, and which utilize them to their maximum potential. These efforts will be well received by the students, who will rise to the occasion and to high expectations.

She goes on to say that we are all aware of the various ways in which different people learn (e.g., auditory, kinetic, visual...) The way children learn has a lot to do with who they are and what their make-up is.

By the same token, children are what they learn to be since early on, primarily at home. When they enter the classroom first impressions are crucial. Do they see materials and techniques (actions) that they can relate to or will they be turned off by something totally foreign? For example, if they come from a highly social and interactive culture, a cold business-like approach to school may be a turn off. If they come from a "get-down-to-work" culture, a hands-on or craft-like activity may seem like "fluff."

Ms. Silva believes the most important aspect is to use a variety of teaching techniques in order to capture all the students' interest. And, one must always accentuate that there is reason for pride in every culture.

On the other hand, Ms. Tami Gresham, an elementary teacher seeking an endorsement in teaching English to speakers of other languages, believes good teaching is simply good teaching. Teachers may assume or generalize that a certain technique works best with a particular culture. This viewpoint is not taking the individual child into account.

An effective teacher who makes a difference with his/her students will continue to make that difference yearly. It will be important for that teacher to reach each and every student. Cultural background is not a stumbling block to teaching — just another tool or resource to use in order to reach children.

Good teaching includes flexibility, experimentation, change, and warmth. Good teaching revolves around the needs of each student. Any child can learn in the environment good teaching creates. There are teachers in school settings across the United States who are known for their "good teaching" methods. These teachers make a difference with all the students with whom they come in contact. No one teaching technique is the cure. The teacher who uses various methods and techniques with

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a lot of heart and flexibility will promote success with good teaching skills! Janice DiLorenzo, an alternative high school teacher of students from diverse cultural and socio-economic levels, states that teaching techniques and style vary with the individuals in front of her. She goes on to say that a singular good technique or style seem to be terms relative only to a particular situation.

Whether a particular culture is more colorful in speech/language, physical movement, sensitivity, etc., than another does not seem to be the key element of successful teaching. Perhaps more important is how students respond to respect for space, ideas, feelings, and abilities. Everyone responds to success and positive reinforcement, love, caring, nurturing, and praise. Good teaching techniques are good human qualities!

Finally, Daniel Perv, an elementary gifted education teacher in an upscale Palm Beach County school that is predominately white, maintains that all students, regardless of their background and experiences,

arrive at school each fall with a wide variety of cultural differences. The differences can be a result of race, ethnicity, socio-economic status, and the environment in which they live. A teacher's responsibility is to find an approach that meets the needs of each student, regardless of what it is or how it works.

One example of how this applies is the relationship between teaching style and Hispanic students. Research has indicated that, generally speaking, many Hispanic cultures value close friendships, working with people, and being in close proximity to others. Activities that involve cooperative learning, peer tutoring, and other group activities would work equally well.

Do certain teaching techniques work better with students from a particular cultural background, or is good teaching simply good teaching? There are as many opinions as there are respondents. I don't believe there is a right or wrong answer to this question.

As an instructional supervisor I can walk into a classroom and quickly deter-

mine the effectiveness of a teacher with an entire group of children. After repeated visits to the same classroom I can determine if the teacher is reaching individual students. I don't consciously characterize individual children by their ethnicity or surname, but rather by their level of cognition and ability to grasp the concept being taught.

Effective teachers will consider a child's cultural background and promote flexibility of instruction in order to assure that learning has taken place. After all, this is what education is all about. Teachers who say they are "color blind" with respect to race and ethnicity are denying themselves the opportunity to use particular cultural elements to heighten their teaching skills. Our society is as multicultural as it's ever been. Every school has been impacted; from the private up-scale suburban school to the rural backwoods of the midwest and south. Children of color are everywhere. Teachers who take the time and make an effort to learn about these students and the cultures they represent will grow personally and professionally. They become the learners and their students become the teachers.

In summary, what do you think? Is good teaching simply good teaching? Or does culture affect how and what we learn. Your response could find its way into the next issue of *NABE NEWS*. Mail your manuscript to Dr. Jaime A. Castellano, Principal, Palmetto Elementary School. The address is 835 Palmetto Street, West Palm Beach, Florida, 33405.

References

Association for Supervision and Curriculum Development. Volume 37, Number 3, page 7. *Education Update* (March 1995).

Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

A Parents' and Teachers' Guide to Bilingualism

Reviewed by Christie L. Ward

A Parents' and Teachers' Guide to Bilingualism, by Colin Baker. Philadelphia: Multilingual Matters, 1995. pp. 240.

What are the advantages of my child becoming bilingual? What effect will bilingualism have on my child's intelligence? What types of bilingual education exist? Is there a future for bilingualism in the world? These are some of the typical questions that concern parents when they consider whether or not to raise children bilingually. Colin Baker, Professor of Education and father of three bilingual children, addresses these questions and more in his helpful book, *A Parents' and Teachers' Guide to Bilingualism*. Baker's book is an accessible introduction to the benefits and challenges of bilingualism. As a proponent of bilingualism, Baker writes convincingly about the potential intellectual, social, cultural and economic advantages of knowing more than one language. At the same time, he openly acknowledges and attends to the particular problems and prejudices that are often faced by bilingual individuals in societies traditionally dominated by monolingual ideology.

The format of the book is to pose questions that people most often ask about raising bilingual children. Each question is followed by a clear and persuasive answer with numerous supporting examples and applications. Baker begins with an introduction which provides an overview of the language of bilingualism, the types of family bilingualism, different bilingual situations (i.e. minority language background vs. majority language background), and the content of the book. Following the introduction, the book is divided into six sections of questions: Family Questions, Language Development Questions, Questions about Problems, Reading and Writing Questions, Education Questions, and Concluding Questions. None of these sections of questions is exclusive; in fact, there is a significant amount of overlapping information found in each section, making the knowledge that Baker hopes to share even more accessible to those intend to read only a certain number of relevant questions and answers.

The first section, *Family Questions*, deals sensitively with the impact that raising a bilingual child might have within the home, neighborhood and community. Baker understands that husbands and wives do not always readily agree on the best linguistic system for their children, that parents are sometimes unsure of the best ways to encourage their child's bilingualism, and that families (particularly from minority language backgrounds) often feel

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The Age Factor in Second Language Acquisition

Reviewed by Cally Ginolfi

The Age Factor in Second Language Acquisition, by David Singleton. Great Britain: Cromwell Press, pp. 160.

This collection of six studies examines theories surrounding second language acquisition. Each paper presents a thesis with regard to second language acquisition vis-à-vis the Critical Period Hypothesis (Krashen, 1979). The material in these studies is esoteric, in that it clearly targets professionals in the field, but Singleton's efficiently written introduction serves as an appropriate framework within which any interested party can benefit. In order to put the collection of papers in the appropriate perspective, Singleton reiterates Krashen's theory:

- (1) Adults proceed through early stages of syntactic and morphological development faster than children (where time and exposure are held constant).
- (2) Older children acquire the early stages of syntactic and morphological development faster than younger children (again, where time and exposure are held constant).
- (3) Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults.

It is noted that findings in relation to short-term outcomes appear mixed, and that the collection of papers presented "...provide expansions of and additional arguments for the above qualifications" (p. 4). The non-monolithic nature of second language acquisition is underscored in these diverse papers, providing stimulating views of a timely issue. The material presented challenges the assumption that L₂ learning is different in nature than language acquisition (L₁) in childhood.

Chapter One: *Can Late Starters Attain a Native Accent in a Foreign Language? A Test of the Critical Period Hypothesis*, by Theo Bongaerts, Brigitte Planken, and Erik Schils. This is a small scale study prompted by the commonly held belief that children seem to be more efficient L₂ learners than adults, in particular with regard to attaining a native accent. Their data is extensively thorough, maintaining that "there appear to be cases of late second language learners who can pass for native speakers phonologically" (p. 43); a challenge to the claim that there is a biologically constrained period for the acquisition of accent ending at, or around, age 12 (Scovel, 1988:185).

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Chapter Two: *Multi-Competence and Effects of Age*, by Vivian Cook. We are asked to consider that L₂ competence does not take place in a different "mind" than that of L₁ acquisition. The term "multi-competence" is utilized to describe "a compound state of mind with two grammars, contrasted with mono competence, the state of the mind with only one" (Cook, 1991). The thesis of Cook's paper maintains that "...keeping two languages separate does not mean that they do not form part of the same system, hence the issues of code switching, pronunciation, and syntax are all examined from this perspective."

Chapter Three: *Some Critical Remarks Concerning Penfield's Theory of Second Language Acquisition*, by Hans W. Dechert. In this paper Dechert argues that many hypotheses need to merge to form a conclusive theory that can be applied to the L₂ learning process, the dynamics of which are admittedly complex. He directly criticizes "...assumed hard science evidence" and calls for "...substantial theory-guided evidence across various fields of research towards a componential theory of early or later second language acquisition" (p. 77).

Chapter Four: *Evaluating the Need for Input Enhancement in Post-Critical Period Language Acquisition*, by Georgette Ioup. This discussion is initiated by underscoring the enigma which pervades second language acquisition research: "...children who don't receive explicit structural information attain native competence; adults who have access to abundant input enhancement

typically don't" (p. 95). Many questions are raised in this paper, which considers the principal internal mechanism of Universal Grammar (Chomsky, 1981), as well as maturational neurocognitive changes that may influence learning, and support input enhancement in adult learners.

Chapter Five: *Some Critical Remarks on the Phonological Component*, by Zsolt Lengyel. Experimental results pertaining to the phonological component of the Critical Period Hypothesis (CPH) are presented in this paper. Discussion is limited to the phonological perspective, yet addresses the diversity of opinion in the field. Though researchers in the linguistic sciences and speech behaviorists differ regarding CPH, "...all tend to appeal to biological, neurological and sociopsychological arguments" (p. 124). The phonological component is a major one, Lengyel maintains, and he concludes: "We do not have sufficient knowledge about how the acquisitional process proceeds at the phonological level...{and} we do not have sufficient knowledge about strategies applied by children during the acquisition of foreign language phonology either" (p. 134).

Chapter Six: *Is There an Age Factor for Universal Grammar?*, by Gita Martohardjono and Suzanne Flynn. Once again, Chomsky's theory is examined through analysis of arguments leading to the Universal Grammar (UG) hypothesis. Two issues are considered: what is assumed regarding language acquisition in general, and is there a biologically endowed faculty for language? "A sweeping biological explanation, we submit, fails to answer the more subtle and ultimately more interesting question of what particular aspects of linguistic behaviour are affected by age" (p. 151).

The unifying theme of this book underscores the complexity of second language acquisition. The degree of variables seems to be infinite: individual vs cultural, neurological, cognitive, to name just a few. Within the realm of language learning, there are yet more considerations, many raised in this book. Though significant research exists on second language acquisition, the individually distinct conclusions of these papers expresses the need for continuing research that might lead to more refined conclusions, and concurrence. This book is timely, in that immigration, and the educational challenges it brings, is a global issue, therefore indicating a need for global collaboration. *The Age Factor in Second Language Acquisition* is a worthy venture in this regard.

Cally Ginolfi is affiliated with Fairfield University, Fairfield, CT.

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pressured to abandon their own native languages in favor of the higher prestige language of the majority. He addresses these questions and concerns with the wisdom of an educator who has conducted extensive research and the empathy of a father who has experienced some of the same struggles.

In the second section, *Language Development Questions*, Baker offers basic answers to some fundamental questions concerning language acquisition. He dispels the myth that the learning of a second language interferes with development in the first language and gives thoughtful explanations of important matters such as the average pattern of development for bilingual children, the importance of language boundaries, the potential cognitive flexibility of bilingual people, the effects of attitude and motivation, the value of code switching, and the possible impact of majority language mass media.

In the third section, *Questions About Problems*, Baker deals with the fears that plague many parents of potentially bilingual children in "monolingual" societies which are often mistrustful of bilingual people in general and bilingual education in particular. Baker acknowledges that parents raising bilingual children will inevitably encounter difficulties precisely because the education of a child, bilingual or monolingual, is never free of problems. However, he warns parents to avoid the trap of using the child's bilingualism as a scapegoat for any and all difficulties encountered in schooling. He reiterates his belief that the benefits of bilingualism far outweigh the trials of becoming bilingual, and he wholeheartedly encourages parents to stand firm in the face of adversity by noting that the monolingual's view of the world is sometimes a very limited one.

In the fourth section, *Reading and Writing Questions*, Baker offers some excellent general advice about the development of these essential skills and addresses particular concerns for bilingual children. Arguments over what constitute the best methods to teach reading and writing skills have grown even more controversial in recent years, and so it seems appropriate that Baker provides a section specifically dedicated to these matters.

The fifth section, *Education Questions*,

is the most extensive. Baker divides this section into four subgroups: Basic Education Questions, Types of Bilingual Education, Achievement and Under Achievement Questions, and Language in the Classroom. These subsections help parents to choose the best school for their child, understand the strengths and weaknesses of various bilingual programs, differentiate between programs that are designed to maintain and cultivate the home language and programs that are designed to use the home language as a temporary bridge that should be burned once the majority language has been attained, and assess their child's success at school in a manner that takes the whole learning environment into account. It is this section that is particularly useful for the teachers addressed in the book's title, as many educators in monolingual classrooms know little about the work of their bilingual colleagues.

The final section, *Concluding Questions*, addresses some of the miscellaneous concerns that fail to fit neatly into any of the previous five sections. Many of the questions are political in nature. For example, Baker raises concerns about the dominance of global languages such as English and stresses the importance of ensuring the survival of minority languages in risk of extinction. He discusses some of the reasons why many politicians are against bilingual education, debunks the myth that monolinguals outnumber

bilinguals, and defends the individual's basic human right to choose his or her own linguistic system or systems.

At the end of the book Baker includes a useful glossary of over one hundred terms related to language acquisition, bilingualism and bilingual education. His definitions are clear and concise, and they take into account some of the terminology differences between the U.S. and the U.K.

As noted earlier, Baker is never vague or elusive in his answers to these questions. In fact, if anything he errs slightly on the side of over explaining some of his points. For example, he uses a "language gardener" metaphor throughout the text to illustrate the "cultivation" and "growth" of bilingualism in young learners. While some readers might find this image useful, I found that it became mildly tedious and redundant.

A Parents' and Teachers' Guide to Bilingualism is an intelligent, informative and supportive introduction to bilingualism and bilingual education. I wish that my own parents could have had the opportunity to read this book and considered raising me as a bilingual. I know that it has deepened my own desire to one day offer my own children the advantages of knowing more than one language.

Christie L. Ward is affiliated with Fairfield University in Connecticut.

- NABE -

NABE News is pleased to announce the appointment of Beti Leone of William Paterson College in New Jersey as editor of the Book Review Column. Samples of materials and book reviews should be sent to Dr. Leone c/o NABE, 1220 L Street, N.W., Suite 605, Washington, DC.

NABE News would like to thank Dr. Antonio Simoes for the outstanding job he did as editor of the Book Review column and wishes him continued success as Dean of the Graduate School of Education and Allied Professions at Fairfield University in Connecticut.

views. Through the support of IDRA, MALDEF, AVANCE and other groups, parents are planning a conference for parents on educational issues. As part of the process, they will be interviewing at literacy centers. The focus interviews will be continue to be occasions for parents listening to parents, documenting the responses and using the information for reaching out to other parents. Parents will continue to be "action researchers" among their peers. A key area of information is bilingual education. In this case, it is parents communicating with parents about the education of their children, many who speak a language other than English. These parent leaders are more able to continue their advocacy; to draw in many more families because they listen a little more carefully. They are informed advocates with greater insight into their peers' aspirations and concerns. They are researchers conducting a qualitative study. They are models of listening. These parent leaders are more apt to extend the mantle of hope, to model acceptance and to rekindle the flame of

fervor for the education their own, and everyone else's, children. We encourage others to take similar action: research.

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Aurelio M. Montemayor is project director of the IDRA Adult Literacy Outreach Innovations project.

Editor's Note: Contributions for the Parental Involvement column should be sent directly to the editor, Aurelio Montemayor, at: IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (210) 684-8180; Fax (210) 684-5389

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NABE NEWS

The news magazine about educational equity and excellence through bilingual education

June 15, 1996

National Association for Bilingual Education

Volume 19, Number 7

A Gradual Exit, Variable Threshold Model for Limited English Proficient Children

by Dr. Stephen Krashen

The components of a properly organized program for limited English proficient students are consistent with the concept of comprehensible input, the hypothesis that we acquire language when we understand it. The "reading hypothesis" is a version of the input hypothesis that states that meaningful reading is the source of much of our competence in literacy.

The first language can be used in ways that help English language development, ways that are consistent with the concept of comprehensible input. First, the primary language can be used to supply background knowledge, which can help enormously in making English input more comprehensible. A limited English proficient (LEP) child who has learned math well through the primary language will have a better chance of understanding a math class taught in English than a LEP child who doesn't know math well, and the former will make better progress in both math and English, because the input she hears in class will be more comprehensible.

A second means of using the first language to aid English development is by developing literacy through the first lan-

guage. It is extremely efficient to develop literacy first in the child's first language; the transfer to English is rapid, even when the alphabets used are very different. To see this, consider this three step argument:

(1) We learn to read by reading.

There is good evidence that we learn to read by understanding the message on the page (Goodman, 1982; Smith, 1995). As noted earlier, this view is similar to the idea of comprehensible input.

(2) If we learn to read by reading, by making sense of what is on the page, it is easier to learn to read a language we already understand.

(3) Once we can read, we can read. The ability to read transfers across languages, even if the writing systems are different. Learning to read any language helps one learn to read any other. There is another sense in which literacy transfers across languages: The

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House Budget Committee Recommends Elimination of Bilingual Education; Decision Reversed With Help of NABE

by Jaime A. Zapata

On May 13 of this year, the House Budget Committee issued its report on the Budget Resolution for FY 1997 which recommended the elimination of Title VII. For bilingual education, the prognosis appeared extremely bleak. Soon, the House Committee on Appropriations would decide the allocation of FY 1997 funding for Health, Labor and Education programs. While appropriators are not bound by the decisions of the Budget Committee, they normally follow its recommendations. The Budget Committee's recommendation on bilingual education had put the future of over

400,000 limited-English proficient (LEP) children who participate in Title VII-funded programs in extreme jeopardy.

FY 1997 Appropriations

Realizing the need for immediate efforts, NABE sent out an Action Alert urging bilingual education advocates across the country to contact the members of the Appropriations Subcommittee on Labor, Health and Human Services (HHS), and Education. The Subcommittee had scheduled a mark-up of its FY 1997 bill for June 10th, and only a massive outpouring of support for bilingual education at the local level could turn the tide that threatened this important program.

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PUBLICATION SCHEDULE

Volume 20 of *NABE NEWS* will be published in 8 issues; publication dates are:

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Issue 4	02/01/97	Issue 8	08/01/97

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Message From The President

We Must All Continue to be Involved

by Dr. Kathy Escamilla

As I write this column, I am finishing my fourth year on the NABE Board and my second term as President. I know that I should be saying good-bye, but that would imply that somehow I am leaving. While I am leaving the Board, I will *never* leave NABE. I plan to be continually involved and I hope that you all will do the same.

When I was first elected to the Board in 1992, I was excited about the opportunity to serve. I felt that it would most likely be one of the most significant professional development experiences of my life. I was not disappointed! Being on the NABE Board has been stimulating, stressful, exhilarating and depressing — all at the same time.

You know from our newsletters and Action Alerts that we have had a tough year. Indeed, we have many issues still to address before we achieve our goals of equity and excellence for language-minority students. I am confident that future Board members and our national office staff will continue to work hard to achieve our goals. I want to particularly thank our executive office staff for their positive passion, their total commitment, and their professional expertise in the field. Few people know the daily sacrifices they make to ensure that NABE continues to be a first-class professional and advocacy organization. Again, I will not say good-bye; instead I will say thank you. I respect you. I admire you and I wish you all great success in the future.

As a former NABE President, but perpetual NABE member, I plan to continue to be an outspoken and aggressive advocate for the issues that affect language-minority students and their families. I begin my new role now, and wish to use my final column to express my outrage at the elimination of Title VII training monies for this year.

As I mentioned before, NABE has been



1995-1996 NABE Executive Board President.
Kathy Escamilla

a significant professional development opportunity for me and my colleagues on the Board. Professional development — whether we are para-professionals or Ph.D.'s — is critical if our field is to continue to progress. As you know, Title VII has historically been the cornerstone of professional development for bilingual educators. Title VII has provided the leadership and vision to address the numerous professional development needs in this field.

Title VII has helped us to address the severe and ever growing shortage of bilingual teachers in our country. It has provided support to enable paraprofessionals to achieve their dreams of becoming certified teachers. It has helped talented teachers earn advanced degrees and move into roles of teacher trainers, school administrators, researchers, and college deans. It has helped Ph.D. students conduct research that contributes to our knowledge base and understanding of multiple issues in the field. It has helped to create a more diverse group of teachers in training and a more diverse teaching force. It has expanded the scope of offerings at our universities and improved our school systems.

Successful schools have well-qualified, stimulated and committed teachers and staffs. We cannot hope for improved school programs for language-minority students

without a diverse array of professional development opportunities for their teachers and other educators.

I know that schools will continue to provide staff development for bilingual educators, and universities will continue to prepare bilingual teachers. However, I mourn the loss of leadership in the area of professional development that is so terribly critical to our future, and from which were created so many outstanding professional development programs.

I would like to highlight one of these outstanding professional development programs. I recently returned from a two-week stay in Puebla, Mexico, where I participated in a bilingual paraprofessional career ladder training program. This program was organized by the BUENO Center at the University of Colorado, Boulder, and directed by Lorenzo Aragón. It was not your typical "intensive Spanish" course.

I highlight the program because of its unique design, and because it is indicative of the kind of creative professional development that has characterized Title VII. It is the kind of program that merits replication and expansion — *not* elimination.

During our two-week adventure in Puebla, 20 bilingual paraprofessionals (in career ladder teacher preparation programs) and three college professors embarked on a cultural interchange. We spent two hours every day in a Mexican elementary school where one hour was spent observing methods of teaching in Spanish, and one hour was spent having Mexican teachers observe our paraprofessionals teaching English as a Second Language. Rather than simply learn Spanish, we used Spanish to interact in schools with teachers and children. We experienced teaching ESL to students who had no knowledge of English. We used Spanish to engage in professional teaching conversations.

After the observation session, there were six hours of university course work each day. We used class time to discuss and

CONTINUED ON PAGE 31

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NABE, NetDay 96, and New Mexico: Partners in our Children's Technological Future

by Jeff Spence

NABE has recently become involved with a national volunteer technology project, "NetDay 96". This project, which began in California in 1994, coordinates the efforts of educational staff, community members, and business leaders in order to wire the entire nation's schools for connection to the Internet.

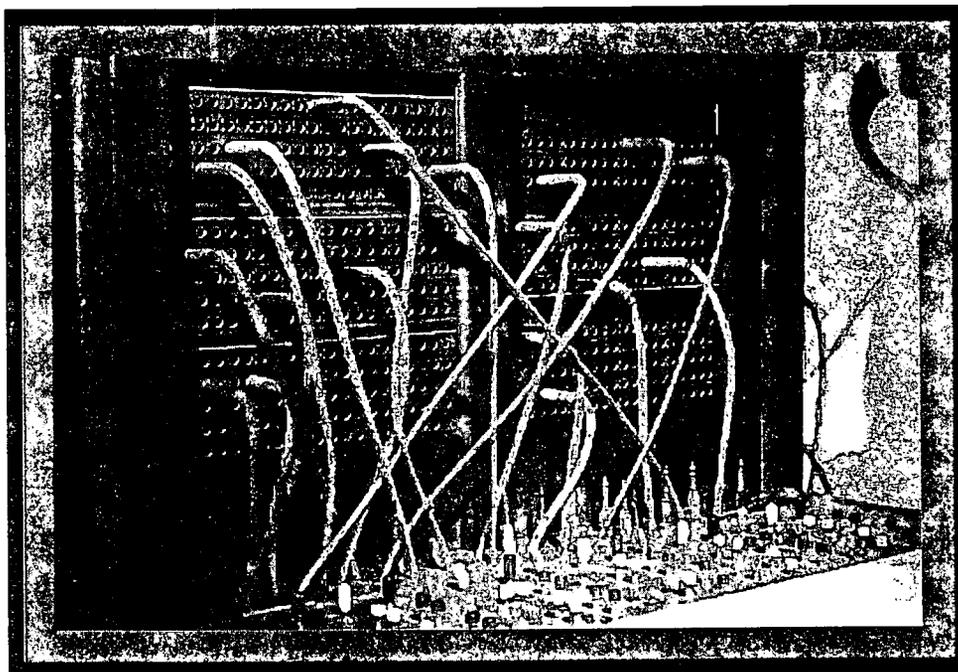
The Internet is already recognized as an invaluable resource for research and instruction, for both teachers and students. Fostering collaboration between widely separated and diverse populations, its adoption as an educational tool will invariably change the face of education as we know it today. Even without widespread use, its importance is already acknowledged, among parents, students, teachers, and national leaders: both President Clinton and Vice President Gore have publicly committed themselves to providing Internet access to all of the nation's schoolchildren. In fact, universal access for schools and students by the year 2000 is a key part of the Goals 2000 initiative; and the latest version of telecommunications legislation would establish telephone/communications pricing for education (the "E" rate) as free of charge for both schools and libraries.

Unfortunately, even if this legislation is adopted, it will only begin to take care of the immense costs involved in connecting our students' classrooms to the Net. The most daunting lack in the current system is the almost complete absence of physical wiring in our nation's classrooms. Aging buildings, in many cases constructed be-

fore the Internet was even dreamt of, do not lend themselves to inexpensive retrofitting of such systems. This problem hits hardest in economically disadvantaged areas and populations — those students who are already suffering most under inadequate budgets and laboring with inadequate educational resources. In California alone, the cost of wiring only a few classrooms in each of the state's schools was estimated at more than one billion

ship. Interested people, schools and businesses would communicate through the Web: instructions and suggestions would be available to all, but all coordination would take place among the persons directly involved, school-by-school, at the local level. The wiring would take place in one day, for maximum impact, and would occur statewide. The project was immediately and enthusiastically endorsed by the White House and Department of Education officials.

On March 9, 1996, almost 100,000 volunteers descended on California's 12,000-odd schools. President Clinton, Vice President Gore, and Education Secretary Riley joined the parents, teachers, and community members — volunteers all — who strung almost six million feet of telephone cable (NetDay organizers proudly proclaim that the United States is



dollars — almost eight percent of the total state education budget.

Two businessmen — both parents of children in the public school system, one a former educator, the other a long-time public policy activist — in the San Francisco area decided to take matters into their own hands in late 1994. Veterans of grassroots activism campaigns for almost thirty years, they started a volunteer effort to wire the state's classrooms. The effort, labeled "NetDay 96", would be funded entirely by private monies and would be staffed entirely by volunteers: it would be run entirely over the Internet, on the World Wide Web (WWW). There would be no office, no staff, and no project sponsor-

now the only country in the world whose Chief Executives are also certified Category 5 telephone cable installers!) and, in one day, wired more than 3,500 schools — more than one quarter of the state. The estimated cost of the materials and labor donated was \$25 million. The state had estimated that the cost to the state to wire these schools would have been ten times that, or \$250 million: the actual cost to the public sector — \$0.

Probably the most important benefit to the educational community was not the actual wiring, but rather the increased involvement in the schools by the community at large. In many communities, the

CONTINUED ON PAGE 6

NABE Executive Board Election Results

Dr. Harold Chu, Chair of the NABE Election Committee, has provided the NABE Office with the results of the 1996 election for Executive Board members. The winning candidates in this election, their Executive Board positions and their terms are as follow:

David Báez Member-at-Large	1996-1998
Joe Bernal Member-at-Large	1996-1998
Nga Duong Member-at-Large	1996-1999
Susan García Member-at-Large	1996-1999
Adela Holder Parent Representative	1996-1999

The additional members of the NABE Executive Board who will be serving the second year of their two-year terms during 1996-1997 are Members-at-Large María Brisk, Hermán García, Mary Jew and Janice Schroeder.

In accordance with the Bylaws, the Board will elect officers for 1996-97 at its first meeting in July.

• NABE •

number of volunteers was overwhelming. Volunteers who could not pull cable did other desperately-needed work at the schools. Painting, cleaning, removing graffiti, planting flowers — in many cases, schools were literally transformed in a day by the concerted efforts of hundreds of volunteers and sponsors. And this community involvement did not cease with the completion of the wiring. In many cases, the community has become reenergized regarding their schools — parent and community involvement in other school projects and activities, many of which were dormant due to lack of interest, has begun and has remained extremely high.

Organizers are now assisting others throughout the country to replicate the program in their own states and regions. Thirty-one states have projects under development and in place; ten others are beginning to organize. Every state's project is different, depending on the resources that are available or already in place, and the specific needs of their educational community. The things they have in common are the strictly volunteer nature of the original project, and the universal enthusiasm of the participants.

New Mexico, the site of NABE's upcoming International Bilingual/Multicultural Education Conference (Albuquerque, February 4-8, 1997) is one of the ten states without a formal plan as of this writing. NABE, together with its New

Mexico affiliate (New Mexico Association for Bilingual Education - NMABE), are committed to assist in whatever way possible to develop a plan and to see it come to fruition before the Conference. We have already begun to work with educational, business and community leaders in New Mexico, and the response is uniformly and enthusiastically positive.

We hope that New Mexico, as the most bilingual state in the country, will accept the challenge to participate in "NetDay 96", and become the most "wired" state in the country as well. Our goal is to wire the entire state; to convince enough businesses to support us and every school to join us, to establish a plan that will result in 100% connection, and, if possible, to achieve that goal by our conference in February 1997.

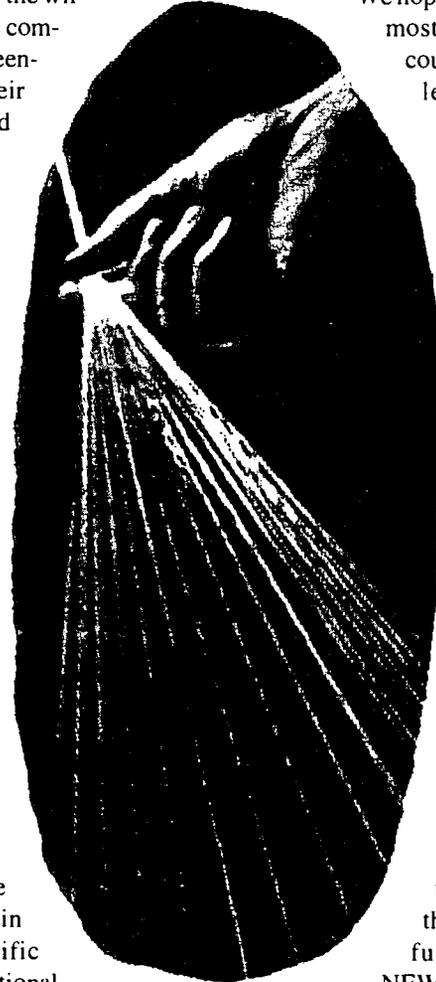
For more information about the national NetDay 96 project, point your World Wide Web browser (such as Netscape) to <http://www.netday96.com/>

NABE will continue to publish updates about the New Mexico project in future issues of NABE NEWS. In addition, NABE's

own Web site will be available beginning in early September at <http://www.nabe.org> — once up and running, it will be the best place to go for up-to-the minute information.

Jeff Spence is the Information Systems Director for NABE.

• NABE •



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Bilingual Educators Speak Out

Bilingual educators are setting the record straight in response to editorials and articles in various newspapers and magazines across the country. Printed here are just three of the most recent submissions received by NABE.

On Wednesday, May 22, 1996, "The Evening News" of Salem, Massachusetts ran two articles on the issue "Bilingual Education: Is It an Effective Way to Teach?". Representing one side, was John J. Miller, a fellow at The Heritage Foundation and is Vice President of the Center for Equal Opportunity which is headed by former U.S. English Executive Director Linda Chavez. The other side was presented by Dr. Arlene Dannenberg, Director of Educational Equity for the Salem Public Schools.

Scrapping Bilingual Education Worked for PA District...

by John J. Miller

School Superintendent Thomas Doluisio was puzzled. His Bethlehem, PA, district had an elaborate program of Spanish-language classes for its large population of Spanish-speaking children. Proponents of bilingual education said this would help Hispanic children adjust when they moved on to English-only classes — which they were supposed to do after three years. But it wasn't working. Hispanic students lagged behind their peers in test scores, reading levels and graduation rates.

"Our college-track courses were lily white," Mr. Doluisio says. "Our remedial classes were filled with Puerto Rican kids. And the ability to speak English explained most of the difference."

What went wrong?

Mr. Doluisio found out in 1992 meeting with his district's elementary-school principals.

The short answer: seven years. That's how long it was taking a typical student in the bilingual program to move into regular classes taught in English. Bethlehem had effectively established an English-second policy, thanks to educators who considered native-language training of primary importance.

"I was flabbergasted," Mr. Doluisio says. More than that, he was angry. And then he got busy.

A Stunning Transformation

Within a year, Mr. Doluisio led a stunning transformation of Bethlehem's language policy. His district became one of a handful in the country to reverse course on bilingual education. Bethlehem's Spanish-speaking students are now immersed in English-speaking classrooms.

The school district switched policies only after a bitter struggle that had divided the community. But thanks to Mr. Doluisio's leadership, the benefits of English immersion are starting to show, and the naysayers are starting to change their minds. Bethlehem provides a stirring example of how other school districts can challenge the bilingual education orthodoxy — and win.

