

Context:

Newcomers in California's classrooms
Volume 20, No. 139, December/January, 1999/2000

Year of the Dragon

In Chinese culture, the dragon is the symbol of the Emperor (the son of heaven) and represents males and strength. The blue-green dragon is associated with the east, sunrise, the sky, and rainfall, while the white dragon is the ruler of west and death.

A dragon is good-natured and has magic powers. He can shrink to the size of a silkworm and can swell to fill the space between heaven and earth. He can also choose to be visible or invisible. There are four types of dragon in mythology: heaven dragons that symbolize fertility and regeneration; spirit dragons that cause rain; earth dragons that rule bodies of water; and guard dragons that protect treasure.

The years of the dragon, which occur every twelve years, can be one of four dragon types; this will be an "angry dragon" year (the other types are cheerful, yielding, and flying skyward). An angry dragon year suggests volatility and extremes: friends will be very loyal and supportive, but enemies will be more dangerous than usual.

In general, a dragon (person) is full of energy, power and very good fortune. His (or her) personality is confident and decisive, and people are attracted to your vibrant energy. A curious nature combined with confidence provides the impetus for taking risks and facing chal-

lenges. On the other hand, a dragon does not share well with others, and is often annoyed and short-tempered with others' shortcomings, which are little understood by a person to whom perfection comes easily. With money, a dragon can be lavish as well thrifty. A dragon has difficulty listening to the advice of others and races ahead; when failure is the result, it is difficult to recognize and accept mistakes. A dragon's pride can be seen as arrogance, but overall, people are attracted to him. A dragon loves the unpredictable and exciting. A dragon friend is generous; a dragon parent is encouraging and lively; a dragon mate has problems with serious commitments. A dragon child is active, intelligent, and sometimes difficult to control.

Chinese couples want a child born in the year of the dragon; 2000 may see a mini-population boom among the Chinese. The coincidence of

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Proverbs & idioms

Nyob nruab dleg txhob hu zaaj.
live-middle-water-don't-call-dragon
If you're in the lake, don't call the dragon.

龍生龍鳳生鳳
dragon-produce-dragon-phoenix-produce-phoenix
Dragons beget dragons, phoenixes beget phoenixes
(The acorn falls close to the tree.)

A dragon was born from a small stream.
(Great oaks from little acorns grow.
You can't judge a book by its cover.)

龍頭蛇尾
dragon-head-snake-tail
*Beginning with a dragon's head,
ending with a snake's tail.*
(Boast of great ability but fail to perform.)

龍游淺水遭蝦戲
dragon-swim-shallow-water-get-shrimp-play
*A dragon stranded in shallow water
provides amusement for the shrimps.*

有錢一條龍沒錢一條蟲
have-money-a-dragon-no-money-a-worm
With money a dragon, without money a worm.
(Money is power.)

不是猛龍不過江
not-fierce-dragon-not-cross-river
It takes strength to overcome obstacles.

神龍見首不見尾
fairy dragon see head not see tail
*Describes an important person
seldom seen.*

穿起龍袍不似太子
dress-dragon-robe-not-look-like-crown-prince
(You can't make a silk purse out of sow's ear.)

一躍龍門身價百倍
(fish) once-leap-dragon-gate-social-status-hundred-times
*Describes a scholar who has successfully
passed high level examinations.*

龍床不如狗窩
dragon-bed-not-like-dog-bed
Said of something old and familiar.
(There's no place like home.)

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the year 2000 with the year of the dragon makes this an especially auspicious year.

Dragons dislike monotony and routine. Careers that are well-suited to dragons are actor, astronomer, president and CEO of his/her own company, naturalist, artist, lawyer. For leisure, a dragon likes spiritual quests, car racing, entertaining, antiquities, and travel.

Dragons are born between
February 16, 1904 and February 3, 1905
February 3, 1916 and January 22, 1917
January 23, 1928 and February 9, 1929
February 8, 1940 and January 26, 1941
January 27, 1952 and February 13, 1953
February 13, 1964 and February 1, 1965
January 31, 1976 and February 17, 1977
February 17, 1988 and February 5, 1989
February 5, 2000 and January 23, 2001

Dragons, culturally

The *Year of the Dragon* provides teachers an opportunity to build crosscultural lessons that explore similarities and differences between cultures' views of "dragons." Using stories (next page), proverbs (this page and page 8), internet research, and interviews of relatives, students and teachers can begin to recognize differences that are so implicit in cultures that they are difficult to see and examine without resorting to contrast to another, preferably very different, culture. For Eurocentric cultures, the Chinese-influence cultures provide a good contrast. Dragons/monsters exist in every culture; find out what they are and how the human "heroes" deal with them.

Dragons, defined as mythical monsters with super-human or magical abilities, play an important role in the enculturation of children and the teaching of core values. The way that people deal with dragons in stories also reveals basic patterns of confronting great challenge or adversaries. For example, European-based heroes, on the side of moral rightness, defeat dragons with superior force. On the other hand, Asian-based dragons are overcome by apparently unlikely heroes who rely on cleverness and exploitation of the dragon's character excesses.

In both cases, however, the heroes are those who embody the character traits valued by the culture. Think of how Americans view overcoming challenges: tame the frontier, vanquish the foe, clear the land, ford the river, civilize the heathens, remediate deficiencies, assimilate the alien other. Now think of how Asians con-

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Dragon Resources

Dragonsong, A Fable for the New Millennium

Russell Young, illustrated by Civi Cheng, Shen's Books, 2000.

A story about a young Chinese dragon's to England, Africa, Mexico, and Lake Ontario, the land of the Iroquois, and what he learned from each one. *Compare the dragons of Europe, Africa, North America, and Asia. ("St. George and the Dragon," the Iroquois's Serpent Dragon, the Congo's keeper of the Likouala, Quetzalcoatl, the plumed serpent of the Pyramid of Quetzalcoatl in Teotihuacan, near Mexico City). Find other dragons (or mythical monsters) from other cultures. Why do different cultures have dragons in their myths? What do the stories of the dragons teach humans? (Look at "Behold... the Dragon" for ideas.) Which dragons must be conquered and which dragons must be placated?*

The Dragons are Singing Tonight

Jack Prelutsky, illustrated by Peter Sis, Greenwillow Books, 1993

Poems about dragons.

A Dragon's Lament

I'm tired of being a dragon,
Ferocious and brimming with flame,
The cause of unspeakable terror
When anyone mentions my name.
I'm bored with my bad reputation
For being a miserable brute,
And being routinely expected
To brazenly pillage and loot.

I wish I weren't so repulsive,
Despicable, ruthless, and fierce,
With talons designed to dismember
And fangs finely fashioned to pierce.
I've lost my desire for doing
The deeds any dragon should do,
But since I can't alter my nature,
I guess I'll just terrify you.

