those who wish to get a more in-depth, systematic review of the results of immersion education in Belgium will need to look elsewhere.

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This book begins provocatively. On the first page, the authors announce: “...the achievement of immigrant students, even those who have mastered English, lags behind those of other students...”. Consisting of a collection of 10 articles by diverse scholars and researchers, such as Guadalupe Valdés, award-winning researcher from Stanford University, the book The Education of Language Minority Immigrants in the United States was written to address such concerns regarding the educational challenges in meeting the needs of immigrant students, as well as research on the practices and policies most effective in meeting those same needs (p. vii).

The introduction, co-written by editors Wiley and Sook Lee, reminds us that English, much like Spanish and other minority languages today, was once too a language of immigration. However, immigration in large numbers from English-dominant countries, the status of English as the language of colonial administration, the process of “Americanization” prevalent in the last century and exacerbated by two world wars, all help explain the dominance of English today. It is now the main language of education, often to the cost of minority languages.

Each chapter deals with a separate aspect of the central theme, that of education and immigration. Together, they help the reader build a thorough understanding of the underlying issues. The wide range of topics gathered in this collection span from the Economics of Language Proficiency (chapter 2), Immigrant Youth in High School (chapter 4), to A Validity Study of the Stanford English Language Proficiency Test (chapter 8).

Chapter 1 by sociologist Rubén Rumbaut, explores the idea of the USA as a “language graveyard”, and describes how, by the third generation, immigrant families become outsiders to their ancestral heritage through the pressures and process of Anglicization (p. 37), even to the extent that the existence of bilingualism in the USA is under threat. The idea contrasts sharply with the customary view of many Americans that English is under threat, under the continual onslaught of
other languages resulting from immigration. The author illustrates the situation with the lack of reliable translators to work with intelligence agencies such as the CIA, NSA and FBI in the newly critical languages in the wake of the 11 September attacks (p. 66).

Likewise, the research findings in chapter 3 (Immigration, race and higher education outcomes), by Qi Liu, Tai and Fan, challenge accepted stereotypes, in this case, those surrounding Asian minorities:

beneath the facade associated with the misguided labeling of all who may be categorized as Asians as a highly educated ‘model minority’, it is the recent Asian immigrants that appear to be the source of this effect. For non-immigrant Asians who are US-born citizens, the findings suggest that they are predicted to have a much lower probability of earning a college degree compared to white or black nonimmigrants, with all else being equal (p. 108).

The authors also find that white and black immigrants have similar probabilities in obtaining a baccalaureate degree, but the probabilities for Hispanics and Asians are much lower (p. 108).

The introduction by Wiley and Sook Lee gives a brief overview of each of the essays included, in an accessible yet informative style. However, not all the essays are “easy reading” - some are rather dense, in dry academic language, which limits their appeal, restricting them to the academic reader and researcher.

Together, however, the essays make up a stimulating collection of work, examining many different aspects of immigration and education, with perception and originality. Many ideas expressed are thought-provoking, as much for US citizens – providing insights into the society in which they live – as for the rest of the academic community interested in deepening their knowledge of a complex, multi-layered society, where immigration remains a divisive and sensitive issue.

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