The Bethlehem Area School District, serving 13,000 children, is Pennsylvania's fifth largest. About 10 percent of its students cannot speak English well, and of these, 86 percent speak Spanish in their homes. Most of these children are Puerto Rican, but immigrants from Central and South America make up a growing part of the Spanish-speaking population.

Before the 1993-94 school year, Bethlehem essentially segre-

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...But Salem has Positive Experience by Arlene Dannenberg

The subject of bilingual education is often an emotional one for many people. We usually hear it discussed in terms of national loyalty. But the most critical issues are educational. How do children learn languages and how does language development affect learning in general?

Let me begin with two conclusions on which both supporters and opponents of bilingual education agree. First, English is and should be the common language of the United States. Second, it is critical that linguistic minority children acquire high level skills in the English language.

I have never met a bilingual educator or linguistic minority parent who does not know the critical value of good English skills for their children. However, there is fundamental disagreement about the most effective approaches to help children reach the goals of English proficiency and high academic achievement.

Let's look at some of the issues raised in Mr. Miller's article.

Some Historical Background

Since the early colonial days, many languages have been spoken in the United States, more so than most of us realize. The framers of the Constitution considered the question of designating an official language. The debate then was very similar to the debate today. Yet, the framers of the Constitution chose not to designate an official language. They were content with having English as our common language and were not threatened by the use of other languages among immigrant groups, even though such use was widespread.

As we near the 21st century, our immigrant population is changing over to English at a remarkably rapid pace. Sooner or later, most immigrant families lose their native language and speak only English. This conversion to English now takes about a generation and a half, compared to three generations at the turn of the last century. Now, as then, we complain that it takes too long. The reality is that it happens more and more quickly all the time.

Most immigrants want to learn English, and do learn it quickly. Data from the U.S. Census and other language surveys confirm this. Why then, do we feel that we are in danger of losing English as our common language?

Success in School

What factors contribute to school success for bilingual young-

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sters? The best predictor that a student will succeed in school in English as well as their subject matter is the presence of solid skills in the native language.

Is conversational English the only thing we expect students to learn? If that were the case, we wouldn't send our native English speaking children to school at all. They are already fluent in English. But we expect much more for them. We expect them to speak, read, write, and analyze with a high degree of skill. We should ask no less for our students who learned other languages before they learn English.

Why then have the Bethlehem Schools in Pennsylvania rejected bilingual education? Why is the issue raised time and again in Massachusetts and across the country? In part, it is raised because many of us don't have the personal experience of learning in two languages. And so it seems confusing to us.

But more and more, I have come to believe that it is often because of our discomfort at hearing other languages spoken in our communities. Throughout most of the world, learning and speaking several languages is both accepted and expected. It is one of the marks of an educated person. Why do some Americans find it so threatening?

A Look at the Research

A study by Virginia Collier and Wayne Thomas of George Mason University compares long-term success rates of students who participate in different kinds of language learning programs. With a sampling of 42,000 students, they have found that students who receive quality instruction in both languages, continuing their native language study for a longer period of time, are the most successful in school as measured by academic achievement.

In Collier and Thomas' research, an interesting and misunderstood pattern is revealed, something that experienced language teachers have known for a long time.

Students who are immersed in a language usually learn to perform simple spoken skills more quickly in their early days of learning than students with less exposure. When we test students during this time period, we are limited to testing them on simple skills.

The Thomas and Collier study shows that students in an all English program often perform better for a short time but generally perform poorly in the long run. However, the opposite is true for youngsters who have dual language exposure throughout their study. They perform less well early on but much better in the long run. The early success of sink or swim students misleads many of us to believe that it is a successful strategy for long-term learning.

I often hear people tell me that the research supporting bilingual education is not conclusive. But the National Academy of Sciences tells us otherwise. In their review of research in bilingual education, they have validated studies which show that students in bilingual education perform well in school.

The Question of Time

Generally it takes an individual about five to seven years to become proficient in his or her second language. And then the learner continues to refine those skills for the rest of his or her life, achieving a high level of skill but never quite matching the skills of a native speaker.

But students don't stay in a bilingual program for such a long time. Usually they remain in a transitional classroom for two to three years and then continue their language learning in a mainstream classroom. This is true in Salem, as it was in Bethlehem, contrary to what John Miller reports in his article. Mr. Miller has confused the amount of time that it takes to become truly fluent with the amount of time most students need bilingual program support.

Nevertheless, I hear parents and educators telling me that we must push linguistic minority youngsters into English quickly. In Bethlehem, PA, the school board "resolved that...students...become fluent in English in the shortest amount of time possible."

Do we practice the McDonald's school of education for our bilingual students? Why are we so insistent that students learn both English and all the other skills they will need faster than is reasonable? Are we limiting their ability to learn high level skills, just at the time in our history when high level academic and technical skills

have become essential for finding a decent paying job?

My English-speaking Irish grandparents were paid a living wage for their work in factories. They were able to become a part of the economic mainstream with lots of hard work but not much formal education. The jobs that allowed them to do so are no longer available.

As a bilingual director, I know that I will not be satisfied until all youngsters are understanding the complex language of science, technology, and advanced literature that will carry them to a world of productive and high wage work as adults. I would prefer to see students take a little longer to develop high level skills than to achieve mere survival skills in a short period of time.

What is at stake here is the level at which students will be able to perform in the long run. A quality school district can find ways to support both social and academic integration. In Salem, we do that all the time, and still constantly seek more and better ways to do so. Still, most of our limited English proficient students spend only two to three years in the bilingual program, a remarkably short period of time.

Bilingual Education in Salem

In Salem, we have quality two-way and transitional programs in which we expect students to perform at high levels. In most cases, we have successfully helped students prepare for integration into mainstream classes.

In our two-way program we have been able to offer native English speakers the opportunity to become fluent in Spanish as well. The two-way program at the Federal St. School allows both native Spanish speakers and native English speakers to learn high level skills in both languages in an integrated setting. With slightly different models, our transitional programs at other schools achieve similar academic results in integrated settings.

In our transitional programs, most youngsters are moving into the mainstream within two to three years. Some youngsters need more time, depending on their home support and individual learning concerns. While I know that we can still

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Parental Involvement

Column Editor: Aurelio Montemayor, M.Ed., Intercultural Development Research Associates, TX

Families United for Education: A Voice for Our Future *Familias unidas para la educación: Una voz para nuestro futuro*

by Anna Alicia Romero

San Antonio, Texas is not unlike other metropolitan cities; it is an urban community faced with many of the same problems and concerns as other cities — crime, diminishing job opportunities, and concern over access to quality education. Here, as in much of the nation, regular working people struggle to provide a better future for themselves and their children. But on a sultry day in May, parents and family members of local school children took a very big first step by participating in an educational conference planned by parents for parents and designed to help family members increase their children's chances of academic success.

As the dialogue increases on how to best provide quality education with diminishing resources, parents are being seen as the new cost-effective, super secret weapon capable of challenging and defeating any educational malady. Mothers and fathers involved in the San Antonio Parent Leadership Program, under the auspices of the Mexican American Legal Defense and Educational Fund (MALDEF), were used as the foundation for the effort to activate parents in the community. MALDEF and the Intercultural Development Research Association (IDRA), through the "Mobilization For Equity" project, collaborated to increase parental awareness and involvement in the educational lives of children. With the assistance of local adult literacy centers, school districts, AVANCE of San Antonio and other advocacy groups, the planning committee met at various sites throughout the city to plan the event.

The ultimate goal, of course, is to empower parents by having them empower themselves. The concept is really very simple: bring parents and interested family members together, and have them dis-

cuss among themselves what they know or do not know about our educational system, and how they feel about parental/teacher relationships and relationships with the administration. Parents are then encouraged to brainstorm positive and negative aspects of the system and fashion a list of recommendations and/or concerns. The final step is the formulation of a plan of action to implement these recommendations or address the concerns; in this case the parents chose to organize an educational conference.

The conference was the first of its kind in San Antonio. Parents chose the theme "Families United for Education: A Voice for Our Future." They chose the location, they chose the topics to be addressed at the conference, they invited speakers of their choosing, they went into the community to obtain donations, they facilitated workshops, and they made presentations on topics ranging from the mother's self-esteem to learning to advocate for the rights of disabled children. To build upon their newly acquired communication skills and prepare for the parent conference, key committee members were given the opportunity to speak at major educational conferences in the city addressing teachers and administrators. "MALDEF is extremely proud of the parents who participated in this very successful conference. Most parent conferences do not involve parents in the planning process or, if they are included, their roles are often limited to serving refreshments, greeting other participants, or introducing speakers," said Lucy Acosta, director of the San Antonio Parent Leadership Program.

To accommodate all parents regardless of their income level, the entrance fee was minimal and it included childcare provided by Parent Child, Inc. Childcare was an important part of the event because it re-emphasized the value of family. "Traditionally, parental involvement programs have excluded our culture and values. This

unique conference demonstrated the strength in our cultural beliefs and the importance of inter-generational and meaningful parental involvement" continued Acosta.

One of the workshops featured a youth panel where youngsters spoke directly to parents and family members about the pressures they feel at school and at home. "I found out through this panel that my son is feeling pressure about choosing classes and making choices in his life. The conference woke me up," said Martha G. Ortiz, who chaired the conference steering committee.

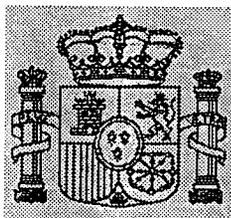
The "Families United for Education: Voice for Our Future/Familias unidas para la educación: Una voz para el futuro" conference was held in both English and Spanish to emphasize the importance of a bilingual approach to education. From the beginning, the group gave the idea of a bilingual conference high priority. A bilingual approach is especially practical in communities where English and other languages are used interchangeably every day. Accessibility to all people was of utmost concern. For example, workshops were presented in both languages. In her native Spanish, Clementina Padilla, a grandmother active in the group, commented: "The conference we had was very special because I believe that we achieved our objective of expressing in words the significance of a mother's self esteem, which she projects to her children and her spouse. All mothers, no matter their age and no matter their race and no matter their socioeconomic status, are very important to us because when a mother has problems with her self-concept that is what will be projected to her family. And united we can succeed in the future — families united with love."

Parents, grandparents, aunts, and uncles took an active role, particularly grandmothers and aunts. "Even we who are not

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EMBASSY OF SPAIN

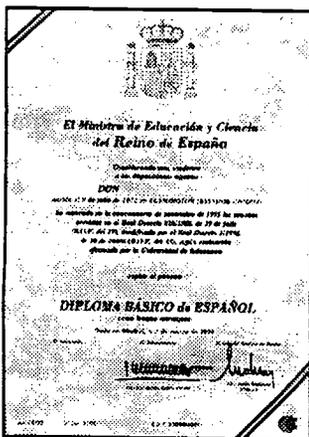
EDUCATION OFFICE



E S P A Ñ A

I N F O R M A

The DELEs



Diploma Básico

The Embassy of Spain-Education Office announces the forthcoming exams to obtain the DELEs.

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The *DELE Inicial*: accredits the sufficient knowledge of the language to be able to cope with a range of situations which require an elementary use of the language.

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The *DELE Superior*: accredits the necessary knowledge of the language as to allow communication in situations which require an advanced use of Spanish and knowledge of its cultural background.

How are the tests structured?

The exam for obtaining the DELEs consists of five tests: reading comprehension, written expression, listening comprehension, grammar and vocabulary, and oral expression.

In which cities is the exam offered?

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When will the next exam be given?

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Asian/Pacific American Education Concerns

Column Editors: Ji-Mei Chang, San Jose State University, CA, and
Janet Y. H. Lu, ARC Associates, Inc., Oakland, CA

Literacy Support Across Multiple Sites: Experiences of Chinese-American LEP Children in Inner-Cities

by Ji-Mei Chang, Grace Fung, &
Ward Shimizu

Studies of the literacy support structures among ethnic Chinese and Chinese-American children in inner-city environments can help heighten the awareness of professionals, parents, and community informants who are concerned about generating opportunities for children to succeed in schools. Inner-city limited English proficient (LEP) children need our special attention because they often came from a home environment where their parents are neither fully mainstreamed into the dominant culture nor fluent in the dominant language. Forging teacher-parent partnerships to promote children's school learning with parents of inner-city Chinese-American LEP children can be challenging until we learn to establish the types of partnership that may be most meaningful to them (Chang, Lai, and Shimizu, 1995).

The sociocultural values of inner-city Chinese and Chinese-American families include valuing formal education just like many other ethnolinguistic groups in this country. However, when Chinese or Chinese-American students are not among those succeeding in school, their educational reality is discouraging, particularly among those students enrolled in inner-city schools (Chang, 1995a; 1995b). The purpose of this article is to describe the literacy support structures that exist beyond school in Chinese-American communities within inner cities across the country. We hope to heighten awareness of the need for home-school-community collaboration which fully utilizes multiple sites of learning (Chang, 1993; 1995b) in order to foster these children's primary language development and English language acquisition.

Multiple sites of learning is broadly defined as the sites where inner-city Chinese LEP children engaged in types of activities which:

- a) enhanced their ability to complete teacher-assigned homework;
- b) provided opportunities for them to borrow books or read newspapers and magazines, and listen to stories;
- c) helped them to acquire the English language;
- d) engaged them in field trips to expand their social and learning experiences;
- e) involved them in discussions of experiences and events;
- f) allowed them to acquire information from hands-on activities;
- g) introduced them to different genres of Chinese children's literature, such as rhymes, folktales, stories, and narratives as well as culture, values, and the Chinese written language.

Moreover, knowledge about these multiple sites of learning is important for professionals who need to generate social capital (Coleman, 1987) for children to sustain their school learning. Social capital used in this context is broadly defined as the means by which LEP children's social, language and literacy development is generated through a network of peers, immediate and/or extended family members, adults, librarians, community informants, specialists, and teachers in a LEP child's home, school, and community-based multiple sites of learning.

This article reports research findings related to literacy activities within the support system across multiple sites obtained from two groups of inner-city ethnic Chinese-American LEP third through fifth graders who are facing academic chal-

lenges. The first group represents students who are learning disabled (LEP+LD) and were selected from Northern California (Chang, 1993; 1995b). The second group represents students who were at-risk of academic failure (LEP+At-Risk) from New York. The working definition of LEP+At-Risk is based on those Chinese LEP children who were referred by their homeroom teachers to a School-Based Support Team for pre-referral intervention due to their failing academic performance. Because these LEP+At-Risk children scored high enough in initial screening assessments, they were not considered for special education referral. However, these children continued to be viewed as at-risk of academic failure by their homeroom teachers due to their limited proficiency in English.

The current comparative analysis of the literacy support structure across multiple sites involving these two groups of ethnic Chinese children was extended from a home-school-community-based conceptualization of LEP+LD among inner-city Chinese children in Northern California (Chang, 1993a; 1995b). The 16 in-depth case studies in Northern California followed children from third, fourth, and fifth grades to sixth, seventh, and eighth grade. Based on student files and field observations, many Chinese LEP children who participated in the Northern California study were once perceived as at-risk of academic failure, particularly in the areas of reading and language arts, before they were formally placed in special education two or three years later. In the longitudinal studies, one of the research findings located home and community literacy support, such as home supervision of homework activities, weekend and after school programs offered by community-based agencies to supplement and extend school

CONTINUED ON PAGE 12

programs and literacy experiences of some of these children. The findings also suggested that Chinese LEP+LD children who had social, literacy, and language support from at least two of the home, school, and/or community environments tended to sustain their school learning (Chang, 1993; 1995c). For example, in the Northern California study, the language and literacy learning and support beyond school in various home and community-based sites enhanced LEP+LD children's maintenance of academic skills when their LEP parents were unable to assist them in completing most of their homework assignments. In contrast, individuals who showed the least progress received limited support in only one of the home, school, or community environments and did not have access to any of the multiple sites.

In this article the literacy support structures are illustrated in the form of various activity settings where these children were immersed in various types of multiple literacy learning activities. Hence, the focus of this comparative analysis is not on the nature of LD or at-riskness of the LEP children, but rather on the types of social, language, and literacy support structures these two groups of children might have. The New York study used the Home Language and Literacy Environment Survey (Chang and Maldonado-Colón, 1991), a tool which was constructed and field tested in the California study, as a means to collect self-reported information and perceptions. Many of the interview items were open-ended questions on topics related to literacy activities and language(s) which the target children used beyond schools. Parents and children were each administered separate survey tools that contained many identical items. The use of two comparable survey forms in the studies helped the researchers to cross-validate self-reported information and perceptions obtained from children and their parent(s). The data analysis was guided primarily by Spradley's (1979; 1981) framework. The report focused on a part of the study which revealed the pattern of types of literacy settings in these children's community.

The similarities and differences in LEP+LD and LEP+At-Risk children's school/home/community-based language

and literacy environment is analyzed through three major support systems generated by school, home, and community. With respect to community support, it is plausible to suggest that the Chinese communities in New York and California maintained and reinforced the value of school education, particularly through supervising homework. After school programs varied by types and sponsors. In general, both communities had after school Chinese schools, public library reading programs, and private day care and tutorial programs for children. To support school learning, the community's YMCAs, churches, and the Chinese Benevolent Association also provided facilities and personnel to supervise children's homework. The extent to which each family utilized these programs and services also varied greatly from both the California and New York research samples. Even though there were various types of literacy support structures provided by the school and community, not all LEP children in the current study used the services. In addition, it was noted that most of LEP+LD children in Northern California dropped out of Chinese language school after they were placed in special education. The public school teachers being interviewed generally felt that attending Chinese language school overburdened LEP+LD children.

Based on data collected, the peer support system in school was synthesized from the responses to survey items which asked the children how often they received help from their peers for school work. The composite data suggested that both LEP+LD and LEP+At-Risk children had similar school support systems that utilized peers. The type of peer mediation generated from interaction included providing clues or examples for homework completion, extending teachers' instructions, or telephoning one another for specific assignments in Cantonese. It can be expected that this type of peer-generated mediation contributed to LEP children's language and literacy development (Vygotsky, 1978). It is particularly important for teachers to know that when LEP+LD children are pulled out to engage solely in worksheet-based remedial drills and practices in special education, these children are likely to miss the peer re-

source that can better mediate their language and academic learning.

The survey responses revealed consistent patterns with regard to these LEP+LD and LEP+At-Risk children's home support system. The first pattern reflected parents' commitment to assist their child's school education, particularly when it involved homework. Almost all of the parents in both studies emphasized the importance of their child's completing his/her homework. Mothers were often involved in their children's homework activities regardless of their social economic status and level of education. Many parents arranged for either a sibling or a community-based after-school program to supervise their child's schoolwork. Some parents even assigned additional work after their child completed teacher-assigned work, mostly in math. Another pattern was that, regardless of the effectiveness of the homeroom or special services their children received, parents in both cities expressed their appreciation for schools and teachers. Parents value teachers who make an extra effort to communicate with them. Parents also value teachers who assign, correct, and return students' homework promptly. A majority of these parents still respect teachers as revered, learned figures as they are in traditional Chinese culture.

The third pattern was revealed from a composite of responses to a survey regarding the types of literacy activities that parents and their children participate in while at home after school, on weekends, or during holidays. Literacy activity was broadly defined to include any activities that LEP children engaged in which provided them with opportunities to listen, speak, read, or write in either the home or English language. For example, parents usually assign extra homework for their children and watch English and Chinese television programs with their children. Children participate in telling stories with their parents and other siblings in English and their home language. Many parents bought reading materials printed in both languages, such as newspapers, comics, magazines, and books. Other literacy activities included reading advertisements while shopping and reading menus in restaurants that were written either in English or Chinese.

The research findings support the hypothesis that multiple sites of learning and various literacy practices are available for inner city Chinese LEP children in places beyond school. These literacy activities exist across different contexts including these inner-city children's home and community. Such a finding supports Taylor's statement that "literacy of inner-city families is deeply embedded in the social process of family life and is not some specific list of activities added to the family agenda to explicitly teach reading" (1983, p. 92). Therefore, in the context of inner-city schools, classroom literacy instruction may not be meaningful if we only view literacy as a set of discrete academic skills that are primarily aligned with the traditional school curriculum.

In sum, integrated literacy support across multiple sites is critical for those LEP children who are at-risk of school failure, identified as learning disabled, living in poverty and/or in non-mainstreamed working environment where English is not the dominant language. Given the limited school resources and extreme shortage of bilingual teachers and support personnel at many schools, teachers, librarians, parents, educators, community advocates, administrators, and related human service providers may need to reach out and collaborate in their efforts across home, school, and community. The collaborative team may generate sufficient social capital to sustain these children's school learning even just across either school-home, home-community or community-school, particularly for those children who have limited or missing social structure(s) in one or more of the home, school, or community support systems.

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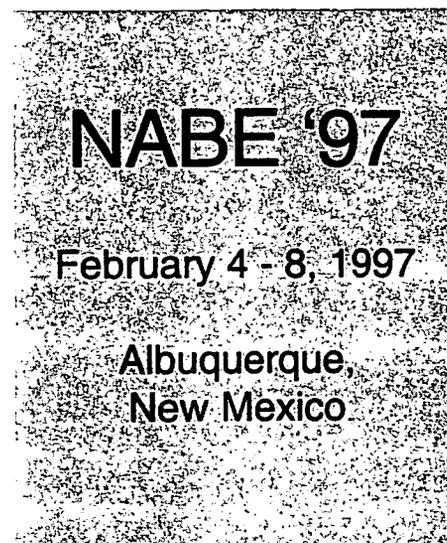
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Editor's Note: Contributions to the **Asian/Pacific American Education Concerns** column should be sent to Janet Lu, MRC/NC, 1212 Broadway #400, Oakland, CA 94912. (510) 834-9458, FAX (510) 763-1490. You may send E-mail via the Internet to: JANET_LU@arcoakland.org

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Upcoming Events

July 8-12, 1996 - Summer Workshops 1996 Talleres de Verano. *Current Issues: Books in Spanish for Young Readers.* California State University, San Marcos, CA. Contact (619) 750-4070.

July 12-14, 1996 - "Building Communities: Teaching Spanish to Native Speakers." Hilton Hotel de Las Cruces, Las Cruces, NM. Contact (505) 522-4300.

July 14-17, 1996 - *Latinos at the Crossroads: Time for Action.* The National Council for La Raza's 28th Annual Conference. Colorado Convention Center, Denver, CO. Contact (202) 785-1670.

July 15-August 1, 1996 - *Mexicanidad: Herencia, Identidad y Orgullo.* University of Guadalajara, Guadalajara, Mexico. Contact (202) 776-1720.

July 29-August 12, 1996 - *Summer Institute in Haiti.* Sponsored by The City College of New York. School of Education: Bilingual Teacher Education Program. Call Prof. Carole Berotte Joseph at (212) 650-6240.

August 1-6, 1996 - *American Federation of Teachers Conference.* Cincinnati, OH. Contact Diane Calvert at (202) 223-9669.

August 5-9, 1996 - Summer Workshops 1996 Talleres de verano. *La Literatura en Español Dirigida a los Lectores*

Infantiles y Juveniles. California State University, San Marcos, CA. Contact (619) 750-4070.

August 6-10, 1996 - *23rd Annual Linguistic Association of Canada and the United States' Forum.* Brigham Young University, Provo, UT. Contact (313) 665-2787.

August 7-10, 1996 - The BUENO Center for Multicultural Education's *8th Annual Bilingual Special Education Trainer of Trainers Institute.* Boulder, CO. Contact Eleanor Baca at (303) 492-5416.

August 12-16, 1996 - Summer Workshops 1996 Talleres de verano. *Temas Actuales: Libros en Español para Lecotores Jóvenes ¿Traducción o interpretación?* California State University, San Marcos, CA. Contact (619) 750-4070.

August 22-25, 1996 - "Cultural Partnerships: Linking Missions and Visions." REFORMA's First National Conference. Austin, TX. Contact (800) 545-2433 ext. 4294.

September 11-13, 1996 - *National Latino Children's Institute — La Promesa de un Futuro Brillante: A National Summit on Latino Children.* San Antonio, TX. Contact (512) 472-9971.

October 2-4, 1996 - *National Puerto Rican Coalition, Inc. 16th Annual Conference.* Washington, DC. Contact (202) 223-3915.

October 18, 1996 - *Puerto Rican Legal Defense and Education Fund. 14th Annual Awards Banquet.* Plaza Hotel, New York, NY. Contact (800) 328-2322.

October 23-25, 1996 - *Border Walking: A Bilingual Special Education Conference.* New Mexico State University's Borderlands Center for Educational Studies. Holiday Inn de Las Cruces, Las Cruces, NM. Contact (505) 646-5973.

October 25-28, 1996 - *The Second Language Research Forum.* Tucson, AZ. Contact SLRF96@ccit.arizona.edu.

October 26-29, 1996 - *Hispanic Association of Colleges and Universities's 10th Annual Meeting.* JW Marriott Hotel, Washington, DC. Contact HACU's National Headquarters at (210) 692-3805.

October 27-29, 1996 - *Tri-Country Conference of Translators' Associations.* Marriott Colorado Springs Hotel, Colorado Springs, CO. Contact American Translators Association at (703) 683-6100.

October 30-November 3, 1996 - *American Translators Association's 37th Annual Conference.* Broadmoor Hotel, Colorado Springs, CO. Contact American Translators Association at (703) 683-6100.

November 6-10, 1996 - *The National Association for Multicultural Education's 6th Annual Conference.* Roseville, MN. Contact Carolyn O'Grady at (612) 638-9432.

December 8-11, 1996 - *International Early Childhood Conference on Children with Special Needs.* Hyatt Regency and Phoenix Civic Plaza, Phoenix, AZ. Contact (410) 269-6801.

NABE '97 Preregistration Information

This summer, conference preregistration materials will be mailed to all current NABE members, and all NABE '96 attendees (regardless of membership status).

If you are not a member, or did not attend NABE '96 in Orlando, you can add your name and address to the mailing list by telephoning NABE and dialing 130 for the Conference department.

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ability to use language to solve problems. This includes discovering new ideas as the writer moves from draft to draft, the ability to read selectively for information relevant to a problem one is trying to solve, the ability to use a library, etc. Clearly, once someone has developed this kind of competence in one language, it transfers to any other language: Once we are educated, we are educated.

Characteristics of Successful Programs

If the principles presented above are correct, they suggest that successful programs for limited English proficient students will have the following characteristics:

1. Comprehensible input in English, provided directly in the form of ESL and sheltered subject matter classes¹
2. Subject matter teaching done in the first language, without translation. This indirect help provides background information that helps make the English that children read and hear more comprehensible. Methods that use the first language for concurrent translation (the teacher speaking in one language, and then translating what was said into the second language) are not effective in helping children acquire English (Legaretta, 1979, Wong-Fillmore, 1985); when a translation is available, the children do not attend to the input in the second language and teachers do not have to try to make this input comprehensible.
3. Literacy development in the first language, which transfers to the second language.

Children who participate in programs that have these three characteristics do very well, at least as well as children in all-day English programs, and usually better (Krashen and Biber, 1988). A fourth very desirable component is the continuation of the development of the primary language. There are good practical reasons

(e.g. international business), and cognitive reasons (bilinguals do better on certain linguistic tasks as well as measures of "divergent thinking") to do this. In addition, a high level of competence in the first language contributes to a healthy sense of biculturalism, an avoidance of the state of "bicultural ambivalence," shame of the first culture and rejection of the second culture (Cummins, 1981).

The Ideal Case

Here is one way to set up a program that meets these characteristics. Sometimes called the "Eastman plan," it is in wide use in California (Table 1). We will first deal with an ideal case, where there is a fairly large concentration of children who speak the same first language, and there are faculty trained to work with them.

The plan has three components and four stages. The stages, however, are very flexible. In the beginning stage, all children — limited English proficient and native speakers of English — are mixed for art, music and physical education. This makes sense for two reasons: It avoids segregation, and much of the English the minority-language children will hear will be comprehensible, thanks to the pictures in art and movement in PE. Also at this stage, children are in high quality comprehensible input-based ESL classes, and are taught all other subjects in the primary language.

The intermediate stage child is defined as the child who understands enough English to begin to learn some content through English. We begin with sheltered subject matter instruction in those subjects that, at this level, do not demand a great deal of abstract use of language, such as math and science. Subjects such as social studies and language arts remain in the first language, as it is more difficult to make these subjects comprehensible to second language acquirers at this level.²

At the advanced level, limited English proficient students join the mainstream, but not all at once: they begin with one or two subjects at a time, usually math and science. When this occurs, social studies and language arts can be taught as sheltered subject matter classes.

In the mainstream stage, students do all subjects in the mainstream, and continue first language development in classes

teaching language arts and social studies in the first language. These continuing first language classes are not all-day programs. Rather, they can take the place of (or supplement) foreign language study.

Examine the possible progress of a limited English proficient student: She first studies math in the primary language, then moves to sheltered math, and then finally to the mainstream. At every stage, instruction is comprehensible, and the sheltered class acts as a bridge between the first language class and the mainstream. When she enters the mainstream, this child will know a great deal of math and will be familiar with the special kind of English used in math class.

Gradual Exit

Bilingual educators have been sensitized to the problem of early exit, exiting children from primary language instruction before they are ready (Cummins, 1980). On the other hand, we also have a late exit problem, because we do not always have the resources to provide as much instruction in the first language as we would like to. Our task, therefore, is to make sure we provide primary language instruction where it is most needed.

Of course, some people think there is a different late exit problem: They think that we keep children in primary language instruction too long, after they speak English well enough to be in the mainstream. As Cummins (1980) has pointed out, this is rarely the case. More typically, children have conversational fluency in English but lack academic language ability (literacy and background knowledge), which is efficiently developed in the primary language.

The plan presented here is a gradual exit program: Children are exited into the mainstream gradually, subject by subject, as they are ready to understand the input. The more easily contextualized subjects are the first to be done as sheltered subject matter and are the first to be done in the mainstream.

Note that children never need to exit the bilingual program: They have the option of continuing first language development.

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Variable Threshold

Cummins (1981) has hypothesized the existence of two thresholds in first language development. The lower threshold is the minimum amount of first language academic proficiency necessary to make a positive impact on second language academic proficiency. The higher threshold is the amount of first language competence necessary to reap the cognitive benefits of bilingualism.

The task of the bilingual educator is to ensure attainment of the lower threshold, and, whenever possible, help students attain the higher threshold. This plan accomplishes both of these goals.

The plan employs a "variable threshold" approach for the attainment of the lower threshold: As children reach the threshold for a particular subject matter, they then proceed to follow instruction in English in that subject matter, beginning with sheltered instruction. By providing continuing first language development, the plan also provides for the attainment of the higher threshold and its advantages.

Modifications

As noted earlier, the plan presented above is for the ideal situation. In the less than ideal situation, we attempt to ensure that the principles underlying the plan are satisfied, even if the full version cannot be done.

A modified gradual exit plan can be used in situations in which the limited English proficient children speak different first languages and/or primary language instruction is not possible for other reasons (e.g. staffing, materials).

In these cases, two thirds of the plan can be carried out: the "mainstream" and "ESL/sheltered" components. This kind of program has the advantage of being comprehensible all day long, but it lacks the advantages of developing literacy in the first language and using the first language to supply subject matter knowledge. It will be better, however, than ESL "pull-out," which means exposure to incomprehensible input most of the day.

Quite often, however, even the modified plan is not possible. This occurs when there are only a few limited English proficient children in the school, and/or when coordination among teachers is not possible.

Table 1. The Gradual Exit Plan

	MAINSTREAM	ESL/SHELTERED	FIRST LANGUAGE STAGE
BEGINNING	art, music, PE	ESL	all core subjects
INTERMEDIATE	art, music, PE	ESL, math, science	language arts, social studies
ADVANCED	art, music, PE math, science	ESL, social studies language arts	continuing L1 development
MAINSTREAM	all subjects		continuing L1 development

sible. In cases like this, the classroom teacher is faced with great diversity within one classroom.

Before discussing some solutions, some ways of reducing the burden, it needs to be pointed out that many teachers today are facing a degree of diversity, of heterogeneity, that has never been seen before in the history of education. It is not usual to see a single class with native and fluent English speakers, students who speak no English at all (and who have a poor background in the primary language), and students who speak a wide variety of first languages. Traditional solutions will not work: Even if paraprofessionals are available, teachers must supervise them, and wind up making two, three or even four lesson plans every period. Bilingual teachers sometimes must translate simply to get through the period, an exhausting procedure that does not result in second language acquisition. And we wonder why teachers burn out so quickly! The real solution is to set up a plan similar to the gradual exit plan, with team-teaching. But let us consider the situation in which this is not possible. We will return to the principles underlying successful programs and see to what extent we can work toward them in this situation.

Submersion and Pull-Out ESL

Even in submersion situations, we can mimic the gradual exit plan to some extent. Of course, the art, music and PE parts of the day will be the same regardless of whether the full plan can be used or not: the children will be together for this part of the day. Comprehensible-input based ESL can be of great help, even if it is done on a

pull-out basis. The time to pull out the limited English proficient students is the time of day when more proficient English-speakers are doing the subject matter that requires the most abstract use of language and that will be the least comprehensible for the new second language acquirer: language arts and social studies.

When beginners in English are submersed in classes with more proficient English-speakers, we can make life easier on them and us, and help their language acquisition by being consistent with the concept of comprehensible input, e.g. by allowing a silent period, gently encouraging but not forcing production in early stages of second language acquisition, and when the children do begin to speak, by not insisting on complete sentences and not correcting errors. If the teacher understands some of the child's first language, there is no reason not to utilize the natural approach procedure of allowing the child to respond in the first language. This will greatly facilitate communication.

