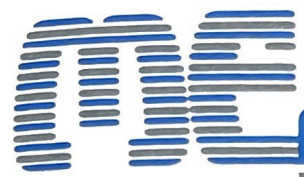


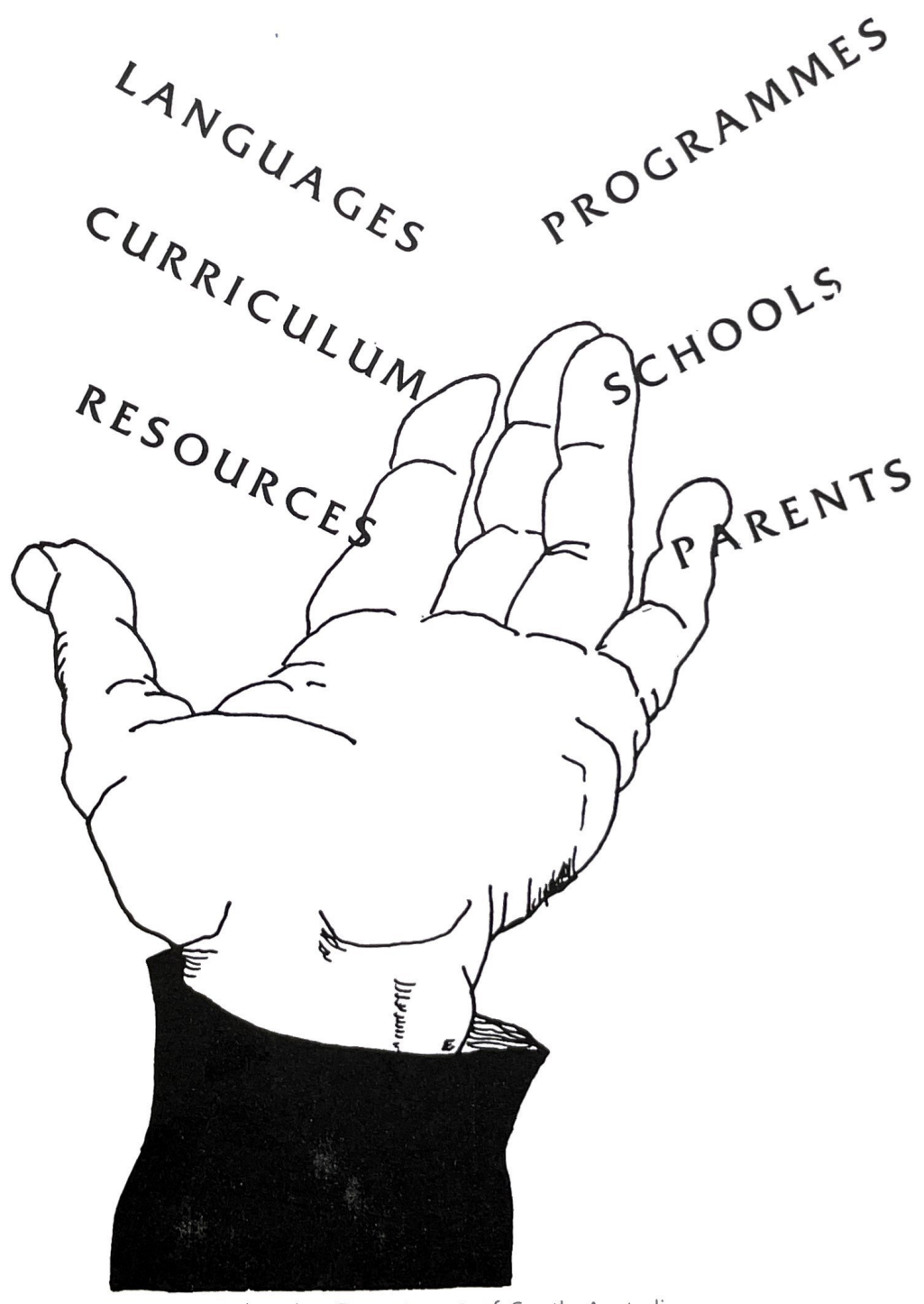
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Multiculturalism in Education NEWSLETTER

