

# Context:

## Southeast Asians in California

Volume 8, Number 65 April 1988

(formerly "Refugee Update")

Folsom Cordova Unified School District  
2460 Cordova Lane,  
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Judy Lewis, Editor

*California Tomorrow:  
Immigrant Students  
and the Schools Project*

## CROSSING THE SCHOOLHOUSE BORDER

*"In California I found not just America, I found the world."  
(Mexican immigrant child)*

### Chapter 1 Demographics

One in six (16%) of the public school students is foreign born. In the past decade, the number of immigrant students has grown by 250%.

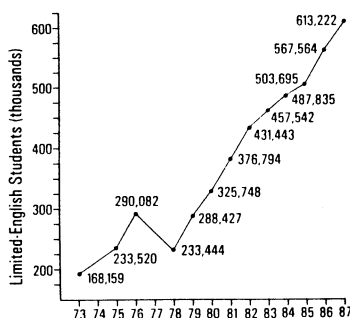
Current immigration waves are from Asia, Mexico, and Central America, more than 48 language groups.

Backgrounds vary from highly industrialized cities to slash-and-burn mountain villages.

LA County has 50% of the total.

The 10 most impacted districts are: LA Unified, San Francisco, Santa Ana, San Diego, Long Beach, Oakland, Fresno, Montebello, Stockton, and Compton.

**TABLE 4: Numbers of Limited-English Proficient Students in California Public Schools, 1973-1987**



Source: California State Department of Education

**TABLE 8: Reason for Immigrating to the United States, Student Sample**

*"In your understanding, why did you leave your homeland?"*

	War, Political Violence/ Oppression	Join Family Members	Economic Reasons	Don't Know/ Other
All Combined	32%	23%	22%	23%
Mexican	3	23	47	27
Central American	39	24	20	17
SE Asian	79	5	3	13
Filipino	3	53	31	13
Other Asian	25	32	4	39

### Chapter 2: The Newcomers

Factors affecting the degree of ease in adjusting to a new life in California:

- age of immigration (the older, the harder it is);
- amount of prior schooling;
- economic deprivation in the home country;
- resources the family brought with them;
- extent of disruption and trauma of war;
- immigration experience and status.

The most 'at risk' students (who experience more school problems, higher drop out rates, and more school failure) are:

- those who came as refugees from war, who spent years in the refugee camps;
- illegal aliens who fear being caught, and move frequently;
- children from less Westernized backgrounds;

those with little (or no) prior schooling.

Rarely do school districts assess the above situational and background factors; only the English language proficiency is assessed on a regular basis. 40% of students were placed inappropriately, either too high to be with age-peers, or too low based solely on the degree of oral English proficiency.

### Chapter 3: The School Climate

The first year in the school social climate is lonely, frightening, and confusing. Racial and ethnic hostility, violence and prejudice (almost every student had experienced name calling, being pushed or spat upon, tricked, teased and laughed at), financial difficulties, and tremendous effort to bridge the cultural and language differences. characterize the common experiences of immigrant students.

*"...Americans tell us to go back to our own country. I say we don't have a country to go back to. I wish I was born here and nobody would fight me and beat me up. They don't understand. I want to tell them if they had tried to cross the river and were afraid of being caught and killed and lost their sisters, they might feel like me, they might look like me, and they, too, might find themselves in a new country."*

*(10th grade Cambodian boy)*

Few schools have programs to ease tensions between US born and newcomer students.

### Chapters 4, 5, 6: The School Program

There is a tremendous variation in programs for immigrant students, and many are exciting, successful programs, but the majority of immigrant children are in programs that do not begin to meet their special language and culture needs.

They need to learn English: (1) informal, social English; and (2) English that will allow learning of abstract, academic concepts. Most immigrant students do not receive sufficient English instruction, particularly of the second type.

They need to learn basic skills: the majority of students receive little if any native language assistance in learning in content areas.

Some immigrant children need help to deal with traumatic experiences (schools do not recognize trauma, have no counseling

programs or referral networks, and there are few bilingual counselors available).

