

# Context:

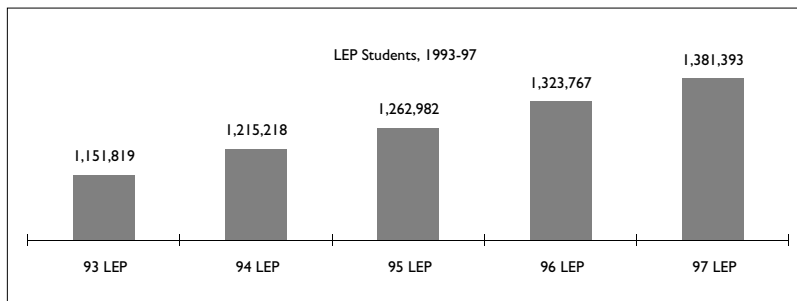
Southeast Asians & other newcomers in California's classrooms  
1997, Volume 17, No. 127, 5th issue

## By the Numbers

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

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This is the fifth and final issue of Volume 17, apparently forgotten. It contains data about English learners, answering some of the most frequently asked questions at the Southeast Asia Community Resource Center. The data is drawn from the language census conducted in March of each year in California's public K-12 schools. Data files are available online at the California Department of Education's "goldmine" website.

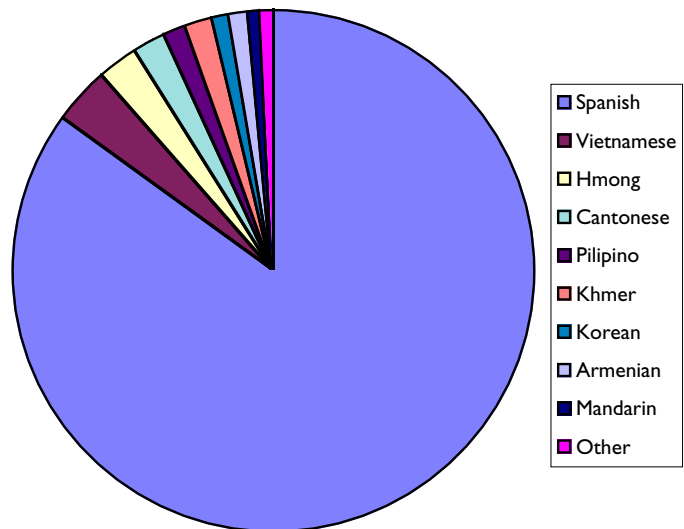


*How many English learners ("Limited English Proficient" students) are there in California? What is the change from year to year?*

*In which ten languages do English learners understand concepts best?*

(This does not include FEP or "Fluent English Proficient" students).

For a complete list of languages, see page 2.



**Top 10 LEP Languages, 1997**

LANGUAGE	Typical nativity	93LEP	94LEP	95LEP	96LEP	97LEP	% change
Arabic	Middle East, N. Africa	4,748	4,968	5,087	5,287	5,642	19%
Armenian	Armenia*	15,156	15,459	15,106	14,572	14,088	-7%
Assyrian	Middle East	815	811	873	835	773	-5%
Burmese	Burma*	269	330	372	376	366	36%
Cambodian (Khmer)	Cambodia*	21,040	21,467	21,028	20,645	19,981	-5%
Cantonese	China, Vietnam*	22,772	23,728	23,954	24,674	25,714	13%
Cebuano (Visayan)	Philippines	338	397	284	399	400	18%
Chaldean	Middle East	not counted	not counted	529	547	536	1%
Chamorro (Guamanian)	Guam (U.S.)	44	77	71	54	53	20%
Chaozhou	China	not counted	not counted	670	747	783	17%
Croatian	Fmr Yugoslavia*	108	153	157	221	163	51%
Dutch	Netherlands	86	98	107	91	119	38%
Farsi (Persian)	Iran*	5,874	5,876	5,591	5,328	5,246	-11%
French	France	548	562	607	600	589	7%
German	Germany	596	600	661	636	633	6%
Greek	Greece	239	235	242	218	212	-11%
Gujarati	India	1,089	1,196	1,135	1,121	1,125	3%
Hebrew	Israel	976	834	685	580	553	-43%
Hindi	India, Fiji	2,972	3,289	3,493	3,591	3,822	29%
Hmong	Laos*	26,219	28,494	30,345	31,156	32,014	22%
Hungarian	Hungary*	208	232	213	194	184	-12%
Ilocano	Philippines	1,634	1,894	1,899	1,912	1,956	20%
Indonesian	Indonesia	875	1,024	989	969	810	-7%
Italian	Italy	275	328	303	291	267	-3%
Japanese	Japan	5,499	5,231	4,998	5,042	4,970	-10%
Khmu	Laos*	332	305	359	233	261	-21%
Korean	Korea	16,496	16,366	15,879	15,792	15,884	-4%
Kurdish	Iraq*, Turkey*	not counted	not counted	115	111	148	29%
Lahu	Laos*	440	433	532	521	509	16%
Lao	Laos*	11,926	11,392	10,745	10,052	9,212	-23%
Mandarin (Putonghua)	China	9,123	9,178	9,109	9,655	10,397	14%
Marshallese	Marshall Islands (U.S.)	60	66	82	100	132	120%
Mien (Yao)	Laos*	4,691	4,976	5,093	5,226	5,385	15%
Mixteco	Mexico	222	294	321	342	353	59%
Native American	U.S.	117	141	66	55	76	-35%
Other Chinese	China	5,513	5,480	4,848	4,981	5,016	-9%
Other Filipino	Philippines	1,259	1,479	1,474	1,486	1,386	10%
Other non-English		9,993	8,834	7,936	8,866	10,244	3%
Pashto	Afghanistan*	462	479	529	541	511	11%
Pilipino (Tagalog)	Philippines	20,755	21,362	21,765	20,950	20,844	0%
Polish	Poland*	529	593	511	491	426	-19%
Portuguese	Brazil, Cape Verde	2,870	2,807	2,677	2,496	2,492	-13%
Punjabi	Pakistan, India	3,880	4,348	5,063	5,522	6,491	67%
Rumanian	Romania*	1,415	1,550	1,440	1,423	1,426	1%
Russian	Russia*	5,586	6,276	6,675	7,028	7,328	31%
Samoan	Samoa (U.S.)	1,840	1,940	2,000	1,997	1,912	4%
Serbian	Fmr Yugoslavia*	88	123	71	84	79	-10%
Serbo-Croatian	Fmr Yugoslavia*	not counted	not counted	95	111	146	54%
Spanish	Latin America, Cuba*	887,757	943,559	990,801	1,051,125	1,107,186	25%
Taiwanese	Taiwan	807	717	596	551	506	-37%
Thai	Thailand	1,641	1,708	1,708	1,709	1,535	-6%
Toishanese	China	not counted	not counted	66	90	60	-9%
Tongan	Tonga	1,355	1,446	1,617	1,711	1,823	35%
Turkish	Turkey	101	136	146	180	166	64%
Ukrainian	Ukraine*	not counted	771	885	1,080	1,345	74%
Urdu	Pakistan*	1,291	1,388	1,472	1,509	1,585	23%
Vietnamese	Vietnam*	48,890	49,788	48,907	47,663	45,530	-7%
<b>Grand Total</b>		<b>1,151,819</b>	<b>1,215,218</b>	<b>1,262,982</b>	<b>1,323,767</b>	<b>1,381,393</b>	<b>20%</b>
annual % change			6%	4%	5%	4%	

(\*recent refugee)

PAGE 2

Which languages have shown the greatest growth in numbers of children who are English learners over the past five years?

