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BILINGUAL EDUCATION FOR MEXICAN-AMERICAN CHILDREN, A REPORT OF AN EXPERIMENT CONDUCTED IN THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT.

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AN EXPERIMENTAL CLASS IN BICULTURAL AND BILINGUAL EDUCATION WAS CONDUCTED FOR THE CHILDREN OF MEXICAN DESCENT IN MARYSVILLE, CALIFORNIA. THE CLASS, PLANNED ON AN UNGRADED BASIS, INCLUDED 8 BOYS AND 11 GIRLS WHOSE AGES RANGED FROM 6 TO 10 YEARS AND WHOSE GRADE PLACEMENTS ORDINARILY WOULD HAVE BEEN FROM KINDERGARTEN TO GRADE 4. TWELVE OF THE 19 SPOKE BOTH SPANISH AND ENGLISH, AND 6 PUPILS SPOKE AND UNDERSTOOD ONLY SPANISH. THE CURRICULUM WAS DESIGNED SO THAT THE CONTENT AREAS IN ARITHMETIC, HISTORY, GEOGRAPHY, AND SCIENCE WERE ADAPTED IN SPANISH TO PROMOTE THE ACQUISITION OF THE NECESSARY CONCEPTS, AS THE PUPILS USED THEIR NATIVE LANGUAGE TO MEDIATE LEARNING. THOUGH THE PARENTS, TEACHERS, AND PUPILS SEEM VERY POSITIVE IN THEIR ATTITUDES TOWARD A BILINGUAL PROGRAM OF INSTRUCTION AND MANY PUPILS DID EXPERIENCE SUCCESS, CONCLUSIVE EVIDENCE OF THE EFFECTIVENESS OF BILINGUAL CLASSES IS NOT AVAILABLE BECAUSE A CONTROL GROUP WAS NOT UTILIZED. (ES)

Bilingual Education for Mexican-American Children

A Report of an Experiment Conducted
in the Marysville Joint Unified School District

Marysville, California
October, 1966 - June, 1967

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1967

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Prepared for the
Mexican-American Education Research Project
California State Department of Education

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FOREWORD

The Marysville Joint Unified School District is to be commended for the experimental class in bicultural and bilingual education that was conducted for the children of Mexican descent who attended the Mary Covillaud Elementary School during the 1966-67 school year.

The success experienced by the pupils in the program is both encouraging and heartwarming. It disputes many of the stereotypes that unfortunately have been attached to this ethnic group. It also clearly points out the importance of assessing accurately the needs and strengths that every pupil, no matter what his background may be, brings with him to the classroom. And it presents a good case for the merits of using the bilingual approach in helping Mexican-American pupils attain success in school.

I urge administrators and teachers who are working with non-English speaking pupils to review this publication, for it tells us "si, si se puede--yes, it can be done."

Max Rafferty

Superintendent of Public Instruction

PREFACE

This publication describes an experiment conducted in bilingual education for Mexican-American children in Marysville, California, during part of the 1966-67 school year.

The data are largely descriptive and include psychometrics, teacher opinions, parent responses, and pupil reports. Since the period of time covered in this report is a relatively short time, conclusive evidence of the success or failure of this pilot program must await further appraisal.

It should also be noted that although the families of the children in the program are agricultural workers, they are not families that move with the crops; therefore, they do represent stable residents of the community who may be expected to keep their children in the Marysville schools.

Continuing assessment of these pupils and of the program as it is developed is being carried on during the 1967-68 school year.

EUGENE GONZALES
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CONTENTS

	Page
Foreword	iii
Preface	v
List of Tables	viii
Introduction	1
The Place	2
The School	2
The Children	3
The Parents	11
The Personnel	13
Supportive Services	14
The Curriculum	15
The Outcomes	17
Thumbnail Sketches of the Pupils - Girls	18
Thumbnail Sketches of the Pupils - Boys	23
Issues and Problems	26
Summary and Recommendations	29
Appendix	
A Individual Evaluation	31
B Parent Questionnaire	33
C Teacher Evaluation	34
D Cumulative Record Form	35
E Spanish Adaptation of Peabody Picture Vocabulary Test	37
F Questions in Spanish to Accompany Draw-A-Person	39
G Madeline Thomas Completion Stories	40
References	41

