

NEWSLETTER

汉语教育倡导促进协会
ADVOCATES FOR CHINESE EDUCATION

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Scene from Jose Ortega's Fundraising Event
Photo by Ming Gu

NEWS AND UPDATES

新闻摘要

NEW MANDARIN DUAL IMMERSION PROGRAMS IN CALIFORNIA

Burbank Elementary School in Pasadena started MI fall of 2009 Pasadena Unified School District Board of Education approved a proposal to expand the Dual Language Immersion program in the fall of 2009 to a second campus at Burbank Elementary to accommodate overwhelming demand from parents interested in participating. Pasadena Unified School District's fledgling Mandarin Chinese dual-language program has received a major boost into the new school year - a nearly \$1 million grant from the U.S. Department of Education.

Azevada Elementary in Fremont will start MI fall of 2010 With the financial backing of community groups, the Fremont school board has also agreed to launch a Mandarin-English dual-language immersion program this fall at Azevada Elementary. The plan is to start with one class of 30 students at the kindergarten level. The hope is for the program to grow each year and develop fully as a K-6 program.

汉语沉浸课程在加州遍地开花 2009年秋季在Burbank小学和2010年秋季在Azevada小学开办

Pasadena市联合学区教育委员会通过了在Burbank小学校园扩展开设另一个双语沉浸式教程项目的提案。此项目于2009年秋季开始,以迎合热心的家长们对汉语沉浸课程的迫切需求。Pasadena市联合学区教育委员会颇具雏形的双语沉浸项目收到了来自美国教育部将近一百万的赠款。这项赠款成为学校新学年主要的推动力。

同时,由于社区群体财政上的支持,Fremont校董事会同样同意于2010年秋季在Azevada小学开创汉语双语沉浸式教育项目。这个项目计划以30人的学前班开始,并期望逐年增加,一直发展到小学六年级

CHINESE TEACHING PROGRAMS SUMMER 2010

STARTALK Chinese Teacher Institute at San Francisco State University held a workshop addressing second language acquisition and other relevant topics in May and June of 2010.

Seven speakers provided an intensive series of lessons based on their expertise. Participants had the opportunity to meet and learn from these renowned national and international experts, and to develop curriculum and lesson plans from the knowledge learned and apply them in the teaching practicum.

Confucius Institute at San Francisco State University also hosted a Chinese Teaching Lectures Series in July 2010. This lecture series combined two independent lectures - *The Teaching of Chinese Reading Comprehension* lectured by Professor Yanhua Ma from Beijing Normal University, and *Chinese Language Teaching: Integration of Language Skills and Culture Understanding* by Professor Ying Zhang from Beijing University. The lectures were open to the public, and certificates of training were issued to participants.

2010暑期汉语教育讲座

三藩市州立大学星语中文师资培训计划在今年五六月展开了一系列针对第二语言习得等相关问题的讲座。七位来自海内外的语言专家根据各自的研究方向为参与者提供一系列深入的课题讲座。参与者们通过这个系列讲座得以认识到海内外的专家,并根据所学到的知识来发展他们教学中的课表设置和课程计划。

旧金山州立大学孔子学院也在今年七月举办了一系列的中文教学讲义。这一系列讲义包含了两个部分:来自北京师范大学的教授马燕华的讲义——“汉语阅读课教学研究”,以及来自北京师范大学的教授张英的讲义——“中文教学:语言技能与文化理解怎样兼得”。这一系列讲义向大众开放,参加者同时获得了培训证书。

Editor's Corner

编者之角



By Ming Gu
 顾迎明

When Amy Koo from Multilingual Kids invited me to be a panelist at Kids Foreign Language Fair held at Redwood Shore Public Library in Redwood City last July, I was eager to share my experience on promoting Mandarin Immersion education from a parent point of view. The panel discussion didn't happen, but ACE manned a table and participated in the Mandarin story time at the event. Our teacher Lucy Sui demonstrated her carefully selected stories in Mandarin. And I was very excited to meet Amy Koo in person as I have heard a lot about her effort of pushing Mandarin education from other parents in San Francisco. Some parents mistakenly thought I was Amy as we have the same Chinese last name and she used to live in San Francisco as well. The language fair was a success. I got chance to meet a lot of parent there and reminded me of myself five years ago. Best wishes to the parents at Redwood City on their journey to start language immersion program in public school.

We cannot underestimate the power of parents. I believe and in fact all the language programs in SFUSD were initiated by grass rooted par-

ent groups. ACE is one of them who pushed for the first and second Mandarin Immersion programs at Starr King and Jose Ortega four years ago. Parent plays important role in sustaining the program as well. In this issue, you will find the report from San Francisco Mandarin Immersion Parent Council (MIPC) first meeting held at Jose Ortega School. Topics range from new Cantonese Immersion program at DeAvila, curriculum articulation, middle school and Chinese books for young learners, and summer camps.

Mann Middle school was proposed to be the middle school for the graduates from the Mandarin Immersion program at Starr King by the school board in August 2010. Parent from Starr King paid a visit to the school and you can find the article about the school in this issue.

Last issue we compiled a list of Mandarin Immersion schools in the U.S. This time we made a list just for the public schools. (see the middle pages) California is still the leading state in terms of number of public Mandarin programs (total 11) with the two new programs just added in Fremont and Pasadena recently.