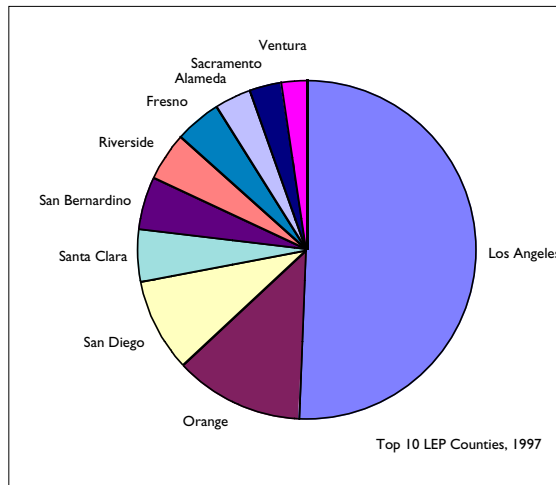
Where do the various language groups come from?

Note that some speakers of other languages are not immigrants, but natural U.S. citizens. Likewise some immigrants are not listed, because their native languages are English.

There are patterns of exception; for example, many Cantonese come from Peru and Chile, and many natives of republics formerly known as the USSR speak Russian.

Typically, refugees are less prepared for life in the U.S.; they were brought here by the international community for protection ("refuge"), rather than choosing—and preparing—to come.

Which counties face the greatest challenge in providing equal access to the core curriculum? (Also see next page.)



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How many children speak \_\_\_\_\_? (Add the numbers for LEP and FEP for 1996).

Which language groups are most in need of assistance to understand the core curriculum? (List is ranked by percentage of LEP students).

The FEP numbers are not yet available for 1997. If you want to estimate the total number of speakers of a language for 1997, you can get divide the 1997 LEP number by the 1996 percent LEP: for Hmong, it would be 32014/.85, or 37664). This works better for larger groups.

LANGUAGE	96 FEP	96LEP	%LEP
Mixteco	4	342	99%
Lahu	28	521	95%
Ukrainian	171	1,080	86%
Mien	926	5,226	85%
Marshallese	18	100	85%
Hmong	5,609	31,156	85%
Kurdish	30	111	79%
Chaldean	179	547	75%
Spanish	399,665	1,051,125	72%
Khmer (Cambodian)	9,056	20,645	70%
Lao	4,513	10,052	69%
Armenian	7,028	14,572	67%
<b>GRAND TOTAL</b>	<b>649,130</b>	<b>1,323,767</b>	<b>67%</b>
Khmu	120	233	66%
Pashto	287	541	65%
Tongan	1,012	1,711	63%
Vietnamese	28,917	47,663	62%
Russian	4,304	7,028	62%
Punjabi	3,675	5,522	60%
Toishanese	60	90	60%
Cebuano (Visayan)	301	399	57%
Indonesian	765	969	56%
Chaozhou (Chaochow)	598	747	56%
Burmese	318	376	54%
Rumanian	1,219	1,423	54%
Samoan	1,748	1,997	53%
Cantonese	24,105	24,674	51%
Assyrian	854	835	49%
Japanese	5,343	5,042	49%
Ilocano	2,089	1,912	48%
Turkish	198	180	48%
Hindi	4,024	3,591	47%
Arabic	6,116	5,287	46%
Thai	2,098	1,709	45%
Other Filipino	2,014	1,486	42%
Urdu	2,082	1,509	42%
Serbo-Croatian	159	111	41%
Croatian	320	221	41%
Serbian	124	84	40%
Other non-English	13,431	8,866	40%
Korean	23,963	15,792	40%
Portuguese	3,963	2,496	39%
Other Chinese	8,046	4,981	38%
Pilipino (Tagalog)	37,664	20,950	36%
Chamorro (Guamanian)	101	54	35%
Mandarin (Putonghua)	18,262	9,655	35%
Gujarati	2,294	1,121	33%
Polish	1,006	491	33%
Farsi (Persian)	11,224	5,328	32%
Taiwanese	1,271	551	30%
French	1,393	600	30%
Hungarian	454	194	30%
German	1,582	636	29%
Italian	975	291	23%
Hebrew	1,944	580	23%
Greek	824	218	21%
Dutch	348	91	21%
Native American	308	55	15%

For each language group, which districts enroll more than 50 English learners? For districts with many languages, only the top 10 are shown.

By California law, a district must obtain a waiver from the requirement to provide primary language instruction for every language which has more than 50 English learners in the district. Theoretically, then, you could contact districts with the same language groups for assistance and information, or you could work together with these districts to provide resources (people, materials, classes, translations, etc.) The district office or the Department of Education Publications Office has a current directory of districts and key personnel. Build a network!

These numbers represent English learners (LEP students) reported in March 1997 on the R30-LC.

In some cases there are separate elementary and secondary districts. It is necessary to compare like districts (elementary + secondary = unified). In most cases, this list will be incomplete for that purpose.

LOS ANGELES	LOS ANGELES UNIFIED	Arabic	394
ALAMEDA	OAKLAND UNIFIED	Arabic	205
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Arabic	196
SAN DIEGO	CAJON VALLEY UNION ELEM	Arabic	193
LOS ANGELES	GLENDALE UNIFIED	Arabic	168
SAN DIEGO	SAN DIEGO CITY UNIFIED	Arabic	121
ORANGE	GARDEN GROVE UNIFIED	Arabic	110
FRESNO	FRESNO UNIFIED	Arabic	99
SAN DIEGO	GROSSMONT UNION HIGH	Arabic	88
		<b>Arabic</b>	1574
LOS ANGELES	GLENDALE UNIFIED	Armenian	6972
LOS ANGELES	LOS ANGELES UNIFIED	Armenian	4923
LOS ANGELES	BURBANK UNIFIED	Armenian	601
LOS ANGELES	PASADENA UNIFIED	Armenian	351
LOS ANGELES	MONTEBELLO UNIFIED	Armenian	207
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Armenian	203
FRESNO	FRESNO UNIFIED	Armenian	197
SACRAMENTO	SAN JUAN UNIFIED	Armenian	70
		<b>Armenian</b>	13524
STANISLAUS	TURLOCK JOINT ELEMENTARY	Assyrian	210
STANISLAUS	EMPIRE UNION ELEMENTARY	Assyrian	89
STANISLAUS	SYLVAN UNION ELEMENTARY	Assyrian	65
STANISLAUS	MODESTO CITY HIGH	Assyrian	59
LOS ANGELES	LOS ANGELES UNIFIED	Assyrian	55
		<b>Assyrian</b>	478
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Cantonese	6808
ALAMEDA	OAKLAND UNIFIED	Cantonese	2804
LOS ANGELES	LOS ANGELES UNIFIED	Cantonese	2206
SACRAMENTO	SACRAMENTO CITY UNIFIED	Cantonese	1753
LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Cantonese	1527
LOS ANGELES	GARVEY ELEMENTARY	Cantonese	837
LOS ANGELES	ALHAMBRA CITY HIGH	Cantonese	668
SACRAMENTO	ELK GROVE UNIFIED	Cantonese	597
ALAMEDA	ALAMEDA CITY UNIFIED	Cantonese	498
LOS ANGELES	SAN GABRIEL UNIFIED	Cantonese	453
		<b>Cantonese Top 10</b>	18151
SAN JOAQUIN	STOCKTON CITY UNIFIED	Cebuano (Visayan)	115
		<b>Cebuano (Visayan)</b>	115
SAN DIEGO	CAJON VALLEY UNION ELEM	Chaldean	423
SAN DIEGO	GROSSMONT UNION HIGH	Chaldean	77
		<b>Chaldean</b>	500
LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Chaozhou (Chaochow)	255
LOS ANGELES	LOS ANGELES UNIFIED	Chaozhou (Chaochow)	252
LOS ANGELES	GARVEY ELEMENTARY	Chaozhou (Chaochow)	93
		<b>Chaozhou</b>	600
LOS ANGELES	LOS ANGELES UNIFIED	Farsi (Persian)	899
ALAMEDA	FREMONT UNIFIED	Farsi (Persian)	477
SAN DIEGO	SAN DIEGO CITY UNIFIED	Farsi (Persian)	233
ORANGE	IRVINE UNIFIED	Farsi (Persian)	230
ALAMEDA	NEW HAVEN UNIFIED	Farsi (Persian)	223
ORANGE	CAPISTRANO UNIFIED	Farsi (Persian)	202
ALAMEDA	HAYWARD UNIFIED	Farsi (Persian)	178
ALAMEDA	ALAMEDA CITY UNIFIED	Farsi (Persian)	164
LOS ANGELES	BEVERLY HILLS UNIFIED	Farsi (Persian)	157