LIST OF TABLES

Table		Page
I	Chronological Age of the Pupils, October, 1966	3
II	Attendance Record of the Children	5
III	Scores on Wechsler Intelligence Scale for Children	6
IV	Mental Ages Obtained on the Peabody Picture Vocabulary Test in English and in Spanish	7
V	Gesell Maturation Index	8
VI	Drawing Test Scores	9
VII	Psychologist's Inferences Based on Madeline Thomas Series	10
VIII	Information Summary of Parental Background	12

INTRODUCTION

Among the multitude of problems facing public education in recent years, none has demanded more attention than the question of developing realistic and relevant programs for children of the poor. The uneasiness of our national conscience is reflected in the many outpourings of legislation and of monies for the specific purpose of improved educational opportunities for all pupils regardless of race, color, creed, national origin, or social class. In schools of the Southwest, a large percentage of these children from low-income families are of Mexican descent. Their parents have attempted to preserve an honored and ancient legacy from Spain and Mexico, and at the same time, have tried to adapt their way of life to the cultural press of the dominant Anglo community. This requirement of living in two cultures and of communicating in two languages has created among Mexican-American youth many problems of identity and of learning, the enormity of which has not yet been truly determined nor accurately appraised.

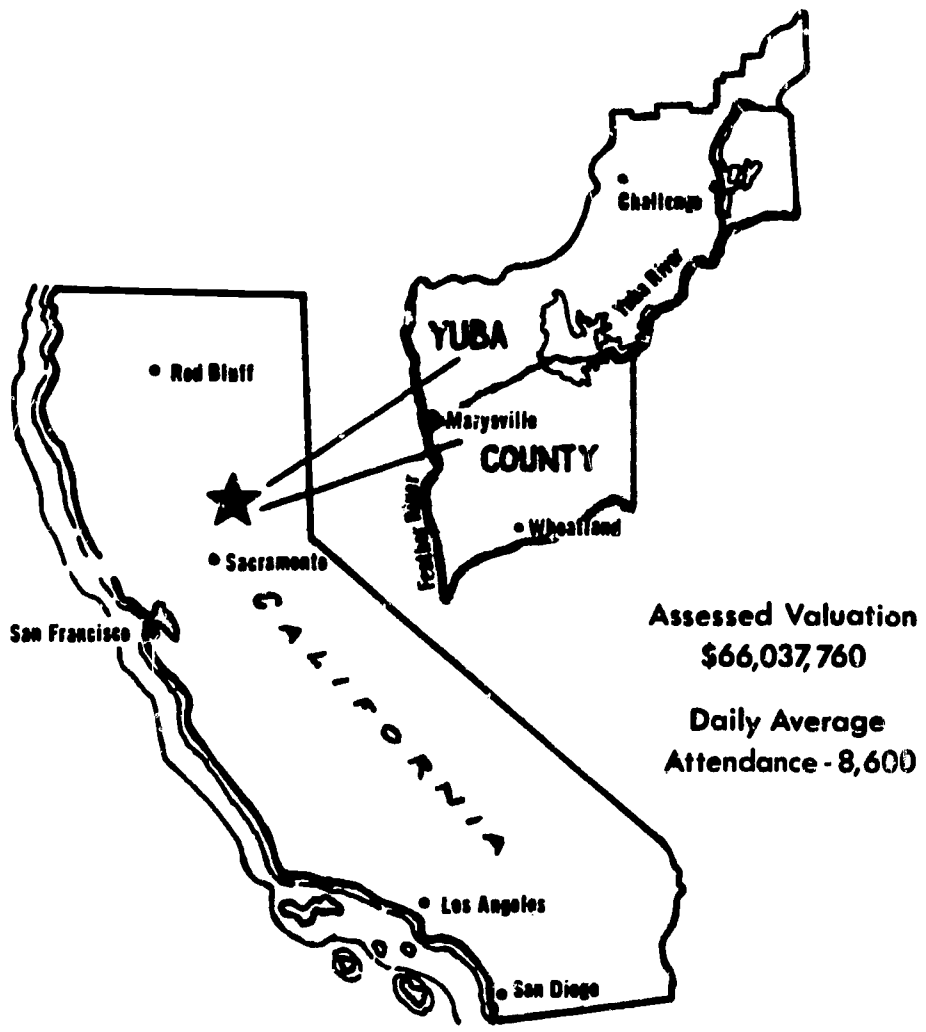
For thousands of Spanish-speaking children from Mexican families, the public schools have not kept the glibly-made promise of an education which may prepare them for productive adult roles in the economic and social life of our nation. These children have brought their language and their cultural backgrounds to our classrooms with the same enthusiasm and the high expectations that all children so trustingly place in the hands of educators. The schools, however, have rejected their language, have minimized their culture and have ignored their identity. They have insisted that the Spanish and Indian heritage of these children be left outside the classroom doors. They have stripped these Spanish-speaking pupils of their many strengths; they have expected them to find their way in an instructional program that has been built upon a different system of values, an unfamiliar culture and an alien language.