Signs of the 'not-so-model minorities' are:

immigrant students who are judged to be fluent in English score below the state norm on standardized testing (Mexicans and SE Asians fare worse than other nationalities); Hispanic, Filipino, and SEAsian students have higher drop out rates; suspension rates are climbing for SEAsian students.

### Inadequacies in school programs:

Some districts are just now feeling the impact of California's changing school population.

School staffs who *are* aware of the immigrant children lack the knowledge of what to do, or how to do it effectively.

Resources for new curricula, staff training, and research and evaluation of effective methods are scarce.

There is also a problem of politics and commitment. There has been tremendous debate and tension over the state's bilingual programs, over control of the state's borders, and over language differences (the English only initiative). Positions range from principals who refuse to identify limited English children because to do so would require placing them in bilingual programs, teachers bailing out of programs whose future is uncertain, to policymakers who state, "The language issue is dead now."

*"The basic question is not how we can teach students, but whether we really want to."*

*(San Francisco school board member)*

There is a critical shortage of bilingual teachers (or even teachers who are members of the immigrants' own ethnic groups).

There is an insufficient funding base for programs for immigrant children. Voluntary and competitive application for funding results in some districts have adequate funds, while others have none.

There is a tremendous need for formal mechanisms for sharing expertise between districts in California (models for language programs, assessment, cultural orientation, intergroup relations).

### The Recommendations

At the state level:

**provide leadership, planning, data collection for program design,  
assure an adequate funding base,**

**provide for a research clearinghouse and technical assistance capacity in the SDE,  
establish bottom line standards for programs.**

At the District level:

**identify Immigrant children**

assess fully the child's skills and background

provide information to the community about their rights

establish a clearinghouse for assessment materials and procedures;

**guarantee every Immigrant child a comprehensible quality educational program**

intensive and high quality English language instruction

**by appropriately trained personnel**

training more native language teachers,

instituting training programs for "regular" teachers in techniques for working with diverse student groups and in second language/culture acquisition;

**improve the school's social climate by**

initiating teacher training

establishing conflict resolution programs

developing curriculum that teaches skills for living in a diverse society;

**narrow the gap between Immigrant parents and the schools by**

immigrant parent involvement programs

orientation and support programs for newcomer students

teacher training efforts to prepare

teachers to recognize problems.

*Obtain the executive summary or the full report from*

Laurie Olsen, Project Director

California Tomorrow

Fort Mason Building B

San Francisco, CA 94123

(415) 441-7631.

*"There was no one who could speak Mien and help explain to me. My uncle had told me if I needed help to go to the Dean. My teacher asked me something and I didn't understand her. So I just said 'Dean, Dean' because I needed help. That's how I got my American name. Now everyone calls me Dean."*

*(12th grade Mien boy)*

## Year of the Dragon

(excerpts from *Asiaweek*, Feb 26, 1988)



No encyclopedia treats dragons seriously. They are "mythical monsters": an inexcusable double dig. They sprang from the febrile imaginations of mankind's infancy. The dragons of eastern Asia were originally a Chinese alligator. Or maybe an Indian snake. Or fanciful interpretations of storm clouds. West Asian dragons began life as venomous serpents. Or maybe composite beasts representing phases of the year. Yet none of these dismissals—more imaginative in themselves than acutely observant ancient mankind ever was—can explain why the form of this beast is portrayed so consistently the same across widely separated cultures, from Babylon to the Yellow River to preColumbian Mexico.

There are some differences, of course—China, for one, would have it no other way. Western dragons have wings, while those of China, Korea, Japan and SEAsia are generally wingless, though they are given to flying and occupying the upper air. But the creature in general is basically saurian, or lizard-like. It is sharp-snouted, scaly, has four legs, horns, erect ears, claws and a forked tongue. Its haunts are pools, streams and caverns, sometimes the sea. It is huge. It can bring down ox and elephant. By all appearances, in fact, it is so lizard-like as to be the very image of some known dinosaurs of remote prehistory.