How is this dragon's identity different from an Asian dragon's? Find an Asian dragon in another story and compare them.

Eric Carle's Dragons Dragons, and Other Creatures That Never Were

Compiled by Laura Whipple, Philomel Books, 1991

Creatures from many stories and cultures.

The Book of Dragons

Selected, illustrated by Michael Hague (William Morrow & Co., 1995

Several dragon stories.

Behold... The Dragons

Gail Gibbons, Morrow Junior Books, 1999

Dragons from many cultures, and how they are used in myths to explain volcanoes, earthquakes, floods, and rain.

"Dragon" comes from a Greek word for a huge snake with piercing eyesight ("drakon"). Dracontologists group dragons into five types. **Serpent dragons** (no legs, no wings) are the Leviathan from the Hebrew Bible, the lambton worm from England, the Carthaginian serpent from ancient Rome. **Semidragons** (two legs, often wings) are the lindworm and wyvern of England. **Classical dragons** (four legs, fire-breathing, enemies of heroes) include the classical medieval dragon like that in "St. George and the Dragon." **Sky dragons** (flying, often with magical powers) include the amphiptere of England and the Chinese cloud dragon. **Neodragons** (composed of various animal parts) include the basilisk of ancient Greece, the peluda and the tarasque of France, and the cockatrice of England.

Famous dragons include the hydra (Greece), Beowulf's dragons (England), Draco (Greece), gargoyles (France), tatzelworm (Swiss Alps), Loch Ness monster (Scotland). The komodo dragon (Indonesia) and the flying dragon (*Draco volans*, Southeast Asia) are real.

St. George and the Dragon

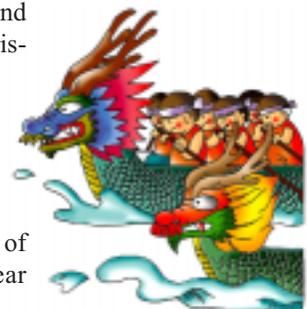
Retold by Margaret Hodges, illustrated by Trina Schart Hyman, Little Brown and Co., 1984.

Story of St. George slaying the dragon in England in the middle ages, teaching the power of Christianity over sin.

Chinese New Year's Dragon

Rachel Sing, illustrated by Shao Wei Liu, Modern Curriculum Press, 1992

Chinese girl in the U.S. gets ready for the Year of the Dragon. Find out why Chinese new year



foods include fish, noodles, jiaozi (pot-stickers), and lotus seeds.

Sam and the Lucky Money

Karen Chinn, illustrated by Cornelius Van Wright & Ying-Hwa Hu, Lee & Low Books, 1995

What are special foods and gifts for the Chinese new year?

The River Dragon

Darcy Pattison, illustrated by Jean and Mou-Sien Tseng, Lothrop, Lee & Shepard Books, 1991

Dragons have the head of a camel, horns of a deer, eyes of a demon, ears of an ox, neck of a snake, scales of a carp, palms of a tiger, and claws of a hawk. They live in the sky or in the water. They often are seen clutching a pearl. They love swallows, and are afraid of centipedes and five-colored silk scarves. *Write a story using these facts, and illustrate it. Then read "The River Dragon" and compare your story with the author's version. It is the story of a man and his troubles with the River Dragon. Which Aesop's fable is this story like? Find some proverbs from your language that teach almost the same lesson.*

Eyes of the Dragon

Margaret Leaf, illustrated by Ed Young, Lothrop, Lee & Shepard Books, 1987

Story of a village that hired a painter to paint a dragon on their wall. "Paint dragon, put eye." Painter Chang Seng Yung of the state of Wu painted four dragons on the walls of Tung-ang temple (in the present city of Nanking). The painter added eyes to two of the dragons, and they came to life and broke loose. The other two, without eyes, are still on the temple wall. *What is the lesson of this story? Find proverbs or Aesop's fables that teach the same lesson.*

Dragon Kite of the Autumn Moon

Valerie Reddix, illustrated by Jean and Mou-Sien Tseng, Lothrop, Lee & Shepard Books, 1991

Story of how kites help protect people from bad fortune during the ninth month. *How is this story the same and different from O. Henry's "The Gift"?*

Chin Chiang and the Dragon's Dance

Chinese New Year.

The Luminous Pearl

Betty Torre, illustrated by Carol Inouye, Orchard Books, 1990

Folktale about the Dragon King's daughter and her suitors. *What other folktales are similar to this story?*

The Dragon's Tale and Other Animal Fables of the Chinese Zodiac

Demi, Henry Holt & Co., 1996

Each of the animal tales ends with a moral. *Find an Aesop's fable or a proverb from other languages to go with each one.*

Min-Yo and the Moon Dragon

Elizabeth Hillman, illustrated by John Wallner; Harcourt Brace Jovanovich, 1992

Story of how the stars came to be in the sky. *Look at the moon dragon; is this one like the Chinese dragon in other stories illustrated by Chinese artists ("River Dragon," "Eyes of the Dragon," "Dragonsong")? How are the dragons the same? different?*

The Dragon's Pearl

Julie Lawson, illustrated by Paul Morin, Clarion Books/Houghton Mifflin, 1993

Story of the dragon's origin. *What other fables or fairy tales does this story remind you of? Choose one; tell how it is the same and different from The Dragon's Pearl.*

Lao Lao of Dragon Mountain

Margaret Bateson-Hill, illustrated by Francesca Pelizzoli, Chinese by Manyee Wan, Zero to Ten Ltd, 1998

Compare this story to Aesop's fable "The Goose That Laid Golden Eggs." Look at the dragon; is it a royal dragon or a peoples' dragon (Hint: how many talons? Look at "Eyes of a Dragon," "The Dragon's Pearl," "River Dragon," and "Dragonsong" for information to help you decide.)

The Dragon Lover and other Chinese Proverbs

Xuan, Yong-sheng, Shen's Books, 1999

Compare "The Lazy Farmer" with Aesop's fable, "The Grasshopper and the Ants." Compare "The Musician and the Water Buffalo" with Aesop's "The Stork and the Fox." How does this story explain the idiom from Lao other languages, "it's like playing a flute in a buffalo's ear." Find an Aesop's fable that teaches the same lesson. (Use the search feature of your web browser to find "Aesop;" there are more than 600 fables in "e-text" online. What lesson does "The Dragon Lover" teach? How is this similar to having lucky



charms and amulets?

The Moon Dragon

Moirra Miller, illustrated by Ian Deuchar, Dial Books, 1989

Compare this story to the fable, "The Boy Who Cried Wolf." Find proverbs from many languages that teach about boasting and arrogance.