Such educational practices are not consistent with the stated goals of respect for the unique worth of each individual, of the development of each pupil to his fullest potential, or of equality of opportunity for all children. Nor are such practices in harmony with the national need for linguists, in government, in business, and in our schools. The present avenue of education, then, as a means of upward social mobility, has become a dead-end street for far too many of these Spanish-speaking children.

During the 1966-67 school year, the Marysville Joint Unified School District, under the leadership of Alvin A. Fodor, sought to develop a program of instruction that would encourage Mexican-American pupils to use their own language and their personal cultural backgrounds nurtured in the warmth and intimacy of their families during their early developmental years. The report which follows describes an experiment in bicultural and bilingual education for these children in one of the district's schools.

THE PLACE

Marysville, California, is located approximately fifty miles north of the state capital, Sacramento. A variety of small manufacturing firms and modest commercial endeavors add to the agricultural pursuits which are the mainstay of the local economy. The residents of Marysville represent many cultures. The families are descendents of early pioneer settlers, of Spanish or Mexican ranchers, of Chinese merchants, and of Japanese farmers. There are also small groups of East Indians, Filipinos, and Basques. In addition to the stable population, there are itinerant laborers, military personnel, and others on the move. This cultural diversity enriches considerably the life of the Marysville community but may often create educational problems when several cultural patterns and language backgrounds are found in the Marysville schools. The Marysville Joint Unified School District is made up of sixteen elementary schools, kindergarten through grade five; three intermediate schools, grade six through eight; and one high school.



THE SCHOOL

In the Mary Covillaud School, Marysville, California, a number of Mexican-American pupils take their first faltering steps in the school world. Response to their enrollment ranges from complete unawareness of the cultural conflict and confusion of these children to a total concern for designing an instructional program which will smooth the way, will prevent their stumbling, and will provide firm ground upon

which they may stride confidently toward a successful school life. There are some spokesmen of the school society that suggest immediate immersion in the traditional curriculum. It has been argued that, after all, these boys and girls, regardless of their backgrounds, are now residing in an English-speaking community; that their families are now earning a living in an American economy; and that their revered Mexican heritage is of no consequence in our twentieth century United States. These views are evident in narrow educational practices which prohibit the use of Spanish in class and on the school grounds and in classroom techniques which serve the customary educational fare for all pupils using English exclusively as the language of the instructional program. The limited effectiveness of such an approach is apparent in poor achievement records, in erratic attendance, in the numbers of cases of non-promotion, and in the high rate of school drop-outs early in the secondary years. Fortunately for the Mary Covillaud School, those who would represent this viewpoint are few. The characteristic attitude of the Mary Covillaud staff is one of earnest searching for better ways to serve the unique educational requirements of these children.

Therefore, when it became apparent in September, 1966, that there had been enrolled in the primary grades nineteen Mexican-American pupils, the building administrator, Mr. Albert King, and the several teachers shared many anxieties in planning for them. With steady direction from the Office of the Mexican-American Education Research Project, and with the approval of the Marysville District Superintendent, these nineteen pupils were provided with a special bilingual instructional program.