CONTRA COSTA	MT. DIABLO UNIFIED	Farsi (Persian) <b>Farsi Top 10</b>	136 2899
LOS ANGELES	LOS ANGELES UNIFIED	French <b>French</b>	69 69
LOS ANGELES ALAMEDA LOS ANGELES ORANGE	LOS ANGELES UNIFIED FREMONT UNIFIED ABC UNIFIED FULLERTON JOINT UNION HIGH	Gujarati Gujarati Gujarati Gujarati <b>Gujarati</b>	80 75 56 53 264
LOS ANGELES SANTA CLARA	LOS ANGELES UNIFIED CUPERTINO UNION ELEMENTARY	Hebrew Hebrew <b>Hebrew</b>	220 76 296
SACRAMENTO SACRAMENTO ALAMEDA LOS ANGELES SAN FRANCISCO SAN MATEO STANISLAUS SAN MATEO STANISLAUS ALAMEDA	SACRAMENTO CITY UNIFIED ELK GROVE UNIFIED HAYWARD UNIFIED LOS ANGELES UNIFIED SAN FRANCISCO UNIFIED SAN MATEO UNION HIGH MODESTO CITY ELEMENTARY RAVENSWOOD CITY ELEMENTARY EMPIRE UNION ELEMENTARY NEW HAVEN UNIFIED	Hindi Hindi Hindi Hindi Hindi Hindi Hindi Hindi Hindi Hindi Hindi <b>Hindi Top 10</b>	505 340 329 167 98 92 84 80 73 72 1840
FRESNO SACRAMENTO MERCED YUBA SAN JOAQUIN FRESNO SAN JOAQUIN SACRAMENTO SAN DIEGO TULARE	FRESNO UNIFIED SACRAMENTO CITY UNIFIED MERCED CITY ELEMENTARY MARYSVILLE JOINT UNIFIED STOCKTON CITY UNIFIED CLOVIS UNIFIED LODI UNIFIED ELK GROVE UNIFIED SAN DIEGO CITY UNIFIED VISALIA UNIFIED	Hmong Hmong Hmong Hmong Hmong Hmong Hmong Hmong Hmong Hmong <b>Hmong Top 10</b>	8651 4024 2301 1842 1780 1556 924 723 664 612 23077
KERN SANTA CLARA SANTA CLARA SAN JOAQUIN LOS ANGELES SAN DIEGO KERN SANTA CLARA SACRAMENTO SAN JOAQUIN	DELANO UNION ELEMENTARY BERRYESSA UNION ELEMENTARY EAST SIDE UNION HIGH STOCKTON CITY UNIFIED LOS ANGELES UNIFIED SAN DIEGO CITY UNIFIED DELANO JOINT UNION HIGH ALUM ROCK UNION ELEMENTARY ELK GROVE UNIFIED MANTECA UNIFIED	Ilocano Ilocano Ilocano Ilocano Ilocano Ilocano Ilocano Ilocano Ilocano Ilocano <b>Ilocano Top 10</b>	142 126 115 113 96 95 90 84 75 63 996
SAN BERNARDINO LOS ANGELES	REDLANDS UNIFIED LOS ANGELES UNIFIED	Indonesian Indonesian <b>Indonesian</b>	115 103 218
LOS ANGELES LOS ANGELES ORANGE SANTA CLARA LOS ANGELES	TORRANCE UNIFIED PALOS VERDES PENINSULA UNIFIED IRVINE UNIFIED CUPERTINO UNION ELEMENTARY LOS ANGELES UNIFIED	Japanese Japanese Japanese Japanese Japanese	591 487 380 233 186