This trend of parent involvement not just limited to public school parent, it also affected the private schools as well. Jie Moore is one of tireless pursuers of the dream of raising our children bi-lingual in Mandarin. I met her couple of years ago when she decided to quit her regular job and devoted her time in building a dream school for her daughter. I had no doubt that she would succeed as I could see the fire in her eyes and her determination. In reading "Building Our Children's Future at Shu Ren" in this issue, you will learn her story and her new school in the East Bay. In this issue we also like to share with our readers a personal reflection of a Cantonese Immersion Graduate from West Portal. I thought it was a very truthful reflection and has very valuable lessons that we could learn from.

We added a column in this issue to introduce common Chinese Idioms. "Practice makes it Perfect" teaches kids patience and persistence. Hope you can share this with your children. Our regular Mandarin Blog contributor Jill Bronfman wrote about her Labor Day trip to the Angle Island. When will you bring your kids there?

We love to hear your feedback on the newsletter. Please support us to continue this newsletter by joining us. Our website address has changed to www.acesfbay.org.



From left to right: Xingtong Zhang, Ming Gu and Lucy Sui
 Picture taken at Kids Foreign Language Fair

Special Report

MOTIVATED PARENTS ARE THE DRIVING FORCE OF THE MANDARIN IMMERSION PROGRAMS REPORT FROM MANDARIN IMMERSION PARENT COUNCIL MEETING

BY XINTONG ZHANG 张心童

特别报道



On September 14th of 2009, parents of Mandarin Immersion Program from both Starr King and Jose Ortega gathered in Jose Ortega elementary school, and held this year's first Parent Council Meeting. The meeting was organized by Beth Weise, the president of Mandarin Immersion Parents Council (MIPC). Principal Chris Rosenberg of Starr King and Principle JoLynn Washington of Jose Ortega also attended the meeting.

At the beginning, Chris Rosenberg gave a short update about the curriculum changes that Daisy Chen (SFUSD content specialist) was working on. The curriculum committee of Starr King has established a list of characters for second grade students to learn and memorize, and each year there would be a revision. For this year, Daisy is in the process of revising the characters so as to best help the students to build up their fluency and acquisition of Mandarin.

Then Beth talked in detail about the history and current situation of Mandarin Immersion Program in San Francisco. As she mentioned, now there are five elementary schools that provide Chinese Immersion Program: Starr King (MI), Jose Ortega (MI), West Portal (CI), Alice Fong Yu (K-8 CI), and the brand new Chinese Immersion School at DeAvila. Currently, majority of the students from West Portal

(Cantonese) CI program goes to Hoover Middle school to continue their Chinese study. When students start graduating in the next couple of years from Mandarin Immersion program which established in 2006, the need for a Mandarin Immersion Middle School becomes a pressing reality. Beth pointed out that Spanish Immersion Program has the same need for a middle school program. A survey will be developed and posted on the Mandarin Immersion Program Council website to gather more opinions. The parents are garnering support from the district, and the prospect is positive.

Later on, Elizabeth Goumas, a parent from The Chinese Immersion School at DeAvila also talked about the current situation at DeAvila: they have raised \$18,000; it has the building and five classrooms; there are three kindergarten classes and two first grade classes. She said, "we have faith, hope, and dream... it's very entrepreneurial... we got lots of parents who apply for the second year to enroll." Goumas talked to the teachers and the people who have went through it about the first year in the classroom to get any information that would be helpful for the school at DeAvila. "I am partially here to learn how Mandarin Immersion Program helped out parents get ready", she said. The Chinese Immersion School at DeAvila is located

on Haight Street between Central Ave and Masonic Ave. Students are from various family backgrounds, ranging from newly-immigrants to Caucasians who have no connection with Chinese at all. Goumas added, "A blended immersion school would be exciting, the ability to socialize would be beneficial."

Parents also gave suggestions on how to supplement the school curriculum: recommend a list of Chinese books that will be suitable for each grader; create an online resource center; establish an efficient evaluation of progressive courses.

In the end, Beth announced that the next meeting will be about how to use the dictionary. She said the dictionary that each new MIP family receives is from \$100,000 grant donated by Mayor Gavin Newsom's office for Mandarin language support. A presentation about the curriculum will also be presented by Daisy Chen in next meeting.

After the meeting, Beth pointed out that though she had talked to researchers in Stanford, there had not been any academic or systematic research conducted in the field of Mandarin Immersion Program. She explained that, there has been lots of research on Spanish Immersion Program, but there is a race issue among the Spanish community. A better model for Mandarin Immersion is the French Immersion Pro-

Special Report

特別報道

gram in Canada, because the kids are from middle class, and their English speaking parents put them in a French program to give their children more opportunities. Their research also found an interesting result that resembled a phenomenon in Mandarin Immersion: the kids who have lagged behind in the first year of Immersion program will exceed other monolingual kids later on. Researchers assume that children who are exposed to more than one language have a more sophisticated way of thinking and the ability to make connections across languages.