No. 3 1986

Languages & Multicultural Centre
139 Grote Street,
Adelaide. S.A. 5000
Telephone:2126177



Editor:
Brian van Wageningen

Education Department of South Australia

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Editorial Committee: Meredith Noble
Sylvia Eliseo

FROM THE EDITOR

Without a doubt the multicultural event at the national level so far must have been the Conference organized by the Australian Institute of Multicultural Affairs (AIMA) and held at the University of Melbourne in May.

It was announced as a research conference and as an inevitable consequence many of the resultant debates tended to become exercises in academic point scoring. As well as that a number of participants were determined to score political points as well. A lot of time and energy thus went into throwing in 'red herrings' and 'proving' one's position, rather than a real concern for the way people in the street and students in classrooms are affected by policy development and decision - making processes in a multicultural society.

At a personal level, the experience of meeting a lot of people who had just been names before and taking part in stimulating discussions and valuable feedback were worth the effort (and expense) of going over to Melbourne for the conference.

In the next edition of this **Newsletter** we hope to include personal observations of members of the South Australian contingent who participated. Two papers were delivered by South Australian delegates, which is not bad for a small state, in terms of numbers that is.

In the meantime our 'new-look' **Newsletter** continues to provoke favourable comments from the readers. For this I would like to thank the contributors who go out of their way to fill these pages with valuable insights and practical comments. However, it is not always easy to keep a balance of MCE and ESL content. In my thinking TESL has always fitted perfectly within the overarching framework of MCE, which exceptionally in South Australia has always been the basis of our arguments for English as a Second Language support across the curriculum.

In other States, Multiculturalism and ESL services have operated and developed separately, more or less. Of course, there are advantages and disadvantages in both the theoretical approaches and the practical working out of policy in schools and in society at large.

At the R-7 MCE/ESL Teacher Development Day, Chris Majewski, the SOS for MCE, informed the teachers of the proposed survey of resource allocation for MCE/ESL teaching in South Australian schools.

There has been a proposal which will need to be ratified by the S.A. E.D. Senior Executive to review the provision and location of specialist support services in the fields of ESL and MCE. The proposal does not include a survey of NAP services since this has already occurred.

It is envisaged that a Review Committee will be established and engage in wide consultation to gain a clear picture of the most efficient and effective way to utilize resources and provide support. Information will be sought from schools, professional associations and community groups. The information gathering and evaluation by the committee would be completed by June 1987 so that the recommendations could be actioned in 1988.

In the light of the AIMA Conference and developments interstate it will be interesting to see the results of this exercise. But don't be content to sit on the side lines, participate in the discussions by responding to the request for information when it is made, not afterwards when it is too late.

Brian van Wageningen

SAETA CONFERENCE JULY 14TH

E.S.L. and English Teachers are invited to attend a combined meeting of the

ENGLISH AS A SECOND LANGUAGE TEACHERS ASSOCIATION

and

S.A. ENGLISH TEACHERS ASSOCIATION

on

Monday July 14th, 7.30p.m. at Wattle Park Teachers Centre

TOPIC:

The needs of the N.E.S.B. student in the English classroom.
Come along and bring a colleague.
Supper is provided.

Speakers/Workshops Leaders:

Soulla Stefanou Haag
Sandra Chynoweth
Angie Baggio
Deb Smith

Languages & Multicultural Centre
Campbelltown High School

MULTICULTURALISM IN ACTION - (TEN SCHOOLS) GRANTS PROGRAMME 1986

Applications for small scale grants to support multiculturalism in Education can now be made to the Multiculturalism in Action (Ten Schools) Support Group. Funds were previously only available to Ten Schools Project Schools but this year are available to any school across the state.