Find out	SAN DIEGO	SAN DIEGO CITY UNIFIED	Japanese	143
	SAN DIEGO	POWAY UNIFIED	Japanese	124
<b>Which dictionaries are best</b> for each language group?	SAN MATEO	SAN MATEO-FOSTER CITY ELEM	Japanese	124
Where can they be ordered?	SAN FRANCISCO	SAN FRANCISCO UNIFIED	Japanese	117
	SAN DIEGO	CHULA VISTA ELEMENTARY	Japanese	115
			<b>Japanese</b>	2500
<b>Which statewide forms have been translated and proven effective</b> with each language group?	LOS ANGELES	LONG BEACH UNIFIED	Khmer (Cambodian)	4861
	SAN JOAQUIN	STOCKTON CITY UNIFIED	Khmer (Cambodian)	1709
	FRESNO	FRESNO UNIFIED	Khmer (Cambodian)	1608
	SAN JOAQUIN	LODI UNIFIED	Khmer (Cambodian)	1425
	ALAMEDA	OAKLAND UNIFIED	Khmer (Cambodian)	1217
<b>Who are good translators</b> (written) <b>and interpreters</b> (oral) for each language group? Are they available for contract work? Which fonts do they use?	SAN DIEGO	SAN DIEGO CITY UNIFIED	Khmer (Cambodian)	1135
	STANISLAUS	MODESTO CITY ELEMENTARY	Khmer (Cambodian)	794
	LOS ANGELES	LOS ANGELES UNIFIED	Khmer (Cambodian)	730
	SAN JOAQUIN	LINCOLN UNIFIED	Khmer (Cambodian)	714
	ORANGE	SANTA ANA UNIFIED	Khmer (Cambodian)	456
			<b>Khmer Top 10</b>	14649
<b>Who are good cultural interpreters</b> for each cultural group? (culture= learned + shared)? Are they available for contract work?	CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Khmu	124
	SAN JOAQUIN	STOCKTON CITY UNIFIED	Khmu	69
			<b>Khmu</b>	193
	LOS ANGELES	LOS ANGELES UNIFIED	Korean	3916
	LOS ANGELES	GLENDALE UNIFIED	Korean	1096
	LOS ANGELES	TORRANCE UNIFIED	Korean	967
<b>Who are good “case examples”</b> within each language and cultural group? Can members of your local population listen to this example and think, “Hmmm, she came from a background just like mine, and look what she’s done. I wonder if she’ll share her ideas with me...If she can do it, maybe I can do it.”	LOS ANGELES	ABC UNIFIED	Korean	848
	ORANGE	FULLERTON ELEMENTARY	Korean	483
	ORANGE	GARDEN GROVE UNIFIED	Korean	449
	ORANGE	IRVINE UNIFIED	Korean	428
	LOS ANGELES	PALOS VERDES PENINSULA UNIFIED	Korean	269
	LOS ANGELES	WALNUT VALLEY UNIFIED	Korean	262
	ORANGE	ANAHEIM UNION HIGH	Korean	251
			<b>Korean Top 10</b>	8969
	SAN DIEGO	CAJON VALLEY UNION ELEM	Kurdish	74
			<b>Kurdish</b>	74
Are there <b>texts</b> available in another language that can be used by high school students to understand concepts taught in English? What are their titles, authors, publication dates? Where can they be bought?	TULARE	VISALIA UNIFIED	Lahu	401
	TULARE	TULARE CITY ELEMENTARY	Lahu	57
			<b>Lahu</b>	458
	FRESNO	FRESNO UNIFIED	Lao	1751
	SAN DIEGO	SAN DIEGO CITY UNIFIED	Lao	1141
	SAN JOAQUIN	STOCKTON CITY UNIFIED	Lao	640
	SACRAMENTO	SACRAMENTO CITY UNIFIED	Lao	473
	LOS ANGELES	LONG BEACH UNIFIED	Lao	326
	CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Lao	307
	ALAMEDA	OAKLAND UNIFIED	Lao	267
	STANISLAUS	MODESTO CITY ELEMENTARY	Lao	241
<b>Are there mother tongue literacy classes</b> available? What materials do they use? How are classes organized? Who in the community is the “gatekeeper” for organizing such programs?	SACRAMENTO	NORTH SACRAMENTO ELEMENTARY	Lao	220
	MERCED	MERCED CITY ELEMENTARY	Lao	159
			<b>Lao Top 10</b>	5525
	LOS ANGELES	ARCADIA UNIFIED	Mandarin (Putonghua)	699
	LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Mandarin (Putonghua)	676
	ALAMEDA	FREMONT UNIFIED	Mandarin (Putonghua)	499
	LOS ANGELES	HACIENDA LA PUENTE UNIFIED	Mandarin (Putonghua)	479
	SAN FRANCISCO	SAN FRANCISCO UNIFIED	Mandarin (Putonghua)	453
	LOS ANGELES	WALNUT VALLEY UNIFIED	Mandarin (Putonghua)	439
	LOS ANGELES	ROWLAND UNIFIED	Mandarin (Putonghua)	429



LOS ANGELES	ABC UNIFIED	Mandarin (Putonghua)	403
ORANGE	IRVINE UNIFIED	Mandarin (Putonghua)	348
LOS ANGELES	ALHAMBRA CITY HIGH	Mandarin (Putonghua)	296
		<b>Mandarin Top 10</b>	4721
ORANGE	NEWPORT-MESA UNIFIED	Marshallese	78
		<b>Marshallese</b>	78
SACRAMENTO	SACRAMENTO CITY UNIFIED	Mien	1415
ALAMEDA	OAKLAND UNIFIED	Mien	907
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Mien	597
MERCED	MERCED CITY ELEMENTARY	Mien	359
TULARE	VISALIA UNIFIED	Mien	350
SHASTA	ENTERPRISE ELEMENTARY	Mien	231
YOLO	WASHINGTON UNIFIED	Mien	189
SACRAMENTO	ELK GROVE UNIFIED	Mien	168
SHASTA	REDDING ELEMENTARY	Mien	129
SOLANO	FAIRFIELD-SUISUN UNIFIED	Mien	112
		<b>Mien Top 10</b>	4457
SANTA BARBARA	SANTA MARIA-BONITA ELEM	Mixteco	129
MADERA	MADERA UNIFIED	Mixteco	75
		<b>Mixteco Total</b>	204
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Other Chinese	915
ORANGE	GARDEN GROVE UNIFIED	Other Chinese	267
LOS ANGELES	LOS ANGELES UNIFIED	Other Chinese	260
LOS ANGELES	EL MONTE CITY ELEMENTARY	Other Chinese	225
SAN DIEGO	SAN DIEGO CITY UNIFIED	Other Chinese	160
SANTA CLARA	BERRYESSA UNION ELEMENTARY	Other Chinese	152
LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Other Chinese	146
LOS ANGELES	ALHAMBRA CITY HIGH	Other Chinese	121
LOS ANGELES	ROWLAND UNIFIED	Other Chinese	118
LOS ANGELES	MOUNTAIN VIEW ELEMENTARY	Other Chinese	105
		<b>Oth Chinese Top 10</b>	2469
LOS ANGELES	LOS ANGELES UNIFIED	Other Filipino	161
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Other Filipino	145
SAN DIEGO	SAN DIEGO CITY UNIFIED	Other Filipino	102
LOS ANGELES	LONG BEACH UNIFIED	Other Filipino	101
ALAMEDA	NEW HAVEN UNIFIED	Other Filipino	84
SACRAMENTO	SACRAMENTO CITY UNIFIED	Other Filipino	78
SANTA CLARA	EAST SIDE UNION HIGH	Other Filipino	52
		<b>Other Filipino</b>	723
SAN DIEGO	SAN DIEGO CITY UNIFIED	Other non-English	1613
LOS ANGELES	LOS ANGELES UNIFIED	Other non-English	720
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Other non-English	492
ORANGE	ANAHEIM UNION HIGH	Other non-English	335
SACRAMENTO	SACRAMENTO CITY UNIFIED	Other non-English	210
ALAMEDA	FREMONT UNIFIED	Other non-English	200
FRESNO	FRESNO UNIFIED	Other non-English	198
SAN BERNARDINO	REDLANDS UNIFIED	Other non-English	191
SANTA CLARA	SANTA CLARA UNIFIED	Other non-English	186
LOS ANGELES	GLENDALE UNIFIED	Other non-English	171
		<b>Other Top 10</b>	4316
LOS ANGELES	LOS ANGELES UNIFIED	Pashto	56
		<b>Pashto</b>	56