Long is a Dragon: Chinese Writing for Children

Peggy Goldstein, Pacific View Press, 1991; previously published by China Books and Periodicals

Guide to Chinese characters, with numbered stroke sequence for common words. Find out how concepts are built with multiple characters (woman + child = good; ear + door = listen; mouth + door = ask for; fire + cart = train; fire + mountain = volcano; rain + field + lightning = electricity; electricity + language = telephone). Learn to make red calligraphy hanging panels for the New Year.

Dragon Parade: A Chinese New Year Story

Steven Chin, illustrated by Mou-Sien Tseng, Raintree Steck-Vaugh, 1993

Find out about the beginning of the Chinese New Year celebration in 1850s San Francisco.

Emma's Dragon Hunt

Catherine Stock, Lothrop, Lee & Shepard Books, 1984

Compare this description of the Chinese dragon with that in the "River Dragon," "Dragon song," and "Behold... The Dragons."

The Dragon New Year: A Chinese Legend

David Bouchard, painted by Zhong-Yang Huang, Peachtree Publishers, 1999

A just-so story about the beginnings of Chinese new year traditions. The paintings are incredible, and provide a great tool for demonstrating how words create mental images (which are filtered through one's cultural experiences), and how difficult it is to capture a mental image in graphics. *Look at the pictures. Which details show that these images were created by someone who has a lot of experience with the Chinese culture.*

A Unit About Dragons

Jo Ellen Moore, Joy Evans, Leslie Tryon., Evan-Moor Corp., 1989

Thematic teaching activity masters. Books listed include: *Adam Draws Himself a Dragon* (Korschunow, Harper & Row, 1978); *The Dragon Kite* (Luenn, Harcourt Brace Jovanovich, 1982); *The Dragon Nanny* (Martin, MacMillan, 1989); *Everyone Knows What a Dragon Looks Like* (Williams, Four Winds, 1976); *The Knight and the Dragon* (de Paola, Putnam, 1980); *The Knight, the Princess, and the Dragon* (Craig, Knopf, 1985); *The Loathsome Dragon* (Weisner and Kahng, Putnam, 1987); *My Father's Dragon* (Gannett, Random, 1948); *The Reluctant Dragon* (Grahame, Holiday, 1938); *The Truth about Dragons* (Blumberg, Four Winds Press, 1980).

Here There Be Dragons

Jane Yolen, illustrated by David Wilgus, Harcourt Brace & Co., 1993

Story of *wyrm* (old English for "dragon"); a 50-word dragon story; a story about a dragon and a dragoon; a Western tale featuring a Chinese dragon.

Dragon in Chinese art

CD-ROM (Windows), "Treasure the Treasures," volume 3, "The Dragon in Chinese Art." Lee & Lee Communications, 1998. (888) ART-8099, www.culturalcafe.com

This beautifully guided tour of Chinese art treasures identifies ten kinds of dragons over time.



Check out www.hkta.com. Hong Kong's tourism site has a file of 400 jpeg photos for your free use. (The picture on page one is from the file.)

Strategies & Skills

(from page 2)

conceptualize adversity and how to deal with it: placate the spirits, honor the ancestors, attend to the forces of nature in building and other man-made enterprises, create relationships between opposing forces, and overcome obstacles through effort, sacrifice, and cleverness.

Cultural icons

In fact, for Asians, dragons are only sometimes the representation of all that is bad or threatening. More often, the Chinese dragon represents the heroic characteristics of vitality, strength, and potency. Folklorists who have analyzed hundreds of tales from various cultures see that in climates that have two states, wet and dry, the dragon and the phoenix are the story elements that are likewise contrasted. If you have the chance to attend a Chinese wedding, look for the dragon (male) and phoenix (female) in the decor and the foods. Look also at other cultural contrasts in stories and customs: living and dead, royal and common, educated and uneducated, rain and drought, plenty and dearth.

After looking at the dragon and its role in the cultures of Eurocentric and Chinese-influenced cultures, find the **cultural icons** of other groups and apply what you've learned to predicting the cultural approach to conflict and adversity, based on the way in which their stories relate the struggle between "man" and "nature." Find proverbs from the culture that reinforce the same concept.

For example, the Armenian icon is the lion. What does this tell you about culturally-valued human attributes? What is the cultural icon for



the Ukrainians? The Russians? The Mexicans? The Hondurans? The Hmong? The Lao? How might you predict the differences between these peoples' response to threat or danger or adversity based on how their heroes deal with the cultural "dragons"?

What is the likely outcome when, for example, teens from two cultures that teach overcoming "dragons" with force have conflict on a high school campus? What about when one teen is from a culture that promotes strength has a conflict with a teen from a culture that teaches cleverness? What happens during acculturation, when a teen from a "clever hero" culture learns the lessons of a "strong hero" culture? How might conflict resolution programs identify student needs and adapt teaching?

Modern dragons

Students can also identify how the current movies, stories, songs, and rituals have identified the the "bad" and "scary." Look especially at action movies and cartoons.

Sometimes the dragons are abstract notions: communism, Y2K, terrorism, and so on. It is a short step for one culture to attribute to members of an unfamiliar group dragon-like dimensions.

Dragons, standards, and exit exam

Teachers have to stay focused and avoid excursions into interesting areas that are totally unrelated to state or local standards and ultimately to the high school exit exam. Listed below are elements of English Language Arts standards and the draft standards for the high school exit exam that can be taught or reinforced through a couple of "dragon" activities:

- genres and sub-genres of literature (myth, folktale, legend, fable, proverb).
- inferences.
- compare and contrast brainstorming followed by essay (revision and editing).
- illustrations' relationship to text details.
- charts to record and organize information.
- identifying details related to a topic; research (books, internet, interviews).
- literal translation to meaning (equivalents).
- identifying same "main idea" in different proverbs.
- character analysis (hero).
- roots and new words (*dracontologist*, *dinophile*).

Dragons Cross-Culturally

	English	Chinese	Mexican	_____
What do they look like?				
What powers do they have?				
What natural phenomena do their actions explain?				
How do humans control them?				
What lessons do dragon tales teach?				
What are the human characteristics of heroes?				

Duplicate this chart or build a large chart on the board. Look for dragon/hero tales in your adopted reading series or core literature books. Have students choose cultures to investigate. Individually or in groups, fill in the cells with notes from research. In discussion, help students identify patterns. Have students read examples to support their generalizations. Help students see that there are many differences in details, but great similarity in basic human concerns. (Change the questions along the left side to be appropriate to students' ages, backgrounds, and grade level standards.)

More Chinese
proverbs and idioms
containing "dragon"

The written Chinese language uses characters that stand for ideas rather than sounds. These idioms—most a shorthand reference to a story—are translated directly word for word. Often it is difficult to make the leap from the collection of concepts to an equivalent meaning in English. It's a good exercise, however, and helps teachers visualize how the Chinese language (like every language) shapes the way that the brain processes information and stores concepts. Chinese (and American Sign Language): less linear, more implicit, dependent on "filling in the gaps" to arrive at meaning; English (and other alphabetic languages): linear, analytical, part-to-whole and "chunky."