A total of \$20,000 is available for:

1. School Based Curriculum Development Grants

- 5 grants of \$1,5000 - approx. \$1,200 for TRT' s for teacher development, writing, planning and \$300 for resources to support the programme.

Proposals must fit one of the following categories:

- (a) To develop a programme to support students of non-English speaking backgrounds in language development and learning across the curriculum.
- (b) To develop a programme focussing on problem solving which in content and methodology supports childrens self awareness and interaction with cultures other than their own.
- (c) To develop a programme which encourages students and parents to be actively involved in decisions about schooling with a focus on non-English speaking background parents.
- (d) To develop a programme which accesses teachers, parents and students to an understanding of the experiences and contributions of different groups in Australia.

2. Resource Grants

25 grants of \$500.

Applications are sought from:

- individual teachers
- faculties/sub schools
- whole staff
- interest groups/hub groups/networks.

Proposals must fit either of the following criteria:

- make an existing or proposed programme more inclusive of multicultural principles;
- support professional development of teachers in the area of Multiculturalism in Education.

For further information and application forms contact **Sylvia Eliseo** or **Nick Scarvelis**, phone 2126177.

Applications close 30th July, 1986.

Applications to:

Alan Young
Principal
Christies Downs Primary School
Elizabeth Road,
Christies Downs. S. A. 5164
R3/22

WEST LAKES SHORE

A growing awareness of the need for a multicultural perspective in education is certainly developing at West Lakes Shore Primary School. Teachers and children have been working together to enhance their attitudes towards and acceptance of people from different cultural and socio-economic backgrounds.

A concentrated effort began in 1985 when three class teachers, Vira Wallis, Nikki Meyers and Margaret Howell began to plan a programme together. To begin with Margaret Howell set up a liaison with a year 5 teacher and class from Croydon Park. During the year they wrote letters to each other and a culmination to the year's events - both classes went on a three day camp together.

At the same time Vira Wallis and Nikki Meyers worked together on their Multicultural programme. The following activities were explored:

- Specific projects covering children of Africa, Cities and towns around the world; Shelter; People of Australia; Co-operation; Celebrations and Families.
- A visit was organised for Dorinda Haffner from 'Africa in Schools' to come into the school and work with both classes.
- Both classes exchanged letters with children at Thebarton Primary School. The teachers involved from Thebarton were Kamona Wynne - Year 1 & 2, and Mrs. Richardson (team teacher) Year 3. This exchange led to further activities.
- A calendar for 1986 was initiated and produced. It was decided (in consultation) for maximum impact, to make it a 1986 calendar as it would then be referred to more often. Mrs. Meyers and Ms. Wallis worked on the calendar doing the paste up themselves therefore maximising the number of calendars printed.
- Listening to stories/folklore of different cultures - dramatisation.
- Building a repertoire of songs and games from other children and cultures.
- Use of big books - depicting cultural aspects, universal values, etc.
- Exchange of children's art work between Thebarton and West Lakes.

- Exchange of letters and tape recorded messages, stories etc. between Thebarton and West Lakes.
- Cooking - a variety of foods; cooking styles; recipes based on main foods grown etc.
- Languages - words that have been incorporated into English e.g. 'ciao'.
- Music, dance and songs of children in South Australia.
- Participation of children in various cultural festivals, e.g. Easter egg decorating using traditional wax pens, and egg dyes, with emphasis that some children in South Australia actively participate in their cultural day even though it is not a public holiday e.g. Jewish New year.
- Pointing out the similarities of cultures and adaptations.
- Role playing using puppets of differing physical characteristics.
- Introduction to languages and cultures in South Australia - use of Multicultural Kit.
- As a culmination to the year's activities a special play was written and produced. It focused on 'co-operation' as its major theme and used the cooperation of all class members in its production. The classes involved were Mrs. Meyers Year 1; Mrs. Wallis Year 3; Miss James Year 5 and Miss Wynnes Year 1 & 2 from Thebarton Junior Primary.
- A MECC grant enabled a focus to be placed on MCE issues within the school. It placed importance on what the teachers were trying to do and has opened the door to future MCE projects and inter-school exchanges.