"The program is self-selective. No one put their kids in Mandarin Immersion Program by mistake. We are parents who really care about education and all want the kids to succeed," Beth said. Lin Wei, a Mandarin and Art teacher who taught in the summer camp, added that, the kids from Starr King and Jose Ortega are very confident Mandarin speakers, because this group of parents is very determined and highly motivated, and the efforts they put really pays off.

普通话家长委员会会议记录

九月十四日晚,来自史达金和奥特佳小学的普通话沉浸课程的家长们聚集在奥特佳小学,举行了秋季的第一次家长见面会。这次家长见面会由旧金山普通话沉浸课程家长委员会的主席Elizabeth Weise组织,两所小学的校长Chris Rosenberg(史达金小学)及JoLynn Washington(奥特佳小学)也一并出席。

在会议的一开始,Chris Rosenberg向家长告知了课程修改的最新消息。史达金小学普通话沉浸课程的课程委员会已经给二年级的学生建立了适合他们学习的汉字表,并且每年都会根据实际情况作出修改调整。关于今年的课程,Daisy正在修改汉语表上的汉字以便更好的帮助学生掌握汉字的读写。校长Rosenberg先生讲到,现在关于三年级的教学也被提上日程——是以单个汉字为单位还是词组为单位教给学生。

在提问时间,顾迎明问了一个家长普遍关心的问题:学生们是否会学习拼音这个有利的工具来学习汉字?拼音,也被叫做汉语拼音,是被广泛应用的普通话的标准注音系统。校长Rosenberg回答说,这个问题还在讨论中,正如几年前另外一个被讨论的问题——是教学生简体字还是繁体字,对于如何优化课程设置,这两个都是值得不断探讨的问题。

接下来,Beth详细介绍了旧金山普通话沉浸式教育的近况。现在有五所小学提供了普通话沉浸式教育,其中包括:史达金小学,奥特佳小学,西门小学,玉屏小学,以及今年刚刚建成的阿维拉普通话沉浸学校。普通话沉浸项目最高年级的学生将在2012年毕业,建立一所普通话沉浸式的中学的需求也迫在眉睫。

Beth提到,西班牙语沉浸式的项目也同样亟需一所中学。一份调查问卷将被放到普通话沉浸课程家长委员会的主页上来集思广益。家长们正在集结支持并向社区施加一些压力,迄今已经从社区收到了很多积极的回应。

之后来自新成立的阿维拉普通话沉浸学校的一位家长Elizabeth Goumas介绍了一下新学校的新气象:他们已经筹备了18000美元的资金,教学楼和五个教室;他们已经有了三个幼儿园班级和两个小学一年级的班级。Goumas说到:"我们有决心,希望和信念.....虽然我们还在初创的阶段,但是我们已经收到了很多家长的申请。"Goumas与很多教师以及有过第一年办学经验的人探讨并收集任何有帮助的信息。"我今天来到这里是为了来向普通话沉浸课程家长委员会学习如何帮助家长做好准备,"Goumas讲到。阿维拉汉语沉浸式小学坐落在Haight街介于Central和Masonic大道之间。学生来自不同的文化背景,其中有新移民,也有之前和中国语言文化毫无关联的白人。Goumas说:"一个文化背景多元的学校是个值得高兴的事情,这对不同文化之间的交

融十分有益。"

在座的家长提出了一些未来的建议,比如提供一份中文书推荐书单作为学生的课外读物,成立一个在线的资源中心,并且创建一个有效的教学评估系统等等。

会议的最后,Beth宣布下次会议的内容将围绕如果用字典。每一个参加普通话沉浸课程的新家庭收到的字典都是来自市长办公室十万美元的补助金。Daisy Chen也会在下次会上向大家展示课程的设置。

会后,Beth提出,虽然她同斯坦福大学的学者谈论过普通话沉浸课程的问题,可是迄今这方面还没有系统的学术研究。她指出现在已经有很多西班牙语沉浸课程的研究,可是他们之间存在一些种族问题,所以加拿大的法语项目是个更适合普通话沉浸课程效仿借鉴的先例。加拿大的法语沉浸项目多半来自中产阶级家庭,这些家长把孩子送到这个项目迫切的希望他们的孩子可以未来有更多机会。他们的研究还发现了一个和普通话沉浸项目很相似的现象,就是学生们在最开始的一年会因为语言学习而在学业上落后,可是在接下来的几年,他们往往会在学习上超越其他只说一门语言的学生。研究者们推测,任何在多于一种语言的环境中学习的学生可能拥有更复杂的思维模式和在不同语言之间融会贯通的能力。

"这个项目是高度选择性的,没有家长是毫无缘故把孩子送到这里的。我们这些家长十分注重教育并且希望汉语教育可以帮助孩子们将来成功,"Beth说。曾教过普通话夏令营的魏林老师补充道,奥特佳和史达金的学生说起汉语来都很自信,这很多要归功于他们主动积极支持参与普通话沉浸项目的家长们,他们长期以来的努力在孩子们的身上看到了回报。

Student's Story

CANTONESE IMMERSION GRADUATE REFLECTS ON HER EXPERIENCE BY WEI-YING WANG

Excerpt from www.miparentscouncil.org

学 生 经 验 谈

I don't feel that my English was neglected in any way whatsoever while going through the immersion programs at West Portal Elementary School and Hoover Middle school. My conversational Chinese was pretty good before starting kindergarten (probably due to going to preschool at the YWCA in Chinatown), probably to the point that my English was not as fluent. I'm not sure how much the programs have changed since I attended, but during my time at West Portal, while I didn't feel any lack in English.