Each of these proverbs and idioms can be the basis of research, investigation, interview, and discussion about parallel meanings.

車水馬龍
carriage-water-horse-dragon
*Carriages flow like a river,
horse traffic long as a dragon*
(Describes a prosperous city,
strong economy, peacetime.)

乘龍佳婿
ride-dragon-good-son-in-law
*Said to parents of a bride who has married
a man with great ability or potential.*

望子成龍
expect-son-become-dragon
*Said of a parent who sacrifices for
child's education.*

龍蛇混雜
dragon-snake-blend-mixture
Good and bad together.
Said of an exciting but dangerous place,
like Chinatown.

龍馬精神
dragon-horse-spirit-mind
*Describes an old person who is still
healthy and quick-witted.*

蛟龍得水
flood-dragon-get-water
*Describes a time of good opportunity
(today's stock market?)*

龍爭虎鬥
dragon-tug-of-war-tiger-fight
Describes strong competition.

龍鐘之年
dragon-measuring-jar-of-senility
Describes an old person who forgets.

龍肝鳳肺
dragon-liver-phoenix-lung
Describes rare, difficult-to-find food.

Rồng đến nhà tôm
dragon-go-house-shrimp
The dragon returns to visit the shrimp.
(An important person deigns to visit us.)

Rồng bay phượng múa
dragon-fly-phoenix-dance
Describes eloquent expressive writing.

Shen's Books International

8625 Hubbard Road, Auburn CA 95602-7815. (800)
456-6660, www.shens.com

Maywan Shen has collected (and published)
books for schools, libraries, and individuals.
She has arranged them by theme, which makes
cross-cultural lessons easier to organize. Some
of the themes include:

- Crossing the Millenium
- Year of the Dragon
- Chinese New Year
- Festivals of the World
- In Search of Cinderella
- Fabrics & Fables
- Project ABC (alphabet books)
- People of the World
- Coming to America
- Getting Along in America

There are also lists of books on backgrounds,
languages, cultures of various peoples, and
translated American literature.



**Mien-English
Everyday Language Dictionary**
Mienh In-Wuonh Dimv Nzangc Sou

Smith (aka Koueifo Saepfan) & Jenny Phan, Self-published, 1995 (\$30 includes s/h and CA tax, 1705 E. Perez Ct, Visalia, CA 93292, (209) 636-2365.

At last, a beginning!

Mulan & Monkey King Stories Online
in English, Spanish, Chinese, Vietnamese, Hmong

Pan-Asian Publications has these children's books online, with beautiful illustrations and choice of 4 other languages.

www.panap.com/mulan_index.html
www.panap.com/mkindex.html

Hmong & English Dictionary Online

www.lomation.com/hed

Beta version, looks interesting, White Hmong.

Read about recent trip to Laos

<http://whitney.bcoe.butte.k12.ca.us/Poplar/Laos/AiLVST.html>

**The Vietnam Center
at Texas Tech University**

This new center (Douglas Pike's new home) hopes to become an archive for materials related to Vietnamese. They are interested in papers, photos, and other materials. Contact them at www.ttu.edu/~vietnam.

The center is planning a conference, the *Overseas Vietnamese Experience*, for March 31–April 1, 2000 at the International Cultural Center of Texas Tech University in Lubbock, Texas. Of particular interest will be papers on the following themes:

- Building a new life: issues in the challenges posed in adjustment and acculturation of overseas Vietnamese.
- Community building and the politics of Vietnamese communities in host countries.
- Second-generation overseas Vietnamese: their role in the community and issues relating to them.
- Relations between overseas Vietnamese and their home country.

Contact James R. Reckner, The Vietnam Center, Texas Tech University, Lubbock, TX 79409-1045, (806) 742-3742, fax (806) 742-8664.

**So Much to Say:
Adolescents, Bilingualism, and ESL
in the Secondary School**

Faltis, C., and Wolfe, P (eds), Teachers' College, Columbia University, 1999.

This resource book brings attention to new research on English language learners within secondary schools. Chapters in the book are arranged into three areas: curricula for immigrant and bilingual students; the students and their experiences in different contexts; and program and methods of making schools more responsive to student needs. Throughout, the authors discuss the implications of their research for improving bilingual and ESL education at the secondary level. The book includes a glossary and examination of common terms in secondary ESL and bilingual education.

Teachers College, Columbia University, New York, NY 10027, (800) 575-6566.
<http://tc-press.tc.columbia.edu>

**America's Diversity:
On the Edge of Two Centuries**

Daphne Spain, Population Reference Bureau, 1999.

Monograph uses population data from the 1890s and the 1990s to show that issues of immigration and diversity are a continuing part of our public discourse. The report provides a historical perspective on today's debate over assimilation and pluralism with sections on immigration statistics and trends, racial segregation and intermarriage, policy and the census. A list of additional readings is included.

Online in PDF format:
www.prb.org/prb/pubs/roa/twocen.pdf.
Print copy (\$5.00), call: (800) 877-9881.



Resources





Resources, continued

National Foreign Language Center (NFLC)

A View From Within: A Case Study of Chinese Heritage Schools in the United States (edited by Xueying Wang) is the latest 89-page publication in the monograph series produced by the NFLC.

NFLC, John Hopkins University, 1619 Massachusetts Avenue, NW, Suite 400, Washington, D.C. 20036.

Multilingual Matters

For a **free catalogue** of high quality professional journals, newsletters, and, collections of research studies on second language learning and crosscultural education contact

Multilingual Matters, USA UTP Distribution, Customer Order Department, 2250 Military Road, Tonowanda, NY 14150.
www.multilingual-matters.com.

Teaching Tolerance

Teaching Tolerance Magazine, produced by the Southern Poverty Law Center, is mailed twice a year at no charge to educators. The magazine contains articles on immigrant students and multicultural topics including human and material resources in this field. The center also produces free publications such as *Responding to Hate at School: A Guide for Teachers, Counselors and Administrators*.

For more information and to subscribe to the magazine write: Teaching Tolerance, Southern Poverty Law Center, P.O. Box 548, Montgomery, AL 36177-9621.
www.teachingtolerance.org.

Educating Pacific Islanders

Pacific Resources for Education and Learning, funded as a Comprehensive Assistance Resource Center by the U.S. Department of Education has produced a volume entitled *First and Second Language Literacy: Voices from the Pacific Islands*.

For more information write: Ali'i Place, 25th Floor, 1099 Alakea Street, Honolulu, Hawaii 96813.
www.prel.org.