THE CHILDREN

Age and Grade Placement - There were eight boys and eleven girls whose ages ranged from six to ten years and whose grade placements ordinarily would have been from kindergarten to grade four. The bilingual class at Covillaud School was planned on an ungraded basis. Chronological age and approximate level of functioning, based upon test data and teacher appraisal the first weeks of school, are reflected in the following table:

Table I - Chronological Age of the Pupils, October, 1966

Pupil	C.A.	Approximate Grade Placement
A	6.0	Kindergarten
B	6.0	Kindergarten
C	6.1	Kindergarten
D	6.1	First Grade
E	6.4	Kindergarten
F	6.4	Kindergarten
G	6.6	Kindergarten
H	6.6	Kindergarten

Table I - Chronological Age of the Pupils, October, 1966 (Cont'd)

Pupil	C.A.	Approximate Grade Placement
I	7.2	First Grade
J	7.5	First Grade
K	7.6	First Grade
L	7.7	First Grade
M	8.0	First Grade
N	8.1	Second Grade
O	8.3	Third Grade
P	8.10	Third Grade
Q	8.11	Second Grade
R	9.4	Third Grade
S	10.1	Third Grade

N=19 Mean 7.4 years
C.A.

Language - Twelve of the nineteen spoke both Spanish and English. Six pupils spoke and understood only Spanish. One pupil who also used both languages said that he preferred to speak English although he could understand and speak Spanish. He was the only pupil whose parent (father) used English in the home. He had been included in the group because he had not made much progress in the regular program the year before. It was also felt that in spite of his claim that he preferred English, he was not as competent as he might be, and that placement in a bilingual program would help improve his chances for school success. He agreed to give it a try.

Developmental and Health History - During home visits, the public health nurse and the Spanish-speaking psychologist were able to obtain considerable information from the parents. The developmental and health histories of these pupils provided useful data. Sixteen mothers reported unremarkable pregnancies and normal births with no significant complications; one reported a difficult birth, complicated by long and hard labor; one reported prematurity which required that the baby be placed in an incubator but the child appeared to be presently developing within the normal limits; and one child had suffered a dislocation of the hip at birth. In matters of health problems, fourteen reported chronic colds; one had had a tonsillectomy; two had suffered severe earaches; four pupils were in great need of dental care; three showed some maturation lag and poor motor coordination; and one pupil had many unsightly warts. There was one pupil who had never been properly immunized against the ordinary childhood diseases.

Number of Children in the Family - It was noted also that four pupils were members of a family in which there were thirteen children; three were members of a family in which there were eight children; two were in families of six children; one was in a family of five children;

seven were in families of four children; one was in a family of three children; and just one was an only child.

Attendance - The attendance of the children through the school year was remarkably good considering that these were largely primary age children and that they had to meet the school bus at the early hour of six-forty a.m. every school day. Of the one hundred seventy-five school days, the mean number of days absent was a little over five. This figure includes a fourteen day period of absence of one child for a tonsillectomy. Three pupils had perfect attendance. Only one family who had four children in the program ever missed the school bus. For three of these children, the bus was missed only once. The fourth child whose brothers described him as so slow to get ready missed the bus four times. All other children appeared eager and ready to board the bus for school. The most usual reason given for absence from school was that the children had heavy colds.

Table II - Attendance Record of the Children

Pupil	C.A.	No. of days Absent	Reason	Missed by the Bus
A	6.0	8	Colds	-
B	6.0	-	-	-
C	6.1	-	-	-
D	6.1	4	Colds	-
E	6.4	1	Cold	1
F	6.4	13	Colds	-
G	6.6	-	-	-
H	6.6	4	Colds	-
I	7.2	11	Colds & Tonsillectomy	-
J	7.5	3	Colds	-
K	7.6	9	Colds	-
L	7.7	3	Colds	-
M	8.0	1	Cold	-
N	8.1	9	Colds	-
O	8.3	4	Colds	-
P	8.10	5	Colds	-
Q	8.11	2	Colds	1
R	9.4	14	Colds, Flu	-
S	10.1	14	Out of town	4