Primary Language Development Without Bilingual Education: Home Use of the First Language

When primary language instruction is not possible, there is still a great deal that can be done to get some of the positive effects of bilingual education. First, we can encourage the use of the first language at home. Parents often ask if they should use more English at home, thinking that this will speed up English language development in their children. Unless the parent speaks English extremely well, switching to English has the danger of disturbing parent-child communication, which

cripples both cognitive and emotional development (Wong-Fillmore, 1991). This view is confirmed by the research. Several studies show that when parents switch to exclusive use of the language of the country, school performance suffers (Cummins, 1981; Dolson, 1985). We would much rather teach a child in Kindergarten who does not speak English but who is well-adjusted and ready for school than a child who has picked up some English (from an imperfect model) but who has not been communicating very well with his/her parents.

Helpers

Another way we can make use of the first language without a full bilingual program is the judicious use of paraprofessionals and other helpers. All too often, these helpers are used to drill English spelling and vocabulary. If we have a helper who speaks the child's first language, we should use that helper to provide background knowledge and literacy in the child's first language. This help will usually be most effective in those subjects requiring the most use of abstract language: social studies and language arts.

Even when only a little help is available, it can be very valuable. Consider the case of a class with three Korean-speaking children, who know little English. They are progressing fairly well in mathematics, because of their good background in their first language, and because math does not require a high level of language ability in early grades. Social studies, however, is more difficult for them. Assume that a paraprofessional who speaks Korean is available only one morning per week for one hour. My suggestion is that we inform the helper what will take place the following week in social studies. If it is the Civil War, the helper uses the one hour on Monday to provide the children with background information, in Korean, about the Civil War: Who the combatants were, what the issues were, etc.. This will make the history lessons that follow during the week much more comprehensible.

Classmates who speak the limited English proficient child's first language can help and sometimes do spontaneously. We should allow this to occur: It is not a good policy to forbid the use of the first lan-

guage in school: "English only" rules are not good for English. Peer help should be done the same way we do it in bilingual education programs: As a source of background information and academic knowledge in the first language, not as on-line translation.

First Language Use in Class

There is also nothing wrong with an occasional translation in class. Teachers need not waste time in frustrating pantomime and paraphrase when a concept is important, explanation of its meaning resists normal efforts and the teacher or another student can explain the concept quickly in the child's first language. The problem is when the translation is no longer occasional but becomes concurrent translation, and there is no need to listen to the second language input.

Books in the Primary Language

When some books are provided in the primary language, in the classroom and school libraries, they help validate the primary language and culture, can contribute to continued first language development, and can help literate students get subject matter knowledge. Feuerverger (1994) noted that children who made greater use of books in the first language provided by the school had "a greater feeling of security in their cultural background" (p. 143).

Staffing

There are short-term and long term solutions to the bilingual teacher shortage, and the gradual exit plan can help with both.

First, the plan provides some immediate relief. Because it is gradual exit and does not require full development of all aspects of academic language in the primary language before transition begins, it requires fewer teachers who can teach in the primary language.

Second, the gradual exit plan is well-suited to team-teaching, with those who speak the child's first language teaching in the primary language, and with those who do not teaching in the mainstream and sheltered/ESL sections. I have occasionally witnessed a bilingual teacher teaching a class in English, and, at the same time,

down the hall, a non-bilingual who has had a year of Spanish class and a few months in Mexico struggling through a lesson in Spanish. Clearly, there is an easier way. In my view, if a teacher speaks the child's first language well, he or she needs to teach in that language as much as possible, even if that teacher speaks English perfectly. Many bilingual teachers have told me that they are willing to do this: in fact, it makes their day easier.

This kind of team-teaching will make life easier for English-language teachers as well. Their limited English proficient students, thanks to their good background knowledge and literacy competence, developed in the first language, will be much easier to teach.

A long-term strategy for reducing the teacher shortage is to encourage the continuing development of the primary language, as is done in the gradual exit plan. As noted earlier, there are very good reasons for doing this, including practical and cognitive reasons. An additional reason is that at least some of the students currently enrolled in bilingual programs will be interested in becoming bilingual teachers. This plan can help them develop the linguistic competence to do so. We can, in other words, grow our own.

Notes

1. In sheltered subject matter classes, intermediate second language acquirers are given comprehensible subject matter instruction in the second language. The focus of the class is on subject matter learning, not language acquisition. Students in these classes typically acquire as much language as students in traditional intermediate classes, and often acquire more, and learn subject matter at the same time (Krashen, 1991).

2. When the limited English proficient children reach the intermediate stage, we might consider adding mixing of children: English-speakers could make occasional visits to ESL classes to join in selected activities. In addition, if a school offers Spanish as a second language, Spanish-speakers could visit the SSL classes to provide some peer input.

Here is an example. Assume that the ESL class is doing an activity such as "The

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"Desert Island" (Christison and Bassano, 1981), in which students, in small groups, discuss what supplies they would take with them if they were stranded on a desert island. Native speakers of English make their strongest contribution in such an activity simply by participating in the groups with the ESL students. The activity constrains the discourse, which helps makes input more comprehensible.

Mixing has several advantages. First, it helps the children get to know each other. Second, it is very likely that the Spanish-speakers will make faster progress in English than the English-speakers will make in Spanish. This will certainly have a positive effect on the self-esteem of the Spanish-speakers and inspire some respect for them in the eyes of the English-speaking children.

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Dr. Stephen Krashen is a professor in the School of Education at the University of Southern California.

This article also appears as a chapter in Dr. Krashen's upcoming book, *Under Attack: The Case Against Bilingual Education* (Language Education Associates, Culver City, CA).

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Meet the NABE Interns

Creativity, intelligence, and a belief in bilingual education, have brought four energetic individuals together this summer as NABE's Policy Intern Team. These enthusiastic interns are involved in numerous demanding tasks. Their projects include extensive research on minority language communities in the United States, maintaining and updating NABE's policy materials, attending legislative hearings, and creating profiles on Members of Congress and their staffs. In addition, they are also dissecting and analyzing arguments in opposition to and in favor of bilingual education, compiling bilingual education "success stories," tracking Congressional campaigns, and drafting a summary of bilingual education's legislative history. Each intern brings with him/her a unique background of culture and education which contributes greatly to NABE's role as an advocate for bilingual education.

Carmen Hernández

Age 19

Born in León, Guanajuato, México

Languages: Spanish/English

Junior, Boise State University

Professional Goal: Bilingual Educator



"Tenacious best describes me," states Carmen. As a native of León, Guanajuato, México and as a first-generation college student, things have not come easy for her. Working for many years in the sugar beet and onion fields of southwestern Idaho, she states, "The tough, back-breaking work showed me that I definitely wanted something else for my life." She was motivated by her parents' work ethic and desire for education. "I have known since the time I was a little girl, pretending to play school, that I wanted to be a teacher. I want to make a difference in the lives of children. Perseverance and dedication will help me obtain my goal of earning a Baccalaureate Degree in bilingual education."

This rising 19-year-old junior at Boise State University is currently majoring in Bilingual Elementary Education. She has been identified by her peers as a leader and role model because of her buoyant personality, innate friendliness, compassion, and academic excellence. As an active student at BSU, she has had the opportunity to be a leader on campus representing the University as an Ambassador to the student body. She has been successful in juggling a part-time job as an assistant secretary for the College Assistance Migrant Program (CAMP) and as a dedicated volunteer at several elementary schools. Despite her busy schedule, Carmen has been able to make the Dean's Highest Honors List.

Carmen is keenly aware that she is not getting a college education just for herself, but as a financial security for her parents and as a role model for other young people in the Hispanic community. For the summer of 1996, she won a highly competitive position in the Minority Leadership Fellowship Program, which enabled her to join the NABE team. While working with NABE, she will also be taking a course entitled "Peace and Conflict Resolution." "As an Idahoan, I seek to broaden my cultural awareness beyond the current borders of my experience.

I hope that the people I meet and the activities I participate in this summer will enrich my life, so that I can bring a greater sense of multiculturalism and leadership to BSU."

Carlos López

Age 19

Born in Brooklyn, New York

Languages: Spanish/English

Junior, Seton Hall University

Professional Goal: Civil Rights Attorney



Carlos is a graduate of Abraham Clark, a predominantly African-American high school in his hometown of Roselle, New Jersey. He is currently a junior at Seton Hall University, where he is majoring in Political Science. Being aware of the important racial issues that face our society, he is very sensitive to both the needs and the assets of minority populations in the U.S. When asked about the role of minorities, Carlos responds that he feels, "Minority groups, especially the Latino community, have been overlooked in society." Fueled by his diverse experiences, and eager to help Latinos as a public figure, he aims to empower and raise the level of social and political consciousness of the Latino community. "We must set aside our divisiveness and realize that any issue affecting one Latino group in turns affects all Latinos."

Born to Salvadoran parents, Carlos comes to NABE with his own English-immersion experience. This program gave him an inferiority complex because he was not able to keep up with the school work. "The teachers were very tough on me. I had to complete my ESL work and my work in other subjects, and I remember being compared to the 'other' kids." He also recalls that immersion did not allow him to develop his native language, and led to a cultural identity crisis years later. "I felt like I didn't belong anywhere. I am Latino, but I did not know my own culture, and I couldn't read or write in Spanish." Feeling detached from his roots, Carlos chose to take Spanish as a "foreign" language throughout high school and college.

At Seton Hall, he has had great influence in uniting and mobilizing the Latino community by holding meetings and implementing educational and cultural programs. He has taken up leadership roles through Student Government Senate and as a Dr. Martin Luther King Jr. Scholar. This coming academic year, Carlos will be president of *Adelante*, the Latino student organization on campus. He plans to attend law school and earn a Masters in Public Administration. His career goal is to become a civil rights attorney. Carlos states, "I am particularly interested in issues such as immigration and affirmative action." Eventually, he plans to run for political office to represent all minority groups.

His personal experience in a school without bilingual education led him to accept an internship with NABE. In addition, he feels that NABE addresses several civil rights issues affecting minority-language groups such as immigration, "English-Only," and affirmative action. He is pleased that NABE represents diverse minority-language groups. Carlos hopes to become better edu-

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cated and more aware of legislative issues affecting minorities so that he can help further Latino involvement in bilingual education.

Susanna Shin

Age 18

Born in Silver Spring, Maryland

Languages: Korean/English

Sophomore, Smith College

Professional Goal: Teaching and Research in Marine Biology



Born and raised in Silver Spring, Maryland, Susanna ventured away to Smith College in Northampton, Massachusetts just last fall. College was one of her first times away from home. When asked to comment on her first year, she responds "It was an eye-opening experience. Having been raised in a rather sheltered environment, Smith offered a really different perspective." During the course of her first year, Susanna pursued many interests. She joined the Smith College Choirs Alpha and Omega, and was elected to the office of Senator in the Smith College Student Government Association. This deceptively shy 18-year-old sophomore plans to pursue a degree in Biology with a concentration in Marine Studies. She also plans to minor in Music, and is seeking teacher certification at the elementary level.

Susanna is an American-born Korean who has made it a priority to discover and immerse herself in the Korean culture. Fortunately, she has had the opportunity to learn the language and traditions with the help of her grandmother and parents. "I think it is very important and also very valuable to hold on to your ethnic heritage. I identify myself with Korean-Americans, and it's a part of my personality." In an effort to help other Korean-Americans retain their heritage, she has been involved with a program at Smith called "Culture Camp." The program brings interracial-adopted Korean children together to help them learn the Korean language, songs, and traditions. Susanna serves as a counselor at Culture Camp and as a "Big Sister" for two young Korean children who have been adopted by a Caucasian family. She enjoys spending time with Alyssa and Barrett as often as she can during the school year.

"Being able to lay down the foundation of a child's education is very gratifying to me." Ever since she can remember, Susanna has wanted to become a teacher. She is faithfully pursuing that dream now. After she graduates, she plans to teach at the elementary level for several years and then move on to research and teach Marine Biology.

Being new to bilingual education, Susanna has chosen to be a part of this internship because she wants to learn more about the issues and the impact that she can make. She is currently focusing on issues such as bilingual voting ballots and appropriations for bilingual education for the fiscal year 1997. With her knowledge of Korean and her continuing study of Spanish, she wants to learn how to utilize her language skills in the best interest of education. She believes that bilingual education is a worthwhile cause, and that her support for bilingual education will not end with this internship.

Elena Williams

Age: 21

Born in Silver Spring, Maryland

Languages: Spanish/English

Junior, University of Arizona

Professional Goal: Bilingual Educator



A politically aware and active individual, Elena strives to bring about change, justice, and equality for the Latino community. Her life as a political activist includes organizing, mobilizing, marching, and participating in community forums. She is a long-standing member of MEChA (*Movimiento Estudiantil Chicano de Aztlán*) at the University of Arizona. She has served as Secretary and Vice President of this student organization, promoting political change and the education of "La Raza." Elena takes great pride in her Mexican culture and believes in the importance of developing one's language. "Cultural pride, understanding, and acceptance are the keys that will connect us all and help us to progress."

This passionate 21 year-old junior at the University of Arizona in Tucson is currently pursuing a degree in Cultural Anthropology with a minor in Mexican-American studies. She aspires to become a bilingual elementary educator and later plans to obtain a position as a professor at a university. One of her long-term goals is to run for political office. "My experiences have taught me how important it is to give back to the community. I choose to give back to the community by educating and empowering our youth." While in Tucson, she volunteers at a local tri-lingual elementary school, serving as a mentor, tutor, and positive role model for students.

At NABE, Elena is a familiar face. She has been with the Association since January, working as a Management Intern. Elena worked on NABE's annual Conference which was held in Orlando, Florida in March. Her responsibilities at NABE '96 included assisting with conference registration and managing the exhibit hall and silent auction. In addition, she worked on the conference program book and several issues of the NABE NEWS. This summer, Elena has assumed additional responsibilities. She is focusing her attention on legislative issues such as the Gallegly Amendment to the Immigration bill and "Official-English" proposals. She is also helping to track appropriations for bilingual education for the upcoming fiscal year.

Elena's interest in bilingual education stems from her concern with the preservation of language as an element of culture. She hopes to better understand the legislative process through her experiences with NABE and utilize this information to mobilize and educate the community.

Their time at NABE will be short, but this summer's interns will surely leave their indelible mark behind. This group of outstanding young people walked into NABE ready to take on the noble cause of bilingual education advocacy. They will walk out life-long NABE offspring, policy experts, and driven protectors of the children whom bilingual education serves. NABE welcomes them, and looks forward to what will surely be a productive and long-lasting relationship.

- NABE -

Resources for Bilingual Educators

Ace Reading Series Software. from MindPlay. This updated series consists of four programs available on Windows and Macintosh, and offers a bilingual Spanish/English add-on for each program. The four programs are Ace Reporter, Ace Detective, Ace Explorer, and Ace Inquirer. The four programs focus on specific reading skills: organizing and notetaking, critical reading, reading for main idea, skimming, scanning, drawing conclusions, and a creative writing option. Bilingual Teacher Edition \$99.00, Lab Pack \$249.00. Network (Mac only) \$599.00. Full Series Pricing: Bilingual Teacher Edition \$315.00, Lab Pack \$1040.00, Network (Mac only) \$2365.00. Site licensing options available. Contact MindPlay at (800) 2217911 or 160 W. Fort Lowell, Tucson, AZ 85705.

Affirming Diversity: The Sociopolitical Context of Multicultural Education. by Sonia Nieto. This book discusses the various aspects of multicultural education, including the reasons behind the failure and success of students. The book consists of 12 chapters organized in 3 parts. Part I describes the case study approach and summarizes the terminology used in the book. Part II presents a contextual framework for multicultural education in a sociopolitical context, emphasizing structural and cultural factors in schooling and individual and group responses to education. Part III focuses on the implications of the case studies for teaching and learning in a multicultural society such as ours. ISBN: 0-8013-1420-8. To order write Longman Publishers USA, 10 Bank Street, White Plains, NY 10606.

American Indian Listservs The e-mail discussion groups listed pertain to American Indian and Alaska Native issues. nat-edu; NativeNet Education list Moderator: Jay Brummett. <jay@slcpl.slcpl.lib.ut.us> To subscribe: (a) send a message to: listserv@indycms.iupui.edu (b) inside the message include only this line: subscribe nat-edu <Your Name>. **NATIVEPROFS-L:** Listserv by and about American Indian and Alaska Native professors. Not intended,

for use by general public. Listowner: Michael Wilson (contact him by email at <idoy@crux2.cit.cornell.edu> To subscribe: (a) send a message to address: listserv@cornell.edu (b) inside the message include only this line: subscribe NATIVEPROFS-L <Your Name>.

Becoming Bilingual: Language Acquisition in a Bilingual Community. edited by Jean Lyon. This book deals with the language development of preschool children by examining how very young children become bilingual, and what features in the infant's background predict early childhood bilingualism. PB, \$39.95 ISBN: 1-85359-317-6, or CL, \$99.00 ISBN: 1-85359-318-4. To purchase, call (800) 821-8312 or write to Multilingual Matters c/o Taylor and Francis at 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

Brave New Schools: Challenging Cultural Illiteracy Through Global Learning Networks. by Jim Cummins and Dennis Sayers. This book offers a new vision of education in the 21st century where classroom walls dissolve to connect students, teachers and parents to a global village via the Internet: a future where the sharing of cultural knowledge, interactive teaching and democratic participation are facilitated and enhanced by this new technology. This book takes the idea of education to a new place where learning profits substantially from technology; crosses boundaries of race, class and religion and promises solutions to problems of cultural difference and the future of our children's education. In addition, this book serves as a comprehensive resource guide for parents and teachers that provide more than eight-hundred annotated listings of Internet resources for education, with descriptions of successful networking activities. ISBN: 0-312-12669-7, \$23.95. To order contact Simmy Makhijani (212)982-3900 or write to St. Martin's Press, 257 Park Avenue, New York, NY 10010.

Building Bridges: Multilingual Resources for Children, edited by Colin

Baker. This book extends the debate on resources in multilingual classrooms in new directions. It focusses on the languages other than English that are most commonly spoken and it looks at ways in which decisions about language, typography, production and design affect both readability and status. The book addresses such themes as; the value of diversity for all children in all schools, the importance of creating an atmosphere which supports the use of spoken and written resources in other languages, the need to recognize status issues associated with the design and production of resources, the fact that children are more perceptive users of materials than they are generally given credit for, and the potential of multilingual resources for building bridges between monolinguals and bilinguals, between home and school. PB ISBN: 1-85359-290-0. To order contact Multilingual Matters Ltd., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, by John P. Kretzmann and John L. McKnight. This new "asset-based community development" guide summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods across the United States. It outlines in simple terms what local communities can do to start their own journey down the path of asset-based development: 1) How communities can rediscover and "map" all of their local assets; 2) How they can combine and mobilize these rediscovered strengths to build stronger, more self-reliant and powerful communities, and 3) How "outsiders" in government or the philanthropic sector can contribute sensitively and effectively to the process of asset-based development. ISBN: 0-87946-108-X. Contact Center for Urban Affairs and Policy Research, Neighborhood Innovations Network, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208 or call (708) 491-3518.

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RESOURCES

Center for Research on Education, Diversity and Excellence (CREDE). Formerly the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSSL). The new Center will operate under a new grant which will continue and augment the work of NCRCDSSL. Addresses remain the same: CREDE, UCSC Social Sciences II, 1156 High Street, Santa Cruz, CA 95064 (408) 459-3500 or CREDE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292.

Child Language. edited by Michelle Aldridge. This book contains 17 papers which were presented at the Child Language Seminar, University of Wales, Bangor 1994. The aim of the conference was to further understanding of all areas of children's language development and, accordingly, the discussions are diverse while contributing to the goal. The papers give an international perspective to current developments in child language research and fall into broad categories such as bilingualism, comprehension, computer modelling of language acquisition, exceptional language and literacy, language disorders, phonological development, syntactic development and sign-language. CL, \$49.00 ISBN: 1-85359-316-8. Contact Multilingual Matters c/o Taylor & Francis at (800) 821-8312 or send orders to 1900 Frost Road, Suite 101, Bristol, PA 19007.

Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools - An Ethnographic Portrait. by Guadalupe Valdés. This study of ten Mexican immigrant families explores how families survive and learn in order to succeed in a new world. The author addresses the families' rich and strong family values, and clear views of what constitutes success and failure. Valdés also examines intervention programs designed to promote school success, suggesting that their lack of respect of values of diverse families has long term negative consequences for children. PB, \$22.95 ISBN: 3526-4, or CL, \$47.00 ISBN: 3527-2. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

Creating a Community of Scholarship with Instructional Conversations in a Transitional Bilingual Classroom, by Genevieve G. Patthey-Chávez, Lindsay Clare, and Ronald Gallimore. This publication has now been added to NCBE's bibliographic database (NCBE# BE020436). This 1995 report describes how instructional conversations between a teacher and her students contributed to building an academic community in a transitional bilingual 4th grade classroom. In addition to fostering gains in understanding, the conversations helped build a classroom community that incorporated the cultural beliefs and concerns of the students. To access the NCBE database on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Cultural Diversity and Early Education: Report of a Workshop, by Deborah Phillips and Nancy A. Crowell. This 1994 publication has now been added to NCBE's bibliographic database (NCBE# BE020384). This book summarizes findings from a November 1993 workshop on "Culture and Early Education: Assessing and Applying the Knowledge Base." The workshop sought to inform educators about the research base regarding effective education of children from diverse cultural and linguistic backgrounds, as well as to urge scholars to address the many unanswered questions on this subject. To access the NCBE database on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Culture and Differences: Critical Perspectives on the Bicultural Experience in the United States, edited by Antonia Darder. A collection of essays by poets, activists, and educators of all colors and persuasions. This collection was put together by Southern California University and relates to all locales and spectrums of the human condition. PB, \$21.95 ISBN: 0-89789-457-X or CL, \$65.00 ISBN: 0-89789-384-0. To order call (800) 225-5800 or write to Greenwood Publishing Group Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Culture and Family-Centered Practice, Volume 14, Nos. 3&4 of the *FRC Report*.

the quarterly publication of the Family Resource Coalition. An issue dedicated entirely to linguistically and culturally diverse groups. The Family Resource Coalition seeks to strengthen and empower families and communities so that they can foster the optimal development of children, youth, and adult family members. Contact FRC, 200 S. Michigan Avenue, 16th Floor, Chicago, IL 60604 (312) 341-0900 or (312) 341-9361 fax.

Curriculum Related Assessment, Cummins and Bilingual Children. edited by Tony Cline and Norah Frederickson. This book describes the technique of curriculum-related assessment in detail and reports on its use in a wide range of settings. This book introduces the context and outlines some of the challenges facing teachers of bilingual children. The chapters show how teachers and psychologists have applied Cummins' framework to the analysis of classroom support; to specialist support for children with learning difficulties; to differentiating the curriculum in English and Science in secondary school; to working with young children in primary schools; and to the assessment of children who have hearing impairments. Also discussed are Cummins' ideas on the analysis of language development in bilingual children, and new resources for assessing students skills in both their languages. For more information contact Multilingual Matters c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007 or call (800) 821-8312.

Diversity in the Classroom: New Approaches to the Education of Young Children. by Frances E. Kendall. This book addresses the many aspects of antibias education — from the stages of child development to strategies for educating parents — focusing particularly on the teacher's role as an agent of change. This publication promotes teacher's self-awareness and provides guidelines for setting up multicultural environments and curricula. This book builds on the theories presented in the first edition, such as racism and sexism. PB, \$18.95 ISBN: 3498-5. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

De Acá De Este Lado, from The Mexican and American Solidarity Foundation. This multi-media language course employs the use of a 6 1/2 hour telenovela presented in four videocassettes with two accompanying workbooks, prepared by professors at internationally renowned Mexican universities, to teach proper conversational Spanish in the comfort of your own home and at one's own pace. The course is especially designed for Latinos with a Spanish language base in need of perfection. For more information on the program contact Mary Jo Marion, NCLR, (202) 776-1720. To order write to The Mexican and American Solidarity Foundation, 5959 Triumph Street, Commerce, CA 90040-1688.

Dropout Intervention and Language Minority Youth, by Adriana Vaznaugh. This digest is a publication from the Program in Immigration Education, as part of the Center for Applied Linguistics. This digest describes three programs designed to serve middle and high school students who are at risk of dropping out of school. Two are specifically geared toward limited-English-proficient Hispanic youth while the third, a vocational program, involves African American and Hispanic students. Contacts and addresses for each of the programs are provided. For more information contact Adriana Vaznaugh at (202) 429-9292.

ESL Standards for Pre-K-12 Students, by TESOL. Teachers of English to Speakers of Other Languages (TESOL) has recently unveiled their preliminary draft of content standards which describe what ESL students should know and be able to do as a result of their coursework. The standards are intended to be a gateway to other content-area standards for math, science, social studies, English, and other courses in the curriculum. To order, send a purchase order, check or money order for \$10 c/o C. Daniels, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037 (202) 429-9292 or (202) 659-5641 Fax. The *ESL Standards* document is also available on CAL's Web site at 222.cal.org.

Educating for Diversity, edited by Carl A. Grant. This book provides a broad un-

derstanding of the ethnic and cultural groups comprising American society. The "ethnic vignettes" provide first-hand accounts of educators from various ethnic groups. The book also includes information for those who provide education that is multicultural. Contact the Association of Teacher Educators at (703) 620-3110 or send order to 1900 Association Drive, Suite ATE, Reston, VA 22091-1502.

ERIC Digests. Two-page reports which highlight a topic of current interest in the field of language education. New *Digests* include "Fostering Second Language Development in Young Children," "Integrating Language and Content: Lessons from Immersion," and "Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian." Contact User Services, ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Extending Learning Time for Disadvantaged Students. This two-volume idea book is published by the U.S. Department of Education, and is part of a series designed to help schools implement the new Title I legislation. This book describes approaches that rely on a broad definition of learning time that includes traditional classroom instruction, community service, and extracurricular and cultural activities. The first volume serves as a resource for policy makers as they engage in planning extended learning opportunities, while the second volume is geared to assist practitioners as they develop and implement extended time programs in their schools. Contact (800) USA-LEARN or <http://www.ed.gov/Picks/96/feb.html#idea> or Gopher: gopher.ed.gov.

The Foundations of Dual Language Instruction, by Judith Lessow-Hurley. This book discusses dual language instruction and its need to be removed from its controversial political environment, as well as discussing language learning as a difficult and frustrating endeavor. This book includes such chapters as: Historical and International Perspectives, Dual Language Program Models, Aspects of Language, Language Development, Language Ability, Primary Language Instruction for Limited English Proficient Students, Second

Language Instruction, Aspects of Culture, Culture and Academic Success, Legal Foundations of Dual Language Instruction, and the Politics of Bilingualism. ISBN: 0-8013-1556-5. To order write to Addison-Wesley Longman, 10 Bank Street, White Plains, NY 10606.

Georgetown University Round Table on Languages and Linguistics 1995, edited by James Alatis, Carolyn Straehle, Brent Gallenberger, and Maggie Ronkin. This volume contains the published version of papers from the 1995 Georgetown University Round Table on Languages and Linguistics. The theme of the 1995 conference was "Linguistics and the education of second-language teachers: Ethnolinguistic, psycholinguistics, and sociolinguistic aspects." The 1995 conference, which was the forty-sixth annual Round Table, was sponsored by Georgetown University's Center for International Language Programs and Research. The conference brought together college and university professors, program administrators, researchers, government professional staff, elementary- and secondary-school teachers, authors, and students of languages and linguistics. ISBN: 0-87840-130-X, CL \$40 plus \$3 shipping and handling. For more information contact Gail Grella at (202) 687-5641. To order write: Georgetown University Press, P.O. Box 4866, Hampden Station, Baltimore, MD 21211-4866.

Going Places: Picture-Based English I & II, by Eric Burton and Lois Maharg. This complete two-level course is for beginning ESL students. It is designed to help students develop the practical language they need to function effectively at work, in the community, and in their personal lives. This course book consists of a fully illustrated Student Book, classroom audio cassettes, and a Teacher's Resource Book. The Student Book includes 27 units based on a carefully organized syllabus that integrates topical, life skill, and grammatical strands. The gradual progression of structural elements combined with the unique presentation of practical vocabulary make these course books ideal for students beginning their study of English. ISBN: 0-

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201-82525-2. To order contact Addison-Wesley Publishing Company, Inc.

The Golden Flower: A Taino Myth From Puerto Rico. by Nina Jaffe. This book tells the tale of how a golden flower brought water to the word, and how Puerto Rico came to be. Also included is a brief history of the Taino people, and a source note. Appropriate for children ages 4-8. ISBN: 0-689-80469-5. \$16. For more information contact Michelle Montague at (212) 698-2802 or write to Simon and Schuster Books for Young Readers, 1230 Avenue of the Americas, New York, NY 10020.

Guide for Early Start Foreign Language Programs. The Ohio Foreign Language Association has prepared a guide to provide educators with information about early start foreign language programs. The guide is a helpful resource for anyone interested in an early start to the study of foreign languages. The publication assists parents, teachers, administrators, curriculum specialists, and school board members in making decisions about early foreign language programs. A concise review of the literature and answers to frequently asked questions are also provided. The price of this guide is \$1.00 per copy. To order, contact: Deborah Wilburn Robinson, Ed., OFLA FLES Committee Chair, Ohio State University, 249 Arps Hall, 1945 N. High St., Columbus, OH 43210 or e-mail: dwilburn@magnus.acs.ohio-state.edu

Haitian Immigrants in Black America: A Sociological and Sociolinguistic Portrait. by Flore Zéphir. This book brings to life the mechanisms that shape Haitian immigrant identity and underscores the complexity of such an identity. The author explains why Haitians define themselves as a distinct ethnic group and examines various parameters of Haitian ethnicity. Through hundreds of interviews, the author gathered the voices of Haitians as they speak, feel, and most importantly, experience America and its systems of racial classification. This work is a description of the diversity of the Black population in America and an effort to dispel the myth of a monolithic minority of "sidestream" culture. ISBN: 0-89789-451-0. \$55. To order by credit card call

(800) 225-5800 or write to Greenwood Publishing Group, Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Head Start Family Support. A publication developed by and available from the Harvard Family Research Project. It profiles Head Start programs that have assisted the families of Head Start children. These programs have collaborated with school systems and other social service providers, led the way in early childhood education reform, improved health services for children, sought new sources of funding to improve program quality and to foster program expansion, and endeavored to find better ways to help parents attain self-sufficiency. Six programs are profiled. This publication is available by contacting (617) 495-9108 or e-mail: hfrp@hugsel.harvard.edu

Helping Teachers Teach Well: Transforming Professional Development. by Thomas B. Corcoran and issued by the Consortium for Policy Research in Education. This policy brief points to promising policy options and implications for policy makers. This 11-page brief is available at: <http://www.ed.gov/pubs/CPRE/>. Other briefs from the Consortium recently added to the Online Library (in the same locations) are: "School-Based Management: Strategies for Success," "School-Based Management: Promise and Process," "Re-inventing Teacher Compensation Systems," "Developing Content Standards: Creating a Process for Change, and Building Capacity for Education Reform."

Implementing Schoolwide Projects: An Idea Book for Educators. by Ellen M. Peckman and Leila Fiester. This book has now been added to NCBE's bibliographic database (NCBE# BE020379). This 1994 publication offers theoretical and practical information for creating successful schoolwide projects under Title I of the Elementary and Secondary Education Act. It integrates a review of research on the features of effective Title I schoolwide projects with findings from an examination of almost 70 schoolwide projects and interviews with administrators and teachers from 21 of the schools. A full-text, electronic version of this document can be

found on the United States Department Of Education's gopher site at: [gopher://gopher.ed.gov.10001/11/OESE/Schoolwide](http://gopher.ed.gov.10001/11/OESE/Schoolwide). To access the NCBE database on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Internet Jump Start CD for Educators, from Microsoft. In February, Microsoft announced that this CD would be available to all educators in the United States. You can find the press release at http://www.ffg.com/ms_wwpress.html. The CD is "a robust array of Internet related products and tools, including everything a school needs to build or enhance a Web site and to even set up its own Web server." It also includes a copy of WebWhacker, a piece of software which allows you to download entire Web sites, and surf offline later with students. Call Microsoft to request an application to receive the CD product when it becomes available. The phone number is 1-800-426-9400.

La Oportunidad de Esperanza, de Pam Schiller y Alma Flor Ada. This Spanish language children's book address the issue of caring for our planet. The story is about a young boy and the protection of baby turtles for their survival. ISBN: 0-02-685843-6. To order contact Macmillan/McGraw-Hill School Publishing Company.

Language, Education and Society in a Changing World, edited by Tina Hickey and Jenny Williams. This book brings together recent research in language planning, bilingualism, translation, discourse analysis, cultural awareness, second language learning and first and second language literacy. The book also address many of the issues facing language teachers, researchers and policy makers in a world where languages are becoming extinct at an alarming rate and are frequently a focus for dispute and conflict: where foreign language teaching and learning are confronted by new technological and practical demands; and where modern communication media require the development of new linguistic techniques. CL, \$49.00 ISBN: 1-85359-315-X. Contact IRAAL/Multilingual Matters c/o Taylor & Francis at (800)821-8312 or write to 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

Language Minority Students in the Mainstream Classroom, by Angela L. Carrasquillo and Vivian Rodriguez. The purpose of this book is to make mainstream educators aware that language minority students, especially the limited English proficient (LEP), need special attention: appropriate assessment, appropriate language environment, a challenging curriculum and a creative delivery of instruction relevant to their English language development as well as their classroom level, modifications are needed in the content and the manner teachers organize and deliver instructions to students and the way teachers assess language content and learning. The focus in all 12 chapters is on providing theory and practical strategies to make content relevant and understandable to these students, who may lack English language experience, background and proficiency. PB ISBN: 1-85359-297-8. To order contact Multilingual Matters Ltd, Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, Avon, England, BS21 7SJ.