Educational Linguistics

Pergammon Press, an imprint of Elsevier Science has published the *Concise Encyclopedia of Educational Linguistics* by Bernard Spolsky of Bar-Ilan University, Israel.

For more information and a catalogue of professional materials for language teachers and professors contact: P.O. Box 945, New York, NY 10159. (888) 437-4636.

ELD and SDAIE Materials

Globe Fearon has a **catalogue** which contains entries for and variety of English language development (ELD) and content area (Specially-Designed Academic Instruction in English, "SDAIE") instructional materials for language minority students.

Call (800) 872-8893 or write to 100 Marcus Drive, Melville, NY 11747.

Inglés en Español

Barron's Educational Series **catalogue** contains traditional ESL materials as well as several second language guides and support materials written in Spanish for second language learners of English.

(800) 645-3476, www.barronseduc.com.

Middle School-Adult ESL

National Textbook Company has a **catalogue** of ESL materials for middle and high school students, as well as adult learners.

(800) 323-4900. www.ntc-school.com.

Children's Literature in Spanish

Perma-Bound Books offers a wide variety of children literature **books in Spanish**, kindergarten through grade 12.

(800) 637-6581. www.perma-bound.com

EEC International

English Education Curriculum International (EEC International) offers **seminars** on topics such as Two-Way Bilingual Education, Literacy Development for English Learners, and Content Instruction for Dual Language Programs.

For a brochure with a schedule and more information contact Ana Hernández at (310) 577-2277, 8055 W. Manchester Avenue, First Floor, Playa del Rey, CA 90293.

Latest Publications from CREDE

The Center for Research on Education, Diversity, & Excellence (CREDE) announces the publication of three new resources:

Research-Based Model for Sheltered Instruction by Doborah Short and Jana Echevarría.

Secondary Newcomer Programs in the United States: 1998-1999 Supplement by Deborah Short and B. Boyson.

Two-Way Bilingual Immersion Programs

in the United States: 1998-1999 Supplement by M. Loeb.

For more information contact CREDE at the University of California-Santa Cruz: (831) 459-3500. www.crede.ucsc.edu.

What's New at NCBE

Visit the web site at the National Clearinghouse for Bilingual Education (NCBE), a resource center at George Washington University which is funded by the U.S. Department of Education. NCBE has the latest in reports, news, studies, teacher guides, and student materials for language minority and immigrant populations. You can also sign up for a **free electronic newsletter** delivered via e-mail.

www.ncbe.gwu.edu.

TESOL Conference

TESOL (Teachers of English to Speakers of Other Languages), in coordination with the Center for Applied Linguistics, is sponsoring a conference entitled **The Second TESOL Pre-K to 12 ESL Standards Training of Trainers Conference** to be held in Long Beach on January 7-8, 2000, at the Westin Hotel. The organization has also produced a **publication** on this topic.

For more information on this and future conferences contact TESOL at (703) 836-0774. www.tesol.edu.

NABE and CABA

The National and California Associations of Bilingual Education (NABE and CABA) have announced their **annual conferences** for the year 2000:

NABE: February 15-19 in San Antonio, TX

CABA: March 20-23 in San Francisco, CA

The NABE conference will be preceded by an Institute for EIEP and Title VII directors conducted by the U.S. Department of Education.

For more information on NABE visit www.nabe.org. For CABA you can call (877) 906-CABA.

Immigrant Students and Proposition 227

The Volume 2, Number 2, 1999 edition of the **International Journal of Bilingual Education and Bilingualism** contains an article entitled "Bilingual Education in an Immigrant Community: Proposition 227 in California." The article, jointly developed by Marjorie Faulstick Orellana (Northwestern University), Lucila Ek (University of California-Los Angeles), and Arcelia

Hernández (Claremont Graduate University) focuses on schools in Los Angeles.

UCLA Summer Institute

The Center for Applied Linguistics (CAL) in collaboration with the Spanish Embassy, the American Association of Teachers of Spanish and Portuguese (AATSP), the Mexican Cultural Institute, and the University of California Los Angeles, is offering a summer institute for middle and high school teachers of Spanish to Spanish-speakers. The institute is scheduled for June 26 to August 4, 2000. Stipends are available to selected teachers.

For more information contact Joy Kreeft Peyton at CAL, (202) 362-0700. www.cal.org.

EdSource

EdSource is an independent, impartial, state-wide, not-for-profit organization which develops and distributes accurate information about California policy and school improvement issues to wide and diverse audiences in order to encourage informed involvement and decision making. The organization publishes **EdFact Papers** and other extensive publications on current critical educational issues.

For more information or a catalogue of materials, contact EdSource at (650) 857-9604, www.edsource.org.

San Francisco USD's New ELD Curriculum

The San Francisco USD Language Academy has just published a comprehensive English Language Development (ELD) K-12 Curriculum which is aligned with national, state and local standards. Curriculum components include course management, thematic units, teaching strategies, classroom structures, and lesson plans for grades K-5 and 6-12. The 6-12 curriculum also has a section on course of study.

View the curriculum online at <http://sf.bilingual.net>, or call the Language Academy at: (415) 469-4000.



Resources,
continued



EIEP

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NEWS

This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Language Policy & Leadership Office:
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2000-2001 EIEP Application Cycle

By the time you receive this letter, local educational agencies (LEAs) should be preparing to take the count of eligible immigrant pupils as part of the 2000-2001 application cycle. The application is due on or before March 1, 2000.

Funding can not be guaranteed for any application received after that date.

The count of eligible immigrant pupils in public school districts and county offices of education should be conducted during the month of February 2000. Agencies impacted by migrant students may use their October 1999 enrollment figures for the purpose of the application if this would result in a more accurate count of immigrant pupils.

Remember, the eligibility criteria for LEAs to participate in the EIEP is an number of eligible immigrant pupils that is least three 500 or three percent of the LEA's enrollment

Non-public schools may participate in the EIEP regardless of the numbers of eligible immigrant students enrolled. The non-public schools are to complete a count of immigrant pupils between February 1 and February 15, 2000, and submit a request for participation to an LEA in their geographic area on or before February 15, 2000. The local LEAs are to incorporate the non-public school data into their EIEP applications.

Once funded, an LEA should develop a memorandum of understanding with each participating non-public school to ensure the provision of equitable services/materials to the eligible immigrant students enrolled in the non-public schools.

The CDE has sent an EIEP funding announcement to each non-public school in the state. However, LEAs should also contact non-public schools in their geographic area as a courtesy, especially if there is a possibility that the non-public school enrolls one or more immigrant pupils.

LEA and non-public school application and request forms, along with instructions, are located in the EIEP Forms Library at the EIEP web site:

www.cde.ca.gov/cilbranch/bien/eiep. Also included at that site is the *Directory of National Origin Names and Alphanumeric Codes, 2000-2001*. This document should be used to identify the eligible and non-eligible countries of origin for immigrant pupils.