Having evaluated the programme, the following statements were made:-

- That staff and student awareness of cultures in Adelaide had increased.
- That Multicultural issues have gained status in the school due to the success of the grant.

- That cultural events on the 1986 calendar will be a focal point this year.

The calendar that has been produced is spiral bound, illustrated and very professional. It is available from West Lakes Primary School (49972255).

These events have been the beginnings of a long lasting Multicultural Programme at West Lakes Shore. Already, steps are being taken to incorporate Multicultural perspectives into the daily classroom work.

Anna Kalionis



**Senate Standing Committee on Education
and the Arts**

**COPYRIGHT AMENDMENT
BILL 1986**

The Senate has referred a proposed amendment to the Copyright Amendment Bill 1986 to the Senate Standing Committee on Education and the Arts for investigation and report by 28 August 1986.

The amendment refers to the copying of certain film and sound broadcasts for educational purposes. If adopted, the amendment would mean that copyright in a television broadcast or a sound broadcast in which copyright subsists in the Australian Broadcasting Corporation or in the Special Broadcasting Service or in both these bodies jointly, would not be infringed by:

- (a) the making of a cinematograph film or a sound recording of the whole or part of the broadcast or
- (b) the rebroadcast of the whole or a part of the broadcast,

where the making of the film or recording or the rebroadcast is undertaken by or on behalf of an educational institution and is reasonably required for the teaching purposes of that institution or of any other educational institution.

The Committee invites any person or organisation who wishes to express views on matters relating to this reference, to make a written submission to:

**The Secretary
Senate Standing Committee on Education and
the Arts
Parliament House
CANBERRA ACT 2600**

Submissions should be lodged with the Secretary by 11 July 1986. The Committee will consider all submissions and may invite individuals and organisations to give supporting evidence at a public hearing in Canberra on 4 August 1986.

Enquiries regarding this reference, including the actual wording of the proposed amendment, should be directed to the Committee Secretary, Mr Terry Brown, telephone (062) 72 8557 or Telex AA 62326.

AB-CB 11/86

POLISH HERITAGE - ESL J150 PROJECT

As we live in a multicultural society, the South Australian 150th Anniversary is the celebration of not only the English-Australian heritage, but also of the cultures of people of other nationalities, who have made South Australia their home.

For us, ESL teachers, this year provides an opportunity to highlight and give recognition to the cultural heritage of our students.

As recent arrivals from Poland form one of the minority groups at Marion High School, I decided having the Polish students as the core, to involve all my senior ESL students in the study of the Polish heritage.

We chose three important fields of human endeavour: science, literature and music.

In particular, students researched the lives of:

1. A great Polish scientist - first female Nobel prize Winner (in 1911) Maria Sklodovskya-Curie.
2. The national bard of Poland and well-known in Europe, poet and writer Adam Mickiewicz.
3. The pride of Poland - Chopin.

Students were also given three weeks to research their own culture (or others) and to write a project on a famous person of their choice.

The results were most encouraging: biographies of two more Polish writers of "Indira Gandhi", "Mozart", "Nikola Tesla", "Cecilia Beaux", "Joan Sutherland", "The First Woman in the Portuguese Government", and many others.

All these projects were read in class and discussed.

We also produced a big poster "Polish Heritage". E.S.L., art, design and typing students were involved in making it not only informative but attractive as well.

It will be part of the big display on Polish culture, which we are organizing in the main foyer of our school during week 3-4 of the second term.

Having studied Chopin's life and after listening to his music, we decided to make our own tape on Chopin. The students narrated his biography and together we chose the music to illustrate Chopin's genius.

We were delighted to learn that this tape is going to be used by Marion High School Music teachers and by those who are involved in "Arts Across the Curriculum".

We hope that both teachers and students at Marion will become more aware of Polish culture.