LOS ANGELES	LOS ANGELES UNIFIED	Pilipino (Tagalog)	2233
SAN DIEGO	SAN DIEGO CITY UNIFIED	Pilipino (Tagalog)	1563
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Pilipino (Tagalog)	1031
LOS ANGELES	LONG BEACH UNIFIED	Pilipino (Tagalog)	788
SOLANO	VALLEJO CITY UNIFIED	Pilipino (Tagalog)	504
ALAMEDA	NEW HAVEN UNIFIED	Pilipino (Tagalog)	455
LOS ANGELES	GLENDALE UNIFIED	Pilipino (Tagalog)	425
SANTA CLARA	MILPITAS UNIFIED	Pilipino (Tagalog)	424
SANTA CLARA	BERRYESSA UNION ELEMENTARY	Pilipino (Tagalog)	392
SACRAMENTO	ELK GROVE UNIFIED	Pilipino (Tagalog)	386
		<b>Pilipino Top 10</b>	<b>8201</b>
LOS ANGELES	LOS ANGELES UNIFIED	Polish	58
		<b>Polish</b>	<b>58</b>
MERCED	HILMAR UNIFIED	Portuguese	189
SANTA CLARA	SAN JOSE UNIFIED	Portuguese	165
LOS ANGELES	TORRANCE UNIFIED	Portuguese	123
LOS ANGELES	ABC UNIFIED	Portuguese	99
LOS ANGELES	LOS ANGELES UNIFIED	Portuguese	84
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Portuguese	83
SANTA CLARA	EAST SIDE UNION HIGH	Portuguese	62
		<b>Portuguese</b>	<b>805</b>
SUTTER	YUBA CITY UNIFIED	Punjabi	692
SACRAMENTO	ELK GROVE UNIFIED	Punjabi	337
LOS ANGELES	LOS ANGELES UNIFIED	Punjabi	291
ALAMEDA	NEW HAVEN UNIFIED	Punjabi	286
ALAMEDA	FREMONT UNIFIED	Punjabi	248
SAN JOAQUIN	LODI UNIFIED	Punjabi	214
MERCED	LIVINGSTON UNION ELEMENTARY	Punjabi	204
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Punjabi	165
ALAMEDA	HAYWARD UNIFIED	Punjabi	140
SANTA CLARA	SANTA CLARA UNIFIED	Punjabi	140
		<b>Punjabi Top 10</b>	<b>2717</b>
SACRAMENTO	SAN JUAN UNIFIED	Rumanian	95
SACRAMENTO	RIO LINDA UNION ELEMENTARY	Rumanian	90
SACRAMENTO	ELK GROVE UNIFIED	Rumanian	72
RIVERSIDE	ALVORD UNIFIED	Rumanian	67
ORANGE	ANAHEIM UNION HIGH	Rumanian	66
ORANGE	FULLERTON ELEMENTARY	Rumanian	66
SACRAMENTO	SACRAMENTO CITY UNIFIED	Rumanian	61
LOS ANGELES	LOS ANGELES UNIFIED	Rumanian	59
ORANGE	GARDEN GROVE UNIFIED	Rumanian	51
		<b>Rumanian</b>	<b>627</b>
LOS ANGELES	LOS ANGELES UNIFIED	Russian	1484
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Russian	768
SACRAMENTO	SAN JUAN UNIFIED	Russian	660
SACRAMENTO	SACRAMENTO CITY UNIFIED	Russian	614
YOLO	WASHINGTON UNIFIED	Russian	426
SACRAMENTO	RIO LINDA UNION ELEMENTARY	Russian	323
SACRAMENTO	GRANT JOINT UNION HIGH	Russian	261
SACRAMENTO	ELK GROVE UNIFIED	Russian	182
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Russian	177
LOS ANGELES	GLENDALE UNIFIED	Russian	138
		<b>Russian Top 10</b>	<b>5033</b>
LOS ANGELES	LONG BEACH UNIFIED	Samoan	406
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Samoan	114



LOS ANGELES	LOS ANGELES UNIFIED	Samoan	102
SAN MATEO	RAVENSWOOD CITY ELEMENTARY	Samoan	100
ORANGE	GARDEN GROVE UNIFIED	Samoan	80
SAN DIEGO	SAN DIEGO CITY UNIFIED	Samoan	78
LOS ANGELES	COMPTON UNIFIED	Samoan	59
		<b>Samoan</b>	<b>939</b>
LOS ANGELES	LOS ANGELES UNIFIED	Spanish	286983
ORANGE	SANTA ANA UNIFIED	Spanish	35566
SAN DIEGO	SAN DIEGO CITY UNIFIED	Spanish	26904
LOS ANGELES	LONG BEACH UNIFIED	Spanish	22448
LOS ANGELES	MONTEBELLO UNIFIED	Spanish	16161
LOS ANGELES	POMONA UNIFIED	Spanish	13777
FRESNO	FRESNO UNIFIED	Spanish	12601
ORANGE	GARDEN GROVE UNIFIED	Spanish	12579
LOS ANGELES	COMPTON UNIFIED	Spanish	11914
ORANGE	ANAHEIM ELEMENTARY	Spanish	11056
		<b>Spanish Top 10</b>	<b>449989</b>
LOS ANGELES	LOS ANGELES UNIFIED	Thai	471
LOS ANGELES	LONG BEACH UNIFIED	Thai	77
LOS ANGELES	ABC UNIFIED	Thai	51
		<b>Thai</b>	<b>599</b>
SAN MATEO	RAVENSWOOD CITY ELEMENTARY	Tongan	290
ALAMEDA	OAKLAND UNIFIED	Tongan	266
SAN MATEO	REDWOOD CITY ELEMENTARY	Tongan	112
LOS ANGELES	LOS ANGELES UNIFIED	Tongan	84
LOS ANGELES	LENNOX ELEMENTARY	Tongan	80
SAN MATEO	SAN MATEO-FOSTER CITY ELEM	Tongan	70
SACRAMENTO	SACRAMENTO CITY UNIFIED	Tongan	66
SAN BERNARDINO	ONTARIO-MONTCLAIR ELEM	Tongan	66
SAN MATEO	SAN MATEO UNION HIGH	Tongan	59
LOS ANGELES	HAWTHORNE ELEMENTARY	Tongan	51
		<b>Tongan Top 10</b>	<b>1144</b>
SACRAMENTO	SAN JUAN UNIFIED	Ukrainian	459
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Ukrainian	204
SACRAMENTO	RIO LINDA UNION ELEMENTARY	Ukrainian	198
SACRAMENTO	GRANT JOINT UNION HIGH	Ukrainian	100
SACRAMENTO	CENTER JOINT UNIFIED	Ukrainian	80
		<b>Ukrainian</b>	<b>1041</b>
LOS ANGELES	LOS ANGELES UNIFIED	Urdu	198
SAN JOAQUIN	LODI UNIFIED	Urdu	97
LOS ANGELES	TORRANCE UNIFIED	Urdu	69
ALAMEDA	FREMONT UNIFIED	Urdu	67
ORANGE	GARDEN GROVE UNIFIED	Urdu	55
SAN JOAQUIN	STOCKTON CITY UNIFIED	Urdu	53
		<b>Urdu</b>	<b>539</b>
ORANGE	GARDEN GROVE UNIFIED	Vietnamese	6629
SAN DIEGO	SAN DIEGO CITY UNIFIED	Vietnamese	2576
ORANGE	WESTMINSTER ELEMENTARY	Vietnamese	2053
SANTA CLARA	FRANKLIN-MCKINLEY ELEMENTARY	Vietnamese	1652
SACRAMENTO	ELK GROVE UNIFIED	Vietnamese	1606
SANTA CLARA	EAST SIDE UNION HIGH	Vietnamese	1587
LOS ANGELES	LOS ANGELES UNIFIED	Vietnamese	1568
ALAMEDA	OAKLAND UNIFIED	Vietnamese	1492
SANTA CLARA	EVERGREEN ELEMENTARY	Vietnamese	1215
SANTA CLARA	BERRYESSA UNION ELEMENTARY	Vietnamese	1050
SACRAMENTO	SACRAMENTO CITY UNIFIED	Vietnamese	978
		<b>Vietnamese Top 10</b>	<b>22406</b>

This list represents 608091 LEP students, 44% of the 1997 total.