Advisory Committees

Since the majority of immigrant students are also English learners, most schools and districts with significant enrollments of immigrant students are required to establish school and district parent advisory committees for their programs for English learners. Such committees are required by law, to cover annually a number of topics, including general orientation to the programs and services provided to immigrant students who are English learners. In addition, districts are required to provide parent education for a variety of programs. Parent education and training for committee work can usually be combined. Recently Charlene Zawacki of the Escondido Union School District shared with us her district's 1999-2000 calendar of parent education agendas, below:

- SAT9/SABE2: Understanding Standardized Tests
- Academic Standards: Understanding State and District Standards
- Committee Functions: Understanding How School Committees Work (Two Parts)
- District Goals: Standards and the Accountability System
- School Culture: Understanding the Way Our Schools Work.
- Positive Home School Communication
- Head Lice Eradication: Tips for Parents
- Understanding the School Lunch Program
- Helping Students Succeed with Homework
- Parent/School Compacts
- MegaSkills
- Parent Institute on Quality Education
- Family Math, Reading, Computer, and Science Nights

Transitions and Connections

Over the 1998-99 and 1999-2000 school years, 66 percent of EIEP directors at the local school district level have changed assignments or left the program. Our office would like to ask for your cooperation in assuring proper continuity when personnel changes occur.

First, make sure that the new EIEP director is provided with appropriate orientation to the program, given information needed to contact the state office (telephone and website), and provided with current and historical program document files.

Secondly, the new director should contact our office to inform us of the name change and any changes in telephone, FAX numbers, e-mail, and regular mailing addresses. This can be most easily accomplished by sending an e-mail message or calling Alice Ng, Staff Services Analyst at ang@cde.ca.gov, (916) 657-3834.

Finally, please get into the habit of visiting our website (www.cde.ca.gov/cilbranch/bien/eiep), at least every few weeks. There you will find the latest announcements, due dates, EIEP forms and instructions, as well as technical assistance information. If you don't have an Adobe Acrobat Reader, download that software as soon as possible. It is needed to read many documents that are posted in PDF (Portable Document Format). The reader is available for free at our web site.

In the future, our department and other educational agencies will rely on electronic communication more and more. Be prepared by becoming familiar with e-mail and the internet now. Otherwise you might miss out on a lot of valuable and timely information.

New Immigration Studies Center

An academic center for the study of worldwide immigration patterns, the first of its kind on the West Coast, is being launched at the University of California, San Diego (UCSD). The Center for Comparative Immigration Studies (CCIS) will be directed by Wayne Cornelius, a political science professor at UCSD and will be housed in UCSD's Graduate School of International Relations and Pacific Studies (IR/PS). The Center will distinguish itself from other immigration studies programs in the United States by maintaining a cross-regional rather than a U.S.-centered perspective. The main agenda will be to systematically compare the U.S. immigration experience—both historical and contemporary—with that of other labor-importing countries in the Asia Pacific and West European regions. The CCIS will also focus on Mexican, Central American, and Asian immigration to California.

For additional information on CCIS or other projects, such as the University of California's Institute for Mexico and the United States, check out UC on the web at any of the following sites:

www.ucr.edu/ucmexus
www.ucsd.edu
www.ucla.edu
www.ucsb.edu
www.ucsc.edu
www.ucdavis.edu

Immigrant Students & Education: Highlights from the Research Literature

Without recourse to research, educators and the immigrant students they serve are more likely to become victims of a political process steeped in conventional wisdom and often tainted with inaccuracies and sometimes even prejudices about peoples who are linguistically and culturally different from the mainstream society. This issue of *Context* contains part one of a two-part series on research about and education of immigrant children and their families.

The information contained in this series of articles was developed and organized by Rubén G. Rumbaut, a professor of sociology at Michigan State University and one of the leading authorities in the United States on immigration issues (See Biography). Dr. Rumbaut is not only a leading scholar in this area but has experienced the immigrant process first-hand, being a native of Havana, Cuba.

Dr. Rumbaut's work focuses on the children of immigrants, both foreign- and native-born, and the families of these children.

This issue of *Context* contains:

- A biography of Dr. Rumbaut
- A bibliography of selected studies
- An outline of key findings of the Children of Immigrants Longitudinal Study (CILS)

In our next issue, we plan to present the detailed findings of this study including:

- Background characteristics of immigrant students and their families
- Language and cultural challenges
- Identity and psycho-social issues
- School performance

EIEP FEATURE ARTICLE

EIEP FEATURE

Biography of Rubén G. Rumbaut

Rubén G. Rumbaut is Professor of Sociology at Michigan State University (MSU) and Senior Faculty Associate in the Julian Samora Research Institute at MSU. During 1997-98 he was a Visiting Scholar at the Russell Sage Foundation in New York City. Born and raised in Havana, Cuba, he received his Ph.D. in Sociology from Brandeis University and taught at the University of California, San Diego, and San Diego State University from 1978 to 1993, when he joined the MSU faculty. He is the Founding Chair of the Section on International Migration of the American Sociological Association, and a member of the Committee on International Migration of the Social Science Research Council. He has been elected to the Board of Governors of the General Social Survey, and to the prestigious Sociological Research Association.

An internationally-known scholar of immigration and refugee movements, Dr. Rumbaut directed throughout the 1980s principal studies of the migration and incorporation of refugees from Vietnam, Laos, and Cambodia who were resettled in the United States in the aftermath of the Indochina War (the *Indochinese Health and Adaptation Research Project* and the *Southeast Asian Refugee Youth Study*). He has traveled to Vietnam and Cambodia in recent years, and earlier to Sierra Leone, where he organized a field project on international health and economic development. More recently he designed and directed the first National Survey of Immigration Scholars in the United States, which is providing new insights into the social origins and intellectual formation of the multidisciplinary field of international migration studies. He is the author of numerous comparative research papers on the incorporation of immigrants and refugees in the United States. His research has dealt with such wide-ranging aspects of the immigrant adaptation process as infant health and mortality, fertility, language, ethnic identity, self-esteem, depression and mental health, educational achievement and aspirations, socioeconomic mobility and inequality, intergenerational differences in adaptation, citizenship and national membership, and paradoxes of assimilation.