Let's examine the *long* (dragon in Chinese). He has a head like a camel's, horns like a stag's, the ears of an ox, neck like a snake's, scales like a carp's, eyes of a hare, belly of a frog, feet like a tiger's, eagle-like claws. He has whiskers and, directly under the chin, a pearl. His voice sounds

*continues page 8*

# Resources

## PEOPLE IN UPHEAVAL

(Morgan and Colson, editors, 1987)

Center for Migration Studies,

209 Flagg Place,

Staten Island, NY 10304

(718) 351-8800.

\$12.95 (paper), \$17.50 (cloth),

plus \$3 library rate or \$3.50 first class.

Includes these:

*A Case Study in International Refugee Policy: Low-land Lao Refugees* (Lacey). US and international refugee policy, and how the issues surrounding the Lao refugees do not have easy solutions.

*Living in a State of Limbo: A Case Study of Vietnamese Refugees in Hong Kong Camps* (Bousquet). Jubilee camp in 1983.

*Refugees and the Structure of Opportunity: Transitional Adjustments to Aid Among U.S. Resettled Lao Lu Mien, 1980-86* (Habarad). San Francisco area Lu Mien population during the period 1980-85.

*Control of Contrast: Lao-Hmong Refugees in American Contexts* (Schein). Hmong and their various strategies to adjustment, including migration to California's Central Valley in 1983, and relations with non-Hmong.

*Future Directions in the U.S. Refugee Resettlement Program*, a report by the Refugee Policy Group and Lewin & Associates, for the Office of Refugee Resettlement. Write: Nguyen Nga, Office of Refugee Resettlement, 330 C Street NW, Room 1229, Washington, DC 20201. (202) 245-1967.

*Country Reports on Human Rights Practices for 1987*. 1358 pages. (U.S. State Department). Lawyers' Committee for Human Rights & Human Rights Watch, *critique on Reagan's human rights record in 1987*, 294 pages. \$12.00 from Human Rights Watch, 36 W. 44th Street, New York, 10036.

## TO DESTROY YOU IS NO LOSS:

The Odyssey of a Cambodian Family

Joan Criddle and Teeda Butt Mam

Boston: The Atlantic Monthly Press, 1987, \$17.95

*From the NY Times Book Review, 8/2/87: "To Destroy You is No Loss' — as the Khmer Rouge repeatedly told the intellectuals — the latest of these personal accounts, appears as campaigns are beginning in this country and abroad to have the Khmer Rouge leadership, still largely intact along the Thai-Cambodian border, brought to the International Court of Justice on charges of genocide. This book, though one family's story, might serve as a primer to the suit."*

*From the Publisher's Weekly, 6/5/87: "A heart-wrenching account of one family's nightmarish ordeal at the hands of the Khmer Rouge. ... Together the two weave a tale so terrifying — and made even more terrible by the matter-of-fact first-person narrative — as to stagger the soul. ... Not particularly slick or profound; but, as an honest witness to an unspeakable crime, an important testament that deserves attention."*  
Joan Criddle is available for presentations. 620 Laurel Place, Davis, CA 95616 (916) 758-5464.

Santillana

## Content Connection

Student Book (#369-3) \$15.95

Tchr's Guide (#370-7) \$19.95

800 526-0107

ESL for:

The School, Personal Info, The Community, Math, PE, Geography, Art and Music, Home Ec, Industrial Arts, Driver's Ed, Health, Life Science, Physical Science, Government, US History, World Cultures

"The only ESL program that bridges the gap between language and content for grades 7-12." Based on the 'natural approach', 'total physical response', for 'pre-sheltered English' situations.

## CATESOL '88

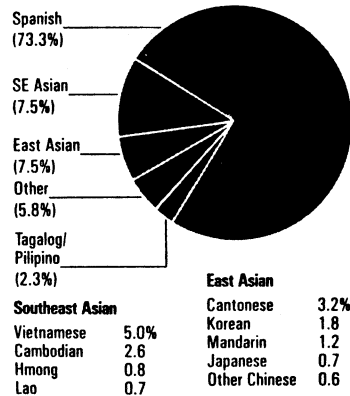
April 15-17

Cathedral Hill Hotel and Civic Center  
San Francisco

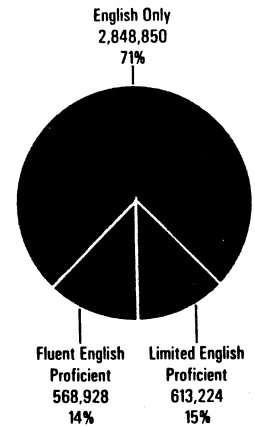
Dorothy Messerschmitt, chair (415) 933-5389

