



# Project Bridge Newsletter

## Latino Resource Network

April, 2004

Volume 1, Issue 9

by Margarita Gayosso, IRN, Manager of Bilingual Outreach Services; Jenny M. Witcher, ed.

The Latino Resources Roundtable (Network) is a meeting convened through the Information and Referral Network (IRN)/HELPLINE to bring all those professionals working with/for the Latino community share information and inform on new or existent programs to help the community.

The Network's history is very simple. As an Information and Referral Network, there was the need to look for resources targeted to the Hispanic Community. IRN had already made a few contacts with some social service providers, government leaders, and case workers, and it was in the process of building up a database containing mainly programs for Hispanics. When the meetings started, they were intended to take place every two months; we soon learned that they

needed to take place once a month. We've tried to keep the meetings at the United Way building where IRN has its offices, but it is sometimes held in meeting space offered by members (Marian College hosted the September 2003 meeting.)

The Network's target audience at the professional level includes those working with and for the Hispanic community, most of them bilingual, some bilingual/bicultural, and some English-only; the last group have a great desire to help and do their best for those in need. IRN's/HELPLINE audience includes all those individuals who are in dire need of help: poor people; people going through critical situations; people in crisis; people without jobs, food, or clothing; people with small children that need diapers and formula; people in situations requiring legal advice; people under very bad

conditions needing help from Social Service organizations; and people in need of a health clinic that offers financial assistance.

The Network's resources are accessed via the telephone. The HELPLINE phone number is 926-HELP (4357). Starting February 11, 2004, the Network became the 211/HELPLINE in central Indiana. It is like 911, but 211 has been the number assigned to access Social Services in the U.S. and Canada. This doesn't yet work from every phone, but does from most. Calls are routed to the designated center according to the phone companies and countries.

Margarita would like to extend her thanks to Cheryl Hertzger for her contribution to the Latino Resources Roundtable meeting. All who are interested in diversity are invited to attend. Call 920-4850, x.227, for more information.

### Teacher Tips:

Here are some school newsletter tips from Indiana Principal Leadership Academy Alumni:

- ✓ Send a school newsletter on colored paper, so parents can quickly spot it in their child's backpack — Linda Pair from Riley Elementary.
- ✓ In our monthly school newsletter, a mathematical story problem and a writing activity are included for families to do together— Pam Hallock from Sycamore Elementary in Avon

## El Comunicador

*El Comunicador* is a new bilingual, full-color newsletter owned by Indy Print. It is direct-mailed to a list of Latino surnames residing within a 25 mile radius of Indianapolis. The main goal of the newsletter is to create a bridge both within the Latino community, as well as between the Latino and broader communities. Other goals include keeping people informed regarding Latino issues around the state, and celebrating the Latino community.

The newsletter's primary audience is middle and upper-income Latinos and their

families. Most resources that have been developed by and for the Latino community have been directed at people with unique financial and social needs. However, there are a number of critical issues that affect middle and upper-class Latinos, ranging from education to the economy, and *El Comunicador* is geared toward addressing these. Current events, research on success within the Latino community, arts, business, and personal success stories are examples of what the reader will find. Seemingly off-beat topics are also covered. What to do in a tor-

nado is an example. Latinos often come from geographical areas where that type of weather crisis is unusual, and they need to learn what people who were born in this area take for granted.

Tia Nielsen, the newsletter's editor, hopes that *El Comunicador* will become a bookshelf item that can be used as a resource for contact information and resources for years to come. If you have any issues or story ideas you'd like to contribute, or if you'd like to subscribe to the newsletter, contact Tia at editor@elcomunicador.net.

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# April 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				Solo Teach	Solo Teach	
4	5 Solo Teach	6 Solo Teach	7 Solo Teach	8 Solo Teach	9 Solo Teach	10
11	12 Solo Teach	13 Solo Teach	14 Solo Teach	15 Solo Teach	16 Solo Teach	17
18	19 Solo Phase-Out	20 Solo Phase-Out	21 Solo Phase-Out	22 Solo Phase-Out	23 Last Day In School	24
25	26 No School	27 No School	28 No School	29 No School	30 No School	

## Schedule of Events

Happy Easter!