Lia Bray
Marion High School

* * * * *

English as a Second Language Television Series

SBS-TV has recently completed an important new television series designed to teach English as a second language to Australian audiences.

It is **Hello Australia**, a series of ten half hour episodes which will go to air nationally on SBS-TV in Australia. It presents a unique and exciting educational style of learning English. The programme will be entertaining, with a mixture of drama, comedy and actuality situations. Presenters will introduce segments, highlight language points, explain cultural differences and give practical tips.

Made with the support of the Adult Migrant Education Service and the Department of Immigration and Ethnic Affairs, **Hello Australia** comprises drama segments and explanations featuring prominent actors and actresses in character roles.

The sketches will recreate average daily occurrences and demonstrate how to converse correctly in such situations. It is aimed at helping people with a limited knowledge of English to carry out conversations and understand dialogue and cultural behaviour.

Another facet of the show is an **Hello Australia Quiz**. This will test vocabulary and language skills. Prizes will be dictionaries and Scrabble games.

A book of the series will be available for \$5. It is a vital supplement to the SBS-TV series.

For further information, please contact Noulie Skoumbas or Wendy Odium on (02) 9234811 (008) 226322 or Astrid Sweres on (03) 6905233.

PARENTS AS PARTNERS IN EDUCATION

Parent and Community Participation has been the subject of great debate for many years. Despite many constructive conferences, and individual schools excellent programmes on increasing parent involvement and participation, the questions of how, what, why and when to involve parents in schools still rages.

With more emphasis being placed on schools to involve parents and the community perhaps the greatest oversights still being made by schools is the lack of definition of the word community. Is it just parents, or does it encompass other citizens, employers and businesses etc? If a definition does not exist, you can never quite work out whom to involve and how to involve them because you don't know who 'them' are.

Community may be described as a geographical entity or as groups with varied interests such as ethnicity.

Currently in many schools our communities are divided into 2 major groups the powerful and the powerless, irrespective of cultural backgrounds, socio and economic. Parent and community involvement does not mean the powerful retaining that control over the powerless.

To increase participation and involvement the powerless need to have organisations in order to benefit their children, the school and the wider community. In addition to defining community, schools also need to define and distinguish what they mean by parent involvement, community involvement, community participation, parent participation.

Quite often schools give themselves a pat on the back because there has been a marked increase of parents coming to school. Some of our schools assume that because more parents help in the canteen, assist on excursions, act as volunteers in the classroom or fund raise, that the parents are participating. However, this type of involvement does not influence school policy or programmes.

Participation assumes that parents and community have a right to be influencing or sharing decisions on policy matters. If participation is to be more than tokenistic, parents must be allowed input on school policies as well as involvement in the classroom. This approach would provide a structure for parents to form themselves into a distinct, organised group and, from their knowledge of the school, formulate practical policies. While argument for parent and community participation in the curriculum are intuitively appealing, they appear for many schools tentative hypotheses at the moment.

The educational policy of schools is expressed through its organisation and curriculum. Perhaps if we are to include in a genuine way, parent participation, we need to look at the structure of our organisation and curriculum and use that as our starting point.

Parent diffidence, for whatever reason, should not be mistaken for apathy.

It is abundantly clear that people want to participate in different ways in different degrees. Prior to any effective participation by parents, they must have information. Overloading parents with requests to visit their school, to become involved on committees, to show an interest etc. will have little or no impact. It is no longer appropriate for schools just to send out information and sit back at meetings re-stating parents are not interested in their child's schooling or education. A genuine 2 way process of communication must be paramount to increase parent participation in education.

PROCESSES

Schools must get out of the four wall syndrome, and do the following, both formally and informally if they are genuine about participation.