Latino High School Graduation: Defying the Odds, by Harriet D. Romo and Toni Falbo. This book tracks the progress of 100 students in Austin, TX from 1989 to 1993. It draws on interviews with the students and their parents, school records, and fieldwork in the schools and communities, and discusses both the obstacles that caused many students to drop out and the successful strategies that other students and their parents pursued to ensure high school graduation. Also included are seven recommendations for changes in the public schools. PB, \$17.95 ISBN: 0-292-72495-0 or HC, \$37.50 ISBN: 0-292-72494-2. Contact Keri North (512) 471-4032 or write to University of Texas Press, P.O. Box 7819, Austin, TX 78713-7819.

Learning in Two Worlds: An Integrated Spanish/English Bilingual Approach, by Bertha Pérez and María E. Torres-Guzmán. This book address how teachers can organize the curriculum and the learning environment to enhance growth in literacy in both Spanish and English, with particular emphasis on the Spanish-speaking student's needs. This text reflects the belief that integration of the children's lan-

guage and cultural knowledge becomes the key principle for literacy instruction and organizing literacy environments. An integrated biliteracy approach allows for the development of literacy skills around children's interests, strengths, and needs. The children use all of their language tools for both literacy and cognitive development. ISBN: 0-8013-1572-7. To order contact Addison-Wesley Longman Publishers USA, 10 Bank Street, White Plains, NY 10606.

Learning Through Literature: Native Americans. Available from Teacher Created Materials, Inc. Make classroom lessons come alive through inspiring works of literature. These comprehensive resources include book summaries, connecting activities, reproducible student pages, and bibliographies. Intermediate/grades 3-5. Price \$12.95 each. TCM476. For more information contact Dianne Kelly, TCM, 6421 Industry Way, Westminster, CA 92683 or call (800) 858-7339 ext. 155.

Many Faces of Mexico/Las Caras de México, by Octavio Ruiz, Amy Sanders and Meredith Sommers. This is a comprehensive guide and text for learning about Mexico. Also available is the Spanish supplement, *Las Caras de México*. These books fill the need for timely, relevant and substantive curriculum for high school, college and adult learners in both English and Spanish. This book and its supplement follow a chronology that links 40 centuries of Mexican history to issues and events of the present day. Illustrating diverse viewpoints, the resources incorporate primary source documents and original narrative stories with innovative activities. It is complete with student materials, maps and time lines ready to copy for class use. *Many Faces of Mexico* ISBN: 0-9617743-6-3, \$49.95. *Las Caras de México* ISBN: 0-9617743-7-1, \$25. Translated by Manuel Fernández, Peter Martín Morales and James O'Neill. To order contact the Resource Center of The Americas, 317. 17th Ave. SE., Minneapolis, MN 55414-2077.

Medio Pollito — Half Chicken, by Alma Flor Ada. This Mexican folktale explains why the weather vane has a little rooster on one end that spins around to let us know

which way the wind is blowing. This tale, in both English and Spanish, is a new version of a traditional story. ISBN: 0-385-32044-2, \$15.95. To order write to Bantam Doubleday Dell Publishing Group, Inc., 1540 Broadway, New York, NY 10036.

The Mouse Bride, by Monica Chang and Lesley Liu. "Are you the strongest being in the world?" the mouse leader asked the Sun, the Cloud, the Wind, and the Wall. He is searching for the mightiest husband for his daughter, someone strong enough to protect her from the village cat. The husband he eventually chooses provides the perfect ending to this ancient Chinese folktale. This story is accompanied by award-winning illustrations detailing the life, traditions, and costumes of rural Taiwan. English/Chinese ISBN: 957-32-2174-8, English/Spanish ISBN: 957-32-2150-0, English/Vietnamese ISBN: 957-32-2151-9, English/Korean ISBN: 957-32-2153-5, English/Thai ISBN: 957-32-2152-7, English/Tagalog ISBN: 957-32-2154-3, English/Khmer ISBN: 957-32-2155-1, English/Lao ISBN: 957-32-2157-8, English/Hmong ISBN: 957-32-2156-X. Each book is \$16.95. To order contact Pan Asian Publications (USA) Inc., 29564 Union City Blvd., Union City, CA 94587 or call (510) 475-1185.

Multicultural Education, Transformative Knowledge, and Action: Historical and Contemporary Perspectives, edited by James A. Banks. Essential to continued growth in the field of multicultural education is the documentation of its historical roots and its linkage to the current school reform movement. This book demonstrates the ways in which the current multicultural education movement is both connected to and a continuation of earlier movements, both scholarly and activist. This five part book is designed to promote empowerment, knowledge transformation, liberation, and human freedom in U.S. society. PB, \$26.95 ISBN: 3531-0 or CL, \$57.00 ISBN: 3532-9. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05495-0020.

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Multicultural Education, Transformative Knowledge, and Action: Historical and Contemporary Perspectives. by James A. Banks. Essential to continued growth in the field of multicultural education is the documentation of its historical roots and its linkages to the current school reform movement. The book demonstrates the ways in which the current multicultural education movement is both connected to and a continuation of earlier movements, both scholarly and activist, designed to promote empowerment, knowledge transformation, liberation, and human freedom in U.S. society. PB ISBN: 3531-0. \$26.95. CL ISBN: 3532-9. \$57. To order contact Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 or call (800) 575-6566.

The Multicultural Link. a publication by The Center for Professional Development and Resources. This newsletter is published five times a year and highlights exemplary programs from around the nation that help students understand, navigate, and participate in the nation's diverse society. Also included are regular columns on funding for multicultural initiatives, ESL/bilingual education, and gender equity issues in education. For more information call (201) 236-5585 or write to The Multicultural Link, 1 Lake Street, Upper Saddle River, NJ 07458.

Multiethnic Children's Literature. by Gonzalo Ramírez, Jr. and Jan Lee Ramírez. This publication provides a complete reference

that explores the value of books that accurately depict contemporary minority groups in the United States. Designed for children in grades K-8, this text is a relevant, engaging introduction to the diversity of children's literature. Covering books for and about Mexican Americans, Puerto Ricans, Latinos, African Americans, Native Americans, and more. Multiethnic Children's Literature also features: history of multiethnic children's literature, discussions of current issues relevant to minority groups, suggestions for specific titles for children in K-8, photographs of recommended titles, discussions of specific literary elements of each book, and professional resources to help you locate culturally accurate literature. For more information or to place orders, call (800) 347-7707 or send orders to Delmar Publishers Inc., 3 Columbia Circle, Dept. C114, Albany, NY 12212-5015.

My Mexico — México Mío. by Tony Johnson. This book is a collection of original poetry reflecting the authors love for Mexico, which along with the Southwest, has served as the setting for many of the her books. This book is the authors eighth bilingual book. ISBN: 0-399-22275-8. \$15.95. To order contact G.P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016 or Raab Associates, 19 Price's Lane, Rose Valley, PA 19065 or call them at (610) 565-8188.

Native American Tales and Activities. Available from Teacher Created Materials, Inc. This new KidsWorks Series contains activities that have been tested for success: they can be done with readily available materials, and they have simple directions and clear illustration. Ages 7 & up. Price \$12.95 each. TCM677. For more information contact Dianne Kelly at TCM, 6421 Industry Way, Westminster, CA 92683 or call (800) 858-7339 ext. 155.

Native American Directory: Alaska, Canada, United States. published by National Native American Cooperative. This directory is divided into five sections and is designed to pull together all information available into one single source. Funds from the *Directory* are earmarked for the North American, Native American, Indian Information and Trade Center, to file, store and retrieve, and distribute information pertinent to the continued preservation of Native culture, crafts and education of First Nations people. To order the *Directory* or to send information (i.e., newspaper clippings, press releases, mailing lists, photo copied stories, and statistics) mail to: Native American Cooperative, P.O. Box 27626, Tucson, AZ 85726-7626. PB without pictures and limited maps, \$59.95 plus \$6.00 shipping ISBN: 09610334-5-2. the library edition includes a wall map of Indian Land Areas and an updated detailed listing of all state and federally recognized tribes in the U.S. and Alaska and more detailed info., \$125.00 plus \$6.00 shipping ISBN: 09610334-3-6.

Oceanography: Science Level 3 Software, from Macmillan/McGraw-Hill. The purpose of this Level 3 software is to provide an easy-to-use way to present and explore vidoediscs. The software controls the videodisc player, replacing the barcode reader and remote control with on-screen buttons. To order contact Macmillan/McGraw-Hill, 1221 Avenue of the Americas, New

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York, NY 10020 or call Roger Wagner Publishing at (800) 421-6526.

Of Borders and Dreams: A Mexican-American Experience of Urban Education, by Chris Liska Carger. This is the story of Alejandro Juárez, Jr., a Mexican-American youth, his family, and their experiences in a bureaucratic and frustrating public school system. This book is a portrayal of the problems that face bilingual and bicultural children. Through Alejandro's story, we see the failure of the American school system to offer better opportunities for all children regardless of race, sex, or class. Appropriate for teachers and educators on all levels, and those interested in the future of education in America. ISBN: 0-8077-3522-1, PB \$17.95. ISBN: 0-8077-3523-X, CL \$38. To order contact Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Of Borders and Dreams: A Mexican-American Experience of Urban Education, by Chris Liska Carger. This book addresses the problems that face bilingual, bicultural children, and the failure of the American school system to offer better opportunities for all children regardless of race, sex, or class. This book is the story of a Mexican-American youth, his family, and their experiences in a bureaucratic and frustrating public school system. This book is important to teachers and educators on all levels, and to those interested in the future of education in America. PB, \$17.95 ISBN: 3522-1, or CL, \$40.00 ISBN 3523-X. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

Pathways to Advanced Skills Vol. 1, by Galal Walker and Scott McGinnis. This new publications series, from the Ohio State University National Foreign Language Resource Center, is devoted to the pedagogy of the less commonly taught languages. This series is designed to increase the corpus of resources available to language teachers and program planners who wish to develop pedagogical techniques and frameworks for teaching the less commonly taught languages. Later volumes of the *Pathways* series can also

be ordered. Contact (614) 292-4361 or send orders to 276 Dieter Cunz Hall, 1841 Millikin Road, The Ohio State University, Columbus, OH 43210-1229.

Performance-Based Assessment; Vol. 3, No.1, Winter 1994. This ERIC Review is available by contacting ERIC via internet: eric_ae@cua.edu or by calling ACCESS ERIC: 1-800-LET-ERIC. *Introductory Video Series on Classroom Assessment*. Developed by The Northwest Regional Laboratory (NWREL). It contains a 14-module, 45 hour introductory video based on research conducted over several decades. Information can be obtained by calling NWREL at 1-800-546-6339.

The Rainbow Fish, by Marcus Pfister. The Rainbow Fish, with his shimmering scales, is the most beautiful fish in the ocean. But he is proud and vain and none of the other fish want to be his friend - until he learns to give away some of his most prized possessions. This story possesses the universal message of sharing, giving this award-winning book staying power. English only ISBN: 1-55858-009-3, Spanish only ISBN: 1-55858-361-0, English/Chinese ISBN: 1-57227-027-6, English/Vietnamese ISBN: 1-57227-028-4, English/Korean ISBN: 1-57227-029-2, English/Tagalog ISBN: 1-57227-030-6, English/Khmer ISBN: 1-57227-031-4, English/Hmong ISBN: 1-57227-032-2. Each book is \$18.95. To order contact Pan Asian Publications (USA) Inc., 29564 Union City Blvd., Union City, CA 94587 or call (510) 475-1185.

Regional and State Indian Head Start Directors' Associations. States with large American Indian and Alaskan populations have formed their own informational State or regional Head Start directors' associations. These associations facilitate training and technical assistance activities and address local, state, and regional early childhood issues. The following is a list of the State Associations: Alaska Association: Contact: Sarah Kuenzli, Tanana Chief's Conference, Inc., 122 First St., Fairbanks, AK 99701. Arizona Association: Contact: Imogene Osife, Gila River Indian Community, PO Box A, Sacaton, AZ 85247. New Mexico/Southern Colorado Indian Head Start Directors' Association:

Contact: Jenifer Tollefson y Chávez, Isleta Head Start, PO Box 579, Isleta, NM 87002. Oklahoma Indian Head Start Directors' Association: Contact: Verna Thompson, Cherokee Nation, PO Box 948, Tahlequah, OK 74465. The following is a list of the Regional Associations: Northwest Indian Head Start Coalition: Contact: Caroline Yellow Robe, Fort Belknap Head Start, PO Box 578, Harlem, MT 59526. Southwest Consortium of Indian Head Start Programs: Contact: Phyllis Antone, Tohono O'odham Nation, PO Box 837, Sells, AZ 85350. Tri-States Indian Head Start Directors' Association: Contact: Pamela Ninham, Oneida Head Start, PO Box 365, Oneida, WI 54155.

Renegotiating Cultural Diversity in American Schools, edited by Patricia Phelan and Ann Locke Davidson. PB, \$18.95 ISBN: 3287-7, or CL, \$44.00 ISBN: 3288-5. To order call (800) 575-6566 or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

The Right Stuff for Children Birth to 8, by Marth Bronson. This book is intended to help people providing education and care for young children to select play materials that are safe, appropriate, and supportive of play and development. Included are suggestions for play materials for six different age ranges in early childhood from birth to eight years old. Play materials for children in each of the age ranges are grouped under four headings, for ease of reference: social and fantasy play, exploration and mastery play, music, art, and movement play, and gross motor play. This book incorporates information from psychological theory and research on play and the overall perspective of the early childhood community on what is developmentally appropriate practice. ISBN: 0-935989-72-2. Contact the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426.

School-to-Work WWW Site. The U.S. departments of labor and education have announced a school-to-work world-wide web site on the Internet at: <http://www.stw.ed.gov>. It is designed to pro-

CONTINUED ON PAGE 28

mote awareness of the School-to-Work Initiative, increase communication between the Federal and State-level sponsors and the national community. It will connect school-to-work (STW) state and local grantees, employers, schools, labor groups, parents, students, and the general public as they work together to develop and implement school-to-work systems across the nation. The new STW online service includes: current news and announcements about school-to-work, school-to-work related articles and publications, access to other school-to-work related Internet sites, information on federally approved STW technical assistance service providers, and a chat room for people interested in STW. For more information about the National School-to-Work World Wide Web site, call 1-800-251-7236, or write to: The National School-to-Work Learning & Information Center, 400 Virginia Ave., SW, Rm. 210, Washington, DC 20024. E-mail: stw-ic@ed.gov; Internet Gateway: <http://www.stw.ed.gov>

Second Language Practice: Classroom Strategies for Developing Communicative Competence. edited by Georges Duquette. This book attempts to provide some leadership in the direction of developing communicative competence and for sharpening and adapting specific skills by bridging current theory with classroom practice while, at the same time, emphasizing classroom strategies. Innovative teachers and administrators can they continue the process, add or subtract to the repertoire of strategies, in accordance with their student and program needs. PB ISBN: 1-85359-305-2. To order contact Multilingual Matters Ltd, Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, Avon, England, BS21 7SJ.

The Spirit of Tío Fernando/El Espíritu de Tío Fernando. by Janice Levy. This book is a story of the Day of the Dead, a centuries-old holiday celebrated in Mexico and Central America. Nando, named for Uncle Fernando, listens as his mother tells him that later, at the cemetery, they will meet with Tío Fernando's spirit. All day, as Nando enjoys the celebration, he also wonders just how he will recognize the spirit of Tío Fernando? This book is writ-

ten in both English and Spanish and is appropriate for children ages 5-8 or grades K-3. HB ISBN: 0-8075-7585-2. \$14.95. PB ISBN: 0-8075-7586-0. \$ 6.95. To order contact Albert Whitman & Company, 6340 Oakton Street, Morton Grove, IL 60053-2723 or call (800) 255-7675.

State Certification Requirements for Teachers of Limited English Proficient Students. by Howard L. Fleischman, Stephen Arterburn, and Elena M. Wiens. This 1995 publication has now been added to NCBE's bibliographic database (NCBE #BE020431). This book provides current data on state certification requirements for bilingual education and English as a second language (ESL) teachers in all 50 states and the District of Columbia. An appendix outlines the course work required by each state for bilingual/ESL certification. To access the NCBE database on the WWW, point your browser to URL: <http://www.ncbe.gwu.edu/dbs.html>.

Story of the Chinese Zodiac. by Monica Chang and Arthur Lee. How were the twelve animals chosen for the Chinese Zodiac? And why is the rat the first animal on the list? These, and other questions, are answered in this hilarious version of the Chinese Zodiac legend. Paper cut-out illustrations are also included. English/Chinese ISBN: 957-32-2173-X. English/Spanish ISBN: 957-32-2143-8. English/Vietnamese ISBN: 957-32-2144-6. English/Korean ISBN: 957-32-2146-2. English/Thai ISBN: 957-32-2145-4. English/Tagalog ISBN: 957-32-2147-0. English/Khmer ISBN: 957-32-2148-9. English/Lao ISBN: 957-32-2142-X. English/Hmong ISBN: 957-32-2149-7. Each book is \$16.95. To order contact Pan Asian Publications (USA) Inc., 29564 Union City Blvd., Union City, CA 94587 or call (510) 475-1185.

Success for All. from the Southwest Regional Laboratory. "Success for All in Schools Serving Minority Students," is being adapted to help language-minority students succeed in school. The program was originally designed to help urban, disadvantaged students learn to read. The program begins with pre-Kindergartners, and aids students in developing oral lan-

guage skills by listening to, retelling, and acting out stories. Classes with many Spanish-speaking students often read and discuss stories in Spanish. Students continue to learn letter sounds in English and Spanish and use their new understanding of sound to read stories. A more advanced component of the program uses cooperative learning activities to improve students' reading and writing skills. Order no. SR-394-MW. Cost is \$4.95. Contact the Southwest Regional Laboratory, 4665 Lampson Ave., Los Alamitos, CA 90720.

Syncretic Literacy: Multiculturalism in Samoan American Families. by A. Duranti and E. Ochs. This publication uses research on the Samoan American community of urban Los Angeles to argue against two common misconceptions of multiculturalism: (1) that language is a precise indicator of cultural orientation; and (2) that members of multicultural communities remain in one culture at a time. Syncretic literacy explains how the same language can be used across distinct cultural practices, and how different cultural practices can be merged within the same literacy activity. To demonstrate syncretic literacy, the authors analyze the interactions among a boy, his extended family, and cultural artifacts during a homework session. This document is available for \$4.00. To order, send check or P.O. to the National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037. Include 10% for shipping and handling.

Systems in English Grammar: An Introduction for Language Teachers. by Peter Masters. This text introduces future teachers of English to the major elements of English grammar in a systemic fashion using step-by-step procedures, charts and diagrams, numerous exercises, and a unique problem-solving approach that prepares the teacher to present grammar to students with confidence and clarity. The book features: a reduced focus on exceptions and special cases so as not to overwhelm the beginning teacher, opportunities to practice identifying errors and explain grammar points with which students commonly have problems, and a complete

answer key to exercises and problem-solving tasks at the end of the text. ISBN: 0-13-156837-X. To order contact Prentice Hall, Inc., A Viacom Company, Englewood Cliffs, NJ 07632.

Teacher Education in Plural Societies: An International Review, edited by Maurice Craft. This book examines ways of educating teachers faced with a multiethnic/multicultural classroom. Focusing on diverse classrooms rather than diverse societies, authors from eleven countries look at the issues which concern teachers of minority and majority culture pupils. The book analyses the role of teacher education in providing for ethnic minority children, considering access and achievement and the necessity for all children to acquire information and tolerant attitudes. Order no. 0-7507-0520-5 PB \$24.95 or 0-7507-0519-1 CL \$69.95. Contact Falmer Press c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

The Teaching Professor. This newsletter provides information, inspiration, and motivation to help faculty become more effective teachers. Each issue contains information on successful classroom practices and techniques, including lesson planning, addressing student questions regarding the relevancy of classroom lessons, reading and studying tips, study group effectiveness, and much more. Ten issue subscriptions available. For more information call Magna Publications, Inc. at (800) 433-0499 or write to The Teaching Professor, 2718 Dryden Drive, Madison, WI 53704-3086.

Thematic Units: Mayans, Aztecs & Incas. Available from Teacher Created Materials, Inc. This book offers two or more literature-based units and lesson plans plus cross-cultural activities and worksheets, a culminating activity, management ideas, and a bibliography. Complete and comprehensive, these units are designed with student interest and teacher usability in mind. Price \$8.95 each. TCM595. For more information contact Dianne Kelly, TCM, 6421 Westminster, CA 92683 or call (800) 858-7339 ext. 155.

Thinking Stories: English-Spanish Stories and Thinking Activities, by Jackie Scott. The three books in this series will provide primary teachers with hours of hands-on activities for both their English and Spanish-speaking students. Each unique book offers four original stories written in both English and Spanish, four follow-up activities relating the story to a thinking skill, and additional thinking activities that teach analogies, sequencing, categorizing, deductive thinking, comparison, and more. This series serves as a link between literature and skill development and an ideal way to challenge both English and Spanish-speaking students. For grades K-3. For more information contact Dandy Lion Publications, 3563 Sueldo, Suite L, San Luis Obispo, CA 93401 or call (800) 776-8032.

Through Our Eyes, Issue 2, by Many Cultures Publishing. This is the newest publication of the New Faces of Liberty curriculum project, distributed by Many Cultures Publishing. This publication is a collection of essays written by youths, and is designed to bridge the gap between teachers and students, and to empower the youth. Issue Two focuses on the contemporary American family — single parent, adoptive, extended, traditional, and parents who are academics, drug dealers, gay, living in other states, deceased, etc. Single copy \$5.00 plus \$2.50 handling. To order, call (800) 484-4173 or write to: Many Cultures Publishing, P.O. Box 425646, San Francisco, CA 94142-5646.

Title I Testing and Assessment: Challenging Standards for Disadvantaged Students. The improving America's Schools Act of 1994 substantially revised the Title I program for disadvantaged children. Some of the most far-reaching changes relate to testing and accountability requirements. To address issues related to changes in Title I testing and accountability, the Board on Testing and Assessment of the National Research Council held a workshop in April 1995 to bring together scholars and practitioners to identify major policy questions and research needs. Copies of this report are available by mailing your request to: Board on Testing and Assessment, National Research

Council, 2101 Constitution Avenue N.W., Washington, DC 20418.

¡Todos, Listos, Canten! Canciones para niños y para aprender el español, by Sarah Barchas. This new sound recording-book package contains 32 songs in a sing-along songfest in Spanish. Available in both audio cassette and compact disc, accompanied by a 40-page illustrated lyrics book. These songs combine traditional English songs with original songs in Spanish, and cover a wide range of concepts such as: people, family, feelings, colors, numbers from 1 to 20, animals, shapes, parts of the body, days of the week, months of the year, foods, school, and transportation. Ideal for young Spanish-speakers and for a wide span of children learning Spanish as a second language. Prices are as follows; cassette-book package \$12.95, ISBN: 0-9632621-3-0 or compact disc-book package \$15.98, ISBN: 0-9632621-4-9. To order contact High Haven Music at (520) 455-5769 or (800) 438-1637.

U.S. Department of Education Two-Volume Idea Book. Raising the Educational Achievement of Secondary School Students suggests ways that secondary schools might consider using Title I funds and other resources, and **Profiles of Promising Practices** address various successful programs and schools throughout the United States. These books also provide descriptions of national organizations offering information and services for education at-risk secondary students, and a checklist that can assist teachers and others in planning improvements in schools. On-line address: <http://www.ed.gov/pubs/Raising/vol2/> or gopher.ed.gov. or contact Kirk Winters at kwinters@inet.ed.gov.

Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth, by Stacey J. Lee. This book examines the development of ethnic and racial identity among Asian Americans students within the context of race relations at a public high school and within the larger society. Lee explores how the stereotype that Asian Americans are all high achievers affects these students and their relationships with other racial groups. This

CONTINUED ON PAGE 30

book address issues of the absent minority, the silenced minority, and the model minority. What's in a name? Asian American identities at academic high school, academic achievement among Asian Americans, constructing race relations, student voices on race, and reflections on the model minority identity formation. ISBN: 0-8077-3509-4, PB \$17.95. ISBN: 0-8077-3510-8, CL \$39. To order contact Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Woodcock Language Proficiency Battery in Spanish. The Riverside Publishing Company has published the Spanish Form of the WLPB. This test is a comprehensive, norm-referenced assessment of oral language, reading and written language appropriate for use with Spanish-speaking individuals between the ages of 2 years and 90+ or grades K-16.9. The WLPB-R consists of 13 subtests: 5 oral languages, 4 reading, and 4 written language. In addition, the test yields scores in the areas of punctuation, spelling, usage, and handwriting. Clusters used for interpretation include oral language, broad reading, basic reading skills, reading comprehension, broad written language, basic writing skills, and written expression. For more information contact Barbara Wendling at (800) 767-8420 ext. 7741.

Zurk's Rainforest Lab Software. from SOLEIL Software. This discovery-based tool is designed to promote exploration at the computer. It applies the latest technology, bringing rich graphics and music to young children ages 5-9. This software promotes the joy of learning through playful discovery. Age appropriate activities are provided for you to choose or adapt to your own needs. The learning objectives are listed in a curriculum-specific format as well as an activity-specific format. Kids explore life science, math, and creative writing, and children can easily switch all text and voice between Spanish, French, and English. ISBN: 1-885399-13-8 (Teacher's Version). For more information or to order contact SOLEIL Software, Inc., 3853 Grove Court, Palo Alto, CA 94303 or call (415) 494-0114.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. For more information about any listed resource, contact the publisher directly.

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Congressional Update: Immigration, English-Only & BE

by Jaime A. Zapata

On the brink of this year's presidential election, the fate of the highly politicized House and Senate immigration bills remains undecided. There is encouraging news on the issue of the Gallegly amendment, adopted as a part of the House bill and which allows states to bar undocumented students from public schooling. Forty-seven Senators have signed a letter to the House expressing their desire to see the Gallegly provision elimi-

PRESIDENT'S MESSAGE FROM PAGE 3

reflect on our teaching and the teaching we observed. We created dictionaries of professional teaching terms in Spanish, we critiqued ESL lessons, and we conducted group studies of educational issues. We used the community and the world as our classroom. We truly engaged in experiential learning, and in two weeks created insights and a knowledge base that it would take years to create in a typical university course.

While this program was only partly funded by Title VII, its design has evolved over the years because of other Title VII initiatives and the creative thinking of the program director, Lorenzo Aragón. Kudos to Lorenzo for his creativity, organization and attention to detail.

The 20 paraprofessionals in this program came home with a new knowledge of cultural differences and schooling in Mexico, with new teaching skills, and with deepened understanding. All of these paraprofessionals are going to be excellent bilingual teachers! Sadly, however, they returned home to discover that their Title VII career ladder program no longer has funds. Many of them cannot afford to continue school without such support.

So I end my term on a bittersweet note. I have been blessed with many opportunities over the years to engage in professional development activities. I have watched NABE and bilingual education progress because of our continued growth and development. As a result, much has been accomplished for language-minority children and their families. However, much remains to be done. Our field can only be productive and successful if we all continue to grow professionally. Our governments, as well as our school districts and universities, have an obligation to ensure that there are opportunities for professional development for all individuals who work with language-minority children. The success of these children depends on support from competent, well prepared adults — we must work together to ensure that continued training opportunities are available.

As I say farewell and thank you for a great opportunity, I pledge to you that I stay involved in the continued struggle to move our field forward. I know that many of you are also willing to be involved in whatever capacity you can and I look forward to working with you. Good luck to the new NABE president and the 1996-97 Board. ¡Adelante y buena suerte!

- NABE -

nated from the bill. However, House Speaker Newt Gingrich has publicly stated that he plans to ensure that the Gallegly amendment is kept in the bill.

Due largely to the stalemate over this controversial provision, which would overturn the Supreme Court's decision on *Plyler v. Doe*, and is opposed by groups ranging from religious and education advocacy organizations to labor unions and police associations. House conferees on the immigration bill have not yet been selected. The completion of the conference report on the immigration bills will probably be up to House and Senate leadership, but may come as soon as late July.

The joint efforts of NABE members and other advocates of children's educational rights have been crucial to this battle. They are urged to continue to contact the Members of the House and the Senate, and insist that they scrap the Gallegly amendment.

Future of English-Only Bills Uncertain

Unable to gather the necessary support to obtain passage of his bill, Senator Richard Shelby (R-AL), author of the Senate's "Language of Government Act" (S. 356), has seen consideration of his bill postponed by the that chamber's Governmental Affairs Committee. The bill was originally scheduled for Committee consideration in May, but at the request of Senator Shelby, was taken off the list by Chairman Ted Stevens (R-AK).

On the House side, the future of that chamber's "English-only" proposals seem just as uncertain. The recent death of Congressman Bill Emerson (R-MO) — author of H.R. 123, the House's "Language of Government Act" — together with Chairman Bill Goodling (R-PA) of the House Committee on Economic and Educational Opportunities' public opposition to Congressman Roth's "English-only" bill make the future of such measures in the 104th Congress somewhat dubious.

NABE members have been instrumental in keeping these bills from advancing; they are urged to continue their efforts to insure that neither chamber moves these harmful measures.

Bill to Nix Bilingual Voting Ballots Stalls

On June 11th, the House Judiciary Committee made an unexpected decision to postpone its consideration of H.R. 351, the "Bilingual Voting Requirements Repeal Act of 1996." The bill would eliminate the provisions in the Voting Rights Act which allow for the use of bilingual voting ballots in Federal elections. The measure, which threatens to disenfranchise minority-language communities through the elimination of bilingual ballots and other bilingual voter assistance initiatives, faces great opposition from Members on both sides of the aisle. So far, no future date for consideration of this bill has been announced by the Committee. NABE will keep its members updated on any developments.

For further questions on any of these issues please contact Jaime Zapata, NABE associate director for legislation and public affairs, at (202) 898-1829, Ext. 106.

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Contact Information: Senate Committee on Appropriations

Write to your Senator at:

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U.S. Senate
Washington, DC 20510

Senator (= Subcommittee on Labor,
HHS, and Education member)*

Hon. Mark O. Hatfield (R-OR)

*(Full committee chairman)

T: (202) 224-3753

E-mail: none

Staff: Ms. Sue Hildick

Hon. Ted Stevens (R-Alaska)

T: (202) 224-3004

E-mail: senator_stevens@stevens.senate.gov

Staff: Ms. Liz Connell

Hon. Thad Cochran (R-Mississippi)

T: (202) 224-5054

E-mail: senator@cochran.senate.gov

Staff: Mr. Michael Loesch

Hon. Arlen Specter (R-PA)

*(Subcommittee chairman)

T: (202) 224-4254

E-mail: none

Staff: Mr. Michael Kulis

Hon. Pete V. Domenici (R-NM)

T: (202) 224-6621

E-mail: senator_domenici@domenici.senate.gov

Staff: Mr. Brian Jones

Hon. Christopher (Kit) Bond (R-Missouri)

T: (202) 224-5721

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NABE Action Alerts Now Available By E-Mail

NABE sends special Action Alerts to members and subscribers to inform them of the latest developments in Washington concerning bilingual education. These action alerts are now available by e-mail.

To subscribe to the Action Alert electronic mailing list, send an e-mail message to: majordomo@nabe.org, with the following text as the body of the message: subscribe actionalert <your e-mail address here>

NABE members took to the task with determination. Before long, the offices of the Subcommittee members were flooded with calls from parents, teachers and administrators. Callers from every part of the Members' districts and states were urging them to vote against any cuts to bilingual education programs. Letters were being faxed from every part of the United States, and began crowding the desks of Members and staffers all over Capitol Hill. The voice of LEP students and their advocates was making itself heard, and appropriators began to listen. On the eve of the Subcommittee mark-up, the proposed funding level for bilingual education was announced — \$117.2 million. The tide was beginning to turn.

Subcommittee Mark-up

On the evening of June 13th, the Subcommittee on Labor, HHS, and Education Appropriations finally took up its FY 1997 appropriations bill for markup. A sense of urgency filled the room as a group of the fatigued Committee members made their way from the floor of the House, where the Agriculture Appropriations bill had just been voted on, to the Appropriations Subcommittee hearing room in the Rayburn Building.

One after another, Members made their case for individual programs, suggesting higher funding levels for some, while lowering the funding of others as offsets. No attempts were made to cut bilingual education. In fact, Congresswoman Nancy Pelosi (D-CA) offered an amendment to raise the program's funding back to its FY 1996 level of \$128 million.

The Pelosi Amendment

An experienced member of the Subcommittee, Ms. Pelosi acknowledged that bilingual education still had to move through a lengthy and treacherous appropriations process that would involve a full Committee markup, floor consideration, and similar procedures in the Senate chamber. In light of this, she offered an amendment to increase funding for the program

back to its FY 1996 level. The Congresswoman made a compelling argument for the amendment. She cited the zeroing-out of bilingual education professional development and support services during the FY 1996 appropriations, and expressed her desire to see that bilingual education was allotted sufficient funds for each of its components — "to allow for a balanced and comprehensive program."