Looking back years later, I noticed that it was somewhat more difficult to make friends outside of the program, since classes were different and didn't intermingle much. The only other problem I can think of in elementary school was that the after school daycare program at West Portal didn't have a staff member who could assist with questions about homework in Chinese. Children with parents who can read/write/speak Chinese definitely had an edge when it came to homework assignments. The program was great because it wasn't just learning language, but also aspects of Chinese culture.

There was a slight disconnect between transitioning from West Portal to Hoover Middle School. Where math was taught in Chinese and social studies in English at West Portal, the Hoover program reversed this. Hoover's program was not as immersive as West Portal's. There was definitely a significant decrease in the time spent speaking Chinese in the classroom (however, this solved West Portal's problem of socializing with people outside of the program). I thought Hoover's program was equally valuable, although I will say learning about US history in Chinese was quite difficult. I'm not sure if it was my imagination or not, since it was so long ago, but it felt like I was in class longer than other students (since we had an early morning class). The classes were good though, and I remember we even

had weekly assignments that required us to read and summarize articles in Chinese newspapers.

Lowell High School's Chinese program is completely different, primarily because it was Mandarin instead of Cantonese, and because it was only a language class (versus a couple of subjects that were taught in Chinese). So there definitely no problem with neglected English in this case since Chinese was only 40 minutes a day. This was also where I had my first introduction to simplified Chinese characters. The difficulty here wasn't picking up Mandarin, or even learning the simplified writing, but that my Chinese reading comprehension was much more advanced than that of my classmates. This made things awkward, since I could clearly understand the things I was reading, but couldn't read them aloud very accurately.

This led to the reading material being somewhat elementary for me. I would say that the majority of the students in the Chinese classes at Lowell knew conversational Chinese, but had had no previous experience with reading and writing in Chinese. The style of teaching and curriculum of the classes were also very different from the immersion programs in that these classes fulfilled a language requirement, and were therefore very focused on teaching a very straightforward and not necessarily interesting material (which made the pace of the class seem a little slow despite how frequently we were meeting). The funny thing was that they actually had a section of the class devoted to food, so students were taught things like how to say "honey walnut shrimp." Which didn't seem too useful for ordering in many SF restaurants where Cantonese is the standard?

I would note that high schools and most colleges and universities only offer Mandarin classes. However, I think students who went through the West Portal, Hoover and Alice Fong Yu (a K-8 Cantonese immersion public school) immer-

sion programs are at a bit of a disadvantage when it comes to this, if they opt to continue taking Mandarin past middle school. The problem which I faced (not so much in high school but once I hit college) is that I had extremely advanced reading comprehension and extremely poor verbal fluency in Mandarin.

Particularly in college, where the reverse was usually true for the students taking Chinese (they could speak, but couldn't read or write). This put me in an extremely awkward position when I started at Wellesley College's Chinese department. In the first week of classes, I tried out 3 different levels of courses because the professors didn't know what to do with me. The first class was introductory 100-level class, and completely boring since it was so easy. The second class was a slightly more advanced beginner's class, where once again the course materials were too easy, but I couldn't understand the instructor's Mandarin (the department head thought it might have to do with my ability to understand the instructor's accent). Finally, they settled me in an advanced conversational Mandarin class (which was a 300-level class). Again, I would say the course materials and assignments weren't particularly difficult, but I had great difficulty with the speaking portion of the class.

I think that Chinese immersion programs are extremely valuable from an educational standpoint. For children of native speakers, the programs provide a connection to their heritage and culture, which would otherwise be greatly reduced going through the traditional track. If the children already speak the language, the programs offer a space to improve and maintain their fluency (which they would definitely lose spending the entire school day speaking in English). I think the programs are designed with the understanding that they shouldn't impact English comprehension detrimentally.

CANTONESE IMMERSION *Continued on P 9*



Public Mandarin Immersion Schools

CITY	SCHOOL	GRADES	YEAR ESTABLISHED
NORTHERN CALIFORNIA			
CUPERTINO/SAN JOSE	Meyerholz Elementary	K-5	1998
CUPERTINO	Sam Lawson Middle	6-8	2007
FREMONT	Azevada Elementary	K-6	2010
HAYWARD	Stonebrae Elementary Ohlone Elementary	K-5	2007
PALO ALTO	Ohlone Elementary	K-5	2008
REDDING	Redding School of the Arts (Charter)	K-8	2007
SAN FRANCISCO	Jose Ortega Elementary	K-5	2007
SAN FRANCISCO	Starr King Elementary	K-5	2006
SAN MATEO	College Park Elementary	K-5	2009
SOUTHERN CALIFORNIA			
PASADENA	Burbank Elementary	K-5	2009
LOS ANGELES	City Terrace Elementary	K-5	2007
FLORIDA			
PALM BAY	Palm Bay Academy	K-12	2007
MARYLAND			
ROCKVILLE	Potomac Elementary	K-5	1996
ROCKVILLE	College Gardens Elementary	K-5	2005
MASSACHUSETTS			
AMHERST	Pioneer Valley Chinese Immersion Charter School	K-8	2007
MINNESOTA			
ST. PAUL	Yinghua Academy (Public Charter)	K-5	2006
MINNETONKA	Excelsior Elementary (Public Charter)	K-5	2007
HOPKINS	Xin Xing Academy at Eisenhower Elementary (Public Charter)	K-5	2007
OREGON			
PORTLAND	Woodstock Elementary	K-5	1998
PORTLAND	Hosford Middle	6-8	2004
WASHINGTON			
SEATTLE	Beacon Hill Elementary	K-5	2008