April is Mathematics Education Month For the National Council of Teachers of Mathematics, go to [www.nctm.org/](http://www.nctm.org/)

- ✓ **April 1**—April Fools' Day in Europe and North America <http://wilstar.com/holidays/aprilfool.htm>
- ✓ **April 2** — Hans Christian Anderson's Birthday <http://www.solvangca.com/museum/h1.htm>
- ✓ **April 3** — Sizdar-Bedah – Iran [http://www.iranchamber.com/culture/articles/norooz\\_iranian\\_new\\_year.php](http://www.iranchamber.com/culture/articles/norooz_iranian_new_year.php)
- ✓ **April 4** — Palm Sunday
- ✓ **April 6-13** — Passover – Jewish <http://www.holidays.net/passover/>
- ✓ **April 9**— Good Friday – Christian <http://www.annieshomepage.com/goodfriday.html>
- ✓ **April 11** — Easter <http://www.holidays.net/easter/>
- ✓ **April 17** — New Year's Day – Burma <http://www.fathertimes.net/burmesenewyear.htm>
- ✓ **April 22** — Earth Day – United States <http://www.earthday.net/>
- ✓ **April 22-24** — Gathering of the Nations Pow Wow – US Aboriginal <http://www.gatheringofnations.com/powwow/>
- ✓ **April 28** — Midori No Hi – Japan <http://japanese.about.com/library/weekly/aa042899.htm>

## Events

**Through April 18:** *Meditation by Fire: The Art of James C. Watkins* at the Eiteljorg Museum. See [www.eiteljorg.org](http://www.eiteljorg.org) or call (317) 636-9378 for more information.

**April 4:** Senior Recital in Allison Mansion at 4pm

**April 18:** Choral Concert in Bishop Chartrand Chapel at 4pm

**April 18:** Jazz Band Concert in Mother Theresa Hackelmeier Library at 7:30 pm

**April 20—24:** "The Frog Prince" in Peine Arena Theatre. See <http://www.marian.edu/calendar.asp?date=4%2F16>

**April 21:** Teacher Candidate Interview Day, University of Indianapolis

**May 5:** MAT Portfolios Duel!



## Reminders

On April 1, interns will begin their Spring **“solo teaching.”** They should be responsible for all aspects of classroom management: planning, instruction, etc. The solo teaching phase will last through April 16, and solo phase-out will take place from April 19—22. Any questions or concerns should be discussed with the intern’s college supervisor or with Cheryl Hertzler.

If you are interested and haven’t

already signed up, don’t forget the summer class **“English Language Learners in the Mainstream Classroom.”** After April 1, the course will be open to all teachers in central Indiana. Please contact Cheryl Hertzler for more information.

Are you an intern who wonders what life will be like after Project Bridge? Then you should attend the **talk to be given by graduates from the first cohort.** The talk will

be March 30 from 9—10am in Marian Hall Room 221.

April 21 is **Teacher Candidate Interview Day.** The program is at the University of Indianapolis in Nicoson Hall from 8am—4pm. Representatives from school districts all over Indiana, Kentucky, Georgia, Florida, Ohio, Arizona, North Carolina, and Honduras will be in attendance. Registration for the program is closed.

## Culture Corner: “Greetings”

In the United States, men are taught that a good, firm handshake is used the first time they meet. Women also shake hands when meeting in a business setting, and they sometimes shake hands in a social setting. Americans greet one another with “How are you?”, “How do you do?”, or by saying “Good morning,” “Good afternoon,” or “Good evening.” Informally, of course, we may say, “Hi!”, or “How ya doin’?”

Many immigrants and international visitors try to answer the variations of “How are you?” only to find that Americans don’t wait for a response. They don’t realize that it is used as a greeting, and isn’t really a question.

Americans may make a quick smile, usually without showing their teeth, when walking past someone they know to acknowledge that they have seen and recognized the other person. This smile is very short, and seems very fake to some visitors from other countries.

Individuals from different cultures meet and greet in many different ways. Common greetings include various types of handshake, different combinations of kisses on the cheek, and rituals involved in bowing.

How much do you know about greetings used throughout the world? Test yourself with the following questions. Many of them are based on information that you can find in *CultureGrams*, Volumes 1 and 2, printed by Millennial Star Network and Brigham Young University.

1. To greet an elderly person of this

culture, one says “*Chao bac*,” (pronounced Chow bok?) and makes a slight bow of the head.

2. Friends of the same gender often clasp hands and kiss on either or both cheeks. Handshakes between women are usually rather limp. Common greetings include *Assalam Alaikum* (Peace be upon you.) and *Ahlan wa sahlan* (You are welcome here.) It is also customary to shake hands with each person in a group before leaving.

3. The most common greeting is *Sabaidii* (May you have happy health). The receiver repeats the same phrase. The formal gesture used for greeting is the *nob* (salute), which involves placing one’s hands together in a prayer position at chest level but not touching the body. Informally, one may shake hands with members of the same gender or touch one another on the arm.