Ms. Pelosi chose to use funds from the rather controversial program known as "Impact Aid" to provide the \$10.8 million

NABE members took to the task with determination. Before long, the offices of the Subcommittee members were flooded with calls from parents, teachers and administrators urging them to vote down any cuts in bilingual ed programs. Letters began crowding desks of Members and staffers all over Capitol Hill; the tide was beginning to turn.

needed to bring bilingual education funding back to its FY 1996 level. The program, which was funded at \$111 million over the Administration's request in FY 1997, supports payments to school district affected by federal activity, including heavy military operations. Chairman Porter, whose own Illinois district houses two military bases, had strong objections to taking any funds from the program. Ms. Pelosi's amendment failed by a voice vote. However, the Congresswoman did express her desire to work with the other members of the committee to find a different offset.

Full Committee Markup

In another marathon appropriations session, the bill moved through full commit-

tee mark-up on June 20th. No amendments were offered to change the level of funding for bilingual education; the amount remains at \$117.2 million.

Consideration on the House Floor

After Full Committee markup, several Members of the House of Representatives who are advocates of bilingual education discussed the possibility of offering an amendment on the floor of the House to restore funding for bilingual education support services and professional development. Realizing the lack of support for these program components in the House, and facing the possibility of a weakening loss for the amendment on the House floor, however, the Members opted to concentrate on persuading the Senate to carry out these important changes NABE members should be on the lookout for an Action Alert, and are urged to begin writing and calling their Senators to enlist their support in the effort to secure adequate funding for all bilingual education program components.

What Next?

Once the bill clears the House, the Senate will take up the legislation. The only hope for preserving Support Services and Professional Development lies with that chamber, and in particular, with the members of the Senate Appropriations Committee and its Subcommittee on Labor, HHS and Education. NABE members should contact their senators, especially if they are on the Senate Appropriations Committee (See list). If your Senators are not on the committee, ask them to write a letter to Labor, HHS and Education Appropriations Subcommittee Chairman Arlen Specter requesting that the Subcommittee fund all subparts of Part A, ESEA Title VII.

For further information, contact Jaime Zapata, NABE associate director for legislation and public affairs at (202) 898-1829, Ext. 106.

improve the quality of our program. I am proud of the accomplishments of our bilingual students and their hard-working teachers.

A Second Look at Bethlehem

Mr. Doluisio (Bethlehem's superintendent of schools) has chosen an educational approach with a history of a very high long-term failure rate, and in the process intensified the ethnic divisions within his community. He claimed a growing group of Hispanic supporters, yet my calls to Pennsylvania tell me that support came from a very small number of people. At a public hearing with over 550 people, most supporting the bilingual program, only four people spoke against it.

Despite the research evidence and the support of the community most directly affected, the Bethlehem School Board voted to eliminate a program with a proven positive effect on student achievement. I find it difficult to consider that a success

story - especially for Bethlehem's students.

I have also learned that the bilingual program was never as isolated as Mr. Miller's article suggests, and that Bethlehem's bilingual program students have always tested well. In addition, the National Association for Bilingual Education never "condemned" Mr. Doluisio, but rather passed a resolution expressing "deep concern for the well-being of the children affected" (Feb., 1996); and the Pennsylvania Department of Education's representative did not urge the Board of Education to vote against the Superintendent but rather sent a letter requesting that they carefully consider the research evidence that shows high achievement for students receiving bilingual education services.

In fact, Mr. Doluisio himself told community representatives that he knew the bilingual program was effective in helping Hispanic students achieve well in school; he just didn't like it.

Mr. Doluisio has judged early test results as promising. It will be interesting to see what the students' achievement data in Bethlehem shows in the long run.

The human brain uses our first language (the one we learned first - not the one that is politically first in our nation) as a tool for all other learning, especially for the learning of another language. A well designed and implemented bilingual program, one which uses both the students' native language and English in academically challenging ways helps linguistic minority children to learn well.

Bilingual education helps today's immigrants to be productive members of our community, contributing their many skills and the richness of their varied cultural backgrounds to our society and our economy, as immigrants in previous generations have done throughout our history.



In response to a May 24 editorial entitled "Spanish by Force" which appeared in "The Indianapolis Star," Tim Boals, Director of the Center for Community Relations and Special Populations of the Indiana State Department of Education, wrote the following:

The Positive Success Rate of Good Bilingual Classes

I disagree with many things in your May 27 editorial "Spanish by force."

The first is that students and their parents are forced into bilingual classes. If there are schools where this is the case, they are certainly not the norm across our country, and absolutely not to be found in Indiana.

Parents have always had a legal right to refuse the assistance of a bilingual program. And, of course, not all Hispanics favor bilingual education. Do members of any ethnic group or even of a single family agree on all issues?

Parent make decisions for their children based on a multitude of factors from their personal goals and expectations to their experiences and perceptions of a given opportunity.

If, as the editorial states, children are not learning the English they need, then no one would fault them for wanting out of such a program. The goal of any good bilingual program is the long-term academic success of its students within the U.S. education system. That requires English competency.

If a particular school or program is ineffective, then sensible people would advocate changing or closing that school or program, not condemning all based on the shortcoming of a few. Nevertheless, anti-bilingual groups have focused on a few examples precisely to condemn bilingual education across the board.

The prefix "bi" means two, indicating that in any good bilingual

program children learn in both English and one other language. The rationale for such an educational program is, in spite of popular opinion to the contrary, based on a solid research foundation and conclusive, long-term data on language minority student success rates.

The process of acquiring oral skills in English takes the average students one or two years. The process of fully catching up with English-speaking peers in reading, writing and understanding content area subjects taught in English, however, usually takes five to seven years.

It is in this five to seven year period when language minority children fall hopelessly behind in core academic subjects. What do we gain by teaching exclusively in English if students fail or drop out of our high schools because they cannot keep up academically?

When a Russian student who had three years of biology in his home country fails first semester high school biology in Indiana, is there doubt that it is English he is failing, not science? Will his academic transcript accurately reflect this fact?

The principal goal of a bilingual program is to aim for the optimum mix of teaching English while undergirding student academic skills in the language they come to school understanding. This is not an attempt to radically transform the United States.

Students of bilingual programs reach, on average, higher levels

American Indian Bilingual Education

Column Editor: Jon Reyhner, Northern Arizona University

Citizen or Subject? Part I

by Dr. Jon Reyhner

One of the privileges of being born in the United States of America is U.S. citizenship. Being a citizen is different from being a subject. A subject passively obeys the government. A citizen actively participates in government. Historically in the United States, citizens have chosen to try to keep government to the minimum necessary for the well-being of all citizens. Well-being is defined in the *Declaration of Independence* as life, liberty, and the pursuit of happiness.

What makes people happy is culturally defined. One person's and one group's goals for happiness can be very different from another's and, traditionally in this country, if those goals have not imposed on another person's or group's goals, they have been respected.

As jet transportation and satellite communication tie the world together more closely, we are becoming citizens of the world; but Americans remain relatively unique in the world as mostly monolingual individuals. Our most prestigious universities recognize the value of multilingualism by requiring a second language in high school for admission and even more second language coursework for graduation, but on the whole we do not value multilingualism.

For example, all three public universities in Arizona require four semesters of college level coursework in a second language for their B.A. degrees in liberal arts. The armed forces, the Central Intelligence Agency, and multi-national corporations all seek to recruit multilingual employees, but they have difficulties because our country does not value bilingualism, as the push for what has been termed "English-Only" legislation indicates. These employers seek to avoid hiring "ugly Americans" who will offend and antagonize potential buyers and clients from other countries owing to their ignorance of the languages,

customs, and taboos of other cultures.

If a citizen of this country cannot choose, or more accurately retain, the culture of their choice, then their liberty and citizenship rights are severely limited. Intimately tied to culture are both language and religion. Through language we pass on our culture to our children. Many argue that language and culture cannot be disconnected. Thus, I discuss in this column whether citizenship rights are severely curtailed if fellow citizens and their government refuse to allow cultural minorities to be educated and to exercise citizenship rights in the language of their choice.

Minimal Government

In an era when most politicians and citizens are again calling for less government, including less government regulation over and intrusion into our lives, it is interesting that the front-running candidates in 1996 for the Republican presidential nomination called for a new law, or even a constitutional amendment, to make English the official language of this country. By their calls for Official English, these candidates are seeking to redefine the limits of citizenship. Proponents of English as the official language see English's dominance threatened and have called it the "glue" that holds us together.

There seems to be a natural paranoia associated with being in the presence of people speaking a language which we do not understand. We are suspicious of what they are talking about and fearful that they are talking about, or even against, us. We are generally accepting of people who are like us and speak our language and fearful and distrustful of those who are different. This provincialism, or ethnocentrism as anthropologists term it, was less dangerous in ages past when people were isolated by poor transportation and communication, but today when we participate in a world economy with rapid transportation and virtually instantaneous communication, such provincialism carries new dangers.

Along with the paranoia of not understanding what minorities are talking about is the fear of the majority that they will become the new minority through both domestic population growth and massive immigration. The fear of the majority that they will be overwhelmed by the minorities in this country is certainly exaggerated. In a February 1996 statewide survey Arizonians estimated our American Indian population at over three times the actual figure. This random sample of Arizonians estimated that Indians were 21% of the state's population when the actual figure is only 6%. Hispanics were estimated as 30% of the state's population when they actually only make up 20%. This overestimation of our minority population by the general public reflects a nationwide phenomena. Similarly, the White population in Arizona is underestimated, at 54% when it is actually 89% (the White non-Hispanic figure is 71%). Related to these misperceptions is the popular idea that most poor people and welfare recipients are racial minorities. In fact, two-thirds of the people who fall below the poverty line in the United States and most people on federal social service programs are White (Arizonians, 1996).

Opponents of English as an official language do not see the dominance of English in this country being threatened and see English as able to stand alone without government support. In fact, they cite research indicating that it is other, non-English languages that are threatened both in the United States and world-wide by English. They see this call for making English our official language coming at a time when English, without any legal help, is becoming the language of world communication and trade through a process analogous to the competitive free market economy.

It is no coincidence that the United States has gone for over 200 years without an official language. The colonists who

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came here were very vocal about wanting freedom and less government interference with their lives. Religion was more on their minds than language, but when language came up, no action was taken to hinder the liberty of individuals or communities to choose to use a language other than English. English came to dominate this country mostly through forces of the marketplace and mass communication, not by laws, government regulation, or other forced methods — excepting of course in schools on Indian reservations and in the Southwest where there was a forceful suppression of non-English languages in the name of Americanism.

Language Suppression for National Unity

Throughout the nation, restrictive language legislation is being proposed and passed. In Arizona, the desire to make English the official language of the state and of its public schools was demonstrated with the passage of Arizona Proposition 106 in 1988, which is still being litigated. Different people and groups have different reasons for supporting official status for the English language. Most of these reasons revolve around the perceived "disuniting of America" through increased immigration, high minority birth rates, and the disintegration of traditional institutions such as the family. Proponents of measures such as Proposition 106 point to the current troubles in Quebec and other parts of the world to promote their "Official English" or "English-Only" agenda. The perception is that if immigrants and minorities are required to use English when they exercise their citizenship rights to schooling, the ballot box, and the courts that they will become more like mainstream Americans and more supportive of traditional American institutions.

Opponents of language legislation maintain that the problems in Quebec and Canada go far beyond language into religion and economics, yet no responsible persons are heard to demand a common religion or a common pay scale. They point at Northern Ireland where the residents share a common language to support their assertion that civil conflict can occur when one element of the population feels discriminated against. Even in the strife-

torn lands of the former Yugoslavia, they point to the fact that the warring factions speak dialects of a common language.

Multilingualism alone does not cause political instability. One of the oldest stable countries in the world, Switzerland, gives evidence of this fact even though the home countries of its major languages, France, Germany, and Italy, have a long history of conflict. An attitude of tolerance towards differences, including language differences, can promote civic peace.

Implications of English-Only for Citizenship

Government policies that dictate linguistic and cultural behavior for citizens limit liberty and marginalize citizens who strongly hold to their cultural roots. Just as the pilgrims were forced to leave England and then chose to leave Holland because they wanted their children to grow up practicing Puritan religious teachings and speaking English, there are minority groups in this country who feel they are under attack. Under attack not because they are unproductive or anti-social members of society, but only because they are different.

American Indians are one minority group who have been marginalized in this country and who have been denied civil and citizenship rights. Despite the fact that American Indians as a group became U.S. citizens in 1924 with the passage of the Indian Citizenship Act, Arizona, New Mexico, and other states continued to deny them basic rights of citizenship, including the right to vote, into the 1950's through property and other requirements. Other restrictions also applied. A current University of Arizona professor described to me a few years ago how, while she was in the U.S. Navy, she had to drive from Tucson to New Mexico to get married because of Arizona's anti-miscegenation law. She was Indian and her husband-to-be was White.

Arizona teachers and students tell of being forbidden to use their native language in school and of being punished when they did not obey. Polingaysi Qoyawayma, officially an "Arizona Indian Living Treasure," described in her autobiography *No Turning Back* how she was eager at first to use her language as a

teacher to help teach her Hopi students and then was disappointed when she was told it was forbidden. She defied her Bureau of Indian Affairs supervisors and continued to use Hopi to help explain the "White man's education" to her students in the early 1930's (White, 1964). In 1973 my wife, then teaching Navajo-language-dominant Kindergarten students at Chinle Elementary School in Arizona, received a written reprimand for using Navajo because Arizona still required English as the sole language of instruction in all public schools. It was not just the language that was suppressed, traditional religious practices were also either discouraged or forbidden. The Navajo Reservation was described as an "American Colony" in a 1975 Civil Rights Commission Report.

Consequences of discrimination and marginalization include "dropping out," which is characterized by the large percentage of American citizens who do not vote, and radicalization, as seen in the American Indian Movement (AIM), Black Panthers, and Brown Berets, where citizens not seeing the government responding to their needs attempt to use violence or the threat of violence to get attention for their "demands." Neither consequence is healthy for democracy. The alternative put forward by the National Association for Bilingual Education (NABE) and other advocates of bilingual and multicultural education is an "English Plus" philosophy that is good for both families and for America's ability to compete in a global, multilingual world that is being brought ever closer together through telecommunications and air travel (Simon, 1980).

Some see speaking languages other than English as un-American; others just see it as an unnecessary burden on the taxpayer. However, bilingual education is only more expensive than monolingual education if the classroom teachers lack the educational and linguistic skills they need to communicate with their students and must be supplemented with a parallel system of better prepared and qualified English as a second language and bilingual education teachers.

In a sense, monolingualism and monoculturalism are a set of blinders that limits our ability to see the possibilities of

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NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Reading, Speaking and Listening, and Writing in Multilingual Classrooms

Reviewed by Sr. M. Julianna Poole

Reading in Multilingual Classrooms. by V. Edwards. Reading, England: Reading & Information Centre, 1995.

Speaking and Listening in Multilingual Classrooms. by V. Edwards. Reading, England: Reading and Information Centre, 1995.

Writing in Multilingual Classrooms. by V. Edwards. Reading, England: Reading & Information Centre, 1995.

These three publications are a trilogy of packaged training materials designed to help teachers identify and respond to the needs of bilingual children. Materials for each course consist of a teacher's handbook which expands on the main issues covered, a course leader's handbook, transparencies stored in plastic wallets, and handouts also stored in plastic wallets. Each course has five units planned so as to create a balance between presenting information and engaging participants in activities and discussions which focus on their own teaching situations. Time spent in developing each unit is not prescribed; this depends upon size, particular interests and the needs of the group. However, if all the topics and activities in a course were undertaken, two hours teaching time for each unit, or 10 hours per course, would be needed. Since all three publications were released in 1995, they are reviewed in accordance with the sequence of their ISBN numbers.

In the Teacher's Book for *Reading in Multilingual Classrooms*, the author notes that "it can take up to four times as long to read a passage aloud as it does to read it silently." She then proceeds to point out that something far more complex than word by word decoding takes place. An analysis of the mistakes or "miscues" that children make when reading shows how they use knowledge of language and life, and how stories work to predict what lies ahead. The author explains the main categories of "miscue" and emphasizes the importance of textual cohesion. She reviews research which demonstrates that even children who speak virtually no English — and who have no previous experience of reading — recognize print in the environment.

Certain kinds of reading behaviors characteristic of second language learners are examined. These include the findings of research on the Bangladeshi, Chinese, and Moslem communities in England, studies by the Canadian Ethnocentric Council, research conducted in Australia, and the work of Heath which centered on the Black community in Trackton, South Carolina. In order to assist their students in negotiating the complex course

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Buddy Reading: Cross Age Tutoring in a Multicultural School

Reviewed by María F. Miranda

Buddy Reading: Cross Age Tutoring in a Multicultural School. by Katherine Davies Samway, Gail Whang and Mary Pippitt. Portsmouth, New Hampshire: Heinemann, 1995.

Cross age tutoring is not a novel idea, but Samway, Whang and Pippitt take us step by step through the process of organizing, maintaining and encouraging a successful program in a multicultural elementary school setting. They provide us with an accurate and detailed account of their Buddy Reading Program and offer suggestions on how to implement a similar program. The authors come across as sincere and enthusiastic learners who get as much out of buddy reading as their students. They share their many experiences and practical solutions which makes for easy reading.

According to the authors, it all began with one reluctant fifth grade learner and Gail Wang's efforts to engage him in the reading process. At first, she put him in Mary Pippitt's second grade class as a tutor, but that backfired when his behavior became a problem.

"Gail had other students with similar academic and interpersonal problems. She knew that they were frustrated by their lack of success in school and in the fact that they were underachievers. The way in which they expressed this frustration demanded an inordinate amount of her attention and time. These students could barely read, and they weren't interested in being in school" (p. 8).

Thus began buddy reading. Half of the first and second grade class exchanged places with half of the fifth/sixth grade class once a week. Both classes were told that the older students would help the younger children practice reading and writing and each would have a "buddy". The primary reason for the success of the Buddy Reading Program was that both Gail Wang and Mary Pippitt shared a similar philosophy and approach to teaching reading.

"Over the years, both teachers have moved steadily away from the traditional, teacher-centered, skills-based instructional strategies that characterized their teacher preparation programs and early teaching experiences. They began to abandon reading textbooks in favor of children's literature that had been written to entertain and inform young readers, and they found that this change transformed their previously disinterested students: it also transformed how excited they felt about teaching" (p. 11).

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between very different approaches to the written word. teachers are encouraged to draw on parents' knowledge and experiences and to acknowledge the role of pre-school experiences.

Various approaches to teaching reading from the perspective of bilingual children are discussed. Suggestions are given to prepare children for reading by utilizing strategies which facilitate word recognition. Resources for reading are suggested for the emerging second language reader as well as the newly independent reader. A description of the different stages which define children's routes to becoming fully independent readers serves as a valuable guide to assessing their development.

The Course Leader's Handbook serves as a guide for the five units taught in *Reading in Multilingual Classrooms*. Transparencies and handouts which correspond to content being taught are indicated in the left hand margin of the handbook.

The activities in Unit I, *Experiences of Reading*, enable the participants to become acquainted and to define their needs more clearly. Transparencies serve to outline the different writing systems used by bilingual students, to illustrate transferable skills employed by children already literate in a community language, and to simulate what it feels like when a person has to read in a language s/he does not understand.

In Unit II, *The Reading Process*, handouts and transparencies complement explanations of the skills approach and the strategies approach used in the teaching of reading. Examples of the skills approach are "Phonics" (focus on the relationship between letters and sounds) and "Look and Say" (focus on the relationship between words and sounds). "Language experience" and "Apprenticeship" (reading a book alongside the teacher until children feel ready to take over on their own) are the two main examples of the strategies approach. Problems inherent in the skills approach are compared with the advantages of the strategies approach. Additional materials focus upon the following topics: using children's writing as their own reading material; error correction; miscue analysis; and textual cohesion.

The goal of Unit III, *Reading in Prac-*

tice, is to enable teachers to help children develop useful strategies for reading. While readers fluent in English have greater ease in predicting what comes next, bilingual readers may not have the knowledge of vocabulary, grammar, or the cultural content of the story to be able to guess what lies ahead. Transparencies and handouts in this unit display strategies which facilitate prediction by placing emphasis on reading for meaning and by encouraging children to become active and reflective readers. The story of "Chicken Licken" is narrated as an example of the use of classic folk tales as predictable genres for children who are moving into English literacy.

Unit IV, *Resources for Reading*, is dedicated to criteria which should be considered when choosing books for bilingual readers. These include: the use of repetition, rhythm, and rhyme as supports for the emerging reader; suggestions for nurturing increasingly independent readers; access to multilingual resources; and cultural and literary issues pertinent to the use of single and dual language books.

Unit V, *Assessing Reading*, examines the range of uses and areas of development that should be assessed. Key questions are posed for emergent readers and a simplified miscue analysis identifies the independent reader. The importance of obtaining information from parents or adults who converse with the students is emphasized as a way of obtaining a clearer picture of their actual experiences and abilities.

In *Speaking & Listening in Multilingual Classrooms*, the author observes that it has become clear over time that "the mainstream classroom potentially offers a richer learning environment than a segregated language classroom." Consequently, materials presented in this course assist class and subject teachers with little or no training in second language acquisition to assume the increasing language instruction responsibilities of mainstream teaching.

The Teacher's Book reviews research concerning the centrality of "talk" in learning. Aware of the tendency of teachers to use questioning techniques which left little time for thinking and formulating answers, the National Oracy Project undertaken in

1987 in England set out to sensitize teachers as to how they could encourage more effective talk. The basic findings of the project indicated the need to provide "scaffolding" for children's learning and predicted subsequent steps which allow children to take control of their own learning. The author's caution that teachers need to look carefully at their attitudes towards different languages is the basis for a discussion of standard and non-standard English, language deprivation, bilingualism, and stereotypes. Of particular interest are explanations of naming practices and the implications of cross cultural communication.

Five units develop the theme of *Speaking and Listening in Multilingual Classrooms*. The content of Unit I, *Talk and Listening*, explores the role of talk in learning. Discussions focus upon changing views as to the value of special classes for intensive English language teaching compared to the placement of bilingual learners in mainstream classrooms. Variables which influence the length of time needed to learn a new language are presented on the unit's transparencies and handouts which also illustrate findings from the research of Jim Cummins and Lily Wong Fillmore.

Unit II, *Every Child's Entitlement*, asks teachers to look very carefully at their attitudes towards different languages and dialects. Explanations are given of the following relevant material: Bernstein's speech codes; the linguistic deprivation hypothesis vs the linguistic difference hypothesis; negative attitudes towards bilingualism; and a defense of bilingualism. A particularly effective handout asks participants to match a list of jobs with the faces of people. Feedback from this exercise focuses on the ways that gender and race often influence choice.

Unit III, *What Teachers Need to Know*, examines the extent of language diversity in classrooms and consequent differences which can occur in cross-cultural communication. Factual information pertaining to well established communities of Panjabi Sikhs and Moslems, as well as political refugees from Somalia and Bosnia, is displayed on transparencies.

Unit IV, *What Teachers Need to Do*, provides activities and approaches which

are effective in classrooms where children are at different levels of competence in English. In their efforts to create the "right ethos" in the classroom, teachers are advised to consider parent involvement in the light of access, means of communication, and visual environment. The importance of stress-free conditions which respond to individual learning needs is emphasized.

Assessment is examined in Unit V. Citing the primacy of observation as the most important tool in assessing children's progress in speaking and listening, the Course Leader's Handbook supplies extensive information pertaining to the utilization of observation in different contexts. This is supplemented by illustrations of methods of record keeping. A handout entitled "Stages of Development" serves as an instrument to assess the speaking and listening characteristics of children at different stages of learning English. Questions are also provided which provide a basis for first language assessment.

The main focus of *Writing in Multilingual Classrooms* is on practical strategies which help children to develop as writers. In the Teacher's Book, the author shows how children are now seen as active rather than passive participants and summarizes current thinking in this area. She then addresses these issues: the inter-relatedness of reading, writing, speaking and listening; the importance of composition; classroom atmosphere; and the stages of the writing process. Literacy practices in the Afro-American community of Trackton are compared with those of Gujarati-speaking Moslems and Hindus in Britain. Two approaches to the teaching of writing which are particularly supportive of the integrated view of language skills are explained. The first — Language Experiences — is viewed as more appropriate in the early stages; while the second — Process Writing — is more effective in developing advanced writing skills. Teachers are advised to encourage beginners who are already literate to join in writing activities using their community language. A section entitled "Writing in Other Languages" is an invaluable resource in understanding how cognitive skills associated with literacy are acquired in a similar

manner across different languages.

Activities in Unit I, *Experiences of Writing*, enable participants to express their concerns about the teaching of writing. Emphasis is placed upon the contributions that parents and bilingual colleagues can make in acquiring information about children's past and present experiences of literacy in other languages.

Unit II, *The Writing Process*, enables the instructor to review current thinking regarding the writing process. Transparencies display examples of role play writing, experimental writing, early writing, and conventional writing. Explanations of the Language Experience Approach and the Process Writing Approach are followed by samples of Revision and Editing.

Unit III, *Writing in Practice*, addresses four topics: rehearsal for writing; reducing stress; writing in other languages; and responding to writing. The activities in this unit are based on actual examples of children's writing. These may be substituted by samples brought by the participants. The importance of rehearsal as an opportunity to share ideas, decide on a topic and then discuss it is indicated on transparencies which present key features of group writing, drama, puppetry, oral retellings, and writing games. On-going explanations by the teacher and supporting visuals demonstrate how writing that grows out of role play, dialogue journals and some kinds of non-narrative writing fosters stress free situations which encourage language learners to take the risks that they need to develop as writers. Unit IV, *The Secretarial Skills of Writing*, emphasizes that while composition is the most important part of writing, the secretarial skills (spelling and handwriting) cannot be overlooked. An explanation of the stages through which children pass on their way to learning conventional spelling is complemented by a lesson on acquiring strategies for spelling. This is supplemented by an analysis of the spelling patterns found in a child's composition. Whatever their chronological age, children learning to write behave in similar ways. The skills required in learning to write are examined by the use of samples of a student's writing over a period of time. Unit V, *Assessment*, examines issues

pertinent to the assessment of children's writing. The activities in this unit are based on actual samples of children's writing. These may be substituted by or supplemented by samples brought in by the participants. Noting that checklists and grids give an incomplete picture of children's development, the author presents alternative methods of assessment. These methods include the use of teachers' observational diaries and writing profiles. A knowledge of both their level of understanding of English and of their writing skills in the community language can resolve many of the difficulties inherent in assessing children's progress in writing in a second language.

Used for the purpose for which they were written, *Reading in Multilingual Classrooms*, *Speaking and Listening in Multilingual Classrooms*, and *Writing in Multilingual Classrooms* provide teacher-trainers with content support services which will facilitate the preparation of their students in the teaching of Reading, Speaking, Listening, and Writing. The three publications offer a sound base in methodology, language acquisition, multicultural awareness, bilingual education and assessment. While every trainer of teachers might not find all of the material needed to accomplish specific course objectives, every trainer of teachers will find research that is current, methodologies that are practical, strategies that indicate multilingual awareness, and activities that facilitate instruction and assessment. Careful analysis of content underlies the following comments:

1. Each course can be taught independently. When taught in conjunction, the three courses offer a comprehensive view of the subject matter.
2. Materials used in each course are well written and specific to the theme being presented. The pattern followed by the five units permits cross-referencing to a related unit in the other two courses. Utilizing Unit I across publications provides the teacher with experiences in reading, speaking, listening, and writing. Similarly, an overview of Process

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- in the four skills is given in Unit II. Of invaluable assistance is the ability to utilize assessment designs presented in Unit V of each course.
- Each unit is finalized by a handout which summarizes what has been taught. The quality and format of each handout provides five (per course) or 15 (per three courses) summaries which, in themselves, present a synthesis of pedagogy for multilingual populations.
 - A total of 58 handouts and 94 transparencies are used to illustrate the material presented in the three publications. Given the fact that examples and activities utilize the student population of schools in England, some might not seem relevant to schools in North America. This could be true for specific locations. An examination of the increasing numbers of languages spoken by students on our continent shows a remarkable similarity to the multilingual student body in English schools.
 - Published in England, the text uses some words which are not common parlance in North America. These can be easily rephrased. Where case studies or writing samples are specific to language environments in England, the author suggests substituting materials particular to the participant's teaching situation.
 - Do these three publications provide instruction sufficient to meet the needs of all trainers of teachers in multicultural and multilingual learning environments? The breadth and depth of the content offers a strong instructional framework grounded on a solid research base. This will provide sufficient material for some teacher training programs or serve to complement others already underway. Experience eventually shapes, modifies, or creates new perceptions and each unit can be expanded to include additional materials. The emphasis on the inter-relatedness of the four language skills which is inherent in the content and activities of each publication ensures timely, integrated instructional assistance to educators in multilingual classrooms.

Sr. M. Julianna Poole is an Assistant Professor of Education at Fairfield University, Fairfield, CT.

- NABE -

Book Review Submission Guidelines

Reviews for publication in the **Book Review** column and sample materials from publishers should be sent to the attention of Dr. Beti Leone, Book Review column editor, at NABE, 1220 L Street, NW, #605, Washington, DC, 20005.

Reviews may also be sent via e-mail to NABE_NEWS@nabe.org.

Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

Later, the half-hour shared reading was extended to include art and cooking. The older students would help and encourage their young tutees with their projects.

The authors indicate that this went on for five years. They believe the turning point occurred when Katherine Samway, a college professor, came to the school to conduct research. It was she who suggested that Mary and Gail put more effort into the observations of the tutoring sessions. Although the teachers were reluctant at first, they soon realized that it was an essential component that was missing. "A symbiotic relationship involved in which observations and instructional and management decisions influenced each other" (p. 14). In their own words, "careful observations lead to increased knowledge, which influence instructional decisions" (p. 84).

According to the authors, many initially successful cross-age tutoring programs soon disintegrate because the people involved do not fully understand the purpose of the program. Successful cross-age tutoring needs a clear vision and commitment from all the parties involved as well as plenty of planning and preparation. Each of the players has a role to play.

The teachers' role is obvious. They must plan well. The authors found that in order for the program to succeed they need to spend one month preparing the students. The authors include a very detailed and sequential list of activities that must be addressed with both the older and younger students. The older students are introduced to read aloud strategies as well as the developmental nature of reading and writing. The younger ones are taught attentive listening strategies through role playing which the authors call mini lessons.

The authors also include various helpful suggestions when first introducing the "buddies" to each other. After the month long preparation the students are ready to work with each other. Planning does not stop here. Same way. Wang and Pippitt stress that on-going preparation is an essential element of a successful buddy reading program. According to the authors, "preparation occurs in three basic formats: a) focused, whole-class instruction each week before the children meet with their buddies (mini lessons) usually lasting about 10 minutes. b) very brief one-on-one coaching during buddy reading, and c) exploration of student-generated issues in the debriefing session held at the end of each buddy reading session (p.53). "Learning to read is like learning to walk" (p. 23). You must show success with each step in order to continue.

The authors provide compelling examples of how buddy reading has helped the older students become better readers themselves:

"It helped my reading a lot. It helped me to read more. I like it cause it helps me read out loud to people more. It helps me read with more and more expression. If it weren't for buddy reading, I would still be reading bad. I think that it has helped improve my reading skills. So I like it a lot. Now I know more words and I can read better and better" (p. 102).

The younger children, it goes without saying, benefitted in many ways from buddy reading. They learned to use a range of reading

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Congressional Hispanic Caucus Meets with ED Secretary Riley

Members Ask Administration to Step Up Support for Bilingual Education Programs and Funding

by Jaime A. Zapata

On June 14th, the members of the Congressional Hispanic Caucus (CHC) and Secretary Richard Riley of the U.S. Department of Education (DOED) met to discuss a series of education issues that are of great concern to minority-language communities. Bilingual education, which in the words of CHC members, "has been more important over the past two decades than any other federal education program", topped the list of items for discussion.

Asked to comment on the Administration's commitment, the Secretary responded with some caution. He stated that while it was still too early to tell what appropriations levels for bilingual education would look like, that the Administration would make an effort to secure funding for the program. Congresswoman Nydia M. Velázquez (D-NY) expressed great concern over the lack of funding for teacher training programs during FY 1996. Secretary Riley responded by citing the Administration's reprogramming request for bilingual education. He also invited

the members of the CHC to work closely with Ms. Delia Pompa, the Director of DOED's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), to help address this crucial issue. The members agreed to keep in close contact with Ms. Pompa, and to make every effort to secure adequate funding for all bilingual education program components.

It is worth noting that while the Secretary's tacit commitment to bilingual education is encouraging, every effort should be made by NABE members to contact the Administration and the members of the CHC. They should be urged to actively engage in a strong effort to secure adequate funding for all bilingual education program components. This is especially crucial as the FY 1997 Labor, Health and Human Services, and Education Appropriations bill moves to the floor of the House of Representatives.

For further information contact Jaime Zapata, NABE Associate Director for Legislation and Public Affairs at (202) 898-1829, Ext. 106.

Congressional Hispanic Caucus Members

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NABE Legislative Policy and Budget Update Hotline

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humanity and limits our view of citizenship. Bilingualism and multiculturalism opens new possibilities for all. These new possibilities seem to frighten conservatives but are the stuff of democratic citizenship. America was founded on the idea that government can be improved and that, through freedom of speech and of the press, citizens should be exposed to all the possibilities and should have the power to even amend the Constitution to improve our way of life. It would be ironic if a unique governmental system designed for free expression, expansion, and improvement were changed to shut off discussion in other languages.