- actively get to know the parents in the community
- care about the people, their ideas, their social language and cultural structure
- be committed to valuing their beliefs, their life styles and where and who they are
- promote and inform your school's aims, beliefs and processes in a language comprehensible to parents and not in educational jargon
- discover the skills and talents of the community, what community resources are not being fully utilized and the community needs
- establish closer links with community and welfare organisations, Department of TAFE and so on
- identify more appropriate ways of disseminating and presenting information to parents and the community
- consult parents prior to changes in curriculum, school organisation
- ask parents and community for advice
- encourage sharing, decision making

- appoint or liaise closely with community workers/counsellors
- establish a 'half way' house which recognises the need for a 'neutral territory' on which values and attitudes of the community can be more readily accepted
- have meetings in the community such as halls, clubs etc.
- across the rest of the community to information about the school, e.g. sporting clubs, ethnic groups etc.

Shared decision making and collaboration can seldom be mandated but it can be encouraged and demonstrated. The above suggestions are mere starting points. New skills and structures are required to develop, shared authority, shared responsibility and a wise-exchange of parent and community expertise.

The cultural characteristics of schools that tackle educational and organisational reform in innovative ways include:

- democratic leadership
- participatory decision making
- problem solving structures
- openness towards problems and people

Other factors affecting parent/community involvement and participation that schools need to address and revise are:

- size of school
- organisation of school
- teaching methods
- language and communication
- teachers' values and expectations
- parents' and students' values and expectations
- decision making procedures
- sanctions
- assessment and reporting
- the hidden curriculum

The types of structures schools establish to widen parent participation are not the sort of thing which are going to be generated from any one person's brain overnight. They are going to flow from a variety of mechanisms which will have to be finely tuned and increasingly finely tuned as time goes on.

If your school is interested in developing parents as partners in education contact the writer.

Sylvia Eliseo

References:

School and Community Project, "New Directions in School and Community Studies".

Vol. I. July, 1978.

Canberra College of Advanced Education.

R. W. Connell, D. J. Ashenden, S. Kessler, G. W. Dowsett.

"Making the Difference - Schools, Families and Social Division"

George Allen & Unwin,

Sydney. 1982

THE IMPORTANCE OF LEARNING SPANISH

On behalf of the Spanish Language Advisory Sub-committee to the Queensland Board of Secondary School Studies, I am delighted to inform that Spanish has been approved as a Board subject and that we are finalising the Junior Syllabus, which will be ready for use by 1987.

A survey conducted by the Board last year showed a keen interest in the introduction of the language, but, on the other hand, it has come to the attention of our sub-committee that the importance and relevance of Spanish is not fully understood.

That is why I would like to point to you some of the facts that make it a highly desirable subject:

- (a) Spanish is an international language, the third major language in the world (after Chinese and English), spoken by more than 300 million people in several countries.
- (b) Spanish is the dominant language in the south-eastern quarter of the Pacific Basin, a relevant fact for Australia, and its importance will grow with the expansion of East-West Pacific migration and trade and the integration of our country into the Pacific economy.
- (c) Spanish is an important community language in Australia.
- (d) Spanish is one of the five working languages in the United Nations and other international bodies.
- (e) Spanish is an ideal language for the student because of its phonetic simplicity which enables the learner to achieve communicative skills from an early stage.

For all these reasons, there is no doubt that Spanish will shortly become a very popular language in Queensland.

The beauty and expressiveness of the Spanish language together with the variety and richness of the Hispanic culture will make the teaching/learning experience a real pleasure.

We should not forget the practical advantages of learning this language. It is anticipated that trade and tourism links with Spanish-speaking countries, particularly with Latin America will increase dramatically in

the next decade, opening very many employment opportunities for people with a knowledge of the Spanish language and an understanding of the Hispanic culture.

Very few people seem to know that it only takes 12 hours to travel from Buenos Aires to Auckland through the relatively new transpolar flight by Aerolineas Argentinas and that all these flights are fully booked for months. It will not be unrealistic to say that we could expect an average of 100,000 tourists per year to come to Queensland. This will create increasing opportunities for Spanish - speaking people in the tourist industry.