Source: State Department of Education  
Bilingual Education Unit

**TABLE 5: California Public Schools  
Limited English Proficient Enrollment  
By Major Language Groups.  
Spring, 1987.**



**TABLE 3: Students in California  
Public Schools Language Proficiency**



9th annual national conference  
on Indochinese education and social services

## Towards Quality

## Mainstreaming: Commitment, Flexibility, Accountability

NAVAE '88

Anaheim, California

April 14-16

Hilton and Towers

**The Honorable Bill Honig**

CA State Supt of Public Instruction

**Dr. Kenji Ima**

Associate Professor, Dept of Sociology,  
San Diego State University

**Mr. Alan Gall**

Director of Operations,  
Office of Refugee Resettlement,  
Washington, DC

**Professor Le Xuan Khoa**

Executive Director, Indochinese Resource  
Action Center,  
Washington, DC.

**Mr. Frank Jao**

President, Bridgecreek Development Company,  
Westminster, CA.

Contact:

Huong Mai Tran, NAVAЕ President (301) 279-3166  
Khamchong Luangpraseut, NAVAЕ '88 Chair (714) 558-5729

Ngoan Le, Program Chair (312) 728-3700

Tuan Dinh Do, Registration & Vietnamese Symposium (714) 892-0801

Registration: \$50, plus luncheon and banquet  
mail to: Van Khoa Books, 9200 Bolsa Ave, Suite 123  
Westminster, CA 92683.

Anaheim Hilton and Towers: Special rate \$82.00 plus 10% tax  
(714) 750-4321.

### Thursday, April 14

2:00-6:00 Exhibit and Early Registration  
Orientation to Little Saigon\*  
Cambodian & Laotian Studies  
6:00-7:15 Opening General Session  
7:15-8:30 Presidential Reception & Cash Bar

### Friday, April 15

(Cambodian and Lao New Year's Day)

8:00-3:00 Registration  
8:00-5:00 Exhibit  
9:00-10:30 General Session  
10:45-11:45 Workshop Session I  
12:00-1:45 Luncheon & Speaker  
2:00-3:00 Workshop Session II  
3:15-4:15 Workshop Session III  
4:30-5:30 General Session  
6:30-9:00 Banquet & Speaker

### Saturday, April 16

9:00-4:00 VNStudies, International Symposium  
9:00-12:00 Cambodian & Laotian Studies  
1:00 Hotel Checkout

\*Little Saigon is the 1.5 mile stretch of Bolsa Avenue that is home to about 625 Vietnamese restaurants, markets, shops, and boutiques, which draws 20,000 to 50,000 people every weekend.

# Thailand pushes refugees back to sea

Thailand has reached the end of its first asylum rope....primarily because the rate of third country resettlement has dwindled, and now several thousand of the slots may be diverted to refugees from other regions of the world.

- December 27:* Thai Minister of the Interior is alarmed at reports of Thai smuggling Vietnamese refugees and contraband into Thailand in Trat province.

- January 6:* Secy General of the National Security Council announces to the press that smuggling of Vietnamese and Hmong refugees has become a major problem.

- January 17:* A fleet of Navy and Marine Police boats is deployed along the Thai coast.

- January 26:* MP boat intercepts a trawler carrying 25 Vietnamese as it attempts to land on an offshore island; 2 Cambodian smugglers are arrested, and the Vietnamese are sent to a detention center.

- January 27:* MP boat escorts a boat carrying 40 Vietnamese back into Cambodian waters; the press is invited to cover the event.

- January 28:* Minister of the Interior announces that all boats carrying Vietnamese will be pushed back to sea. Laotians crossing the Mekong will be pushed back to Laos. "We have to close our door," he says.