in the U.S. at a Glance

BACKGROUND AND REMARKS

WEBSITE

First Mandarin Immersion program in Northern California, part of Cupertino Union School District	www.warmspring.com/meyerholz
First Mandarin Immersion middle school supported by CLIPCO (Cupertino Language Immersion Program Community Organization)- a non-profit fund raising parent organization	http://lawsonms.ca.campusgrid.net/home/CLIPCO
Brand new Mandarin Immersion program in the San Francisco Bay Area - east bay starts with two kindergarten classes.	http://cipcf.wordpress.com
Program is designed to spend 50% of the day in Mandarin and 50% in English	www.stonebreapta.org
The push for MI program started in 2002 spearheaded by Grace Mah. It took 6 years for the board the approved the program.	http://ohlone.pausd.org
	www.rsarts.org/academics/mandarin.htm
Second Mandarin Immersion public school in San Francisco	www.joseortegaschool.org
First Mandarin Immersion public school in San Francisco spearhead by Advocates for Chinese Education in 2004.	www.starrkingschool.org
San Mateo-Foster City School District's GATE program is located at College Park Elementary school as well.	http://mandarinimmersion.com/html
The English-Mandarin Chinese program is offered for Kindergarten students and is located at Burbank Elementary School. Grades are expected to expand each year.	http://burbank.pasadenausd.org
The Mandarin English Dual Language Program began with full day kindergarten in 2007-2008 and will continue opening a new class at each grade every year through fifth grade.	http://cityterrace.lausd.net
This is a continuing program for those beginning in kindergarten and completing 5th grade at PBA.	www.palmbayacademy.org
The Chinese Immersion Program teaches the standard Montgomery County Public School (MCPS) curriculum.	www.montgomeryschoolsmd.org/schools/potomaces
In August of 2007 College Gardens Elementary became authorized as the first International Baccalaureate (IB) Primary Years Program (PYP) in the state of Maryland	www.montgomeryschoolsmd.org/schools/collegedardenses
As a Massachusetts public charter school, PVCICS offers a curriculum aligned with the Massachusetts Curriculum Frameworks.	www.pvcics.org
Yinghua Academy is the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school in the Midwest.	www.yinghuaacademy.org
The immersion kindergarten option is available as a half-day option or fee-based extended day option.	www.minnetonka.k12.mn.us/academics/immersion/Pages/default.aspx
It currently has two sections each of full-day kindergarten, grade 1 and grade 2, and it will continue to add a grade level every year through the 6th grade.	www.hopkins.k12.mn.us/schools/eisenhower-elementary-xinxing-academy
They offer a 50/50 instructional model from kindergarten through fifth grade.	www.woodstock.pps.k12.or.us/docs/pg/10012
Continuation of the Mandarin Immersion program at Woodstock Elementary.	www.hosford.pps.k12.or.us
The school's current federally-funded Chinese Mandarin classes, taught a half hour each day, will continue for those students attending Grades 1- 5 next year.	www.seattleschools.org/schools/beaconhill/intl.html

Feature Story

人 物 專 訪

BUILDING OUR CHILDREN'S FUTURE AT SHU REN – INTERVIEW WITH JIE MOORE

植树人郭捷

By Sophie Beach; Translated by Xington Zhang 中文翻译: 张心童



Photo by Jacky Carleton

Jie Moore is the founder and head of Shu Ren International School (Shu Ren), a Mandarin/English dual immersion school in Berkeley, California. Shu Ren is one of the few Mandarin Immersion schools in the country that uses the International Baccalaureate Organization's curriculum framework. Shu Ren literally means building people in Chinese. There is a Chinese saying "Bai Nian Shu Ren" means it takes hundreds of years to build one person. It indicates that education takes generations. With the curiosity of Jie Moore's inspiration of starting a school with Chinese philosophy of building people, Sophie Beach interviewed Ms. Moore when Shu Ren is approaching to its two year anniversary.

SB: Could you share with us your upbringing and educational background?

JM: I was born in Beijing and attended Beijing University to study biology. I came to the U.S. in 1989 for a PhD at the

University of Washington, Department of Sociology. Then I stayed with the university working as a research scientist in the Social Development Research Group. We studied risk and protective factors in child development; researched on topics like how to promote healthy child development, prevent drop-outs and drug use, and related issues.

SB: When did you start the idea of a Mandarin Immersion school?