On October 6, 1995 *The Arizona Republic* reported how Proposition 106 was again ruled unconstitutional by the courts, but that can change if the U.S. Constitution is changed as "English-Only" forces are advocating. As the sociolinguist Joshua Fishman maintains, in our concern with individual civil rights we tend to forget group cultural rights. In fact, one can argue that in our preoccupation with individual rights, we have lost sight of cultural responsibilities towards family, culture, and God. Citizenship is more than the right to participate in government. It is also im-

plies a responsibility to get along with one's fellow citizens through tolerance, compromise, consensus, and cooperation.

We also fail to recognize the strengths inherent in cultural diversity. At the 1995 NABE conference in Phoenix, Arizona Senator John McCain spoke of the contributions of the Navajo Code Talkers (Navajo marines who used their Navajo language to make an unbreakable radio code) to our success in fighting the Japanese in the Pacific during World War II. This contribution to our country's war effort could never have been made if the government's efforts to suppress the Navajo language through schooling had been successful.

This is an expanded version of an essay done for a discussion document for the 1966 Arizona Town Hall held on the theme of "Community Participation, Arizona's Future: Redefining Citizenship." The conclusion of this essay will be printed in the next issue of NABE NEWS.

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Editor's Note: Contributions to the *American Indian Bilingual Education* column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86001-5774, or E-mail to: JON_REYHNER@mail.cee.nau.edu, (520) 523-0580, fax: (520) 523-1929.

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BOOK REVIEW: *Buddy Reading* — FROM PAGE 37

strategies. They became more skilled in book selection and more confident writers, as well as more skilled conversationalists. Both sets of students gained tremendous confidence, which as everyone knows boosts self-esteem.

The authors are not afraid to mention the areas they still need to improve on: "Buddy Reading" shows us how buddy reading can serve as an effective way to teach reading strategies to older elementary students. They demonstrated that even limited English proficient students can benefit from such a program. Working with younger students, 5th/6th graders got practice using strategies that were often helpful to themselves as well.

It was refreshing to see that teachers took the time to listen to their students, responded to their comments and suggestions and, more importantly, to their individual needs. The only suggestion I would make would be to document more carefully the samples of the students' reading and writing before buddy reading and after a year or two of being in the program.

María F. Miranda is the Principal of the Multicultural Magnet School in Bridgeport, Connecticut.

Contacting NABE Electronically

You can currently contact NABE at a number of specific electronic mailboxes.

For general information or questions, write to NABE@nabe.org

To reach the Newsletter Department, write to: NABE_NEWS@nabe.org

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Administrative Reflections... A Year Gone By

by Dr. Jaime Castellano

As the year comes to an end I sit in front of my computer reflecting on the totality of the school year wondering if we made a difference in the lives of the children with which we have been entrusted. Is this a measurable outcome? In today's society how do we measure school effectiveness and success? Are norm-referenced standardized test scores a reliable and valid measure for a school where 50% of the students are identified as limited English proficient?

Did we make a difference for children by providing them a safe and nurturing environment? Do qualitative measures such as attitudes, issues of self-esteem, and feeling good about coming to work/school count? How about providing a free breakfast and lunch to 75% of the student population? Feeding them in the hope that a nutritious meal pays off in classroom performance is another factor to consider.

My gut reaction tells me that we did make a difference in the lives of the 500 children who attend Palmetto Elementary School in West Palm Beach, Florida. My feelings have been reaffirmed by those I work with: teachers, support staff, parents, and even children. We have worked very hard this year.

There were more good times than rough times. I believe that progress only comes with struggle. Differing opinions make for a healthy organization. We don't have to agree on everything; I accept that. We made a difference because everyone who had contact with children understood and accepted the challenge to become better educators and persons. The high expectations we have for all children helped us make the difference.

Improvements were made, achievement gains documented, progress was noted, and a recommitment and dedication to children serves as our driving force.

I know we made a difference because

the tears of joy on the faces of parents tell me so. I know we made a difference because the majority of faculty and staff have indicated they enjoy coming to school/work. I know we made a difference because nonreaders are now able to recite and recognize the alphabet and are beginning to read. I know we made a difference because individuals who visited our school for the first time have commented that they can sense something special is happening in the school.

Perhaps one of the best indicators we can use to document progress is the school improvement plan. The school improvement process is a journey that empowers us to work through sometimes uncharted waters. It is a time of reflection, transformation, and rebirth. There is no magic wand that is waved over the school to initiate change. Instead, it provides a platform for individuals and groups to step forward to formulate plans of action rooted in best practices, equity, and collaboration.

Quantitative measures, outcomes, standards, benchmarks, stanines, quartiles, percentiles, and other assessment-related vocabulary are funneled to the school system by the "powers that be," and it is expected that some of these measures will find their way into the school improvement plan.

If a particular plan works the numbers will support it. If not, it's back to the drawing board. That's one of the beauties of the school improvement process.

As a new principal, I inherited a school improvement plan that I felt needed to be amended to become more focused. Working with a core team of teachers we were able to agree on the changes to make to the document that everyone could feel comfortable with.

The task took weeks. The process was sometimes very draining on the psyche. There were other times when we had to clarify our value system before we could make a decision. I went home exhausted

after some of our meetings.

Because of our large numbers of limited English proficient students I pursued the implementation of various academic-based programs utilizing the native language of these students. We were treading in new waters. Bilingual education in Florida is a political issue. The overwhelming majority of teachers and administrators, at all levels, know little to nothing about this instructional alternative.

I am fortunate that our writing team had an open mind and was willing to do what was in the best interest of the students. I know that as a result of using the native language of the students, in this case Spanish, and their culture — perhaps the two most valuable resources we have going for us — that we will make even a bigger difference in their lives for years to come.

It's about affording all students more opportunity. This includes the 25% of our students who are non-Hispanic, but who could potentially benefit from acquiring another language during their elementary school experience.

The provisions that we made in our school improvement plan for next year propel us far ahead of other schools who also have large numbers of limited English proficient students. Out of eighty elementary schools serving over 80,000 students, only two will be offering programs emphasizing cognitive academic language proficiency in Spanish. We are very proud of the fact that we are one of them.

The following programs will be offered to our students next year:

- **Spanish for Native Speakers:** Students enrolled in grades 1-3 who are orally proficient in the Spanish language will be part of a program designed to further develop their reading and writing skills in their native language. The instruction will parallel the curriculum being taught in the

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homeroom with the goal of enriching and accelerating instruction.

- **Spanish as a Second Language:** Students enrolled in grades 1-3 who do not speak Spanish will be afforded an opportunity to acquire basic interpersonal communication skills (BICS) in the target language.
- **Newcomers Instructional Program:** This program is designed for students in grades 1-5 who are new to the United States and/or the school district and who speak no English. One-half of their school day will be devoted to native language instruction using a thematic unit approach. Students will receive intensive English as a second language and be involved in the fine arts program the remaining half of the day.
- **Accelerated Program for Academically Talented ESOL Students:** This program will be available to our limited English proficient (LEP) students, in grades K-5, who demonstrate above average intellectual ability in the classroom. A multiple criteria checklist has been developed for identifying eligible students. This checklist includes:
 - 1) a nonverbal screening for intellectual performance,
 - 2) an academic assessment in the native language of the child,
 - 3) the completion of a gifted characteristics checklist for underrepresented populations,
 - 4) a look at past school performance,
 - 5) a language assessment component,
 - 6) ESOL teacher input,
 - 7) homeroom teacher input,
 - 8) feedback from the designated LEP committee,
 - 9) parental input,
 - 10) student interview,
 - 11) principal's input, and
 - 12) input from community-based individuals who have contact with the child on a regular basis.

In summary, by offering multiple opportunities, our aim is to meet the needs of all children. The Palmetto staff is committed to ensuring that all children experience success, regardless of their race, culture, and/or language. I am looking forward to my second year at the school.

Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

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parents have learned a lot from the entire committee and have worked well with all of the parents," said Celia Rodríguez, a grandmother who participated in the conference. "All the ladies called us "Tías" and made us feel really special," continued Ms. Rodríguez.

In the end everyone went home with a genuine sense of accomplishment and a keen awareness that the success of children in our educational system is built upon the cornerstone of heightened parental involvement and participation. The involvement comes about by parents becoming more informed and aware of school policies and procedures, by attending school board meetings, and by communicating with teachers and administrators on a regular basis. The participation means a more active role in a child's education; this is achieved by making homework and other school assignments more interactive between parent and child. Participants spoke of the conference as the initial steps of building a bridge between children, parents, and education professionals. Through cooperation, it is hoped that this bridge will facilitate a future filled with promise for our children, our schools, our community, and for our nation as a whole.

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Editor's Note: Contributions for the Parental Involvement column should be sent to the editor, Aurelio Montemayor, at: IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (210) 684-8180; Fax (210) 684-5389.

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gated its Spanish-speaking students, busing them to two elementary schools where Spanish was the language of the classroom, the lunchroom and the playground.

After learning about bilingual education's dismal exit rates, Mr. Doluisio began to investigate the program. He quickly uncovered more outrages.

"There were kindergartners five-year-olds who were at the perfect age to start learning a new language - who did not hear a single word of English all day long," he said. "I probably should have known that this sort of thing was going on, but nobody told me. I had to discover it for myself.

Change Not Without Controversy

Mr. Doluisio decided that Bethlehem's language policy needed a complete overhaul. He persuaded the school board to schedule a series of public meetings devoted to bilingual education - and to discuss its possible repeal. Community interest was so great that the board had to hold its gatherings in the Liberty High School

auditorium, the district's largest.

The issue immediately divided along ethnic lines. Many Latino parents felt that the removal of bilingual education would jeopardize their children's education. Some of Mr. Doluisio's supporters undercut him when they stepped up to the microphone and made derogatory comments about Puerto Ricans.

"These meetings were very heated," Mr. Doluisio recalls. "I had to have cops in the back of the room to make sure that there was no trouble." At one point, a group of Latino activists physically surrounded the school board and, led by a priest from out of town, engaged in a prayer to save Bethlehem's bilingual-education program.

The Pennsylvania Department of Education also frowned on Mr. Doluisio's efforts. Myrna Delgado, the state's bilingual-education coordinator, urged the school board to vote against him.

The rancor of the hearings weighed heavily on Mr. Doluisio, especially the ugly way in which race and ethnicity had intruded. It appeared that all the Latinos were on one side, all the Anglos on the other. "This was an extremely unpleasant time for me, and for everybody," he says.

Encouragement from Latino Community

Midway through the controversy, however, a group of sympathetic Hispanic parents contacted him. They were professionals, led by Luis Ramos of Pennsylvania Power & Light.

"We hoped to make it clear that Latinos want their children to learn English, and that the superintendent was heading in the right direction," says Mr. Ramos, whose two children have attended Bethlehem schools. "Their support really gave me the courage to forge ahead," says Mr. Doluisio.

In February 1993, the school board voted to abolish bilingual education and adopted a goal that "all language minority students in the district become fluent in the English language in the shortest amount of time possible to maximize their opportunity to succeed in school." All students would attend neighborhood schools taught in English, and students who required special help would receive

instruction in English as a Second Language (ESL) several times a week.

"It was our belief that if the Chinese and Russian kids could do well in a regular classroom without bilingual education, then so could the Spanish-speakers," says Rebecca Bartholomew, the principal of Lincoln Elementary.

Immersion in English initially met with a lot of resistance from non-bilingual teachers. They were used to dealing with children who would understand their most basic instructions. "In the first week of the new program, we had home room teachers who would tell their class to line up, and half the class wouldn't understand," says Ann Goldberg, who runs the immersion program for Bethlehem.

Before long, however, opinions started to shift. Hispanic parents are gradually beginning to approve of English immersion. One who likes the switch is Margarita Rivas. A native of Puerto Rico, she was concerned at first that her four children would not succeed in school if they did not hear much Spanish. But then she changed her mind.

"It's very important that they know how to speak English well in this country," she says. "Now they speak English better than Spanish, and they are helping me and my husband improve our English."

After the immersion program had been in place for one year, Bethlehem surveyed the parents of the Spanish-speaking students. The forms went out in two languages, since many of the parents speak no English. Eighty-one percent of the respondents said that their children had "progressed well academically" in the English-immersion setting. Only 7 percent said that they "did not make progress." Eighty-two percent of the respondents rated the new program as "good" or "very good," 12 percent called it "adequate" or "satisfactory," and only 1 percent deemed it "poor."

Substantial Progress

The teachers have started to come around as well.

"I was against immersion in the beginning, but I'm not nearly as critical now," said Jean Walker, a fourth-grade teacher who has taught in Bethlehem schools for 24 years. "I didn't think I'd be able to

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**Faculty Position
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communicate, but these kids learned English faster than I thought they would." A survey showed that Ms. Walker is not alone - 62% of Bethlehem teachers said that students were making "substantial progress" in learning English after being in the program for one year. Only 13% said students made "little" or "no progress." The school district will publish its first academic evaluation of the program this summer, and the results are sure to be watched closely by educators both inside and outside of Bethlehem.

Mr. Doluisio was officially condemned at the 1994 convention of the National Association for Bilingual Education. His detractors accuse him of being driven by politics, even of riding a tide of anti-immigrant sentiment.

He says his goal is to help children succeed by raising expectations for their performance. "For years we expected our Latino kids to learn differently. We didn't think they could cut it in mainstream classes with the native English says Mr. Doluisio.

"The results were like a self-fulfilling prophecy. Today we're saying that Latino kids are just as capable as any other group of students."

Reprinted from The Wall Street Journal, April 10, 1996.

Editor's Note: *As stated in NABE's April 15, 1996 Letter to the Editor of The Wall Street Journal, NABE never "officially condemned" Bethlehem, PA School Superintendent Thomas Doluisio — neither at its 1994 conference nor at any other time. The reality is that, at the 1993 NABE convention, the membership approved a resolution "expressing the deep concern this membership feels for the well-being of the children affected" in that the disbanding of the Bethlehem bilingual program could "effectively deny students access to comprehensible content area instruction and appropriate development of cognitive skills."*

• NABE •

of English literacy than the English immersion counterparts. It is in reality one of the most cost effective of all educational programs since bilingual teachers are paid the same salary rates as their monolingual colleagues. By year six most bilingual programs are 90 to 100 percent in English.

•••••

In support of Roberto Rodríguez's article "The Politics of Language," which appeared in the April 1996 issue of "Hispanic Magazine," Kenneth Rummenie of Buffalo, NY wrote:

As a teacher fairly recently assigned to the Bilingual Testing Center, I read with interest the article on bilingual education. It's shameful that ignorant politicians try to undercut *Lau v. Nichols* by cutting funding for bilingual education.

Looking as I do for weapons against Official English and for bilingual funding, I was elated to learn of the United Nations Convention on the Rights of the Child, passed by the UN in 1989 and signed by President Clinton in February 1995. This guarantees children's right to "seek, receive, and impart information of all kinds regardless of frontiers." Any official English law, by denying immigrant children

Quality bilingual programs reduce language minority student dropout rates and help these students compete over time with native English-speaking students where it most counts: academic competency, English proficiency and a high school diploma.

services in their first language, would infringe upon their right to "seek, receive, and impart information."

My elation was dampened when I realized that Senator Dole, who has a strong English-Only stance, could keep the Convention from a ratification vote. Also, Senator Jesse Helms chairs the Foreign Relations Committee, where the Convention is currently bogged down. Readers should write Senators Dole and Helms, and their own senators, demanding that the UN Convention be ratified so U.S. children can enjoy the personal and language rights the UN would guarantee to all children of the world.

Classifieds

Director of Language Minority Programs

Illinois district is seeking a Director of Language Minority Programs. Current administrative leadership in staff and program development as well as bilingual teaching experience preferred. A type 75 certificate is required for this 12 month position (July 1 - June 30) with a salary range of \$65,000 - \$69,000. District 60 serves 13,500 students, 20 percent served by the Spanish TBE program. Starting date is negotiable, but no later than September 2, 1996. Apply before July 15, 1996: Dr. Peter Alvino, Waukegan Public Schools, 1201 N. Sheridan Road, Waukegan, Illinois 60085-3099. (847) 360-5404.

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The School of Education seeks a scholar with a doctorate in Psychology and a strong background in School Psychology and Guidance and Counseling. The candidate would teach in both programs and be responsible for bilingual specialization of both programs. Must be eligible for New York State bilingual extension. Experience with urban and culturally diverse populations is important. Please send curriculum vitae, three letters of reference and writing sample or research publication to Dean Madeleine R. Grumet, School of Education, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, 11210. Attention: Gwen Ferguson. Applications will be reviewed as received. An AA/EEO Employer M/F/H/V

ANNOUNCEMENTS

1997 NABE Bilingual Education Outstanding Dissertations Competition

ELIGIBILITY

The competition is open to those who have completed doctoral dissertations in the field of bilingual education between June 1, 1993 and August 1, 1996. Studies using any research approach (historical, experimental, survey, etc.) are eligible. Each study will be assessed in light of the research approach used, the scholarly quality of the dissertation, and the significance of its contribution to knowledge in the bilingual education field.

RECOGNITION

In effect, there will be two types of winners:

- (a) the semifinalists — the writers of the top seven to ten abstracts from which the three finalists will be selected, and
- (b) the three finalists — the writers of the dissertations selected by a panel of judges for first, second, and third place.

The finalists will be presented at the 26th Annual International Bilingual-Multicultural Education Conference of the National Association for Bilingual Education in Albuquerque, New Mexico, from February 4-8, 1997. The National Association for Bilingual Education will pay for the travel expenses and per diem to the convention for the three finalists.

DEADLINE

Six (6) copies of the dissertation abstract prepared as directed in the guidelines must be received by September 6, 1996. Send them to the competition chair at the above address.

APPLICATION

Those who wish to apply should seek application information from their professors or from:

Alfredo G. de los Santos Jr., Chair
NABE Outstanding Dissertations Competition - 1997
2411 West 14th Street Tempe, AZ 85281-6941 (602) 731-8101

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NABE NEWS

The news magazine about educational equity and excellence through bilingual education

August 1, 1996

National Association for Bilingual Education

Volume 19, Number 8

House Votes English as Official U.S. Government Language for First Time

by John E. Yang

Washington Post Staff Writer

The House has voted to declare English the official language of the U.S. government for the first time, plunging into a debate that pits competing American traditions of diversity of cultures and unity of language.

The election-year measure, which passed on a 259 to 169 vote that largely followed party lines, would require the federal government to conduct its official business in English, ending the current practice of printing some publications and documents in languages other than English to help those for whom English is a second language. Exceptions would be made for teaching languages, international relations, public health and safety and some judicial proceedings.

Backers of the bill, dubbed the "English Empowerment Act of 1996," portrayed it as a defense of American society against the assault of multiculturalism.

"Part of becoming American involves English," House Speaker Newt Gingrich (R-GA) said in a rare floor speech to close the debate. "It is vital historically to assert

and establish that English is the common language at the heart of our civilization."

Opponents assailed the measure as an unneeded chauvinism. "The tide is not against English or America... we need not act in fear or in jingoism," said Rep. Steny H. Hoyer (D-MD).

The Clinton administration opposes the measure, calling it "unnecessary, inefficient and divisive," and President Clinton has said opposition to bilingual culture conflicts with the nation's values. Robert J. Dole, the GOP presidential candidate, called for making English the official lan-

guage last year.

A similar measure, sponsored by Sen. Richard C. Shelby (R-AL), is pending in the Senate. Senate Majority Leader Trent Lott (R-MS) said yesterday he would try to schedule action on the measure in September.

The bill would repeal the federal requirement, part of the 1975 Voting Rights Act, that jurisdictions with large numbers of residents for whom English is a second language print election ballots in other languages. State and local governments

CONTINUED ON PAGE 8

NABE Executive Board Meets Elects Officers, Sets Agenda

The 1996-97 NABE Executive Board held its first meeting on July 12-14, 1996. At the meeting, the Board elected officers and discussed the many issues which will determine NABE's priorities for the next year.

NABE Executive Board officers for 1996-97 are President: Janice Jones Schroeder of Alaska; Vice President: Mary Jew of California; and Secretary/Treasurer: David Báez of New York. They are joined on the Board by Members-at-Large Joe Bernal of Texas, María Estela Brisk of Massachusetts, Nga Duong of Washington, Hermán García of New Mexico, Susan García of Colorado, and Parent Representative Adela Holder of New Mexico.

With the elimination of the Regional Representatives positions on the Board,

one of the actions of the Board was to assign members as liaisons to NABE affiliates (see accompanying box). Communication with affiliates should be facilitated by this new arrangement. Affiliate news and other informational items should be directed to the appropriate Board member.

The Board also began the process of updating NABE's Mission Statement, which was last updated in 1985. Given the changes of the last decade, it was felt that NABE's mission needs to be revised to address the new educational, demographic, and societal context of bilingual education.

Within their discussion, the Board also addressed the resolutions approved by the

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Instructional Assistant
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NABE NEWS

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All articles printed in *NABE NEWS*, unless written by an Association staff person or a member of the current NABE Executive Board of Directors, are solely the opinion of the author or authors, and do not represent the official policy or position of the National Association for Bilingual Education. Selection of articles for inclusion in *NABE NEWS* is not an official endorsement by NABE of the point(s) of view expressed therein.

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PUBLICATION SCHEDULE

Volume 20 of *NABE NEWS* will be published in 8 issues; publication dates are:

Issue 1	09/15/96	Issue 5	03/15/97
Issue 2	11/01/96	Issue 6	05/01/97
Issue 3	12/15/96	Issue 7	06/15/97
Issue 4	02/01/97	Issue 8	08/01/97

All advertising and copy material must be received in the NABE office **ONE MONTH** prior to publication date to be considered for inclusion.

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The National Association for Bilingual Education (NABE) is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language-minority Americans.

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Message From The President

Fulfilling the Prophecy of the White Buffalo

by Janice Jones Schroeder

I'd like to first thank the Board for having the confidence and trust in my ability, leadership, commitment, and dedication to serve as NABE President. I want to thank the NABE members for having elected me to the Board as Member-at-Large. Thanks also to the bilingual communities in New York and Alaska. I wish to especially thank the Native American community and Dr. Joseph Vocolo in Buffalo, New York, for their recruiting me to head up the Mohawk and Seneca bilingual program for the Buffalo schools where I began working in the bilingual education movement. Lastly, to my many friends and family for never losing faith in me and their continued support and encouragement. I also wish to express my deepest appreciation to the NABE staff for all their efforts and hard work for bilingual education.

Let me share with you how I feel about having been elected to serve as your president. Many of you are aware of the birth of a white buffalo recently. To the Native American community, such a birth is a prophetic sign to show that there will be harmony among the races: red, black, yellow and white. The sign also indicates that there will be great change. The buffalo has changed colors four times, symbolizing the harmony among peoples as predicted.



1996-1997 NABE Executive Board President.
Janice Jones Schroeder

To me, serving as the first Native American president of NABE is also a sign that all races can work together.

These are critical times for bilingual education. It is a time when we all must work together for the human right ordained us by the Creator: the right to speak the language he chose for us. As the nation's population is becoming more diverse, we must continue to celebrate our diversity and continue to develop the minds of its diverse population.

The critical issue at hand is English-Only legislation. I challenge all of you to join in this fight. I don't think any of us realize the seriousness of this legislation and the impact it will have on our lives. All the progress NABE has made to ensure the rights of language-minority children may

very well be in jeopardy.

Let me share with you my vision of NABE for the next year.

1. Continue to advocate for the rights of culturally and linguistically diverse children and their parents.
2. Increase the collaboration and partnerships with our state affiliates.
3. Increase the cooperation and working relationship of the Board with the SIGs.
4. Enhance the proactive, advocacy role of NABE for bilingual education.
5. Increase the awareness of NABE's mission.
6. Increase parent participation by strengthening parents' awareness of their roles, rights and responsibilities.
7. Increase membership.
8. Become more proactive in fundraising.

I challenge everyone to rededicate themselves to bilingual education and to work together. By working together we will have a stronger voice. I look forward to an exciting year ahead; one full of challenge but also of great rewards. Again, thank you and please let us hear from you so we can better serve you, our members.

- NABE -

Contacting NABE Electronically

You can currently contact NABE at a number of specific electronic mailboxes.

For general information or questions, write to NABE@nabe.org

To reach the Newsletter Department, write to: NABE_NEWS@nabe.org

Conference-related mail should be sent to: NABE97@nabe.org

Membership questions should be sent to: MEMBERSHIP@nabe.org

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Native Speaker

A Roll Call Editorial

For 207 years, the United States has managed to get along without an official language. In fact, this country has absorbed tens of millions of immigrants speaking every language on the planet, and has prospered on account of it, becoming what author Ben Wattenberg calls "the first universal nation."

It's a blight on that noble history for Congress, as part of what seems to be a jingoist jihad against immigrants in this election year, to declare English as the country's official language. It's especially dismaying that the effort is being spearheaded by House Speaker Newt Gingrich (R-GA), who has always been one of the most outspoken — indeed, romantic — defenders of the traditional strength of American civilization. Nativism doesn't "renew" American civilization. It demeans it.

We don't for a minute question the desirability — no, necessity — of immigrants learning English as quickly as possible. It's the key to success in this economy. For that reason, and in the interests of avoiding balkanization, we also support the requirement that aspiring citizens demonstrate proficiency in English to be naturalized.

The fact is, though, that immigrants overwhelmingly do learn English and want their children to learn it. That's as true today with newcomers from Latin America, Asia, and Africa as it was for the Europeans who arrived in other great waves of immigration. Declaring English to be the official American language would be a profound statement of cultural pessimism on the part of Congress — the late 20th century equivalent of signs declaring "No Irish Need Apply." Combined with attempts to deny schooling to illegal immigrant children and deny welfare benefits to legal aliens, it's part of a disgraceful nativist bid for votes.

Moreover, "Official English" is foolish on practical grounds. Most government forms — IRS tax instructions, especially — are nearly unintelligible even to native speakers of English. Printing them in foreign languages is a service not only to consumers, but also to the cause of government efficiency. The House's official

English bill allows for government bureaucrats to explain government policy in foreign languages, so the mandating of English-only forms can have only one result: more bureaucrats.

There are important institutional reasons why Congress should reject the "official English" measure. As Rep. José Serrano (D-NY) pointed out in debate, it forbids Members with substantial foreign-speaking constituencies from sending mail to them in the language they understand best. It's not clear that Members with foreign language newspapers in their districts will be able to send out press releases in anything but English. And the hypoc-

risy is that the measure does nothing to prevent Members from putting on radio and TV ads in foreign languages, even though ballots will be English only.

As Serrano and other opponents of the Gingrich-backed measure noted, 97 percent of the U.S. population already speaks English, making the official English bill utterly unnecessary. If the Speaker and his followers are concerned about the other 3 percent, they should fund English classes for them, not use them as election-year scapegoats.

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WA Superintendent Apologizes For Anti-Spanish Talk

Washington statewide education superintendent candidate Ron Taber has apologized for his comments last month when he referred to Spanish as "the language of doormen, dishwashers and fruit pickers."

Taber condemned current bilingual education and has been promoting what he calls the "total immersion" or "sink or swim" method of teaching for non-English speaking students. "...We should be teaching children English, which is the language of doctors, dentists and lawyers," he said.

After the heavy criticism, Taber replied, "I ask my Spanish-speaking friends to forgive me if I offended them. Spanish is a noble language. What I oppose is the program that is called bilingualism but really isn't, because it teaches the native language and delays the learning of English."

Raúl de la Rosa, Washington state director of migrant and bilingual education and also one of two Latino candidates for superintendent, said that although Taber has apologized for his statements, "Quite frankly, the damage has already been done. (He) poses a terrible risk to the continued efforts that Latinos have carried out in past years on behalf of students."

Taber contends that he was deliberately quoted out of context. He cited his familial ties, travel experience and background as an assistant in a Latin American history class as proof of his sensitivity to Hispanics. "I have a sister who married a Hispanic. There is no bigotry or anti-Spanish in me. I've been to Spain and traveled all around Spain and I think Spanish people are wonderful and I think the Spanish language is wonderful."

Education, the plaything of millionaires

Millionaire Ron Taber, a candidate for election as superintendent of public instruction in Washington state, made the statement — and then buckled to pressure and apologized for it — that:

"In this state, Spanish is the language of doormen, dishwashers and fruit-pickers... Instead of learning Spanish, (immigrant students) should be learning English, which is the language of doctors, dentists and lawyers."

EMBASSY OF SPAIN

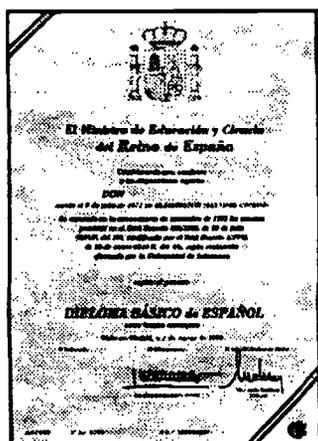
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The **DELE Inicial**: accredits the sufficient knowledge of the language to be able to cope with a range of situations which require an elementary use of the language.

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The **DELE Superior**: accredits the necessary knowledge of the language as to allow communication in situations which require an advanced use of Spanish and knowledge of its cultural background.

How are the tests structured?

The exam for obtaining the DELEs consists of five tests: reading comprehension, written expression, listening comprehension, grammar and vocabulary, and oral expression.

In which cities is the exam offered?

Albuquerque, NM; Baltimore, MD; Bloomington, IN; Boston, MA; Chicago, IL; Downingtown, PA; Houston, TX; Las Vegas, NV; Los Angeles, CA; Miami, FL; Monterey, CA; New York, NY; Orlando, FL; Provo, UT; Sacramento, CA; San Francisco, CA; Waltham, MA; Washington, DC; West Lafayette, IN.

When will the next exam be given?

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Deadline for registration: **October 18**

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Congress Approves Welfare Reform Bill; Stalls on Immigration Reform

by Jaime Zapata

On July 31, President Clinton held a press conference to announce that he would sign the Republican welfare reform bill. The news came as somewhat of a surprise, and received a mixed welcome from the community. The President had already vetoed two different pieces of legislation to reform the American welfare system, and had been urged by a wide range of advocacy organizations to do the same with this bill.

During his remarks at the press conference, the President admitted that the legislation was far from perfect. He noted that the bill goes too far in its cuts to immigrants — a matter he intends to correct next year under separate legislation — and that, among other things, it lacks an adequate job-training component.

On Capitol Hill, the response to the President's announcement was swift. That same day, after more than a year of debate on the issue of welfare, the House of Representatives passed the measure by a lopsided vote of 328 to 101. The following day, the bill cleared the Senate by a similarly bipartisan vote of 78 to 21.

It is expected that the bill will reach the President's desk soon after Members of Congress leave Washington for a month-long Congressional recess that is scheduled to begin on August 5th. The legislation will likely be implemented into law soon thereafter.

Changes to the Welfare System

The proposal is estimated to save \$61.1 billion over the next six years, with about 40% of said savings coming from new restrictions on food stamp-related spending, and a series of work requirements for welfare recipients. Under the legislation, able-bodied adults between the ages of 18 and 50 can receive food stamps for no more than three months during any three years. Benefits can only be extended past this period in the event of a lay-off, and then for no more than an additional three months.

The measure also eliminates the federal direct cash-assistance program known as Aid to Families with Dependent Children (AFDC), and replaces it with block grants to states.

Impact on Schools

A provision preventing states from offering undocumented students federally-funded school lunches, introduced as part of the original House legislation, is not included in the welfare reform package that promises to become law. However, the bill does grant states the option to keep undocumented children from participating in the meals program.

The measure also eliminates grants to help states join the school breakfast program, and cuts the reimbursement rate to schools and other entities that serve summer lunches from \$2.17 to \$1.96. Furthermore, in response to claims of abuse, the legislation strikes "maladaptive behavior" as an emotional disability in the determination of a child's eligibility for Social Security Insurance (SSI) benefits.

Welfare and Legal Immigrants

The welfare reform bill is especially harsh on legal immigrants. According to preliminary estimates by the Congressional Budget Office, about \$30 billion of the bill's total savings comes from denying benefits to this sector of the population. The proposal bars legal permanent residents — including those already receiving benefits — from eligibility for SSI and Food Stamps. It also bars future immigrants from nearly all other federal low-income assistance programs for their first five years in the United States. Immigrants who have resided in the U.S. for over five years will have their sponsor's income deemed available to them, and will likely remain ineligible for these programs. Furthermore, sponsors who refuse to provide assistance for immigrants can be sued by federal, state, or local agencies, or by the sponsored immigrant.

The bill also grants states the option to bar legal immigrants (both current and future permanent residents) from AFDC, Medicaid, programs using Title XX social services block grants, and wholly state-funded initiatives. Additionally, almost all federal, state, and local programs are required to verify the immigration status of applicants through a computerized database, and no government agency may be prevented from sharing information with the U.S. Immigration and Naturalization Service.

Immigration Reform

The week of July 29th was one of the busiest of the 104th Congress. No sooner had the English-Only measure known as H.R. 123 cleared the House of Representatives, and President Clinton made his announcement to support the Republican welfare reform bill, than the immigration reform bill returned to the Congressional front burner.

For the past several months discussions over the differences in the House and Senate immigration reform measures have been conducted largely without the input from Democratic policy makers. In fact, in an effort to keep said input to a minimum, Republicans leaders have opted not to name House conferees on this controversial measure.

Last week, Senate Majority Leader Trent Lott made a surprise attempt to take up a "compromise" bill on immigration reform. Democrats complained they had not had enough time to properly debate the measure, arguing that they had not even seen a draft of the compromise, and threatened a procedural filibuster. House leaders postponed the naming of conferees until after the recess.

