

**JOHN COOKE (ED.),** *PERSPECTIVES ON ETHNICITY IN NEW ORLEANS.* A publication of the Committee on Ethnicity In New Orleans, 1979. 55 pp.

In *Perspectives on Ethnicity in New Orleans*, editor John Cooke has organized nine essays that respond to the meaning of and the durability of ethnicity. A practical and analytical work, the collection focuses on the community, the people and the culture of New Orleans.

John Logsdon's essay, "The Surprise of the Melting Pot: We Can All Become New Orleanians," examines the process of assimilation, argues there is a melting pot but asserts "some persons have tried to recapture their ethnic identities" in trying to fill the "void in their lives." The uniqueness of New Orleans is a "new ethnicity from old world and new world ingredients." It is a public culture created by ordinary people. As stated elsewhere, "creolization" results, creating an emerging culture of diverse blends.

Joseph V. Guillotte, III, summarizes arguments for and against ethnicity in his essay, "Ethnicity and New-Ethnicity." His findings reveal that ethnicity is not a new or recent development and it has served human needs over time. Even the nation-state and the United Nations have not been able to supplant ethnic groups.

Ethelyn Orso traces the rise of ethnic awareness movements since World War II in "The Hellenic Nativistic Revitalization Movement in New Orleans." The resurgence of Greek culture is demonstrated in the promotion of Greek customs, food, dress, dance, etc., through the examples of the festival, a Greek Night and the Hellenic Cultural Center. At the same time the Greeks have exhibited strong ethnocentric behavioral patterns.

Andrew Horton presents the experiences of the more than 20,000 sailors who annually stop off at the port of New Orleans and their ritual of frequenting the high-priced Greek clubs on Decatur Street in "Odysseus in Louisiana: Greek Sailors in New Orleans." But he asserts that these clubs did not service all the sailors' needs. Thus the St. Nicholas Maritime Center was initiated by Father William G. Gaines, a Greek Orthodox priest. The Center serves as a meeting place for Greek sailors that is not a bar or disco. Despite the support of the Greek government, Horton wonders if the Greek community will support the Center.

The remaining essays deal with topics as varied as ethnicity itself. Marina E. Espina fills a void with the study of "Seven Generations of a New Orleans Filipino Family." Martha C. Ward and Zachary Gussow examine the most recent immigrant group, "The Vietnamese in New Orleans; A Preliminary Report." A thorough linguistic comparison is made in "Isleño and Cuban Spanish," by Beatriz Varela, who optimistically concludes that both dialects will survive. Varela also advocates competent bilingual programs. Andrew J. Kaslow creates a model for cross-cultural fertilization to achieve inter-ethnic understanding in the diverse celebrations of St. Joseph's Day as presented in "The Afro-American Celebration of St. Joseph's Day."

Finally, Margery Freeman, in "The St. Mark's Ethnic Heritage Project: A Model for Ethnic Studies," describes the oral history project and videotape documentary funded by the U.S. Ethnic Heritage Studies Program, which recorded the experiences of the residents in the Treme/Seventh Ward. Freeman asserts such programs "will expand in New Orleans because more and more citizens are learning to value and preserve those traditions and customs which have previously been taken for granted." If such a prediction materializes then the revitalization of ethnicity in contemporary America will re-affirm the distinctive nature of cultural diversity. In this respect, the successful public program, "Italians in Chicago," directed by Dominic Candeloro and funded by the National Endowment for the Humanities for 1979-1981, reflects a significant development in social history, along with the systematic teaching and research at the university level. The remarkable work of the Institute for Minority Studies at the University of Wisconsin-La Crosse, the Center for Migration Studies in New York, the Immigration History Research Center at the University of Minnesota, the Balch Institute in Philadelphia, to name a few, have contributed to the understanding of ethnicity.

*Perspectives on Ethnicity in New Orleans* represents history from the bottom up, of community studies, of family history, and of history of "ordinary" people. This collection of insightful essays will benefit the student of ethnic studies and the general public.

--Frank J. Cavaioli  
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 at Farmingdale*

---EDITOR'S NOTE---A limited number of copies of *Perspectives on Ethnicity in New Orleans* is available free of charge. Write John Cooke, Dept. of English, University of New Orleans, New Orleans, LA 70122.

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FRANCESCO CORDASCO AND GEORGE BERNSTEIN, *BILINGUAL EDUCATION IN AMERICAN SCHOOLS: A GUIDE TO INFORMATION SOURCES*. Detroit: Gale Research Company, 1979, 307 pp. \$24.00.

This resource book is as valuable for non-specialists as it is for "old hands" in the area of bilingualism who want to have in one volume a guide to resources on Bilingual Education and related areas as they pertain to America.

The text is divided into nine chapters that cover the following topics: Historical and Sociocultural Perspectives; Curriculum, Programs, Guidance and Counseling; English as a Second Language; Teacher Education, Staff Training and Administration; Legislation; Federal and State Roles; Linguistics, Language, and Multilingualism; Tests, Measurements, and Evaluation. The first chapter includes Bibliographies and General References. Chapter Two, which is the longest (52 pages), lists numerous entries which were placed under