No. of school days - 175 Mean number of days absent - 5.5

Intellectual Potential - Any statements regarding the capabilities of Spanish-speaking pupils and their predicted achievements in the Anglo world of the school must be given in highly tentative terms. The measuring instruments and other methods of assessment must be clearly specified and the qualifications of the examiner must be cited. For the children in the Mary Covillaud bilingual program, several methods of study were used to appraise their potential, to note their achievement,

and to observe changes as the year progressed. Among the psychological tests given were these: (1) Escala de inteligencia Wechsler para ninos; (2) the Peabody Vocabulary Test in English and in Spanish; (3) the Machover Draw-a-Person Test; (4) the Bender Gestalt Test for Young Children; and (5) the Gesell Maturation Index These five measures provided descriptive and baseline data. Two projective techniques were also employed; Three Wishes and the Madeline Thomas Stories. Except for the Peabody Vocabulary given in English for the purpose of establishing an English comprehension vocabulary, all directions for all instruments were adapted in Spanish by a native speaker of Mexican descent. The testing program was carried on in October, 1966, under the direction of Mr. Gilbert Velasquez, Psychologist at the Yuba County Reading-Learning Center. Descriptions of the instruments and copies of the Spanish adaptations are appended to this report. The psychometric data obtained in the fall of 1966 are arranged in the tables which follow.

Table III - Scores on Wechsler Intelligence Scale for Children

Pupil	C.A.	WISC Verbal I.Q.	WISC Performance I.Q.	Full Scale I.Q.
A	6.0	113	117	116
B	6.0	77	86	80
C	6.1	94	100	96
D	6.1	105	79	92
E	6.4	85	83	83
F	6.4	97	104	101
G	6.6	104	110	107
H	6.6	95	85	89
I	7.2	86	93	88
J	7.5	94	94	96
K	7.6	84	87	84
L	7.7	99	107	103
M	8.0	89	57	71
N	8.1	92	97	94
O	8.3	82	94	87
P	8.10	109	107	109
Q	8.11	92	107	105
R	9.4	86	86	85
S	10.1	76	74	72
N=19 Means	7.4	92.5	93.0	92.5

The Spanish adaptation of the Wechsler Scale was standardized on a Puerto Rican population and therefore contains cultural determined items which may be unfamiliar to Mexican-American pupils. Even though

the presentation of each task is accompanied by directions in Spanish, the resulting scores still reflect the biases of subtests that would favor middle class urban groups. The obtained I.Q.'s of these pupils listed in Table III can probably be accepted as minimal levels of intellectual potential. It may be of interest to note the few instances of wide discrepancy between verbal, performance, and full scale I.Q. points. Ordinarily, when Mexican-American pupils are given the WISC in English, there is a notable difference in the apparent verbal and nonverbal level of functioning. For this reason, the Spanish version is by far the preferred instrument in spite of the limitations noted.

Table IV - Mental Ages Obtained on the Peabody Picture Vocabulary Test in English and in Spanish

Pupil	October, 1966 C.A.	English M.A. Oct. '66	English M.A. May '67	Spanish M.A. October*
A	6.0	3.9	5.2	4.10
B	6.0	3.2	3.7	3.3
C	6.1	2.7	6.8	7.10
D	6.1	2.10	4.11	3.3
E	6.4	2.2	2.8	3.11
F	6.4	5.0	5.9	5.1
G	6.6	3.2	6.4	3.9
H	6.6	3.3	5.1	4.8
I	7.2	3.5	4.10	4.7
J	7.5	2.4	7.0	4.3
K	7.6	4.10	6.6	5.1
L	7.7	2.10	3.4	7.10
M	8.0	2.1	3.9	5.11
N	8.1	6.1	7.3	5.2
O	8.3	5.0	5.11	4.10
P	8.10	6.1	9.5	10.4
Q	8.11	3.1	5.5	6.8
R	9.4	4.5	5.1	4.11
S	10.1	3.1	4.9	5.11
N=19 Means	7.4	3.6	5.4	5.3

*The Spanish adaptation of the Peabody was given only in October, 1966. Unfortunately, there was not enough time to gather data in May on both English and Spanish versions. Follow-up for gains in vocabulary in Spanish will be accomplished during the 1967-68 school year.