The Gallegly Amendment

Foremost on the minds of policy-makers is the issue of allowing states to bar undocumented children from public schools. The provision, included in the House bill as the "Gallegly Amendment", has been a major sticking point of the reform debate.

During last week's push by Sen. Lott, a compromise proposal on the provision was suggested by Sen. Hatch (R-Utah) and Rep. Gallegly (R-CA). It would allow undocumented children to attend

CONTINUED ON PAGE 22



The 1996-97 NABE Executive Board. From left to right: Joe Bernal, Susan García, Janice Jones Schroeder, Adela Holder, María Estela Brisk, Hermán García, Mary Jew, David Báez, and Nga Duong.

membership at the March 1996 General Membership Meeting. The concerns addressed in these resolutions will be taken into consideration in designing the 1997 NABE Conference as well as in other aspects of the organization. In particular, there will be a Parent Institute at NABE '97 in addition to a full-day of community activities for parents and children.

With regard to NABE's advocacy efforts, the Board planned for enhanced communication with affiliates through the use of the Internet (Web and LISTSERVs) at the same time noting that individual members have a responsibility to advocate on behalf of bilingual education and that affiliates have a responsibility to redistribute materials in timely fashion to their own constituencies. NABE's Web site is scheduled to debut in the Fall.

With regard to ethnolinguistic participation in various NABE activities, the Board noted that NABE has many mechanisms already in place to encourage the participation and representation of all language-minority groups. The nominations process for NABE Board positions requires there be candidates from at least three different linguistic groups. Special institutes are held at the NABE conference on Native American and Asian/Pacific American education concerns in addition to efforts made to increase the number of sessions which deal with language groups other than Spanish. It was noted, in fact, that the percentage of the conference program related to either Asian/Pacific American students or Native American students was far greater than the percentage of conference attendees from either of these two groups. Furthermore, special interest groups have been established for Asian/Pacific American education and Language and Culture Retention and two regular columns appear in the *NABE News*, again devoted to these two linguistic groups. NABE will continue to encourage inclusion and diversity in all its activities.

The NABE Board discussed the many issues which bilingual educators face throughout the country. Maintaining the federal bilingual education program; encouraging high standards in bilingual education programs and in the preparation of bilingual education teachers; and fighting the English-Only movement will be high priority items for NABE over the next year.

- NABE -

could still do that if they chose to. Rep. Randy "Duke" Cunningham (R-CA), the bill's prime sponsor, said backers of the measure chose not to address the issue of bilingual education to avoid unnecessary controversy.

While considering the measure, the House agreed on a voice vote to adopt language Cunningham offered to clarify that technical terms and phrases from foreign languages are permissible and that foreign phrases — such as the official U.S. motto, "E Pluribus Unum" — may remain on the Seal of the United States. The motto, Latin for "one out of many," is emblazoned on the ceiling of the House chamber.

The measure also makes clear that federal employees may speak in another language while conducting official business. A federal court struck down an Arizona law requiring state workers to communicate only in English as a violation of their constitutional right to free speech. The case is before the Supreme Court.

Asian and Hispanic activists condemned the measure as punitive. "The bill is extremely divisive and it doesn't accomplish what its supporters say their aim is, which is to bring immigrants into the American mainstream," said Karen Narasaki, executive director of the National Asian Pacific American Legal Consortium. "It is so hypocritical to us that the people who are promoting this are the same ones who slashed the budgets for English as a second language and bilingual education." Cecilia Muñoz of the National Council of La Raza called the measure "unnecessary and dangerous." Citing a General Accounting Office study that found 97 percent of the U.S. population speaks English well, she said, "The English language in the United States is not in jeopardy. . . . It is being done for the sake of symbolism and for the sake of trying to earn cheap political points."

In all, 23 state laws declare English to be the official language of those jurisdictions; among them is one signed by then-Arkansas Gov. Bill Clinton.

John E. Yang is a staffwriter for The Washington Post; staffwriter Michael A. Fletcher also contributed to this report.

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NABE Action Alerts Now Available By E-Mail

NABE sends special Action Alerts to members and subscribers to inform them of the latest developments in Washington concerning bilingual education. These action alerts are now available by e-mail.

To subscribe to the Action Alert list, send e-mail to:
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American Indian Bilingual Education

Column Editor: Dr. Jon Reyhner, Northern Arizona University

Citizen or Subject: Part II

by Dr. Jon Reyhner

Today the fruits of past policies of language repression are ripening. Minority languages, especially American Indian languages, are rapidly dying out. In 1990 Congress recognized passed injustices, perhaps too late, and passed the Native American Languages Act (P.L. 101-407). Congress found in this Act that "the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages." Congress made it the policy of the United States to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages." Furthermore, the Act declared that "the right of Native Americans to express themselves through the use of Native American languages shall not be restricted in any public proceeding, including publicly supported education programs."

Government suppression of American Indian languages, cultures, and religions has violated the liberty of our Indian citizens to be who they want to be. There are different forms of slavery, and of being a subject rather than a citizen. One form of slavery ended by the Civil War was the forced labor of Blacks; but there is another form of slavery that says "you will be like us" whether you like it or not. This form of forced conformity is still being imposed on ethnic minorities in this country to the detriment of full and equal citizenship for these groups.

As American Indian languages die, the accumulated wisdom of their cultures as to how people should live together and with nature dies. That wisdom is often not replaced with any better wisdom from the dominant culture. Thus, functioning American Indian communities and fami-

lies are destroyed, leaving in their wake instant slums and dysfunctional families.

Much damage has been done to American Indian communities by a century of removal, often forced, of their children to boarding schools. Early missionaries described how Indian parents doted on their children, "loving them beyond all things." In many tribal cultures, physical punishment of children was unacceptable. Children were taught to endure pain stoically, and the ability to accept pain without emotion was a sign of maturity. In this way of thinking, punishing through pain did not make sense. Teasing, ostracism, peer pressure, and other alternatives were used to maintain discipline. In addition, tribal stories described how children who went outside the bounds of tribal custom were often severely punished by supernatural powers.

Although North American tribes spoke some 600 different languages, had different religions, and lived in different ways, George A. Pettitt (1946) found similarities in child-rearing practices among tribes. He found that central to native education practices was training for survival. If crying would give away a band to the enemy, then babies were taught not to cry. Knowledge of tribal traditions was a second necessity for a child's education. Through ceremonies, storytelling, and apprenticeship, children learned the culture of their parents. Play was another way to educate Indian children. Pretty Shield, a Crow, described putting up a play tent and going through all the household activities she would later take on for real when she married (Linderman, 1972). Children learned by observing and then copying what they saw.

While Indians were often considered "dirty," many tribes continued to bathe through the winter when European settlers sewed themselves up in their long underwear for the duration. Indians were also perceived as "lazy," but they often lived a hard life that required constant effort to

survive. Navajo children were taught to get up before dawn and run to greet the sun to gain the endurance necessary for a successful life. They were seen to be without religion, but Navajos still think all public occasions, despite our constitutional separation of church and state, should be opened with prayer. And, of course, their languages were often considered only "barbarous dialects" despite the beauty of songs like the Navajo Night Chant. Negative perceptions about American Indians, such as those described above, permeated the mainstream culture and the educational materials used in Indian schools. Little or nothing was said about how Navajo religion centered around keeping healthy and "walking in beauty."

Forced Assimilation

Missionaries and later Bureau of Indian Affairs and public school teachers disturbed what had been successful, functioning societies. Rarely did they study native customs before they sought to change them. Some would learn a tribal language, but few would come to appreciate a tribal culture. Indian religions were simply false. They often saw Indian societies already disintegrating from the onslaught of guns and diseases introduced from Europe, but these societies continue to hang on to this day.

Indian children were traditionally taught citizenship. They lived in communities without locks, jails, or banks and both learned to respect and to share personal property and land, at least within their own tribe or band if not with outsiders. They were often taught that "we are all related" and through extended families and clans learned their obligations to other people and to the natural world in which they lived. These obligations formed the cement that allowed their communities to survive.

On the other hand, in the boarding schools the U.S. government forced them

CONTINUED ON PAGE 10

to attend. Indian children did not learn the decision-making and parenting skills they needed to bring up their own children and to become members of a democratic community. They were marched around and told what to do from dawn to dusk, and "disciplinarians" and dorm matrons were their parental role models. Thus, they were taught in the regimented culture of the government Indian schools to be good subjects and to obey the rules, rather than to be citizens who helped make the rules. Learning from this environment they tended to order their own children around once they became parents.

Not only did non-Indian missionaries, government officials, and teachers fail to recognize the strengths in American Indian cultures, they also failed to see that their attempts to replace those cultures with an "American" culture usually resulted in a person caught between two cultures and made susceptible to depression, alcoholism, and other forms of personal and social disintegration such as joining gangs and using illegal drugs. Consequently, by taking away their culture and language, potentially good citizens have been unintentionally turned into dysfunctional citizens.

Cultural Revival Efforts

Efforts to revive minority languages and cultures are not unpatriotic. Rather, they are motivated by a desire to conserve the cultural strengths of the past and to train good citizens. Minority enclaves in the United States need not threaten "mainstream" Americans. Such Amish, Hutterite, and Hasidic enclaves exist today without any threat to this country's stability. One only needs to go to an American Indian "Pow Wow" to see how both our flag and our war veterans are honored to realize this truth.

When I have asked American Indian elders what they want for their grandchildren, I get the answer that they want them to respect their elders, work hard, study in school, not to drink and, of course, to remember that they are Indian. These are all marks of true citizenship. Traditional American Indian languages and cultures do not threaten citizenship, on the contrary, for the most part, they encourage it.

The education "Mission Statement"

passed by the Navajo Tribal Council in 1984 includes the following as appropriate for Navajo people besides the "3 Rs":

- competence in English language skills and knowledge of American culture;
- competence in Navajo language skills and knowledge of Navajo culture;
- the development of Navajo and United States citizenship; and
- self-discipline and a positive self-concept.

The school in Ganado, Arizona, on the Navajo Reservation, used to have a sign at its entrance reading "Tradition is the Enemy of Progress." However, most American Indians today who are working to relearn their languages and cultures and pass them on to their children also want their children to get the best education possible. The American Indian Science and Engineering Society both promotes American Indian students taking up modern technologically-oriented careers and advocates their learning more about their Indian heritages. Studies on the Navajo Reservation have shown that students who are more "traditional," who have held on to their language and culture, do better in school (Deyhle, 1992).

Television, radio, and videos are the great teachers of both American culture and English, but the American culture they teach is not the "family values" that former Vice President Dan Quayle called for. They are not even the values of TV's *Murphy Brown*. They are the values of our popular culture: Madonna, Snoop Doggy Dogg, Texas Chain Saw Massacre-type videos and a hedonistic drug culture. We have worked in our Arizona schools to cut minorities off from their cultures and families through an explicit policy of cultural and linguistic assimilation, and the unintended results have been more alcoholism, drugs, and gangs.

Cultural Transmission

Good citizenship comes down to a set of behaviors that allows for active participation in government through tolerance, compromise, consensus, and cooperation. These human relation skills have not improved through technology. Rather they

are related to a cultural tradition of survival found in the traditional wisdom of age-old American Indian and other cultures that is transmitted from generation to generation, primarily in the home using the native language of the parents. The oppositional traits of bad citizenship that promote societal disintegration are intolerance, racism, bigotry, and unbridled competition.

It can be argued that we can ensure the transmission of family and civic values to each new generation by supporting family and local community efforts. We undermine those efforts when we demand minority cultures speak only English. According to Chet Bowers, Arizona needs to move towards a more "conserving" education that turns away from the idea that progress and change are automatically good, that individualism is automatically best, and that consumerism and materialism should be promoted at the expense of traditional values. He and others argue that our current consumer-oriented culture is destroying our environment and is not sustainable in the long term. There is a great deal of concern today about how the national debt is burdening our children and grandchildren. The national debt is only money; we would do well to be equally concerned with the pollution, degraded environment, and plundered natural resources we are leaving our descendants. Eastern Indian tribes traditionally considered the effect on future generations before making major decisions. They say that we have not inherited this land from our ancestors; rather we have borrowed it from our children.

Bowers argues for a conservative move back from "student-centered" learning to "trans-generational" communication where "the elders of the culture must be recognized as carriers of essential knowledge and values" (Bowers, 1995, p. 135). With such a move, students would be taught "how individuals are nested in culture, and culture in ecosystems" (Bowers, 1995, p. 135). To paraphrase John Kennedy, such an education would teach students to think about what they can do for their country and the planet they live on rather than just what our country and planet can do for them.

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NCBE Web Sites - In the Classroom

Bilingual Schools and Classrooms

The National Clearinghouse for Bilingual Education (NCBE) has further enhanced its award-winning web site through the addition of links to bilingual schools and classrooms on the World Wide Web. The home pages from the bilingual schools and classrooms featured in NCBE's In the Classroom display samples of student work, include tips and ideas from bilingual teachers, and provide information on the types of programs offered to the schools' linguistically and culturally diverse students.

César Chávez Elementary School San Francisco, CA

This school is host to students from a variety of linguistic and cultural backgrounds, including Chinese, Vietnamese, and Latino. Information on the Chinese Bilingual Program, the Spanish Bilingual Program, and the Multicultural Program is provided on the school's home page.

Chief Leschi Schools Tacoma, WA

A preK-12 school operated by the Puyallup Indian Tribe, this site features Our Native American Traditions where students share stories and art work relevant to their culture.

Chollas Elementary Math/Science/Technology Magnet San Diego, CA

The Chollas Web site provides information on its Limited English Proficient program which includes Spanish bilingual and sheltered English programs. The visitor to this site can also tour bilingual, transition, and sheltered program classrooms.

Ecole primaire des Hauts-Bois Mascouche, Quebec

Information on both the English and French programs is provided in English and French—a truly bilingual web site!

Horace Mann Academic Middle School San Francisco, CA

The Information Superhighway in Chinese project was developed by students at this middle school to enable Chinese bilingual students to use Chinese on the Internet. Also included at this site is The Colorful Years, the world's first online Chinese newspaper edited by secondary school students.

Kimball Hill Elementary School Rolling Meadows, IL

This site gives information on the bilingual programs and students in Kimball Elementary in Rolling Meadows, Illinois as well as information on other programs for limited English proficient students in the Palatine Community Consolidated School District in suburban Chicago, Illinois.

La Casita Bilingüe Montessori School San Francisco, CA

La Casita Bilingüe's Web site provides information on the school's bilingual programs for pre-school through Kindergarten-aged children. The site is updated periodically with information on special multicultural/bilingual programs and events.

Lycée Francais La Pérouse San Francisco, CA

Lycée Francais La Pérouse's World Wide Web site is another example of a site that celebrates bilingualism. Samples of student work, such as French poetry written by the third grade class, is profiled in the Class Projects section. The Students' Corner allows students to express their viewpoints and post information on school activities and events.

Ralph Bunche School New York City, NY

The offerings at this site include: browsing histories and submitting your own; learning about fiestas; learning Spanish expressions and adding your favorites; and answering questions about the Hispanic world. Educators of linguistically and culturally diverse students will be interested in Mundo Hispano, a worldwide collaborative student encyclopedia of Hispanic culture.

The Rice School/La Escuela Rice Houston, TX

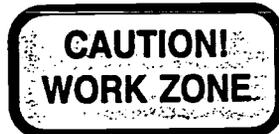
La Escuela Rice's Web site is an exciting and encouraging example of how Internet resources can be used to promote dual language development. Students use the web site to submit comments and opinions on materials they read for class or for enjoyment in English or Spanish on forms available in English or Spanish.

Wiley International Technology Magnet School Raleigh, NC

The Wiley Web site provides information on various programs the school offers, including the International Program and special projects such as the Association of Supervision and Curriculum Development's Global Perspectives curriculum and the Children's Museum About the World Shared project.

This listing of "Schools on the Web: Sites of Interest to Bilingual/Multicultural Educators" will be updated as more bilingual schools and classrooms add home pages to the World Wide Web. Please let us know of school and classroom sites that we should consider adding. To make use of these and other resources NCBE has to offer, visit the NCBE web site and add the bookmark, <http://www.ncbe.gwu.edu>, to your browser!

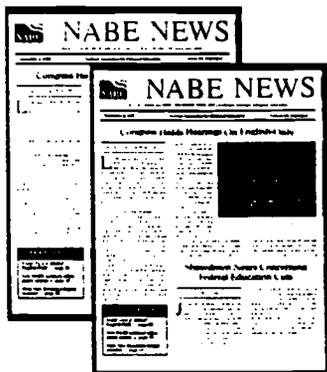
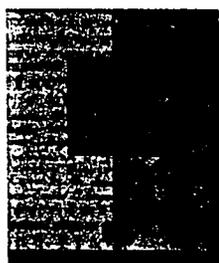
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**NABE Web site currently
under construction!
Due September 1996!**



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Vol. 19, #1, Fall 1994 Special issue: Native American Issues			
Vol. 16, #1&2, Spring/Summer 1995 Special issue: Ramirez study			
[earlier issues available (call for details)]			
<i>NABE Annual Conference Journal</i>	\$7.00		
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<i>1996 Annual Conference Program</i>	\$5.00		
<i>NABE News</i>	\$5.00		
[current volume always available; earlier issues may also be available (call for specifics)]			
<i>Professional Standards for the Preparation of Bilingual/Multicultural Education Teachers</i>	\$5.00		
NABE logo pins	\$5.00		
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VIDEO: Making Connections: Learning, Language and Technology	\$7.00		
TOTAL			

- Prices include shipping by USPS first class mail. Special shipping available - call for pricing.
- Payment must accompany all orders. Make checks and purchase orders payable to NABE.
- Credit card orders may also be placed by phone (202 - 898-1829) during business hours.

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NABE 1997

BILINGUAL TEACHER OF THE YEAR CONTEST

INTRODUCTION: In recognition of the efforts that bilingual classroom teachers make on behalf of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Teacher of the Year Competition*. Each year, NABE and its affiliate organizations honor an outstanding bilingual teacher nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1997 Bilingual Teacher of the Year competition will receive a \$2,500 scholarship to further his/her education and/or to use for the students in his/her class. In addition, the winner will be flown to the 1997 NABE Conference in Albuquerque, New Mexico, to receive his/her award.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate. Nominations which do not comply with these requirements will not be considered.

QUALIFICATIONS: Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-Kindergarten through grade twelve. Only bilingual classroom teachers who work full-time with students and have at least three years of experience qualify. Candidates must have distinguished themselves as leaders and outstanding teachers. Candidates should enjoy the respect and admiration of students, parents, and co-workers. They should play active and useful roles in their communities as well as in their schools. Finally, candidates should be poised and articulate and willing and able to grant public interviews and make presentations. He/she should be fluently bilingual. The most important qualification to consider is the candidate's proven ability to inspire limited English proficient students of various backgrounds and abilities to excel.

PRESENTATION OF MATERIALS: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. **Six (6) complete copies** of the following materials with no more than 24 total pages (in each copy) must be submitted:

- ◆ **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- ◆ **Biographical Sketch** - a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- ◆ **Photograph** - a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the teacher's classroom should be submitted.
- ◆ **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- ◆ **Professional Development** - a 4-page (maximum) description of the candidate's academic preparation and participation in professional organizations and service committees, commissions, task forces, workshops and conferences, etc.
- ◆ **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- ◆ **Recommendations** - One letter of recommendation from the teacher's immediate supervisor and a maximum of five (5) other letters of recommendation.

DEADLINE: All nominations must be **RECEIVED** by **November 1, 1996** at the address listed below. The winner will be notified by January 1, 1997. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, NW -- Suite 605
Washington, DC 20005-4018

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**NABE 1997 DATA SHEET
BILINGUAL TEACHER OF THE YEAR/
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR**

Indicate Competition: _____ Teacher of the Year _____ Instructional Assistant of the Year

Name: _____ **NABE Membership ID #:** _____

Position/Title: _____

Years in Present Position: _____ **Grade Level(s):** _____

Languages Spoken: _____

Name of School: _____

School Address: _____

School Telephone Number: _____ **School Fax Number:** _____

Name of School Principal: _____

Home Address: _____

_____ **Home Telephone Number:** _____

Previous Work Experience: _____

Summary of Academic Training/Preparation

Dates	Institution Name & Address	Degree/Certificate Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

I hereby give my permission for any or all materials submitted by me for consideration for the Bilingual Teacher of the Year/Bilingual Instructional assistant of the Year Award to be shared with persons involved in promoting this award:

_____ (Signature of Candidate)

NABE 1997

BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR CONTEST

INTRODUCTION: In recognition of the significant role that instructional assistants play in the education of linguistic-minority students, the National Association for Bilingual Education (NABE) established the *Bilingual Instructional Assistant of the Year Competition*. Each year NABE and its affiliate organizations honor an outstanding bilingual instructional assistant nominated by one of the NABE affiliates.

AWARD: The winner of NABE's 1997 Bilingual Instructional Assistant of the Year competition will receive a \$2,500 scholarship to further his/her education, and will be flown to the 1997 NABE Conference in Albuquerque, New Mexico to receive his/her award.

NOMINATIONS: Only NABE affiliates in good standing are eligible to nominate candidates. Nominations should be made and the winner will be chosen without regard to age, sex, race, national origin, handicapping conditions, or religion. Affiliates may use any method they choose for selecting candidates. Each affiliate may nominate only one candidate. The candidate must be a current NABE member in good standing and a current member of the NABE affiliate.

QUALIFICATIONS: Candidates must be exceptionally skilled and dedicated instructional assistants in a bilingual program for pre-Kindergarten through grade twelve. Only instructional assistants who work half-time or more with students and have at least three years of experience qualify. Candidates must be fluently bilingual. Nominees should also be participating in, or planning to participate in, a professional development program including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilingual children to excel.

PRESENTATION OF MATERIALS: As part of the nomination process, the NABE affiliate is responsible for submitting a portfolio of materials for their candidate to be used by the selection committee in its deliberations. Material should be typed, double-spaced, and each section should be a maximum of four pages. Videos are acceptable as supplementary material, provided that six copies of the video are submitted. All materials become property of NABE and will not be returned. Six (6) complete copies of the following materials with no more than 24 total pages (in each copy) must be submitted:

- ◆ **Nomination Information** - a cover letter signed by a NABE affiliate officer and the attached Data Sheet providing basic information about the candidate.
- ◆ **Biographical Sketch** - a 4-page (maximum) narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education.
- ◆ **Photograph** - a photograph of the candidate (preferably 5" x 7" glossy black and white) must be submitted for publication in program. In addition, a minimum of three photographs of the instructional assistant's classroom should be submitted.
- ◆ **Philosophy of Education** - a 4-page (maximum) statement by the candidate reflecting his/her commitment to the profession including a description of the candidate's educational values and belief in the effectiveness of bilingual education.
- ◆ **Professional Development** - a 4-page (maximum) statement of the candidate's academic preparation and plans to advance his/her educational goals, including a information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NABE's Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences.
- ◆ **Community Service** - a 4-page (maximum) description of the candidate's participation in organizations as well as personal efforts to improve education and social conditions of the community.
- ◆ **Recommendations** - One letter of recommendation from the instructional assistant's immediate supervisor and a maximum of five (5) other letters of recommendation.

DEADLINE: All nominations must be RECEIVED by November 1, 1996 at the address listed below. The winner will be notified by January 1, 1997. For additional information, contact:

Dr. Nancy F. Zelasko
Deputy Director and Conference Coordinator
National Association for Bilingual Education
1220 L Street, NW -- Suite 605
Washington, DC 20005-4018

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Upcoming Events

August 1-6, 1996 - *American Federation of Teachers Conference*. Cincinnati, OH. Contact Diane Calvert at (202) 223-9669.

August 5-9, 1996 - Summer Workshops 1996 Talleres de verano. *La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles*. California State University, San Marcos, CA. Contact (619) 750-4070.

August 6-10, 1996 - *23rd Annual Linguistic Association of Canada and the United States' Forum*. Brigham Young University, Provo, UT. Contact (313) 665-2787.

August 7-10, 1996 - The BUENO Center for Multicultural Education's *8th Annual Bilingual Special Education Trainer of Trainers Institute*. Boulder, CO. Contact Eleanor Baca at (303) 492-5416.

August 12-16, 1996 - Summer Workshops 1996 Talleres de verano. *Temas Actuales: Libros en Español para Lecotores Jóvenes ¿Traducción o interpretación?* California State University, San Marcos, CA. Contact (619) 750-4070.

August 22-25, 1996 - "Cultural Partnerships: Linking Missions and Visions." REFORMA's First National Conference. Austin, TX. Contact National Association to Promote Library Services to the Spanish Speaking at (800) 545-2433 ext. 4294.

September 11-13, 1996 - *National Latino Children's Institute — La Promesa de un Futuro Brillante: A National Summit on Latino Children*. San Antonio, TX. Contact (512) 472-9971.

October 2-4, 1996 - *National Puerto Rican Coalition, Inc. 16th Annual Conference*. Washington, DC. Contact (202) 223-3915.

October 18, 1996 - *Puerto Rican Legal Defense and Education Fund. 14th Annual Awards Banquet*. Plaza Hotel, New York, NY. Contact (800) 328-2322.

October 23-25, 1996 - *Border Walking: A Bilingual Special Education Conference*. New Mexico State University's Borderlands Center for Educational Studies. Holiday Inn de Las Cruces, Las Cruces, NM. Contact (505) 646-5973.

October 25-28, 1996 - *The Second Language Research Forum*. Tucson, AZ. Contact SLRF96@ccit.arizona.edu.

Special Event?

Send announcements of upcoming events to Editor, NABE NEWS at the national office, or email NABE_NEWS@nabe.org. Events may be listed once free of charge.

October 26-29, 1996 - *Hispanic Association of Colleges and Universities's 10th Annual Meeting*. JW Marriott Hotel, Washington, DC. Contact HACU's National Headquarters at (210) 692-3805.

October 30-November 3, 1996 - *American Translators Association's 37th Annual Conference*. Broadmoor Hotel, Colorado Springs, CO. Contact American Translators Association at (703) 683-6100.

November 6-10, 1996 - *The National Association for Multicultural Education's 6th Annual Conference*. Roseville, MN. Contact Carolyn O'Grady at (612) 638-9432.

December 8-11, 1996 - *International Early Childhood Conference on Children with Special Needs*. Hyatt Regency and Phoenix Civic Plaza, Phoenix, AZ. Contact Division of Early Childhood, Council for Exceptional Children at (410) 269-6801.

NABE

Faculty Position Counseling Education/ Educational Psychology

The University of Texas of the Permian Basin is accepting applications for a faculty position in Counseling Education/Educational Psychology at the Assistant Professor level. This tenure-track position will be available beginning with the spring semester in January 1997. Doctorate in counseling education required; public school counseling experience preferred. Responsibilities include teaching graduate and undergraduate courses and supervising practicum students. Salary commensurate with experience. Send letter of application, vita, transcripts, and three letters of recommendation to Dr. G. Peter Ienatsch, Dean, School of Education, U.T. Permian Basin, 4901 E. University Blvd., Odessa, TX 79762. Deadline for applications is September 15, 1996.

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Parental Involvement

Column Editor: Aurelio Montemayor, M.Ed., Intercultural Development Research Associates, TX

Fostering Parent Leadership and Forming Allies

by Aurelio M. Montemayor, M.Ed.

The previous column was a brief report on an educational conference for parents by parents. The event was unique for many reasons, not the least of which is that parents with limited schooling and little previous experience organized and carried out the effort. The summer planning group meetings to process the conference have brought to conscious level what was learned. Among the highlights and successes of the conference, I stressed their relation to each other and the climate of peer support present from the beginning of the effort and sustained at the conference itself. As manager of IDRA's Mobilization for Equity project, I had made sure that the conference leaders were parents. I stressed one of my key measures of the conference's success was their mutual relationship as they worked as leaders. I used the image of the farmer plowing the soil, planting seeds, watering and weeding the plants and watching them grow. What the parents' committee members testified to was that they had really learned much, and that sitting and reflecting on the process allowed them to gain greater understanding of the process. One parent leader said that she finally understood the difference between the "valuing and the deficit models." As I reflect on what has been reinforced for me about families and educational leadership, it seems important to stress several points to the bilingual education community:

- Parents can be nurtured to become strong leaders in improving schools for their children;
- bilingual educators need the families as partners; and
- models and resources exist today for supporting parents to be leaders.

Bilingual Educators and Families

As bilingual educators we value and depend on the support of our students'

families for how we teach their children. Most of us agree on how critical the connection is between home and school. But many of our administrators and colleagues differ with us and despair of our families. We hear them say that it is very difficult to involve the parents. Some principals say that most families don't care.

So, because of the conflictive environment, we bilingual education advocates are sometimes thrust into such demanding roles as quasi-lawyers, peer-leaders, linguists, and even community organizers. Our role requires that we:

- speak the language of the home;
- respect and dignify the home language, culture and traditions of the student's family;
- not negatively judge the family if they are not literate in English;
- accept traditions that don't fit into the English-speaking U. S. middle class model;
- make personal contact and home visits rather than depend on notes sent home with the children;
- search for alternatives to the PTA which are more congruent with the customs of many families; and
- empathize with parents of limited formal education and mental/emotional scars from school.

But these characteristics/talents/behaviors are a stretch for the regular classroom teacher. We need others to help with the outreach to really connect with families.

Bilingual Education and Advocates for School Reform

Some years ago, the National Coalition of Advocates for Students (NCAS) was formulating its vision of what schools should look like for all children. During the deliberations some advocates had serious concerns about bilingual education. These were based primarily on two things: 1) ineffective, remedial and stigmatized forms of bilingual education they observed in some classrooms; and 2) parents' con-

cerns that bilingual education would not give their children sufficient English language instruction. Our agenda as bilingual advocates must be in both realms: high quality, effective and appropriate bilingual instruction in the classroom and strong connections with families and the community so that they understand the rationale and know first-hand what good bilingual instruction is. Those parents of the children who most need bilingual education can only be our natural allies with effective outreach. They will not automatically understand and support our efforts.

Good News

Currently there are projects all over the country where advocates for educational reform are working directly with families. These projects illustrate and model that parents care and can be effective leaders in educational reform. This is both a good omen and a challenge for the bilingual education community. There is an expanding network of advocates who value all families, especially those who speak a language other than English and those who have immigrated recently to this country. Some programs are relatively new, and others are part of organizations that have been focusing on parent leadership for many years. All aren't necessarily bilingual education advocates, and that is the challenge for the NABE network.

Deficit vs. Valuing

The programs we are identifying here and which we find most exciting are those that have a "valuing" point of view and are supporting parents to become assertive and effective leaders for educational reform. There is an important distinction to be made about parent training and leadership. There are many programs and projects all over the country that provide training in such skills as "parenting," "helping children with their school work," "parents as tutors," etc., and most are good, but

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many have an underlying deficit philosophy. The deficit attitude assumes there is something wrong with the parent that must be fixed. Some programs select as especially needing repair those who are economically disadvantaged and who speak a language other than English. Valuing programs assume that parents are powerful, intelligent, capable and willing to do much for the education of their children. Parents are valued as powerful advocates, effective peer leaders and assertive partners with schools to make schools work for all children.

EDUCATION — FROM PAGE 5

Many fear that the 54-year-old retired land developer, who is spending hundreds of thousands of dollars of his own money to submerge seven rival candidates, will "buy" the position.

Why should we fear the man?

Editors of Seattle's bilingual newspaper *La Voz*, published by the Concilio for the Spanish Speaking, interviewed Taber and printed excerpts from his responses, including these profound pearls:

Bilingual education...is an experiment of the welfare state. It creates a dependency. The only people who benefit are those who work for the state. ...we have to recruit foreign-born teachers; therefore the children end up speaking English with a heavy accent. Before these programs existed, immigrant children picked up English by the time they finished their first year of school. (If elected) I would urge an end to bilingual education in favor of total (English) immersion and ESL where immersion did not work within one year.

Hopefully, there are still a few things that money can't buy.

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Parent Leadership Training Projects

The projects listed below are those which we have identified through our network of contacts, or are companion projects in nationally-funded efforts. These are excellent linkages for bilingual educators and models of effective family involvement in education.

National Coalition of Advocates for Students/Mobilization for Equity

100 Boylston Street, Suite 737
Boston, MA 02116
TEL: (617) 357-8507
FAX: (617) 357-9549

The National Coalition of Advocates for Students (NCAS) is currently supporting and facilitating a national effort that includes the training of parents for leadership through the Mobilization for Equity (MFE). Mobilization for Equity seeks systemic reform at the national, state, and local level. State and local activities are spearheaded by sixteen NCAS members groups. Working with the sixteen MFE partner organizations, NCAS national staff helps to support and coordinate local efforts to realize the MFE agenda. For further information regarding local MFE activity, please contact the organizations listed in the accompanying sidebar.

Other Projects

ASPIRA

Reflecting ASPIRA's commitment to enhance Latino leadership, the Parents for Educational Excellence (APEX) program reaches out to Latino parents who want to be involved in their children's education but may not be sure where to start. The main goals of APEX are to train parents to improve education in their communities and to help them mobilize other parents to join in their efforts. The two basic components of the program are a workshop series and one-on-one technical assistance.

ASPIRA National Office

APEX Program

1444 Eye Street, NW, 8th Floor
Washington, DC 20005
TEL: (202) 835-3600
FAX: (202) 835-3613

MALDEF

The Mexican American Legal Defense and Educational Fund (MALDEF)'s Parent Leadership Program seeks to empower parents to participate as leaders in their school communities. Currently there is training being conducted in Los Angeles and in San Antonio.

