

## References

- Baker, C., & Prys Jones, S. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, England: Multilingual Matters.
- Breton, R. (1964). Institutional completeness of ethnic communities and the personal relations of immigrants. *American Journal of Sociology*, 70, 193-205.
- Cohen, J., & Cohen, P. (1975). *Applied multiple regression/correlation analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum.
- Collier, V.P. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21, 617-641.
- Collier, V.P. (1989). How long? A synthesis of research on academic achievement in second language. *TESOL Quarterly*, 23, 509-531.
- Collier, V.P. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. *Bilingual Research Journal*, 16(1-2), 187-212.
- Collier, V.P., & Thomas, W.P. (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students*, 5, 26-38.
- Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics*, 1, 132-149.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Fishman, J.A. (1989). *Language and ethnicity in minority group perspective*. Clevedon, England: Multilingual Matters.
- Fishman, J.A. (1990). What is reversing language shift and how can it succeed? *Journal of Multilingual and Multicultural Development*, 11, 5-36.
- Foster, G. (1999). *Comprehensive school improvement plan for 1999-2000*. Salem, OR: Grant Community School.
- Genesee, F. (1987). *Learning through two languages*. New York: Newbury House.

- Hakuta, K., Butler, Y.G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *University of California Linguistic Minority Research Institute Policy Report 2000-1*. Santa Barbara, CA: University of California-Santa Barbara. [www.lmri.ucsb.edu](http://www.lmri.ucsb.edu)
- Hoose, S. (1996, December 15). French spoken here, proudly. *Maine Sunday Telegram*, 109(22), 1A, 14A.
- Lambert, W.E. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.), *Education of immigrant students*. Toronto: Ontario Institute for Studies in Education.
- Landry, R. (1997). *L'Acadien du Haut St.-Jean: Second year evaluation report*. New Brunswick, Canada: University of Moncton.
- Landry, R., & Allard, R. (1992). Subtractive bilingualism: The case of Franco-Americans in Maine's St. John Valley. *Journal of Multilingual and Multicultural Development*, 13, 515-544.
- Lau v. Nichols*, 414 U.S. 563 (1974).
- Lindholm-Leary, K.J. (2001). *Dual language education*. Clevedon, England: Multilingual Matters.
- Ovando, C.J., & Collier, V.P. (1998). *Bilingual and ESL classrooms: Teaching in Multicultural Contexts* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Ramírez, J.D., Yuen, S.D., Ramey, D.R., & Pasta, D.J. (1991). *Final report: Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children* (Vols. I and II). San Mateo, CA: Aguirre International.
- Smith, J.P., & Edmonston, B. (Eds.). (1997). *The new Americans: Economic, demographic, and fiscal effects of immigration*. Washington, DC: National Academy Press.
- Thomas, W.P., & Collier, V.P. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education. [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)