The Gesell Maturation Index is a measure of school readiness for visual-motor tasks. It is more useful for pre-school and beginning pupils as the ceiling is seven years. It was given to the older children to discover possible perceptual developmental lag that might be present as a result of limited opportunities to explore manipulative materials, toys, games, and other experiences, it did pick up some visual-motor problems for children who were older than the group for which it is primarily intended.

Table V - Gesell Maturation Index

Pupil	October, 1966 C.A.	Maturation * Index (years)
A	6.0	7
B	6.0	5
C	6.1	6
D	6.1	6
E	6.4	6
F	6.4	6
G	6.6	7+
H	6.6	6+
I	7.2	7+
J	7.5	7+
K	7.6	5+
L	7.7	7+
M	8.0	5
N	8.1	7+
O	8.3	7+
P	8.10	7
Q	8.11	7+
R	9.4	7+
S	10.1	7+

* Ceiling is seven years.

Table VI - Drawing Test Scores

Pupil	C.A. Oct.	Machover Deviation I.Q. Oct.	May	Bender Scores (of 30 errors)
A	6.0	130	145	8
B	6.0	80	89	16
C	6.1	140	148	15
D	6.1	144	140	10
E	6.4	115	127	11
F	6.4	102	125	12
G	6.6	104	115	11
H	6.6	95	96	14
I	7.2	129	134	4
J	7.5	115	120	6
K	7.6	90	93	12
L	7.7	127	125	6
M	8.0	88	91	15
N	8.1	102	110	10
O	8.3	94	90	5
P	8.10	91	94	8
Q	8.11	136	136	4
R	9.4	89	85	9
S	10.1	104	109	5
Means	7.4	109.2	114.3	

The Machover scores on the Draw-A-Person technique appear quite inflated. Buros suggests that data from other sources be added to the total picture when the Machover drawings are used.[1] Assuming a mean score of 100 and a standard deviation of 15, these pupils did well. Psychologists have been analyzing children's drawings to determine development maturity, awareness of body image, visual perceptual skills, intellectual potential, personality traits, and other attributes of children for nearly a hundred years. The Machover Draw-A-Person test is a diagnostic technique in which a series of questions follows the completion of the drawing. Essentially the scoring is qualitative, and the data should be interpreted with considerable caution. The apparent skill with which sixteen of the nineteen pupils were able to draw a person is reflected in this table of scores. They show good paper and pencil performances and strong awareness of the essential features of the human figure. Though the information obtained in the questioning may provide insight into their feelings and attitudes, further observation and investigation must be added before serious interpretations can be stated.

[1]O.K. Buros, Editor. The Sixth Mental Measurements Yearbook. New Jersey: The Gryphon Press, 1965, pp. 229-230.

The Bender Gestalt Test contains nine figures that are presented to the child one figure at a time. The pupil is given a blank piece of paper and is asked to copy each design. It is an untimed test that measures the process of maturation and visual-motor perception. Elizabeth M. Koppitz has developed a scoring system for young subjects which consists of seven main categories of error: distortion of shape, rotation, substitution of circles or dashes for dots, perservation, failure to integrate the parts of a figure, substitution of angles for curves, and extra or missing angles. There are thirty scoring items that are mutually exclusive. The system of scoring is based on errors; therefore, a high Bender score reflects poor performance while a low score indicates good performance. Norms are derived on the basis of chronological age and sex. Koppitz states that most children by age nine can reproduce the designs without error and that after the age of eight the absence of error shows visual perception within the normal range.[2]

The Madeline Thomas Stories, adapted in Spanish by Mr. Gilbert Velasquez, Psychologist, are read orally by the examiner. The ending of each story is open and the child is encouraged to supply an ending. Like any projective technique, the findings are based on the qualitative judgment of the examiner. Some of the personality traits suggested in October, 1966, by the responses of the pupils are shown in the summary. Many of these personality tendencies were also observed and noted by the classroom teacher and her assistant.

