

位作为最重要的长远工作目标之一，成立了“主流工程”工作小组，有一批热心人士长期努力工作。近年来已经逐渐初见成效，不久前加入了全美国中文教育委员会，并推动该委员会向College Board 呼吁尽早开设 AP中文考试。同时，协会鼓励和协调广大会员学校为推进中文教育作出各种努力，也欢迎各方面的意见和建议。

现有的经验已经证明：许多机会是自己积极主动争取才得来的，而不是被动等待就会出现的。欢迎会员学校各位同仁加入我们“积极争取”的行列。如能向当地教育部门作相关建言，或者向College Board 呼吁AP中文考试，我们可以提供呼吁信参考样本；也恳请各地学校跟我们分享工作情况和成功经验。集思广益，联合奋进，则成果将一定百倍千倍于孤军作战之所及。2001-12-9 18:56

附录 Attachment #1

From: Qingyuan Han Sent: Monday, December 10, 2001 12:35 AM
To: csaus@csaus.org Subject: HCCS activities

Lianggen,

As promised, below is a summary about HCCS activities related to promoting Chinese Language education (or "Chinese to Main Stream"). Most of these were done together with the Chinese Language School of Columbia.

1. Leaders of the two Chinese schools have had several meetings with the Assistant Superintendent and members of BOE of Howard County.
2. Invited the BOE chairperson and Staff from Dept of Education to have a meeting with students' parents to discuss our concerns about children's education in the Howard County.
3. Sent a petition letter to the County Executive and County Council Members to request appointing an Asian American to the Board of Education.
4. Got responses from the Executive Office and Council Office. Will have a meeting with 5 Council members in January 2002.
5. Recommended two parents to join the Assistant Superintendent's Advisory Committee.
6. Encouraged students' parents to join the Dept of Ed's Curriculum Advisory Committees (Math, Science,

Social Studies, etc.)

I hope this information is useful for the headquarters and other schools.

By the way, the article you wrote is very good!

Han, Qingyuan 韩清源

Howard County Chinese School, Maryland

附录 Attachment #2

State of Utah 2001

53A-15-101.5 Concurrent enrollment instruction in Mandarin Chinese.

(1) (a) As used in this section, "category IV languages" means those languages designated the most difficult to learn by the Defense Language Institute as provided in training to members of the United States Military.

(b) The Legislature recognizes: (i) the importance of students acquiring skills in foreign languages in order for them to successfully compete in a global society; and (ii) that the acquisition of category IV languages, such as Mandarin Chinese, Arabic, Korean, and Japanese, by students in the state's public schools requires extended sequences of study to acquire useful proficiency in listening, speaking, reading, and writing.

(2) (a) As a component of the concurrent enrollment program authorized under Section 53A-15-101, the State Board of Education and the State Board of Regents, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in the category IV language of Mandarin Chinese.

(b) The course shall be taught over EDNET, the state's two-way interactive system for video and audio, to high school juniors and seniors in the state's public education system.

(3) (a) The concurrent enrollment course in Mandarin Chinese authorized in Subsection (2) may use paraprofessionals in the classroom who: (i) are fluent in Mandarin Chinese; and (ii) can provide reinforcement and tutoring to students on days and at times when they are not receiving instruction over EDNET