## Immigrants and Their Educational Attainment: Some Facts and Findings

Schwartz, Wendy

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house on Urban  
Education, New York,  
N.Y.)

This digest reviews several reports. Its purpose is to dispel some myths about the impact of immigrants on American society and to provide information that can be considered in efforts to increase immigrants' educational attainment.

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### IMMIGRANT STUDENTS

In general, immigrant youth and parents have higher educational aspirations than do natives of the same racial/ethnic group. Individual and family factors associated with high school graduation, college-going, and college continuity are generally the same for immigrants and natives, as well as across racial/ethnic groups. Immigrant students most likely to attend college have parents with higher income and education levels, and higher educational expectations for their children. Low family income has a disproportionately negative effect on college continuity for immigrants.

### DEMOGRAPHICS

According to the 1990 Census:

- There were more than 2.3 million immigrant youth in U.S. schools and colleges—about 5% of all students.
- The percentage of immigrant children enrolling in U.S. primary and middle schools was nearly equal to that of the native born—71% to 74%, respectively, before age eight; and 94% to 96%, respectively, after age eight. Immigrant and native-born youth attended high school at the rates of 87% and 93% respectively.
- Immigrant youth were twice as likely as natives to live in families with an income in the lowest quartile and to have parents with less than 12 years of schooling. Asian and white immigrants, like their native-born ethnic counterparts, were least likely to live in such families. Black youth—both immigrant and native-born—were significantly more likely than Asians and whites to live in low-income families.

### HIGH SCHOOL EXPERIENCE

- Immigrant high school students are as likely as natives to graduate from high school within four years of their sophomore year.
- Immigrant youth, especially Hispanics, who enter the U.S. after the age of 15 are less likely to enter the school system or to remain until high school graduation than are immigrants who arrive when younger.

- Immigrants are more likely than native-born youth to make choices, beginning early in school, consistent with eventual college-going, regardless of race or ethnicity. They follow an academic track, take advanced courses in mathematics and science, take the SAT or ACT, and work hard to achieve their expectations.
- Variations among immigrant ethnic groups generally parallel variations among native-born groups: Asian immigrants perform better on indicators of college preparation, followed by white and black immigrants.

### POSTSECONDARY EXPERIENCE

- Overall, immigrants are more likely than natives to enroll in postsecondary education, attend college, and stay continuously through four years of college. Asian immigrants are more likely to go continuously to college than any other racial/ethnic immigrant group.
- The shorter the time an immigrant youth has been in the U.S., the lower are his/her college-going and continuing rates.
- Urban immigrants are more likely to enroll in college than those in rural schools.
- Immigrant college-going is positively affected by a mother working outside the home, and negatively affected by the presence of three or more siblings.

### ADULT IMMIGRANTS

- Slightly more than 1.1 million immigrants arrive in the U.S. annually. Almost half of them are female.
- About 700,000 individuals enter as lawful permanent residents.
- 100,000-150,000 enter legally as refugees or asylees—individuals seeking asylum because they fear persecution in their homeland because of their political views, national origin, membership in a social group, religion, or race. Refugees apply for protection before coming to the U.S.; asylees apply after arriving. 300,000 enter without legal status (called undocumented immigrants).
- In 1993, the 10 countries (in descending order) from which the U.S. received the

most legal immigrants were: Mexico, Mainland China, the Philippines, Vietnam, the former Soviet Union, the Dominican Republic, India, Poland, El Salvador, and the United Kingdom. The 10 countries from which the U.S. received the most refugees were: the former Soviet Union, Vietnam, Haiti, Laos, Somalia, Iraq, Cuba, Iran, Ethiopia, and Liberia.

- Undocumented immigrants constitute about 1% of the total U.S. population and 13% of the foreign-born population. Most enter the country legally with temporary visas and become illegal when they stay. In 1993 there were about 3.8 million undocumented immigrants in the U.S.
- In the 1980s, three-quarters of all immigrants settled in six states: California, New York, Texas, Florida, New Jersey, and Illinois.

### ENGLISH LANGUAGE LEARNING

- Approximately 25% of immigrants come from countries where English is the dominant or official language. Another 20% come from Spanish-speaking countries. Nearly 50% coming from other non-English dominant countries already speak English well upon arriving.
- There is a trend towards monolingual English speaking among the children of immigrants. Previously it took three generations for a family to lose its native tongue.
- English-as-a-Second-Language classes serve 1.8 immigrants annually, but the demand for them far outstrips their availability.

### INCOME AND PAYMENT OF TAXES

- In 1989, immigrants earned a total of \$285 billion, or 8% of all income earned in the nation. This amount equals the immigrant share of the total U.S. population.
- Immigration does not reduce the overall job availability or depress wages. More specifically, it has little negative impact for African American workers in the aggregate, although immigrants may reduce opportunities of low-skilled workers in certain geographical areas.

- Annually, immigrants pay more in taxes than they receive in benefits such as education and public assistance: \$70.3 billion as compared with \$42.9 billion.
- Undocumented immigrants pay taxes of \$7 billion annually because their paychecks are subject to income tax and Social Security deductions. They are not eligible for benefits from most public programs, however.
- Legal immigrants' Social Security payments help keep the Social Security system solvent, since they tend to be young and have years of work ahead of them. However, the percentage of native-born elderly, who collect Social Security rather than contribute to it, is increasing.

### USE OF PUBLIC SERVICES

- The Federal, state, and local costs of educating immigrant youth is about \$11.5 billion. For comparison, during the 1992-93 school year, the cost of educating all children was \$226 billion.
- Immigrants cannot enter the United States legally without proving that they are self-sufficient and unlikely to need public assistance.
- Refugees, who comprise 10% of the immigrant population and who frequently arrive with nothing, are the most likely to require benefits: 15% receive welfare.
- Undocumented immigrants are eligible for only emergency medical care under Medicaid, and nutrition benefits. Despite eligibility for free hospital care, many pay for it themselves or have private health insurance, and thus use services less than the general population.
- About 11% of elderly immigrants (800,000 individuals) receive Supplemental Security Income, an assistance program for disabled and elderly people. More than three-quarters of them have no other source of income because they are ineligible for Social Security.
- In the 1980s, 2% of working-age immigrants, compared with 3.7% of native-born Americans of the same age, received welfare.

### SOURCES

The source of the general information about immigrants presented here is a compilation of Fact Sheets published by the National Immigration Forum, (1994) [A guide to immigration facts and figures. Washington, DC]. The sheets themselves cite data from a variety of sources, such as the U.S. Immigration and Naturalization Service, and analyses by a range of immigration research organizations. The information on the education of immigrants is drawn from a RAND analysis of data [Vernez, G., & Abrahamse, A., 1996, "How immigrants fare in U.S. education," Santa Monica: RAND.], from High School and Beyond (HSB), a national sample of more than 21,000 tenth and twelfth graders who were first interviewed in 1980 and then followed over a six-year period to determine their educational progress. The RAND report also cites U.S. Census of Population and Housing data and several smaller studies of the educational performance of immigrants and other minorities. It should be noted that the applicability of findings based on HSB data, which comprise information about students who attended high school more than 15 years ago, to the current educational experiences of immigrants is limited for several reasons: the number of immigrants in the nation's schools has doubled since 1980, immigrant students come from increasingly diverse cultural and language backgrounds, and the ability of schools and colleges "to absorb them has arguably deteriorated" (p. xiii). However, newer data on the education of immigrants of equal validity and scope is not yet available for analysis.