Table VII - Psychologist's Inferences Based on Madeline Thomas Stories

Pupil	Description of Behavior
A	Dependent, somewhat fearful
B	Quiet, immature, dependent
C	Very dependent, immature
D	Spoiled, self-centered, restless
E	Complaining, whiny, rejecting, inattentive
F	Shy, timid, quiet, strained
G	Attentive, mature, poised
H	Disinterested, fatigued, gives up easily
I	Quiet, unresponsive, dependent
J	Quiet, conscientious, unsure of self
K	Slow to respond, not much effect
L	Shy, soft-spoken, rather fearful
M	Negative, poor self-image, seeking attention
N	Restless, active, quick but fidgety
O	Teasing, a little stubborn, lacks confidence
P	Sensitive, considerate, aware of others
Q	Slow to respond, fearful of being wrong
R	Very quiet, timid, self-effacing, motherly
S	Insecure, slow, poor opinion of self and others

[2]Elizabeth M. Koppitz. The Bender Gestalt Test for Young Children. New York: Grune & Stratton, 1964. pp. 8-35.

To appraise the pupils' reading abilities in Spanish, these pupils were evaluated by an informal technique of asking the boys and girls to read from a variety of material written in Spanish while the teacher assistant (formerly a teacher in Mexico) noted the reading fluency and comprehension. The skills in handwriting and arithmetic are subjective estimates based on teacher and teacher assistant opinions. The estimates of reading, handwriting, and arithmetic skills are given in the individual case summaries of the pupils.

The information gathered by the three wishes technique mentioned school success or a good education in all three choices; work was mentioned in two of the choices by all the children; and play or toys, mentioned as a second or third choice by the pupils. When asked what they would like to do when they were grown, two pupils didn't know, seven girls said that they wanted to be wives and mothers, four (boys) said that they would like to work on a farm. There was one choice each for doctor, teacher, carpenter, store clerk, and truck driver. These responses reflect the present levels of aspiration of the pupils. It should be noted that children's interests, vocational choices, and aspirations are subject to change as they mature. It is interesting to observe that only two of the nineteen aspired to professional roles as adults. The consistent selection of wife and mother by the girls is an eloquent testimony to the importance of family life in the Mexican-American home and to the belief that the el honor de la casa está en la mujer.

A summary of the Three Wishes follows:

First Choice		Second Choice		Third Choice	
Do well in school	6	Work	6	Do well in school	5
Work	4	Do well in school	4	Work	4
Toys, material things	4	Play	5	Toys, things	4
Play	1	Toys, things	3	Play	3
Grow up	2	Grow up	1	Be good	1
Not to die	1			Don't know	2
Teach	1				

It seems important to observe that although seventeen of these nineteen children came from rather poor families, the wish for toys, television sets, money, fine houses, or other material objects was not the most popular wish.

THE PARENTS

The oft-repeated calumny that Mexican-American parents are indifferent to the educational problems of their children was not demonstrated by the parents of pupils in the Mary Covillaud experiment. Information gathered through home visits and personal contacts with mothers and fathers suggests that quite the opposite is true. In spite of their own limited schooling, these mothers and fathers, without exception,

expressed the hope that their children would do well in school. Of these parents, only two (fathers) had finished high school in the United States; the others had either not attended school at all or had attended during the primary years and had left school at the end of the third grade. One mother had attended high school, and one had left school in the sixth grade. All of the parents except two were born in Mexico. One father gave Texas and another gave New Mexico as their places of birth. All of the fathers, except one who had a position as a ranch foreman, were farm laborers. Eight of the ten families lived in houses provided by the ranchers who employed the fathers. Two of the families were in the process of buying their own homes. All of the parents reported that they were in good health except one who stated that he had been hospitalized for surgery on several occasions. All of the parents except one said that they had never had a complete physical examination or that it had been many, many years since a medical check-up had been made. In all of the homes, these parents used Spanish almost exclusively. In no home was English used except an occasional expression even though the parents said that they had limited English vocabularies which they used in their work and in the management of their personal affairs in the community.