4. The traditional greeting is a bow. To show respect or humility, one bows lower than the other person. Titles are important in introductions.

5. The Confucian social structure affects how one is greeted. The traditional greeting is a bow, and it is usually accompanied by a handshake between men. Young children bow or nod when greeting adults, and most adults bow or nod when meeting people other than friends and relatives.

6. The most common greeting is a handshake or nod. Friends commonly embrace, and women usually greet with a kiss on the cheek. Men may make flattering personal comments in passing to females,

to which the females generally do not respond.

7. One shakes hands for a greeting. The handshake is limp, and lasts 10-15 seconds. Women do not offer a handshake to men. One receives a business card with both hands, and takes time to read it carefully.

8. The person one is greeting should receive undivided attention. Men shake hands with each other and with women. Women choose whether or not to shake hands with other women; sometimes women will clasp each other’s forearms instead. Friends are expected to hug and exchange kisses on the cheeks. When men hug each other, they often add a backslap or two.

9. The customary greeting includes a handshake with a light grip and a single, quick shake. A woman generally waits for a man to initiate a handshake. Both male and female friends may greet women with kisses on both cheeks, during which they actually touch cheeks and “kiss the air.”

10. Handshakes are usually offered, but not to covered Muslim women. Some women may offer their hand first to men, in which case it is appropriate to shake hands. Friends add a kiss – once to each cheek for some, and three times total for others. The use of *Drug/Drugarice* (Comrade) has been replaced by *Gospodin* (Mr.) and *Gospodja/Gospodijica* (Mrs./Miss).

See p. 4 to “Test Your Knowledge” after reading this article!



Project Bridge to Achievement

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Readers, this is your newsletter. We welcome any contributions you wish to make. If you have a news item, a suggestion or a correction, please contact Jenny M. Witcher by phone or email. If you are a mentor or student and would like to volunteer to be profiled in subsequent issues, or if you would like to contribute a "Teacher Tip," please contact Jenny, Carmen Polk or Cheryl Hertzner. Thank you for your interest and participation!

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TEST YOUR KNOWLEDGE!

After reading "Culture Corner: 'Greetings'" on page 3, see if you can match the types of greetings with their respective countries (see article for descriptions of greetings, and answer key below):

- a) Jordan   b) Mexico   c) Bosnia   d) Laos   e) Japan   f) France
- g) Indonesia   h) Colombia   i) South Korea   j) Vietnam

Answer Key:  
1-f, 2-a, 3-d, 4-e, 5-i, 6-b, 7-g, 8-h, 9-f, 10-c

Faculty Profile: Valerie Hall, Ph.D.

Valerie Hall, Ph.D. is a department of education faculty member and Project Bridge instructor at Marian College. She teaches the first reading course, "Best Practices in Reading and Expressive Arts," as well as the reading portion of "Best Practices in Reading and Social Studies." She came to Marian the year that Project Bridge was in the first planning stages and has participated in the program from its very beginning.

With her undergraduate degree in elementary education, Valerie began her teaching career in 1st, 2nd and 5th grade classrooms in I.P.S. She also taught 3rd and special education in Pike Township. She completed her masters degree with licensing for mentally handicapped, learning disabled, and reading while she was working in the classroom. After the birth of her son, she took a break from teaching in the classroom, and tutored children at home for 10 years. She then returned to school and finished

her doctorate in curriculum and instruction with an emphasis on literacy. She taught at Depauw University and Ball State and for her church before coming to Marian College in 2000.

Describing her journey toward teaching in the college classroom, Valerie says, "When I began working on my doctorate, I was not sure what I wanted to do. I was just interested in learning more for myself. As I studied, I worked as a graduate teaching assistant, teaching the reading and language arts courses at Purdue. As I gained experience teaching at the college level, I exercised new strategies and really enjoyed building relationships with my students. I feel like my work is greatly multiplied at this level." Valerie also shares her knowledge and skill not only outside the classroom, but outside the country. She trains teachers in Haiti and other Latin American countries.

Valerie was drawn to Marian by its

value system and by the supportive community in the education department. She enjoys extending the same warm welcome to new members of the department that she received when she first came on board. She originally interviewed for the position of social studies professor, but was able to use her background to step into the role of Director of Literacy in the education department.

Valerie's philosophy of education begins with knowing and accepting individual students' developmental level. From there, she believes in providing the challenges they need to develop as much as they can. She adds that this philosophy supports her knowledge of special education and English language learners. Her advice to new teachers is that they must love learning themselves if they expect to pass that love on to their students. "I love learning new things and want to pass that along to my MAT students, undergraduates, and children."