This is why our Sub-committee can foresee a great future for Spanish and we will only be too pleased to assist you with any queries. Please, do not hesitate to contact me if you require further information.

Maria Buldrini,
Convenor,
Spanish Language Advisory Sub-committee,
P.O Box 5783
GOLD COAST MAIL CENTRE 4217
TELEPHONE: (075) 380785

Hasta siempre amigos!

Marion Ethnic School of Community languages inc.

c/- Marion High School, York Avenue Clovelly Park 5042. Phone (08)2761699.

Matriculation Khmer Language Course at the Marion Community School of Ethnic Languages Inc.

The Khmer Language course was developed at the Marion Community School under the supervision and guidance of Dr. Ea Meng Tri and Mr Jurgen Kracht, with the help of an active committee of interested parents and friends

The course has been accepted by SSABSA as a publicly examined course for 1986.

Matriculation Khmer Language and Culture will be taught by Dr. Ea Meng Tri at the Marion Ethnic School for the first time in 1986. This School conducts its classes at Marion High School, York Avenue, Clovelly Park. 5042.

All enquiries and applications of prospective students should be directed to Mr. J. Kracht at the above address.

We hope to have a large number of students taking this course. Classes will be run twice after school to make it possible for students from outlying areas to participate.

METHODOLOGY WORKSHOPS

Teachers of ESL First-phase learners may find very useful the **Modern Languages Method Workshops** to be held at the Languages and Multicultural Centre on 4 Friday afternoons - especially teachers of new arrival students. The workshops will mostly be held in English, and ESL teachers are most welcome.

The dates are 4th July, 18th July, 25th July and 8th August at 2.00 - 4.30p.m. The skills presented can be transferred into any language.

Send in a conference form, conference number CD066 to Jim Wilson, Courier Round R2/1. For more information, phone Jim Wilson or Sandra Chynoweth, phone 2126177.

Some of the workshops offered are:

German:

July 4th	<i>Reading and Reading Comprehension</i>
July 18th	<i>Authentic Material in the classroom</i>
July 25th	<i>Learning Centres (games, songs, puppet-plays, role-plays)</i>
August 8th	<i>Assessment and Certification</i>

Asian Languages and Greek:

July 4th	<i>Developing a unit of work</i>
July 18th	<i>Assessment</i>
July 25th	<i>Mixed Ability Class - strategies and activities</i>
August 8th	<i>Communicative Teaching</i>

RESOURCES

With this Newsletter you will receive No. 3 "Book News" from the E.S.L. Curriculum Committee Resources task group. Thank you for reviews sent in, more are needed. This 'booklet' has proved to be very popular with classroom teachers as it provides an exchange facility of tried and useful materials which because they are not new, often do not appear on reviewing lists. The latest edition has a 'Focus on communication'.

The Resource Centres **English Language Accessions List No. 21** is also part of this newsletters distribution. Of particular note:-

Multicultural Resource Person File

- compiled by Silvana Jenkins and Elizabeth Schloeffel, Adelaide M.E.C.C. 1984.

This file contains information about people within the community who offer services to schools which demonstrate various aspects of different cultures i.e. story telling, dance music, craft, etc. A copy of this Resource File is also available for reference purposes at each Area Resource Centre.

In the fiction section HANRAHAN, Barbara Annie Magdalene London, Chatto and Windus, Hogarth Press, 1985. \$7.95.

A delightful story of one woman's life in Adelaide in the early 1900's. An extraordinary character in a setting which will fascinate observers of our changing city environment.

Note: Items in the 373-379 group. This is a collection of titles which discuss the changing attitudes to schools and curriculum in the middle 80's.

Margaret Stockley

REVIEWS

Mauritian Heritage

- An Anthology of the Lionnet, Commins and related families by Edward Duyker (ed). Australian Mauritian Research Group, 1986. (368pp.) \$29.00. 28 Napoleon Road Ferntree Gully. 3156. Foreword by A. J. Grassby.