His books include *California's Immigrant Children: Theory, Research, and Implications for Educational Policy* (1995, with Wayne Cornelius); *Origins and Destinies: Immigration,*

Race and Ethnicity in America (1996, with Silvia Pedraza); *The Immigration Experience for Families and Children* (1999, with Richard D. Alba and Douglas Massey); and the critically acclaimed *Immigrant America: A Portrait* (1990, second edition 1996), co-authored with Alejandro Portes. Professor Rumbaut is currently completing, in collaboration with Portes, two books based on the *Children of Immigrants Longitudinal Study* (CILS), the largest research project of its kind to date in the U.S., which they have directed throughout the 1990s. The first of these books, *Legacies: The Story of the New Second Generation* will be jointly published by the University of California Press and the Russell Sage Foundation in 2000. A companion second volume, *Ethnicities: Children of Immigrants in America*, will also be published shortly thereafter. In addition, Dr. Rumbaut has finished an edited volume of essays, *Transformations: Immigration and Immigration Research in the United States* (with Nancy Foner and Steven J. Gold), which will be published by the Russell Sage Foundation in 2000.

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Key Findings from the Children of Immigrants Longitudinal Study (CILS)

By Rubén G. Rumbaut

The CILS Study and its Significance

Children of immigrants are here to stay and represent the most consequential and lasting legacy of the new mass immigration to the United States. They already account for one-fifth of all American children today, yet little is known about this new generation of Americans raised in immigrant families. Questions have been raised about their prospects for assimilation into the middle-class mainstream or into an expanded multiethnic underclass.

The Children of Immigrants Longitudinal Study (CILS), a multifaceted investigation of the educational performance and social, cultural, and psychological adaptation of children of immigrants, is the largest study of its kind to date in the U.S. It is co-directed by Alejandro Portes (Princeton University) and Rubén G. Rumbaut (Michigan State University), with funding from the Russell Sage, Andrew W. Mellon, Spencer, and National Science Foundations.

Since 1991, the study has followed the progress of a large and diverse sample of 5,262 teenage youths representing 77 nationalities in two key areas of immigrant settlement in the U.S.: Southern California (San Diego) and South Florida (Miami and Ft. Lauderdale). These groups are representative of the principal types of immigrants in the U.S. today. The CILS sample is evenly balanced by gender, and between foreign-born and U.S.-born children of immigrants.

The original survey, conducted in Spring 1992 (First Time Period, "T1"), interviewed eligible students (who had at least one foreign-born parent) enrolled in the 8th and 9th grades in the San Diego Unified School District (N=2,420) and in private and public schools in Miami-Dade and Broward Counties (N=2,842). A follow-up survey of these youths was done in 1995-96 (Second Time Period, "T2"), as they were completing high school.

Key findings from the latest CILS survey, focusing on changes observed from T1 to T2 in language, identity, ambition, and achievement, are summarized below.

School Performance

How do children of immigrants do in comparison with all other students in their school districts?

Dropout Rates

In both San Diego and Miami, a significantly greater proportion of students district-wide drop out of school than do the youth from immigrant families. The multi-year dropout rate for grades 9-12 in the Miami-Dade public schools was 17.6%, almost double the rate of 8.9% for the CILS sample of children of immigrants there. On the other coast, the differential was greater: the dropout rate for grades 9-12 in the San Diego schools was 16.2%, nearly triple the rate of 5.7% for the CILS sample. The CILS dropout rates were also noticeably lower than district-wide rates for preponderantly native non-Hispanic white high school students on both coasts.

Academic Grade Point Averages (GPAs)

In San Diego, at every grade level (9-12), the children of immigrants outperformed the district norms. Only 29% of all 9th graders in the district had GPAs above 3.0 (As and Bs), compared to 44% of the 9th graders from immigrant families; and while 36% of 9th graders district-wide had low GPAs under 2.0 (less than a C on average), only half as many (18%) of the children of immigrants performed as poorly. Those differentials decline over time by grade level, so that the advantage by the 12th grade is reduced to a few percentage points in favor of the children of immigrants—but this is partly due to the fact that fewer youth from immigrant families drop out of school.

Language

The CILS findings are directly relevant to the ongoing debates over bilingual education and perceived threats to the predominance of English as the common national language.

Language Preference

English is alive and well among the newcomers and second generation. Although over 90% of the children in the sample reported speaking a language other than English at home, they also reported an overwhelming preference for En-

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English. Already at T1, 73% of the total sample preferred to speak English instead of their parents' native language, including 64% of the foreign-born youth. By T2, the proportion preferring English reached 88% in the total sample and 83% among the foreign-born. Although there were wide variations between nationalities, even the among the most mother-tongue-retentive group, Mexican-born children in San Diego, the proportion that preferred English at T2 was 61%, double the figure in T1 (32%). Among the groups most favoring English are Cuban-origin youth in Miami, 95% of whom reported preferring English.

Language Competency

From T1 to T2 the children reported much greater levels of fluency in English than in the parental language. The CILS data vividly underscore the rapidity with which English triumphs and foreign languages atrophy among children of immigrants in the U.S., rebutting nativist alarms about the perpetuation of foreign-language enclaves in immigrant communities. Rather than pose a threat to the dominance of English, what is being eliminated rapidly is the ability of these children to maintain fluency in the language of their immigrant parents, a significant loss of scarce and valuable bilingual resources for individuals and for the U.S. in an increasingly global economy.

Ethnic Identity

The shifts between T1 and T2 in the ethnic self-identity of the respondents turned conventional expectations on their head—with potentially significant long-term political consequences.

Regional Differences

The two regions differed in ethnic identity shifts between T1 and T2. In San Diego the biggest gainer by far was the foreign national identity, especially among youth of Mexican and Filipino origin, apparently a backlash response to the growing anti-immigrant climate of the period (the T2 survey was conducted in the aftermath of the passage of Proposition 187 in California). In South Florida, with the main exceptions of the children of Haitian and Nicaraguan origin, the biggest gains were in pan-ethnic minority group identities, such as “Hispanic” and “Black.” In both areas there was a marked decline of plain “American” and hyphenated-American identities.

Overall Trend

In both regions change over time has not been toward assimilative mainstream identities (with or without a hyphen), but rather toward a reaffirmation of the immigrant identity for some groups, and toward pan-ethnic identities for others, as these youths (only 13% of whom self-report racially as “white”) become increasingly aware of the ethnic and racial categories in which they are classified by mainstream society. In both variants, the results point to the rise of a “reactive ethnicity” that may portend significant political alignments and commitments in their adult years. In California, real or imagined immigrant-bashing may provoke long-term opposition to politicians and political parties so perceived by the children of those immigrants in a state that will shortly become the first “majority minority” state in the country. And in Florida, the politics of race may become the most salient factor in the adult second generation.

Discrimination and Views of the U.S.

Despite a growing awareness of the realities of prejudice and discrimination in the U.S., children of immigrants hold a positive view of U.S. society.