## Cinderella Crossculturally:

### Reference Books

- Cinderella* (The Oryx Multicultural Folktales Series), by Judy Sierra. Oryx Press, 1992. (24 Cinderella stories from a wide range of cultures)
- Cinderella, a Folklore Casebook*, edited by Alan Dundes. Garland Publishing, 1982. Reprinted by University of Wisconsin Press, 1988.
- Cinderella Story*, by Neil Philip. Penguin Books, 1989.
- Cinderella: Three Hundred and Forty-Five Variants of Cinderella, Catskin, and Cap o' Rushes*, by Marian Roalfe Cox. Kraus Reprint of 1893 original, 1967
- Fantasy Literature in the Classroom*, by Monica R. Edinger. Scholastic, 1995.
- Multicultural Cinderella*, by J.D. Rusting. Oakland CA: Rusting Educational Services, 1994.

**Why are “orphan stories” so universal? What does an orphan story teach?**

**To find out, ask students to illustrate the structure of different stories with graphic organizers, answering these questions:**

- Who is the more powerful? Why?
- What is the obstacle? What is the goal?
- Who is the less powerful? What is the special characteristic?
- Who wins?
- Who loses?
- What is the reward?

*Storyteller's Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children*, by Margaret Read MacDonald. Neal-Schuman, 1982.

*Uses of Enchantment: the Meaning and Importance of Fairy Tales*, by Bruno Bettelheim. Knopf, 1976.

*Who's Got the Slipper? A Multicultural Unit of Cinderella*, by Nancy Hick and Bonnie No. Bon Mot Publishing, East Rochester NY, 1993.

### Articles

- Melinda L. Franklin, “Ellen at the Ball: Ellen Foster as a Cinderella Tale.” *ALAN Review*, vol. 23, no. 1 (Fall 1995):16-17.
- John Gough, “Rivalry, Rejection, and Recovery,” *Children's Literature in Education*, vol. 21. no. 2 (June 1990) pp 99-107. (How the story has influenced modern writers)
- Jane Yolen's “America's Cinderella” is in *Children's Literature in Education*, vol. 8 no. 1 (1977) pp 21 -29. (also in Alan Dundes' *Cinderella, a Folklore Casebook*)

### Picture Books and Full-Length Versions

- Abadeha, the Philippine Cinderella*, by Myrna J. de la Paz. Los Angeles: Pazific Queen, 1991
- Ashpet: an Appalachian Tale*, retold by Joanne Compton, illustrated by Kenn Compton. Holiday House, 1994.
- Baba Yaga and Vasilisa the Brave*, as told by Marianna Mayer, illustrated by K. Y. Craft. Morrow Junior Books, 1994. (**Russian**)
- Billy Beg and his Bull: an Irish Tale*, retold by Ellin Greene, illustrated by Kimberly Bulcken Root. Holiday House, 1994.
- Boots and the Glass Mountain*, by Claire Martin. Dial Books, 1992. (**Norway**)
- Chinye: a West African Folk Tale*, retold by Obi Onyefulu; illustrated by Evie Safarewicz, 1994.
- Cinder Edna*, by Ellen Jackson, illustrated by Kevin O'Malley. Lothrop, 1994.
- Cinder-Elly*, by Frances Minters, illustrated by G. Brian Karas. Viking, 1994. (Rap version)
- Cinderella, a Classic Tale and that Awful Cinderella*, by Alvin Granowsky. Austin TX: Steck-Vaughn, 1993.
- Cinderella*, retold by John Fowles; illustrated by Sheilah Beckett, 1974.
- Cinderella, or, The Little Glass Slipper*, adapted from Chales Perrault, illustrated by Marcia Brown, 1954 (Caldecott winner). Reprinted by Dial Books for Young Readers, 1994.
- Cinderella*, illustrated by Paul Galdone,



1978.

*Cinderella*, illustrated by Nonny Hogrogian, 1981.

*Cinderella*, by Amy Ehrlich; illustrated by Susan Jeffers, 1985. (Charles Perrault)

*Cinderella*, by Roberto Innocenti. Creative Education, 1983.

*Cinderella*, by Barbara Karlin; illustrated by James Marshall. Little Brown, 1989.

*Cinderella*, illustrated by Moria Kemp, 1981.

*Cinderella: from the Opera* by Rossini, written and illustrated by Beni Montresor. Knopf, 1965.

*Cinderella*, retold by C.S. Evans; illustrated by Arthur Rackham, 1919.

*Cinderella*, illustrated by Otto Svend, 1978.

*Cinderella*, by William Wegman, with Carole Kismaric and Marvin Heiferman. Hyperion, 1993. (told with photos of costumed Weimaraners)

*Cinderella: Kodansha Nihongo Folktales Series* (Japanese), by Hiroko Quacknbush. New York: Kodansha America, 1993.

*Cinderella Penguin*, or, *The Little Glass Flipper*, by Janet Perlman, 1992.

*Cinderella Rebus Book*, Ann Morris, 1989.

*Cinderella's Stepsister, and, Cinderella: the Untold Story, as told by Russell Shorto*, illustrated by T. Lewis. Carol Pub. Group, 1990. (A standard version back-to-back with a version by the "evil" stepsister)

*Egyptian Cinderella*, by Shirley Climo. New York: Harper Collins, 1989.

*Eight Cinderellas* (China, Egypt, Korea, German, Native American, etc), by Nancy Polette. O'Fallon MO: Book Lures, Inc., 1994.

*Enchanted Anklet: A Cinderella Story from India*, by Lila Mehta. Ontario Canada: Lilimu Publishing, 1985.

*Glass Slipper*, by Eleanor Farjeon (A novel-length version), 1946.

*Golden Slipper: a Vietnamese Legend*, by Darrell Lum. Troll, 1994.

*In the Land of Small Dragon: A Vietnamese Folktale*, by Ann Nolan Clark, 1979.

### Cinderella from Southeast Asia

Vietnamese, Chinese, and Thai Cinderella stories are available commercially. There are many MANY orphan stories in the oral traditions of the Hmong, Mien, Khmu, Lao, Cambodian and other groups. The Southeast Asia Community Resource Center has some. Use your students and parents as resources in a "living laboratory" to uncover these stories. All it takes is a tape recorder, a story-teller, a student or parent to transcribe the oral text into written text, a translator, and an illustrator. With desktop publishing and foreign language fonts, authentic stories are right in your schools.

*Kao and the Golden Fish: a Folktale from Thailand*, retold by Cheryl Hamada, 1993.

*Korean Cinderella*, Edward B. Adams, 1989.

*Korean Cinderella*, by Shirley Climo, 1993.

*Lily and the Wooden Bowl*, Alan Schroeder, illustrated by Yoriko Ito, 1994. (Japan)

*Little Firefly: an Algonquin Legend*, Terri Cohlene, 1990.

*Moss Gown*, by William D. Hooks, 1987. (Southern U.S.)