At a conference recently the editor of the above named volume and I recognised each other's names as being of Dutch origin and we began to exchange some casual information. It soon became quite clear that our experience of the Dutch influence on his life (his father had migrated to Australia soon after the war and married into the Anglo-French Mauritian family), and that on mine (our whole family migrated in the mid-fifties) were totally and absolutely different. So what's in a name....? Ed did not, could not identify with a second-hand Dutch past and put together this book instead in order to find his roots.

And a fascinating book it is, with historical maps, charts and photographs, family portraits and documents supporting accounts of important battles between British and French forces in the Indian Ocean between 1803 and 1810. Maritime historians can have a field day. So, too, can readers concerned with the study of immigration and social integration. Indeed, Mauritians were coming to Australia within 25 years of the colony being founded.

Today, nearly forty years after arriving in Australia, family members have settled in almost every Australian State and have contributed to this country in their several walks of life. Altogether, there is now a community of some twelve thousand Mauritians in Australia. In this substantial Anthology numerous authors trace this unique family's origins more than three hundred years, on a canvas which encompasses 17th and 18th century France, the conflicting passions of the French Revolution, the Napoleonic Wars, 19th Century England, and the traumatic course of slavery and colonialism.

The essence of the migration experience can be tasted in this book. What it means in the Australian multicultural context is probably best summed up by Maryse Duyker (nee Commins). Referring to her own and her husband's backgrounds, she observes:

He had arrived in Australia from Holland on March 3, 1950 - the very day I had left Mauritius. We had our immigrant experience and a strong Catholic background in common, but the countries which we had left behind were vastly different. We found ourselves in a unique position to evaluate the riches and weaknesses inherent in our respective backgrounds and we devoted ourselves to helping our children discover for themselves the values to be retained from their heritage. In addition, we encouraged them to absorb the best that Australia had to offer. In doing so, we developed our own unique family style. This did not happen without conflicts and enormous sacrifices but the seeds of the ideals we carried from our homelands have taken root in the fertile soil of Australia. (p.264)

This will strike a familiar cord in many fellow Australians who went through the migration experience, each and everyone in their own unique way contributing to our Australian culture and society.

Brian van Wageningen

STIMULUS FOR WRITING IN ENGLISH AND ESL

If you are looking for suitable stimulus materials and input to inspire students' writing in English and ESL classes, there are quite a few collections of student-written materials or materials from oral history projects which include the stories and recollections of immigrants and the families and which are accessible in linguistic terms, eg.

A Materials Production Project in Sydney has published a collection of writings by students from Asia under the title of: **In a Strange Land I Live**, 1983.

This story and interview book is very cheap. There is an edition in English, and others in Chinese, Vietnamese, Khmer and Lao respectively, and a teachers' kit by Ken Cruickshank. Available from Inner City Education Centre, 37 Cavendish Street, Stanmore, 2048. Telephone: (02) 3550.

From V.A.M.E. Newsletter. April. 1986.

GENERAL INTEREST NOTICE - A.L.S./A.L.A.A. CONFERENCE

For the first time since its inception ten years ago the national Applied Linguistics Association of Australia congress will be held in Adelaide.

This conference will be of enormous interest to English teachers, teachers of English as a Second Language, Modern Language Teachers, those involved in multicultural education, speech pathologists, interpreters and translators and to all those interested in the place of language in education.

The theme of this year's conference is "The Use of Theory".

The conference will be held in the Ligertwood Building in the University of Adelaide from **Monday 25th - Wednesday 27th August, 1986.**

Don't miss this opportunity to meet your interstate and overseas counterparts and to hear linguists of international repute.

Non-members are more than welcome.

Details of the conference are available from the convenor:

Mr. George Turner
English Department
University of Adelaide
North Terrace,
ADELAIDE....5000.

Telephone: (08) 228 5623

Keynote speakers - Bernard Comrie of
Cambridge University
currently working in
Papua New Guinea

Michael Long of
University of Hawaii