JM: My motivation came from finding a kindergarten school for my daughter Maya. Shortly after my daughter, Maya, attended an English-only preschool in Berkeley, she quickly stopped speaking Chinese to me. I pulled her out and sent her to a Chinese daycare. Within one week, she came home and spoke Chinese to me again. I realized that she needs constant exposure to Chinese in order to keep the language skill. Children are so malleable at that age. Then I began exploring kindergarten options for her. All the programs that I searched during that

time didn't offer enough Chinese. One day, my husband said to me, "Why don't you just do it yourself?" So I took his advice and the rest is history.

SB: Why did you decide on the IB [International Baccalaureate] model?

JM: From my research days, I had lots of ideas that I thought would be helpful in starting a school. Education system in China focuses on drills and passing tests. I benefited from it though the downside is that you don't get training in finding and identifying questions. I always felt that there are some holes to be filled, just didn't know what and how. All the puzzles didn't come together until I came to the U.S. So I felt we could use a combination of the best of both systems. The IB model echoes a lot of ideas in my mind. Also, understanding different languages and cultures is so essential to education. People are different but they are just as beautiful and wonderful as we are. IB has a wonderful element in educating children with different language and culture.

SB: What has been the most gratifying moment in this process?

JM: There are so many. The most gratifying moment was when a student in Pre-K, whose parents speak no Chinese, started speaking to me in Chinese, in full sentences. She came to Shu Ren not understanding a word of Chinese, and in less than a year she could initiate a full conversation with me in Chinese. I told myself, "This is working."

Feature Story

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植树人郭捷

By Sophie Beach; Translated by Xington Zhang 中文翻译: 张心童

人 物 专 访

郭捷是树人国际学校的创立者和负责人。树人国际学校是位于加州伯克莱的一所私立普通话沉浸式学校。树人是全美为数不多的使用国际文凭组织课程架构的普通话沉浸式学校。究竟是什么动力驱使郭捷创办树人学校呢？在树人即将迎来建校两周年之际，Sophie Beach 走访了郭捷本人。以下是他们关于初创与运作树人经验的对话：

SB: 你能谈一谈你的成长和教育背景吗？

郭: 我在北京出生，高中毕业后在北京大学学习生物。我于1989年来到美国的华盛顿大学社会学系攻读博士。之后我留在华盛顿大学的社会发展研究部做学术研究。我们研究了儿童发展中的风险和保护因素，如何促进儿童健康成长，以及防止辍学和吸毒等课题。

SB: 你从哪里得来的创建学校的想法？

郭: 自从我的女儿Maya去了伯克莱的一所英文托儿所，她很快就不再和我说汉语。我决定将她转去一所中文的托儿所。刚开始的第一周，她回家就又开始和我说中文了。我意识到她需要不断的语言环境来保持汉语能力。孩子们在那个年龄可塑性是很强的。之后我开始寻找适合的幼儿园，但是一般的幼儿园都没有中文的项目。有一天我的丈夫对我说：“你为什么不开创一所？”因此我决定自己创立一所中文学校。所以说我最初的动力是Maya。

SB: 你是如何决定选择国际文凭组织模式的？

郭: 我的许多关于成立学校的好想法来自于我做研究的日子。在中国，教育的侧重点是反复练习和考

试。我从中有所得益，可是坏处是你没有学会如何训练自己去寻找和确认问题，评赏文章，和寻找问题的症结。这些直到我来到美国之后才慢慢习得。所以我认为我们可以结合二种教育中的精华。国际文凭组织与我的很多想法吻合。另外，了解不同的语言文化是教育很核心的一部分。其他人与我们不同，但是他们的文化可以和我们的一样优美。国际文凭组织在教育幼儿学习语言文化方面做的很不错。

SB: 这个过程中什么最令人可喜？

郭: 有很多令人可喜的时刻。一些我预期会发生的事情发生了。几个月之前，一个父母不说汉语的学生开始用完整的汉语句子和我说说话。她刚来树人的时候一点儿汉语也不会，不到一年时间她就能主动和我用汉语聊天。我就在想：“树人果然奏效了。”

CANTONESE IMMERSION *Continued from P 5*

I don't think I missed anything from learning multiplication and division or the Articles of the Confederation in Chinese instead of English. If anything, I probably learned more, since I could talk about the things I learned at school in both Chinese and English. The immersion program makes speaking Chinese in class the norm, it doesn't seem strange or foreign when everyone around you is experiencing the same thing.

I would also add that going through an immersion program didn't make it seem like I was doing a lot more work than regular students, even though, to some degree, I was. This is probably the advantage of an immersion program over after school Chinese classes (which I've

heard from many people aren't too useful since you end up resenting having to go to another class after everyone else gets off from school).

All in all, even though I don't think my Chinese is as good as it was several years ago due to lack of usage, I still value the experience and the education I received from these programs and support the continuation and expansion of bilingual immersion programs.

As for how useful it is in everyday life, I didn't keep in touch with many people from the immersion programs, so I'm not entirely sure if they used the Chinese they learned later on in life. The only person I've seen recently gave a eulogy in Chinese for her late grandfather, and she

noted that going through the immersion program allowed her to be the only one in the family able to communicate with her grandfather in his native language.

As for myself, I haven't used my Chinese much beyond listening to pop music. When I was living in Boston though, I had many elderly Chinese people asking me for directions on the trains, so I'm sure they appreciated my Cantonese. If I had continued on the career path I had originally intended in college (art historian in contemporary Chinese art), I think I would have used the Mandarin a lot. I did notice that of the students taking Mandarin in College, quite a few of them did so with the intention of using it in their future finance careers.