- January 29:* UNHCR sends a letter of protest. The letter states tht a Thai fishing trawler rammed a boat carrying 22 Vietnamese, starting a gasoline fire on board. Seven are killed, 2 are abducted, 8 swim to shore at Khlong Yai island; one dies later, and 5 are missing at sea.

- January 30:* 50 fishing boats are deputized to begin patrols. 71 people in 3 boats are pushed out to sea.

- February 1:* 300 Thai villagers stage a demonstration, demanding that the Vietnamese be sent back.

- February 2:* A Thai newspaper reports more than 80 bodies of Vietnamese have washed up on shore near Ban Hat Lek. 300 boats are pushed back to sea. The US requests that Thailand open a new facility to hold the Vietnamese refugees; Thailand refuses. "We don't want our country to be regarded as the country of first acceptance because, in fact, the refugees could remain unattended to for 10 or even 20 years."

- February 4:* The governor of Trat province is transferred, and the Minister of Interior

promises to transfer any other officials who tolerate the influx of Vietnamese refugees.

- February 5:* The MP boat patrol is beefed up with 5 more boats; the MOI calls for the prosecution of 17 Thai racketeers for smuggling refugees and contraband; US visits the area.

- February 8:* MOI bans the entry of all asylum seekers into Thailand. "...if the US wants to give sanctuary to the Vietnamese refugees, they can go ahead." 365 of the original Vietnamese, who were in detention centers are transferred to Kamput, pending transfer to Site 2 (Cambodian camp, where Vietnamese are not the most popular people...)

- February 9:* Relief workers visit the island off the coast, and count 280 Vietnamese; 63 Vietnamese are removed from a beach shelter, put into 3 unmotorized boats, and pushed out to sea; 2 try to swim back and are reportedly shot.

- February 11:* 153 Vietnamese are pushed off; US team visits another island and counts 145 people.

- February 12:* 21 Vietnamese are reprovisioned and pushed off.

- February 15:* Thai authorities report that between January 29 and February 12, 503 of the 606 Vietnamese who entered Thai waters have been pushed back to sea; 14 have been charged with illegal immigration; 89 are in detention centers pending transfer to Site 2. Village headman of Ban Hat Lek gave a speech (a few days ago) in which he says that last year his orders were to receive all Vietnamese refugees coming ashore, "but suddenly the orders are changed, and we are supposed to push off refugees...We did it a couple of times...I was in tears. Furthermore, they ordered me to kill them. If there aren't investigations for the truth to be revealed, I will surely resign." He resigns February 15, and 73 other officials threaten to resign in sympathy.

- February 16:* Relief workers find 21 Vietnamese on another island.

- February 19:* The UNHCR gives assistance to 530 people on the islands. The Thai Foreign Minister says that Thailand will no longer push back refugees "who have landed", but "from now on, we shall not discuss the issue with other countries, and will let the UNHCR deal directly with the Ministry of the Interior."

- February 21:* The Thai announce that the Vietnamese who have landed since January 1 will

not be allowed to be interviewed for resettlement, and will be sent to Site 2.

(*Refugee Reports* editor's note: through the end of February, reports indicated that the pushbacks have continued. Information from Court Robinson, who was part of the US team, *Refugee Reports* IX/2, Feb. 26, 88)

Roger Winter of the US Committee for Refugees suggests that letters emphasize these points:

1. US government should press Thailand to continue as a country of first asylum.
2. US should increase the opportunity for Orderly Departure departures from Vietnam.
3. International relief agencies should be allowed access to areas where the Vietnamese are stranded.
4. US should not reallocate any of the current slots from East Asia to other regions. Other needs, such as the Armenians from the USSR, can be accepted if the President asks for an increase due to unforeseen emergencies, as specified in the Refugee Act of 1980.