Parent Leadership Program

MALDEF - Los Angeles
634 South Spring Street, 11th Floor
Los Angeles, CA 90014
TEL: (213) 629-2512
FAX (213) 629-1916
MALDEF - Houston
140 E. Houston Street, Suite 300
San Antonio, TX 78205
TEL: (210) 224-5476
FAX: (210) 224-5382

Latino Civil Rights Task Force

This organization in Washington, D.C., has, among its activities, the Latino Parent's Leadership Training Program — P.O.D.E.R. (Padres organizados por el derecho a la educación y recursos) to support the development of leadership among Latino parents. The program supports effective parent leadership to reduce the drop-out rate among Latino youth.

Project PODER

Latino Civil Rights Task Force
1815 Mill Road, N.W. Second Floor
Washington, D.C. 20009
TEL: (202) 332-1053.
FAX: (202) 483-7460.

This is not a comprehensive list; we welcome information on similar projects.

Children need excellent schools. Bilingual education is necessary for a world-class education. Parents can lead the effort for excellent bilingual education and we can support them in becoming those leaders.

Editor's Note: Contributions for the Parental Involvement column should be sent directly to the editor, Aurelio Montemayor, at: IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (210) 684-8180; FAX (210) 684-5389. Email: amontmyr@txdirect.net

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MFE Partner Organizations

Advocates for Children of New York
105 Court Street, 4th Floor
Brooklyn, NY 11201
(718) 624-8450 Fax: (718) 624-1260
E-mail: advocate@chelsea.ios.com
Contact: Sonia Méndez-Castro

Arkansas Advocates for Children and Families
931 Donaghey Building
Little Rock, AR 72201
(501) 371-9678 Fax: (501) 371-9681
E-mail: hn3302@handsnet.org
Contact: Amy Rossi

ASPIRA, Inc.
1112 16th Street, N.W., Suite 340
Washington, DC 20036
(202) 835-3600 Fax: (202) 223-1253
E-mail: Aspiral@aol.com
Contact: Rosie Torres

California Tomorrow
Fort Mason Center
Building B
San Francisco, CA 941231380
(415) 441-7631 Fax: (415) 441-7635
E-mail: 6549633@mcimail.com
Contact: Laurie Olsen

Center for Law & Education
1875 Connecticut Avenue, N.W.
Suite 510
Washington, DC 20009
(202) 986-3000 Fax: (202) 986-6648
E-mail: hnl669@handsnet.org
Contact: Paul Weckstein

Coalition for Quality Education
1702 Upton Avenue
Toledo, OH 43607
(419) 537-9246 Fax: (419) 537-9246
E-mail: CQE@aol.com
Contact: Lola Glover

The Education Law Center/Newark
202 Georgia King Village
Suite 13C
Newark, NJ 07107
(201) 915-9265 Fax: (201) 435-3662
Contact: Wilbur Haddock

The Education Law Center/PA
801 Arch Street, Suite 610
Philadelphia, PA 19107

(215) 238-6970 Fax: (215) 625-9589
E-mail: 71044.1063@compuserve.com
Contact: Janet Stotland

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 782281190
(210) 684-8180 Fax: (210) 684-5389
E-mail: amontmyr@txdirect.net
Contact: Aurelio Montemayor

Massachusetts Advocacy Center
100 Boylston Street, 2nd Floor
Boston, MA 02116
(617) 357-8431 Fax: (617) 357-8438
E-mail: hn1832@handsnet.org
Contact: John Mudd

Mississippi Human Services
P.O. Box 1684
Jackson, MS 392051684
(601) 355-7495 Fax: (601) 355-1506
E-mail: hn0137@handsnet.org
Contact: Rims Barber

Multicultural Education, Training & Advocacy
240-A Elm Street, Suite 22
Somerville, MA 02144
(617) 628-2226 Fax: (617) 628-0322

E-mail: rlr@netcom.com
Contact: Roger Rice

National Council of La Raza
1111 19th Street, N.W., Suite 1000
Washington, DC 20036
(202) 785-1670 Fax: (202) 785-0851
E-mail: hn2263@handsnet.org
Contact: Karen Hanson

North Carolina Education and Law Project
P.O. Box 27343
Raleigh, NC 27601
(919) 856-2151 Fax: (919) 856-2120
E-mail: hn1020@handsnet.org
Contact: Greg Malhoit

Parents Union for Public Schools
311 S. Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166 Fax: (215) 731-1688
E-mail: cdavis602@aol.com
Contact: Chris Davis

Student Advocacy Center
New Center Building
1100 North Main Street, Suite 212
Ann Arbor, MI 48104
(313) 995-0477 Fax: (313) 998-0163
Contact: Ruth Zweifler

NABE Legislative Policy and Budget Update Hotline

For the latest information about national English-Only legislation, Federal bilingual educational funding/budget negotiations, and other national educational policy matters, call the NABE Hotline.

Available 24 hours a day, the Hotline provides up-to-the-minute information about developments here in Washington, and offers suggestions as to how you can make a difference in the creation of national policy.

Call (202) 898-1829 and dial/ask for extension 138, the Legislative Policy section; follow the recorded instructions to access the Hotline.

Resources for Bilingual Educators

Achieving Racial Balance: Case Studies of Contemporary School Desegregation, by Sondra Astor Stave. This study analyzes how five communities in the northeastern U.S. have addressed the subject of desegregation. Dayton, OH; Hartford, CT; Rochester, NY; Trenton, NJ; and Wilmington, DE share the experience of having increasing poor minority populations surrounded by mostly white affluent suburbs. All five are similar mid-sized urban communities which have been involved with school desegregation. Historic and demographic issues, legal considerations, political, administrative, and community responsibility are explored as factors in the achievement of racial balance. Price \$49.95 ISBN: 0-313-29523-9. To order contact Greenwood Publishing Group, Inc. at (800) 225-5800 or write to GPG, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Enduring Western Civilization: The Construction of the Concept of Western Civilization and Its "Others," edited by Silvia Federici. This book seeks to trace the development of the concept of Western Civilization and to examine the reasons for its endurance. It also suggests ways in which proponents of "Western Civilization" can co-opt ideas from opponents. Written from a multidisciplinary viewpoint, the essays trace the development of the concept of Western Civilization and seek to explore many standing beliefs — primarily those which concern the very existence of a "Western tradition." The book will be of interest to scholars and activists in the fields of cultural history, anthropology, and the history of ideas, as well as general readers interested in the enduring discussion of the notion of "Western Civilization." CL, \$55.00 ISBN: 0-275-95154-5 or PB, \$19.95 ISBN: 0-275-95400-5. To order, contact Greenwood Publishing Group, Inc. at (800) 225-5800 or write to GPG, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Language Policies in English Dominant Countries: Six Case Studies, by Michael Herriman and Barbara Burnaby. This book presents descriptions and analysis of language policy in the United States, Canada, Britain, New Zealand, Australia, and South Africa, in which English is the dominant language in terms of social and political influence. Language policy in modern states is complex, mostly contestable, and involves various issues and solutions at many levels of government and in many regions. The point of the book is to learn other ways of handling issues, and to enable interested parties to find out if their issues have parallels elsewhere. PB, \$24.95 ISBN: 1-85359-346-X, or CL \$79.00 ISBN: 1-85359-347-8. To order call (800) 821-8312 or send orders to Multilingual Matters c/o Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood Education: Yearbook in Early Childhood Education, Vol. 6, edited by Eugene E. García, Barry McLaughlin, Bernard Spodek, and Olivia N. Saracho. This book focuses on the

future, where U.S. schools and society will be increasingly populated by racially and ethnically diverse groups, more so than at any other period in the country's history. Issues addressed are: meeting the needs of second language learners, assessment of bilingual children, family support, the role of parents in responding to issues of linguistic and cultural diversity, preparing teachers for early childhood programs of linguistic and cultural diversity, and future challenges of linguistic and cultural diversity in the schools. PB, \$25.95 ISBN: 3466-7, or CL, \$54.00 ISBN: 3467-5. To order call (800) 575-6566, or send order to Teachers College Press, P.O. Box 20, Williston, VT 05494-0020.

Teaching Science to Language Minority Students: Theory and Practice, by Judith W. Rosenthal. This book is designed to help instructors understand the challenges faced by language minority students and ways in which they can modify classroom instruction to provide appropriate assistance. Focusing on the sciences, the following topics are addressed: defining the issues and the changing U.S. demographics, theory of second language acquisition, the cultures in the science classroom, learning styles, issues related to rhetoric, writing, and reading, and recommendations for providing assistance to students in traditional courses. A series of case studies for campuses across the nation is then presented describing content-based ESL programs and bilingual modes of science instruction. PB, \$24.95 ISBN: 1-85359-272-2. Contact Multilingual Matters c/o Taylor & Francis at (800) 821-8312 or send orders to 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

Recommended Books in Spanish for Young Readers Web Site, The Center for the Study of Books in Spanish for Children and Adolescents at California State University, San Marcos. This web site will provide information about recommended books in Spanish for children and adolescents published around the world. Included will be more than 2,000 in print books that deserve to be read by Spanish-speaking children and adolescents, or those who wish to learn Spanish. These books were selected because of their quality of art and writing, presentation of material, and appeal to the intended audience. To provide equal access to the Spanish-speaking world, bibliographic information, grade level, subject headings, and a brief description of each book will be available in both English and Spanish. Monthly updates will be provided. http://www.csusm.edu/campus_centers/csb or contact Dr. Isabel Schon at (619) 750-4070 or e-mail to ischon@mailhost1.csusm.edu.

All resources are listed solely for the information of the NABE membership. Listing does not imply endorsement of the resource by the National Association for Bilingual Education. For more information about any listed resource, contact the publisher directly.

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Technology and Language Minority Students

Column Editor: Dr. Dennis Sayers, University of California Educational Research Center

Literacy Is Technology

by Dr. Dennis Sayers

Column Editor's Note: This month's column is drawn in large part from discussions of literacy which appear in *Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks* (1995, New York: St. Martin's Press), which I co-authored with Jim Cummins of the Ontario Institute for Studies in Education.

Every new technology has its detractors. Here are the words of one: "Those who acquire it will cease to exercise their memory and become forgetful; they will rely on [it] to bring things to their remembrance by external signs, instead of on their own internal resources." The author went on to roundly criticize this particular new-fangled invention because he felt it had been designed to replace a human response with a manufactured artifact. Even worse, this technical innovation threatened to cheapen all knowledge by further democratizing access to knowledge, a dangerous trend in his view.

These are not the objections raised by some educators when pocket calculators were first introduced in the schools; nor were they the railings of scribes hundreds of years ago when the printing press rendered obsolete the tedious recopying of manuscripts by hand. In fact, these words were penned by Plato at the dawn of the invention of writing, just as ancient Greece was marking the transition from a society dominated by the transmission of culture through oral traditions to one in which the cultural lessons were passed from generation to generation through the written word. The epic legends sung by travelling bards and troubadours were being challenged by Homer's *Odyssey*, and Plato found this a worrisome development.

Plato clearly saw that literacy was a tool for critical thinking that posed dangers to

the established social order if placed in the wrong hands, or in the hands of too many. In large part, the teaching of literacy has unfolded according to Plato's scenario. Throughout the centuries during which the technologies associated with reading, writing, and communication have evolved continuously, access to the power of literacy has been regulated by a series of ever-present gatekeepers. These gatekeepers have ranged from scribes under the strict control of religious and political leaders to the enforcers of the pre-Civil War laws in the United States that in many states made teaching a slave to read and write a crime punishable by imprisonment or death.

In this article, I consider two historical themes: first, the ways in which the technologies associated with writing and communication have evolved and expanded the readership for the written word throughout history; and, second, how the approaches to teaching writing have historically lagged far behind each society's officially stated goals for literacy learning *as well as* the current technologies of writing available in the wider society. Finally, I outline ways in which our teaching of literacy can close the gap between official policy, classroom practice, and our modern technologies of the word.

The Technology of Writing Through the Ages

In the broad scope of the evolution of the human race, the written word is very much a "Jane-" and a "Johnny-Come-Lately." If a generation is roughly defined as between fifteen and twenty years, then human beings have had only 250 to 300 chances to pass the skills and products of writing from one generation to the next. Moreover, we have come to take for granted — indeed, not even to notice — the close association of technology with the written word from its very inception.

Consider, for example, this highly multicultural and selective survey of writing

inventions:

Cuneiform: The invention of the earliest form of writing from Mesopotamia, accomplished by pressing specially designed sticks into wet clay, could be viewed as the earliest "word processor" since errors could be corrected by pressing the clay flat before it dried.

Papyrus: The invention of a cheap, replenishable writing surface in Egypt increased the ease with which the written word could be produced beyond clay tablets, wall painting, and stone engraving.

Moveable Type Printing Presses: The invention of the printing press in 10th century A.D. Korea (pre-dating Gutenberg by 500 years) would release the written word from the realm of scribes diligently copying sacred and official texts, and effectively set the stage for all institutions of higher education, first in Asia and later in Europe.

The Telegraph, the Linotype, and the Telephone: These three inventions at the height of the Industrial Revolution in Europe and North America made possible the publication of the first mass-media newspapers with a wide readership.

World-Wide Satellite Communications Systems and the Microcomputer: These newest technologies have simultaneously increased readership while making possible international editions of daily newspapers within hours of late-breaking developments.

The point is simple: reading and writing can never be divorced from the technologies that affect its production and dissemination. Nor, as we shall see, should the teaching of literacy be isolated from the technologies of the word.

The History of the Teaching of Literacy

In order to understand the history of the teaching of reading and writing, we first must consider what may seem to be an entirely different subject: the intimate re-

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relationship of mastery over oral traditions to the successful acquisition of the foundations of literacy. We shall see that the oral transmission process used by every ancient culture to pass its traditions from one generation to the next have also involved technologies of the spoken word. And that, in spite of the revolutionary technologies of the written word which have evolved through the ages, educators have traditionally relied on oral traditions as the most direct, powerful, and effective route to acquiring power with literacy.

Before there was writing and reading, cultures had passed their values from generation to generation through communal participation in highly artficed and structured performances. These performances — which in some cultures lasted days on end — could only be recounted, and later recalled, through the extensive use of various story-telling *devices*, in themselves “technologies”: repetition, rhyme, parallelisms, song, plot, character, and so on. The stories of yesteryear remained in the mind just as printed books would be catalogued in libraries centuries later. In a very real sense, the technological devices of oral transmission made just as durable a copy of a valued cultural artifact in the memories of each listener as the mechanical cogs and wheels of latter-day printing press would produce copies of the written word to be read and shared across the boundaries of space and time.

Indeed, throughout the ages, whatever the official literacy goal of the wider society, no more powerful entrance to the world of literacy has yet been found than that provided through the portals of received oral tradition, whether myth, legend, or story-telling. Around the world, literacy has principally been taught and acquired through “reading along” with previously memorized religious scripts and sacred texts. In secular societies, hornbooks and readers relying on oral tradition-based proverbs and legends would replace religious texts, but the principle of most literacy learning remained largely the same: listeners studiously following along as already familiar words were read aloud. Even today, the supposedly modern “shared reading” of literature-based whole language approaches to the teaching of reading and writing has re-introduced the

memorization of new oral traditions as the principal basis for literacy acquisition. Based throughout history on rote memorization, results of literacy instruction have shown only moderate success, at best.

Closing the Gaps in Literacy Instruction

What has been missing from these historical approaches to literacy instruction? First, while the rehearsal of memorized texts can provide an effective introduction to the world of literacy, it is no substitute for access to the power of the written word for the expression of deeply felt personal and cultural identity, and for the kind of genuine sharing of meaning with real people that can bridge vast distances of difference and culture. Second, literacy instruction is irreparably handicapped if the teaching of reading and writing is restricted to outmoded technologies of literacy and communication. Simply put: if we want children to achieve the highest levels of proficiency with literacy, then students need to write and read the words which express their own worlds and identities; and they need to do so through the use the most modern technologies of the word available to them.

For this reason, Internet-based global learning networks which link students and teachers across cultural, political and linguistic boundaries offer special promise for achieving the *intercultural literacy*, mediated by the most modern technologies of the word, which has eluded educators throughout history.

Issues of culture, education, and technology merge at the crossroads of the twenty-first century. Do we plan for the common good by enabling all students to learn literacy skills so as to navigate difference, develop intellectually and academically, and gain expertise in employing technology for enhancing democratic participation, or do we curtail the development of these social, intellectual, and technological skills, as Plato suggested, in order to restrict potential challenges to the current distribution of power and resources in our society?

*If you want truly to understand something,
try to change it.*

-- Kurt Lewin

Editor's Note: *Contributions to the Technology and Language Minority Students column should be sent to Dr. Dennis Sayers, University of California Educational Research Center, 351 E. Barstow Avenue, #101, Fresno, CA 93710. (209) 228-2050; FAX (209) 288-2055. E-mail: DSAYERS@panix.com.*

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CONGRESS — FROM PAGE 7

public schools, but would charge their parents tuition. The proposal was quickly rejected by NABE and other advocacy organizations, and was followed by President Clinton's long awaited declaration of his intent to veto the immigration legislation if it includes a Gallegly-like provision.

Presidential Veto

In an August 2nd letter to Speaker Newt Gingrich (R-GA), the President states that “there is a right way and a wrong way to fight illegal immigration.” He then goes on to say that he opposes both the language in the bill and the compromise efforts that have been produced because they “would result in kicking children out of schools and onto the streets...the street is no place to learn...children should be in school...this proposal is an unacceptable and ineffective way to fight illegal immigration...if the immigration bill contains this provision, I will veto it.”

What Next

Congress is scheduled to return on September 4th. The issue of immigration reform will likely be at the top of its agenda. NABE members are urged to continue to contact their Senators and Representatives, and to keep the pressure on the White House to reject the Gallegly amendment or any “compromise” that threatens the access of children to an education.

Jaime A. Zapata is NABE's Associate Director for Legislation and Public Affairs. He can be reached at (202) 898-1829, extension 106, or by email at: J_ZAPATA@nabe.org

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Administration of Bilingual Education Programs

Column Editor: Dr. Jaime A. Castellano, Palmetto Elementary School, West Palm Beach, FL

Paving the Road to Written Language Acquisition Via Tactile, Visual, and Cooperative Learning

by *Laura Schraeder*

Column Editor's Note: Meeting the needs of diverse learners in classrooms which include a range of academic, linguistic, and cognitive ability is no easy task. Teachers are held more accountable now than ever before in ensuring that all students meet local, state, and national outcomes/standards.

The needs of the gifted child must be met. The needs of the learning-disabled and emotionally-disturbed must be met. The needs of the limited English proficient student must be met — all by the same teacher in some form of inclusive education program. Finally, let's not forget to mention the "average" mainstream child who makes up the majority of the classroom.

This scenario is becoming more the norm than the exception. As a result, it is imperative that teachers collaborate with one another as much as possible. Teachers need to share successful teaching techniques.

This is the motivation that Ms. Laura Schraeder used in formulating a set of strategies to use with her diverse learners in a junior high school language arts class. The following is what she shared at the Illinois Bilingual/ESL State Conference this past year.

Trends in education over the last three decades have created quite a stir as the twenty-first century approaches. Affective education rather than rote memorization is the latest driver of a new vehicle propelled by multi-intelligence learning experiences, fueled by collaborative and cooperative groups, and having an option package containing the overwhelming realization that gender equity is a relevant issue. In addition to incorporating and implementing these recent educational surges, today's educational arena boasts of numerous multicultural academic Olympians vying for the number one prize: an equal opportunity to learn.

In terms of second language acquisition, this scenario leads to an all important fundamental question. Which instructional techniques are most effective with limited English proficient students? In an effort to address the needs of these students, teachers need to learn more effective and sympathetic ways of incorporating culturally-diverse students into the mainstream other than the "sink or swim" method of yesteryear (Baker, 1995).

One way of accomplishing this is to identify how the culturally-diverse student learns. Although learning modalities vary somewhat from one culture to the other, studies show that the majority of these students, as well as their mainstream counterparts, retain the most by doing, visualizing, and cooperating. Hence, tactile, visual, and cooperative instructional approaches can help pave the

language acquisition roadway for the multicultural student. But how?

Like many middle level language arts instructors faced with this dilemma, I sought a way of making the intangibility of language tangible for my limited English proficient students within a mainstream classroom environment. By creating a manipulative hands-on language unit using word blocks color coded according to the parts of speech, not only was language acquisition better facilitated, but written language usage was also more comprehensible. Moreover, by using cooperative learning as the main means of instruction, my limited English proficient students, as well as my mainstream students, had control over their learning. Although I designed a series of sentence patterns to build ranging from the simplest sentence containing a subject and verb to a more complicated complex sentence containing a noun clause, the students chose the words necessary to construct them from provided sets of words. For instance, if the sentence pattern required the use of one or more prepositional phrases, it was the students' choice as to how to construct the phrase to use and where to use it. Therefore, the students exercised control of their sentence pattern creations; I only provided the model. They, as a cooperative group, needed to decide what words to use to follow the pattern. Moreover, by manipulating the word blocks, the students were free to make errors, discover them, and correct them.

Such freedom is necessary to achieve written language usage as acquisition occurs. Just as a child falls while learning to walk, so does the culturally-diverse student make "errors" while acquiring written language. The crime is not in the stumble but rather in the lack of freedom to first make it and then to nonjudge-mentally recover from it. Frequently, we as teachers attempt to prevent mistakes by not allowing our students to make them; thus hoping to hasten language acquisition. However, in so doing, the linguistically and culturally-diverse student loses more than he or she gains. By making errors in a non-threatening cooperative group experience, these students build self-confidence leading to further self-directed experimentation.

Consequently, as I observed my students struggle to duplicate various sentence patterns, I noticed several important changes. First, the students used the word blocks to help them visualize the patterns. This then led to further their understanding of syntax and the relationship between different words when used in different ways. For instance, students frequently discovered that a word such as "rake" could be either a noun or a verb depending on its use in a particular sentence. Thus even though "rake" was initially colored red for a verb, the students needed to change it to brown when using it as a noun and transcribe it accordingly from the

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blocks to their papers. In so doing, the students demonstrated their understanding of how English works: one word can have different meanings depending on its use. For the limited English proficient students, grasping this concept is extremely difficult since this situation is rare in most languages. Therefore, the combination of both tactile and visual learning allows them the opportunity to touch and see words and their relationship to one another.

Once the students felt at ease with their own comprehension of syntax, varying sentence patterns readily occurred. It is not unusual for a limited English proficient student to begin each sentence with a subject and end it with a direct object because at the beginning stage of writing he or she knows that this pattern is fool-proof. Yet when my students became familiar with duplicating and creating a variety of sentence structures on their own, they realized what their writing was missing. Comfortably sitting in the driver's seat, they began to skillfully weave in and out of simple, compound, and complex sentences while racing on the expressway of written language. With their sights in focus, my students' confidence level in arranging and rearranging new methods of written self expression never took a wrong exit back to an earlier one lane road. No, clearly, they headed in the right direction using their recently acquired knowledge of word relationships and syntax to guide them safely on the yet to be driven turnpikes of written language.

In addition to my students' heightened comprehension and facilitated use of sentence patterns, their self-esteem rose. Frequently as students strive for second language acquisition, they inadvertently hit a low self-esteem pothole resulting in poor academic achievement (García, 1976). However when using cooperative learning as the main mode of instruction during the hands on unit, I noticed that the lack of self-esteem ceased; for, the students formed a team void of cultural barriers and stereotypes. Therefore, everyone's priority became manipulating the word blocks to correctly demonstrate knowledge and understanding of written expression opposed to focusing on former innuendo's of each other's language inability. The coopera-

tive group structure reinforced the "all for one, one for all" concept where learning and achievement are equally shared and enjoyed. Consequently competition among my students came to a screeching halt as they jointly continued on their written linguistic journey.

It is important to remember that during language acquisition, students possess an affective filter regulating comprehensible input. According to Stephen Krashen, "negative influences such as anxiety, lack of self-confidence, and inadequate motivation to speak or in this case write the second language retard acquisition" (Crawford, 1993). Therefore, the success my students experienced through tactile and visual learning within the realm of a positive cooperative environment served to lower their affective filters thus increasing their absorption.

I began to see this unfold as they slowly applied their new found knowledge of sentence structure and syntax to their writing. Paragraphs once full of simple sentences began to contain compound and complex ones as well. Consider the following writing samples written by the same student:

We stayed in myuncle's house for almost a month or two. My mom bought a house in Glendale Heights. Myuncle helped my mom find a job.

Another good thing in a friend is sharing. If you forget a book at school, he will let you borrow his book. Your friend will share things with you, and you will let him borrow your things.

Although the paragraphs are from different essays, clearly they illustrate a difference in sentence variety. The first contains all simple sentences beginning with a subject; while the second shows an effective use of all three sentence structures. Therefore, not only did the hands-on experience provide a means of manipulating and visualizing language; but by coupling it with cooperative learning, implementation, a sign of definite long term carry over, also resulted.

Is there any one instructional technique best suited for today's linguistically and culturally-diverse student? Probably not.

Our linguistically and culturally-diverse students need not be treated differently from those in our mainstream classrooms. From my observations, using a combination of tactile, visual, and cooperative learning resulted in long-term written language acquisition for all my students. The key to their success did not lie in an overbearing, control-hungry teacher, but rather one who gladly sat back casually taking in the sights as her students steered their way to linguistic understanding. Once again, linguistically and culturally-diverse students are *our* students; and although they need additional support while acquiring second language writing skills, empowering them to take charge of their learning through collaboration increases and accelerates their overall achievement by fostering maximum self-confidence. Thus by providing an eclectic approach to written language, written language acquisition occurs more readily.

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Editor's Note: Contributions to the Administration of Bilingual Education Programs column should be sent to the column editor, Dr. Jaime A. Castellano, at Palmetto Elementary School, 835 Palmetto Street, West Palm Beach, FL 33405. (407) 533-6372.

NABE NEWS Book Reviews

Column Editor: Dr. António Simões, Fairfield University, CT

Mathtales and Cuentos

Reviewed by Eduardo Carballo

Mathtales and Cuentos. (1995) Mimosa Publications, Gina Publishing Canada, Inc., 3771 Victoria Park Avenue, Scarborough, ON M1W2P9

Before getting into the actual review of the specific books, I would like to share some information with the readers. Because the targeted grade level of the materials reviewed is K-2, I wanted to get reactions from teachers and students working at this level. I would like to acknowledge the assistance given to me by María Pilar Fabey and Jane Ann Kay of the Demonstration School and their students. This is a trilingual school for English, Spanish and Khmer, grades K-4, and a partnership between the University of Massachusetts - Lowell College of Education and the Lowell Public Schools.

Buzzing Bees: This is a CD-ROM program that comes with a companion book and math flash cards. It comes professionally packaged on a plastic fold out portfolio with handles so it is easy to carry. The targeted grade level is Kindergarten, but it is also useful with some first graders. The animations and colors are wonderful and eye catching, along with sounds of bees buzzing. It took a Kindergarten teacher less than five minutes to get a small group of students to use it individually. A bilingual student (English/Spanish), English-dominant, used the CD-ROM for about ten minutes with good attention and interest. When asked by the teacher if he wanted to continue he said "yes." He did a lot of laughing and counting in Spanish.

There are two areas that I believe could have been handled differently. First, it is important that materials use the best language models possible. The male voice speaking English had a very different accent, especially with words ending in 'r'. The Spanish-speaker pronounced the word "tres" incorrectly, saying "res" which

changes the meaning. Second, the disc has a very limited number of activities. Therefore, there is limited use beyond the Kindergarten level.

The Frolicking Frogs: This CD-ROM program, like the *Buzzing Bees*, comes professionally packaged. The level is second grade. It is not easy to use and both teachers and students will have difficulty navigating it. One cannot tell who the mother frog is. There are supposed to be nine frogs on the river bank, but only eight are visible. The accompanying big book story is not very appealing and the story makes little sense in either language. The text is artificial and may be a result of the author's attempt to integrate literature and subject matter. The math activities are appropriate and usable, if you can get students to learn how to use the program. The singing and musical tunes are not your typical upbeat rhythm and children will neither get too excited nor want to sing along. One wonders if these are professional singers.

El concurso de saltos, Laberintos distintos, Cinco minutos más and El desayuno de los osos. These four books can be used with first and second grade students, although they were developed for the second grade. The writing and story lines are average and not particularly impressive to teachers or students. In fact some found them a little bit goofy. The series could be effective if used to supplement present classroom math activities. The "Guía para los cuentos de concepto" has many great ideas. They were easy to present and produce for the students. With improved literature, it could be an excellent series.

The best liked book out of the four was *Laberintos distintos*. This book was appealing to the children because it appeared to enhance their visual capabilities and provided some excellent activities.

From a multicultural perspective the Spanish book *El desayuno de los osos*

falls below the mark. The characters are presented stereotypically with the father bear being the biggest and strongest, and mama bear doing the cooking. The Spanish of the text is hard to understand due to the quality of the writing.

Beginnings Set: There are four story books in this series: *I Think I'll go Flying*, *Buster Balloon*, *The Puppet's Party*, and *Pretty Patterns*. These books are at the Kindergarten level. All of the stories are very good, the illustrations are wonderful and the children liked them very much. Besides having a high interest for them, the vocabulary was very appropriate for both native English-speaking Kindergarten children and the second language learners. The stories are appropriate for language arts, as well as math activities. They lend themselves well to integrated curriculum units. The teacher's notes had many useful suggestions, and many activities could be used on follow up work.

In the story *Buster Balloon* the children noticed that the taped voice said the rat was pink — it was red in the storybook.

Operations Set: This set consists of four Kindergarten big books: *Ten Tiny Ants*, *Buzzing Bees*, *The Squirrel Store*, and *Frowning Clowns*. Both the children and the teachers liked this set the best. The stories, illustrations and the use of language are excellent. There are many concepts for learning about numbers with opportunities for developing and extending additional concepts. Besides coaching children's interest and keeping it, they are great opportunities for integrative science, math and language arts. Limited English proficient students enjoyed and understood them completely. They had no problem relating the number stories to the pictures. These materials promote comprehensible input and are very appropriate for classrooms using a natural approach and or integrated language experience approach method for second language acquisition.

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Conclusion

It is a mistake to overly idealize traditional Indian life. While they usually treated their own tribal members well, they often had no such consideration for members of other tribes. One of the major achievements of this country was to link together thirteen disparate colonies into a larger union that respected the rights of its many white citizens, including their cultural and linguistic rights. Some note, as Benjamin Franklin did, that this idea for the union of states was not unique; it was foreshadowed by the League of the Iroquois.

Progress has been made by enlarging our sense of who is a member of our tribe, who are our brothers and sisters, and who are worthy of our respect and good faith. The questions all Americans need to think about are:

- Should language any more than religion, race, or geographical boundaries determine who we include as members of our tribe?
- Ultimately, for our survival, should we not seek to work on a sense of world citizenship based on tolerance of linguistic, cultural, religious, and racial differences?
- Can we have either regional or world peace if we cannot overcome the ethnocentrism that makes one culture claim superiority for its language and folkways and dominance over another?

Few will argue that we do not need to perpetuate family and community values and a tolerance of diversity in Arizona, the United States, and the World. The question is how we accomplish this tolerance.

The English language has done extremely well in the free market place, and does not seem to need any legal help. The renewal of traditional American Indian cultures in and out of school is re-establishing a sense of community and fighting the materialistic, hedonistic, and individualistic forces of modern America. More and more American Indians, Mexican Americans, and other Americans see restoring strong traditional families and communities as their most important goal. The final question I ask all Americans to think about is: Should we place linguistic, cultural, religious, or other barriers in the way of these efforts, and in the process, I argue, create subjects rather than citizens?

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Note: This is an expanded version of an essay done for a discussion document for the 1996 Arizona Town Hall to be held on the theme of "Community Participation, Arizona's Future: Redefining Citizenship." Part I of this essay appeared in the June 15, 1996 issue of *NABE News*.

Editor's Note: Contributions to the American Indian Bilingual Education column should be sent to Jon Reyhner, Center for Excellence in Education, Northern Arizona University, P.O. Box 5774, Flagstaff, AZ 86001-5774, or E-mail to: JON_REYHNER@mail.cee.nau.edu, (520) 523-0580, fax: (520) 523-1929.

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BOOK REVIEW: CUENTOS FROM PAGE 25

Beginnings II: This series comes with tapes that accompany the stories: *Ten Dancing Dragons*, *Wayne's New Shape*, *The Racing Horses* and *The Brassy Bird Band*. The children appeared to enjoy the stories and they followed along with tapes. The visual representations are good and the illustrations are of good quality. The follow-up activities are also good quality although not as good as the *Beginnings Set*.

There are a couple of areas that could have been handled differently. First, an audio signal to alert non-readers when to turn the page could have improved the series. Second, the language and music on the tapes were much too fast-paced for second language learners, and only the most advanced students were able to keep up. A slower pace would have also improved the series.

Overall, the most effective sets and stories for the math bilingual classrooms are *Operation Set*, *Beginnings Set*, *Buzzing Bees* CD-ROM and *Laberintos distintos*. The least effective ones are *Beginnings II*, *El concurso de saltos*, *Cinco minutos más*, *El desayuno de los osos*, and the *Frolicking Frogs* CD-ROM.

Mr. Carballo works at the University of Massachusetts - Lowell.

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Book Review Submission Guidelines

Reviews for publication in the **Book Review** column and sample materials from publishers should be sent to the attention of Dr. Beti Leone, Book Review column editor, at NABE, 1220 L Street, NW, #605, Washington, DC, 20005.

Reviews may also be sent via e-mail to **NABE_NEWS@nabe.org**.

Packages should be clearly marked **BOOK REVIEW MATERIAL**; two complete sets of materials must be submitted.

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