Chinese Idioms

成 语 故 事

PRACTICE MAKES IT PERFECT

熟能生巧

SHOU NENG SHENG QIAO



During the Northern Song Dynasty, there was a skilled archer. One day he drew a big crowd while he was practicing on the drill ground. He shot so accurately that the on-lookers cheered

with excitement. He became very proud of his skill. But among the crowd an old oil peddler only nodded his head indifferently. This hurt his Pride.

“Can you do this?” he asked the old oil peddler.

“No, I can’t.”

“What do you think of my skill?”

“Just OK, but nothing special. You’ve gained your accuracy from persistent practice. That’s all.”

“What can you do, then?”

The old man said nothing. He put a gourd bottle on the ground and covered its mouth with a copper coin. He then scooped out a ladle of oil from his big jar, held it high and began to fill the bottle. Now, a thread of oil came down from the ladle into the bottle just through the hole of the coin. Everybody looking on watched with amazement. But the old man said, “This is nothing special, I can do this because I have practiced it a lot.” And with these words, he left.

Later, people use this phrase to mean “Practice makes perfect”.

北宋时期，有个技艺高超的射手。有一天，他在训练场上练习射箭，引来了一大群人观看，大家都称赞他的技艺，他感到非常骄傲。但他发现人群中有个卖油翁只是淡淡的点点头，这使得他很不高兴。他就问那老头：“你会射箭吗？”

“不会。”

“你认为我的技术如何？”

“一般。没什么特别的，你只能对付固定的东西，仅此而已。”

“你会干什么？”

这个老头没有回答。他把一个葫芦放在地上，接着把一枚铜钱放在瓶口。然后从他的大油壶里舀起一勺油。从高处往放在地上的葫芦里倒。只见那油就像线一样从铜钱中间的小洞里滴下去，一滴都没有漏出来。围观者都惊呆了。而这个卖油翁却说：“其实没什么大不了的，只不过是天天练的结果。”说完，他就离开了。

后来，人们用这个成语来表示熟练了就能作得好。

Mandarin Blog

普 通 话 博 客

ANGEL ISLAND, BUG ISLAND: TIMING IS EVERYTHING

By Jill Bronfman Translated by Xintong Zhang

Labor Day was a perfect day for appreciating both the weather and the politics that made California a new home for so many of us. And it was also a good day to remember that not only is the weather not always perfect, but the politics have also not been sunny every day in our history. We took the ferry to Angel Island and began to explore.

The walk to the immigration station is long, uphill, and endlessly entertaining if your children like to collect rocks, leaves, sticks and roly-poly bugs. By the time we reached the gates of the station, we had a collection of nature and friends, and had read several placards on the way describing the history of Angel Island in the path of Chinese immigration to the U.S.

From 1910 to 1940 this island was the gate rather than the door to the US, a metaphor most commonly associated with its sister portal, Ellis Island. Families were separated, food and living conditions were poor, and

the wait was often indeterminable. And yet, in a show of perseverance for Chinese culture, the immigrants carved fluid poems into the walls of the dormitory, still visible today.

My children drew on a board their own contribution, and signed their names in Chinese. Would the early immigrants have been surprised to see my blue-eyed son caring about their fate and copying their language? How wonderful it is to celebrate what was hidden and to commemorate the struggle!

劳动节天使岛之行

劳动节是个恰逢其时的日子，因为她使人们在欣喜加州宜人的气候的同时，也感受到让很多人在加州安居乐业的政治和政策。这不仅让人回想起，在移民的历史上，政治环境就象这不完美的天气一样也不是永远晴朗无云。就在这一天我们乘着渡船前往天使岛（Angle Island）开始了探险。

通往移民局的上坡路是漫长的，但倘若你的孩子喜欢捡拾岩石，叶子，小树枝和小虫子的话，这漫长的路会变得乐趣无穷。当我们到达移民局的大门的时候，我们已经领略了自然之美和朋友之情，在沿途中所看见的几个标语牌，让我们了解到了关于中国人移民美国的历史和天使岛的故事。

从1910年到1940年，这座小岛成为阻挡移民进入美国的铁门，而不是人们想象中通往自由的大门。这时位于西部的天使岛常与她的姊妹通道艾丽丝岛（东部）联系在一块儿。她们使移民们亲人相离，衣食紧迫，等待无期。在如此恶劣的环境下，中国移民们通过刻在墙上的流体诗展现了他们不屈不挠的精神，今天依然清晰可见。

我们的孩子也在一个板上贡献出他们的作品，并且用中文签名。不知那些早期的移民者在看到我蓝眼睛的孩子依旧关切他们的命运并且学识他们的语言时，会不会感到惊讶？庆祝隐去的历史并纪念过去的艰辛是个多么有意思的事情！

New School, New Program

AN INTRODUCTION TO MANN MIDDLE SCHOOL

赫斯曼初中简介

作者: 伊丽莎白 魏斯 *by Elizabeth Welse*
August 26, 2010

新学校, 新气象

The San Francisco Unified School District's newly-released feeder plans for middle school students call for four elementary schools to feed Mann Middle School – Buena Vista, Cesar Chavez, Daniel Webster and Starr King.