Senator \_\_\_\_\_  
United Senate  
Washington, DC 20510

Representative \_\_\_\_\_  
U.S. House of Representatives  
Washington, DC 20515

The Honorable George Schultz  
Secretary of State  
Department of State  
Washington, DC 20520



*Refugee Policy Group graphic*

## First Quarter, FY 1988 Refugee Admissions & Ceilings

East Asia:	Admissions 12/31/88	FY88 Ceiling
Cambodia	24	
Laos	1,490	
Vietnam	885	
Total 1st asylum	(2,399)	29,500
Orderly Dep Prog	930	8,500
Total East Asia	3,329	38,000

## Chapter 1 and LEP services

Chapter 1 program services shall not replace LEP services mandated by state law or by court order. Conditions for provision of Chapter 1 services to LEP students:

Chapter 1 funds may be used to provide supplementary educational services to LEP students based on their assessed academic needs when the following conditions are met:

- 1) ...needs resulting from educational deprivation, not needs related solely to a child having limited English proficiency.
- 2) ...services fall under objectives set for all participants of Chapter 1.
- 3) ...establishment of written standards to determine educational deprivation for all students.
- 4) ...supplementary fiscal support after the funds from local and state sources have been allocated to provide legally required services for LEP students. They can then fund bilingual cross cultural resource teachers in addition to the average teacher ratio, bilingual paraprofessionals, supplementary instructional materials designed for LEP students in either English or the students' native languages.

For more information contact Bill Waroff, Consolidated Programs, (916) 322-5205.

## Bilingual Teachers

It is no longer necessary for teachers of bilingual education programs (in which the teacher delivers all or part of the instruction in a language other than English) to hold special credentials or certificates, according to an opinion written by State's Attorney General on January 20, 1988.

(88 Daily Journal D.A.R. 826, No. 87-1001, Office of the Attorney General, State of California, Filed January 20, 1988).

## Language Development Specialist Tests

Test Dates	Registration deadlines
July 22	June 24
November 19	October 14
April 29	March 31

Commission on Teacher Credentialling  
PO Box 944270  
Sacramento, CA 94244-2700

like a gong, and he can breathe fire or clouds, depending on the mood. This is a very stylised portrait, admittedly, though the Dragon has grown accustomed to such formality befitting his rank. So regal a presence is the Dragon in eastern Asia, in truth, that very early on in China it became associated with the pomp and titles of the Son of Heaven himself. Emperors tricked out in effigies of royal five-clawed dragons (lesser mortals rated fewer) ascended the Dragon Throne, had the Dragon's Voice and keen-eyed Face.

The brightness of eye, the size, barbed tail, scaliness, and four-leggedness of dragons are very nearly universal. Standard, too, is their association with water and rain. To the anthropologist's eye, this credential makes them figures of primitive religious symbolism par excellence. Dragons in China, linked with the thunderlike drumming of so many festivals, are thus supposed to be merely fabulous incarnations of the rain spirit, so important to an agricultural people concentrated in river valleys. Over the years, in fact, the *Long Wang*, or Dragon King, has evolved this responsibility into a veritable bureaucratic mandarinship. He has a Ministry of Thunder with more than 80 officials, down to the impish Cloud Pusher.

Such a portfolio, however, is only the Dragon's due. Being cold-blooded creatures, all reptiles are naturally given to good soakings at least occasionally, as well as retreats into the shelter of caves. Why does show-me science need more proof? At least one sort of dragon verifiably exists: the Komodo dragon, a giant variety of monitor lizard occupying the volcanic island of Komodo and nearby isles in Indonesia west of Flores. This frightful beast, measuring over three metres in length and weighing in at 130 kg or more, is dragon-like to the teeth and can indeed slay a buffalo. *Varanus komodoensis* probably flourished so well because the Australasian zone never evolved placental mammals. Big, fierce predators like the great cats never got a bite at those fat marsupials. So dragons filled in.

Which raises the obvious point: Why could not a large saurian of the dragon's stature and countenance have survived well past the extinction of dinosaurs, theoretically finished 60 million years ago? An author named Charles Gould has studied the question and concluded that a large species of lizard, "hibernating and carnivorous, with the power of constricting its snake-like body and tail," with bat-like wings, upright posture when needed and an armour of scales and tail-spikes, may have roamed the highlands of Central Asia down at least to late prehistory.

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## Context:

Folsom CordovaUSD  
Transitional English Programs Office  
2460 Cordova Lane  
Rancho Cordova, CA 95670  
(916) 635-6815