*Mufaro's Beautiful Daughters*, by John Steptoe, 1987. (Zimbabwe)

*Nomi and the Magic Fish: a Story from Africa*, by Phumla, 1972. (Zulu)

*Prince Cinders*, by Babette Cole, 1987. (male)

*Princess Furball*, by Charlotte Huck; illustrated by Anita Lobel, 1989.

*Queen of the May*, by Steven Kroll, 1993

*Rough-Face Girl*, by Rafe Martin, 1992. (Algonquin Indian)

*Sidney Rella and the Glass Sneaker*, by Bernice Myers, 1985.

*Silver Woven in My Hair*, by Shirley Rousseau Murphy. Atheneum, 1977. (Novel-length)

*Sootface: an Ojibwa Cinderella Story*, by Rob

### Cinderella /orphans in other forms

Movies often teach the same theme: less powerful defeats more powerful using some special characteristic. Look at action movies, Tom Cruise movies, roadrunner cartoons, computer simulations and games, hero stories, and proverbs. Draw more diagrams.

### Cinderella in the news

How can the “Cinderella” lesson help explain the overwhelming public response to Princess Diana?

ert San Souci. New York: Doubleday, 1994.

*Starlight Cloak*, by Jenny Nimmo, 1993.

*Talking Eggs: a Folktale from the American South*, by Robert San Souci; illustrated by Jerry Pinkney, 1989.

*Tattercoats*, by Margaret Greaves, illustrated by Margaret Chamberlain, 1990.

*Tattercoats*, edited by Joseph Jacobs; illustrated by Margot Tomes. Putnam, 1989.

*Tattercoats: an Old English Tale*, by Flora Annie Steel; illustrated by Diane Goode, 1976.

*Turkey Girl: a Zuni Cinderella*, retold by Penny Pollock; illustrated by Ed Young, 1995.

*Vasalisa and her Magic Doll*, Rita Grauer, 1994. (**Russia**)

*Vasilisa the Beautiful*, retold by Thomas Whitney; illustrated by Nonny Hogrogian, 1970.

*Vasilissa the Beautiful*, by Elizabeth Winthrop. Harper Collins: 1991.

*When the Nightingale Sings*, by Joyce Carol Thomas, 1992. (Novel-length)

*Wishbones: A Folktale from China*, by Barbara Ker Wilson; illustrated by Meilo So. Bradbury, 1993.

*Yeh-Shen, a Cinderella Tale from China*, by Ai-Ling Louie; illustrated by Ed Young. New York, Philomel Books:1982.

### Versions in Collections

This is only a small sampling of the versions of the tale that are available in folktale collections. Variants of many of the versions listed above can also be found in anthologies.

“Aschenputtel”, Jacob and Wilhelm Grimm

“Ashpet,” from *Grandfather Tales: American-English Folk Tales*, edited by Richard Chase.

“The Brocaded Slipper,” in *The Brocaded Slipper, and Other Vietnamese Tales*, by Lynnette Dyer Vuong, 1982.

“Cap o’ Rushes,” in *Clever Gretchen, and Other Forgotten Folktales* by Alison Lurie

“Cinderella,” in *The Candlewick Book of Fairy Tales*, by Sarah Hayes. Candlewick Press, 1993.

“Cinderella,” in *The Twelve Dancing Princesses and Other Tales from Grimm*, translated by Naomi Lewis, 1985.

“Cinderella and the Glass Slipper,” from *Told Again* (also published as *Tales Told Again*), by Walter De la Mare.

“Cinderella, or, The Little Glass Slipper,” in *The Blue Fairy Book*, by Andrew Lang

“Cindy Ellie,” by Mary Carter Smith, in *Best-Loved Stories Told at the National Storytelling Festival*, and in *Talk that Talk: an Anthology of African-American Storytelling*, 1989.

“The Fitting of the Slipper,” in *A Telling of the Tales* by William J. Brooke, 1989.

“Jewelled Slipper,” in *The Beggar in the Blanket*, by Gail B. Graham, 1970. (**Vietnamese**)

“Little Burnt Face,” in *The Red Indian Fairy Book*, by Frances Jenkins Olcott, 1917, and in *Time for Old Magic*, by May Hill Arbuthnot.

“Magic Orange Tree,” in *The Magic Orange Tree, and Other Haitian Folktales*, by Diane Wolkstein, 1978.

“Princess on the Glass Hill,” in *The Blue Fairy Book*, by Andrew Lang (Cinderlad, **Norway**)

### Mutual accomodation

Could Cinderella (orphan) stories be re-written to teach mutual accommodation rather than winning/losing?

What would be the *positive* social effects of such stories?

What would be the *negative* social effects of such stories?



*Tattercoats, and Other Folk Tales*, by Winnifred Finlay

“Vasilisa the Beautiful” in *Stories From Old Russia*, by Edward W. Dolch and Marguerite P. Dolch, 1964

Kathy Martin (CHILDLIT mailing list); Jean Rusting; Doris Dale; David K. Brown j(The Children’s Literature Web Guide).

**Shen’s Books** specializes in collections of Cinderella stories, as well as other thematic collections: beauty/beast stories, trickster stories, etc.

**Mutual accomodation**

How might you use the structure of Cinderella/orphan stories to teach inter-cultural relations at your school or in your class. Use a blank story diagram as a guide for identifying the less powerful, the more powerful, the goal, the obstacle, the special characteristic.. .then write or tell stories that end with the less powerful winning. Write them again with mutual accommodations as a ending.

**Conference Info**

The **14th annual Immigrant Education Faire** will be held **Saturday, March 14, 1998**. In addition to “make-it-take-it” lesson demonstrations and a series of workshops that make **reading recommendations more applicable to speakers of other languages (K-3 and 4-12)**, there will be a series of workshops that invite participants to compare **CHARACTER traits across cultures** and worldviews. As usual, there will be a box lunch, a continental breakfast, a packet of handouts, entertainment, and displays/vendors.

Sadly, ticket prices must increase. For 12 years, we have had the support of the Department of Education’s programs for refugees and immigrants, which helped defray the costs of speakers. Because of different audit rules, this funding is no longer possible. We regret this increase as we have always wanted costs low to invite diverse participation. Any excess will be used to support the Southeast Asia Community Resource Center, used by people all over northern and central California. General: \$60 (district supporters of the Center may purchase parent tickets at \$45). Student with current ID: \$25. Watch for flyer or send purchase order to Refugee Educators’ Network, 2460 Cordova Lane, Rancho Cordova CA 9570.

**Newsletter Subscription**

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Tentative CONTEXT Schedule for Volume 18

- Oct/Nov 97, No. 128: Phonemes of English with key words in other languages; phoneme comparison charts.
- Dec/Jan 97, No. 129: Year of the Tiger: tigers crossculturally
- Feb/Mar 98, No. 130: Bilingual character tales and proverbs; graphic organizers for comprehension.
- Apr/May 98, No. 131: To be determined.
- Jun/July 98, No. 132: Statistics, demographics, etc (census update, March 1998 California language census data, April 1998 California data for the emergency immigrant education program)



**Refugee Educators' Network, Inc.**

This group of educators meets at the above address 5 times per year to share information and plan an annual conference, the Immigrant Education Faire— 9:00-11:30, 2nd Thursdays.

- September 11, 1997
- November 13, 1997
- January 8, 1998 (1st week back!)
- February 12, 1998
- May 14, 1998

**1997-98**  
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- #9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)
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**Context:**

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