Discrimination

Reports of being discriminated against increased from 54% in T1 to 62% in T2. That increase in discrimination was reported by virtually every group, with the highest proportions found among the children of Afro-Caribbean and Asian immigrants, and the lowest proportions among Cuban youth in Miami. Among those reporting discrimination, their own race or nationality is overwhelmingly perceived to account for what triggers unfair treatment from others. Such experiences tend to be associated over time with the development of a more pessimistic stance about their chances to reduce discriminatory treatment through higher educational achievement, and with a higher incidence of depressive symptoms.

Views of the U.S.

Still, nearly two-thirds of the respondents affirmed a belief in the promise of equal opportunity through educational achievement. Moreover, 60% of these youths agreed at T1 that “there is no better country to live in than the United States,” and that endorsement grew to 72% three years later at T2. Tellingly, the groups most likely to endorse that view were the chil-

dren of political exiles who generally found a favorable context of reception in the U.S.: Cubans and Vietnamese. By contrast, the groups most likely to disagree with that rosy assessment were those who had most felt the sting of racial discrimination in the U.S.: Haitians, Jamaicans, and other West Indians.

Ambition

Children of immigrants are ambitious. Their parents expect even more of them, but the children's peer groups also exert an important influence.

The children of immigrants are ambitious in their educational and occupational goals. At T1 67% aspired to advanced degrees, and 42% "realistically" expected to earn an advanced degree. Those aspirations and expectations remained virtually unaltered from T1 to T2. But there are significant differences by nationality and, especially, family socioeconomic status.

The parents of these youths had even higher aspirations for their children's educational achievement. The CILS data also underscore the importance that peer groups can exert in either reinforcing or undercutting the youths' high aspirations and confidence in reaching those goals.

Almost universally, these children of immigrants value the importance of a good education (over 90% consider it "very important," more than any other value about which they were surveyed).

What determines achievement and ambition?

Children of immigrants are no different from the children of the native-born in that a more cohesive, stable, and resourceful home environment, together with the early inculcation of disciplined work habits and clear goals for the future, lead to higher educational achievement and ambition. Ethnic and gender differences are noteworthy; bilingualism and the support of peers are also important factors.

Ethnicity

National origin exerted an important influence, with a wide range of differences between ethnic groups in achievement and ambition. These results portend a significant ethnic segmentation of the socioeconomic trajectories of these youths as they make their transition to the adult labor force. The Chinese finished high school with by

far the highest GPAs and the lowest dropout rates in the study, as well as very ambitious educational goals that matched those of other Asian-origin high-status immigrant groups (especially those from India, followed by the Japanese and Koreans). Exhibiting above-average performance were the Vietnamese and the Filipinos, followed by Laotians and Cambodians—although the latter two groups also exhibited the lowest educational expectations for the future (they have the highest poverty rates in the U.S.). Jamaicans and other West Indians had lower GPAs, and the Haitians much lower still, yet nonetheless those Afro-Caribbean groups reported well above average ambitions.

Overall, the poorest performance was registered by Latin American youth, with the lowest GPAs in the sample found among the Dominicans, and, unexpectedly, the highest multi-year dropout rates among Cuban youth in Miami public schools (10.1%), followed by Mexican-origin youth in San Diego (8.8%). The dropout rate for the Cuban youth was particularly surprising, given that they are a highly assimilated group of longer residence in the U.S. than most among the "new immigration," of average to above average socioeconomic backgrounds, who have experienced less discrimination than any other group in the CILS sample, and who form a majority group in a dense and diversified immigrant enclave. Among those of Latin American origin, Mexican, Dominican, and Central American children showed the lowest educational expectations, while the Cubans (notwithstanding their lower GPAs and higher dropout rates) and South Americans were the most ambitious, reflecting the socioeconomic status of their parents.

Gender

While gender makes only a small difference in terms of dropping out or leaving the school district, it strongly affects grades and ambitions, with females exhibiting superior academic performance and higher educational and occupational aspirations and expectations compared to male students.

Bilingualism

Students who had been classified as LEP (Limited English Proficient) at T1 remained significantly associated with lower academic achievement by T2. On the other hand, FEP (Fluent English Proficient) students achieved higher GPAs and had lower dropout and inactive rates than both LEP and monolingual English stu-

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dents, confirming previous research findings on the positive link of additive and fluent forms of bilingualism with cognitive achievement.

Work Discipline and Future Goals

Students who had dedicated more hours to daily homework in junior high were the highest achievers at T2—and in general, children of immigrants invested significantly more time on school work than the U.S. national average. High educational and occupational goals in early adolescence and high parental achievement expectations are closely associated with remaining in school and with better educational performance. Even among students from low socioeconomic backgrounds, work discipline and a clear sense of goals for the future pay off in achievement dividends. Conversely, students who spent a large number of hours in front of the television by age 14 were more prone to perform poorly in subsequent years. The generally negative effect of television on children's academic performance is illustrated by these findings.

The Family

Family structure and the strength of parent-child bonds are key predictors of successful outcomes. Children in intact families do much better than children in stepfamilies and single-parent homes. Low-conflict intact families exhibit the best outcomes across the board, while high-conflict non-intact families fare worst (especially with high dropout rates), although high-conflict families yield equally poor GPAs regardless of family structure.

Socioeconomic Resources and Vulnerabilities

Youths whose parents have a college education set much higher goals and perform much better in school than those whose parents have less education, work in low-wage jobs or are not in the labor force. Other indicators of socioeconomic status, such as home ownership, neighborhood poverty rates, and inner-city school locations, exert a similar influence on achievement and ambition. The higher the parents' socioeconomic status was at T1, the higher were their children's GPAs and educational aspirations at T2.

The Peer Group

The worst outcomes for all measures of achievement and ambition at T2 were associated with having close friends who themselves had dropped out of school or had no plans for college, while the social circles of high achieving

students consisted of friends who were going to 4-year universities. Some support is found for analyses that have pointed to the defensive development in the adolescent years of "oppositional" or "adversarial" identities which disparage doing well in school as "acting white" and as a betrayal of ethnic loyalty.

Self-Esteem

Self-esteem scores measured at T1 were significantly predictive of GPAs and educational aspirations measured three to four years later at T2, further underscoring the effect of subjective variables in the achievement process.

Conclusion

CILS results depict the challenges that children of immigrants confront in their passages to adulthood in American contexts, and their progress to date through the end of adolescence and high school. These youths, overwhelmingly from Asia, Latin America and the Caribbean, face complex circumstances that add to the developmental stressors of the teen years, and exhibit wide variations among national origin groups in their vulnerabilities and resources. Despite these added challenges—or perhaps because of them—the overall picture that emerges from the study is one of noteworthy achievement and resilient ambition. Whether that can be sustained as these youths make their entry into the world of work and careers in a restructured U.S. economy, as they form new families of their own, and as they seek to carve out a meaningful place in the years ahead in the society of which they are the newest members, remain as yet unanswered questions.



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