Because most of elementary school parents don't know much about middle schools in general and Mann in particular, two Starr King parents, Pierre Barolette and Beth Weise, dropped in on Aug. 25 to visit. This wasn't anything organized; we just walked in and asked to be shown around. Everyone was very nice and very happy to show us the school, especially their parent liaison, Leonor Jackson. She speaks English and Spanish and knows Starr King's former parent liaison, Letitia Irving, very well. One thing we learned is that Wednesday was an early dismissal day for middle school students, so by the time we got there most of the kids were gone. But we got a tour and a chat with the principal, Mark Sanchez, former president of the Board of Education.

Mann Middle School is located in Mission District on 23rd St. between Valencia and Mission, two blocks from the 24th street BART station. It currently starts at 8:10 and ends at 3:30. Current Student population is 230, but maximum enrolment is over 500. The school was built in the 1920s but upgraded since then. Mann will change a great deal beginning next year, when the four elementary schools being feeding into it, says Principal Mark Sanchez. It will go from having no Spanish immersion to having an incoming 6th grade class that is 50% Spanish immersion. He anticipates having between six and eight incoming 6th grade classes all together. The next year, 2012-2013, it will add an incoming Mandarin immersion class from Starr King.

Mann runs a longer school day than most middle schools, from 8:10 to 3:30, he says, to give time for more course

work. Classes are broken into 80 minute blocks, rather than the usual 50 minutes, to give students time to really delve into subject. The current class size is small, on average 22 students, compared to 35 per class in most middle schools. Sanchez plans to keep it that way. The students will have four core subject areas: English, Math, Social Studies and Science. For students in immersion programs, two of those four will be taught in either Spanish or Mandarin. Sanchez says he plans to meet with his staff soon to talk about the transition, and hopes to go out to each of the four schools to talk about Mann and how it will serve their children beginning next year.

The school also features a Gifted and Talented Education program and all the teachers have been trained in differentiated learning. There are two GATE ESP programs currently, a bridge club (as in the card game) and the Mouse Squad, which does computers. He's also thinking about adding a Lego Robotics club. The school's afterschool program is run by the Jamestown Community Center. There are 14 programs including urban gardening, an art program through the San Francisco Arts Commission, a book club at the Mission Library.

Sanchez is pushing hard on academics and bringing up test scores. He says he just hired Mr. Truong, who he describes as "the best math teacher in the district." The school has a lot of participation in sports, including baseball, soccer, and volleyball. The school's test scores are in the 600s. They've been trending up, and Sanchez expects them to go up 25 points this year. But they're still low. However it's also true that the student population is going to change dramatically beginning next year, so test scores should also change.



据三藩市联合校区新公布的初中派位方案, 包括史达金在内的四所小学的毕业生将从2011年开始自动升学至赫斯曼初中。

因为大部分小学生家长对初中, 特别是对赫斯曼初中不甚了解, 于是我和另一位史达金家长皮尔在八月二十三日走访了赫斯曼初中。我们没有事先通知学校我们的造访。学校里的所有工作人员都很友善并且很高兴做我们的向导, 特别是该校的家长联络人勒诺, 她会讲英文和西班牙文, 她还甚知史达金前家长联络人勒丽塔。

凑巧造访当天是星期三, 初中生们提早放学, 当我们到达时大部分学生都已经离开学校了。参观了学校后我们还有幸与校长马克交谈, 值得一提的是马克曾经担任校区委会的会长。

地处米慎区的赫斯曼初中坐落在二十三街夹沃兰茨阿和米慎街, 离捷运车站只有两条街。目前学校运作时间是从早上八点十分到下午三点半, 一共有二百三十个学生, 但学校可以容纳超过五百位学生。该校建于1920年代, 之后有经历过整修和翻新。校长表示赫斯曼初中将在近几年内发生很大变化, 因为从明年起, 将有四所小学的学生直升该校, 2012年又会加入一班从史达金汉语沉浸的学生。

Mission Statement

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宗旨

为我们的学校和社区提倡促进并推广中国文化和语言的教育。

Mandarin Enrichment Programs

MANDARIN TUTORING AND PLAYDATE for children ages from 5-10 year old is a play based Mandarin tutoring service. For class schedule and location please contact Ming Gu at ming@acesf.org.

MANDARIN AND ART SUMMER CAMP will be held at Asian Art Studio at 80 Springfield Drive in San Francisco. Contact Lin Wei at asianartsstudio@hotmail.com or 415.297.3072 for registration. ACE members will get discount.

GONG FU CLASSED AT DOC-FAI WONG MARTIAL ARTS Center located at 925 Taraval Street between 19th Avenue and 20th Avenue provides fun and interactive gong fu instruction to young kids. Contact Shawn Kunkler at 415.516.3302 for more details.

CHINESE MUSIC AND CULTURE SUMMER CAMP is organized by Chinese Arts & Music Center location on 500 Balboa Street at 6th Street. Contact Gangqi Zhao at 415.666.3001 or email her at folkmelody@gmail.com for schedule and cost.

Check our website at www.acesfbay.org for latest programs.

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