Table VIII - Information Summary of Parental Background

Parents	No. of Children	No. of years Formal Education	Language Spoken
Father	13	0	Spanish only
Mother	13	0	Spanish only
Father	3	Third grade	Spanish and
Mother	3	Third grade	some English
Father	7	0	Mostly Spanish
Mother	7	0	some English
Father	8	High School	Spanish and English
Mother	8	Third Grade	Spanish only
Mother	5	Sixth Grade	Spanish, some English
Father	5	Third Grade	Spanish only
Mother	5	High School	Spanish and English
Mother	4	0	Spanish, some English
Father	3	High School	Spanish and English
Mother	3	0	Spanish only

Table VIII - Information Summary of Parental Background (Contd)

Parents	No. of Children	No. of years Formal Education	Language Spoken
Father	7	0	Spanish only
Mother	7	0	Spanish only
Father	6	Third Grade	Spanish only
Mother	6	Third Grade	Spanish only
Father	4	0	Spanish only
Mother	4	0	Spanish only

THE PERSONNEL

Any experimental project which attempts a radical departure from the traditional school curriculum can hope to survive only as those people responsible for program planning and implementation are convinced that the educational objectives are important, relevant, and practical within a public school setting. The Marysville people whose faith in the unrealized potential of Mexican-American pupils and whose determination to improve their opportunities for school achievement are many. Among those directly responsible are the Superintendent of the Marysville Joint Unified School District, Mr. Alvin A. Fodor; the Director of Special Programs, Mr. Leonard Larson; the Principal of the Mary Covillaud School, Mr. Albert King; the teacher of the bilingual class, Mrs. Julia Reynolds; and the teacher assistant, Mrs. Martha Hernandez. The efforts of these individuals are supported by the Yuba County Reading-Learning Center Psychologist, Mr. Gilbert Velasquez; the Center's Public Health Nurse, Mrs. Nancy Elliott; and Reading Center Director, Dr. Eleanor Thonis.

It has long been known and frequently stated that the success of any educational plan depends in no small measure upon the extent and quality of administrative support. In Marysville, the chief school administrator, Mr. Fodor, challenges each building principal to identify the special problems of his school population and to seek ingenious ways of solving them. When the principal of Covillaud School, Mr. King, recognized the uniqueness of these Mexican-American pupils in his school, he found his superintendent very receptive to his attempts at curriculum reform. It was, fortunately, at this same moment that the State Department's Mexican-American Education Research Project, under the direction of Mr. John Plakos, was also seeking the answers to the same kinds of questions about the education of Spanish-speaking pupils. The combined efforts of the State Department and Marysville School District made the experiment possible, but it was the day-to-day hard work and good teaching of Mrs. Reynolds and her teaching assistant, Mrs. Hernandez, that made it a rewarding reality for these pupils.

The classroom teacher, Mrs. Julia Reynolds, is an experienced teacher. She has taught Spanish to elementary pupils in the sixth grade

and has had an interest in the Spanish language and culture for many years. As an elementary teacher, she has taught the basic skills to pupils in the intermediate and upper elementary grades. She felt a little challenged by the need to develop new methods and materials for primary children, but soon felt quite comfortable with this assignment. To her classroom each day, Mrs. Reynolds brought her deep feeling for children of all ages and backgrounds, her understanding of good educational practices, and her inexhaustible fund of patience and good humor.

The teacher assistant, Mrs. Martha Hernandez, is a native speaker of Spanish who is presently studying English as a second language at Yuba College in Marysville. Her education and experience in Mexico was in the primary grades. Her exceptional talent in music added much pleasure to the daily work in this bilingual classroom. Mrs. Hernandez brought many songs, stories, games, finger plays, and other early childhood activities that were familiar and loved by children who had lived in Mexico.

SUPPORTIVE SERVICES

The Mexican-American Education Research Project, under the direction of Mr. John Plakos, offered continued and valuable support for this experimental program. Many instructional materials, consultants' services, and many forms of advice were made available to the classroom teacher and to the teacher assistant. Through the efforts of the director, Mr. Plakos, and Mr. Eugene Gonzales, Assistant Superintendent of the Department of Education, State of California, a complete set of materials developed at the University of California at Los Angeles for the teaching of English were offered on a field testing basis. These lessons in English became the major vehicle for systematized English instruction each day. Mr. Eddie Hansen, UCLA writer, who participated in the preparation and development of these lessons, made several visits to the class to demonstrate the use of the materials and to suggest ways of pacing them for the Covillaud pupils.

Mr. Gilbert Velasquez, Psychologist for the Reading Center, became an important resource as the year progressed; not only had his training and experience in psychology provided him with tremendous skills for appraising pupil potential and performance, but his personal background as a native speaker of Spanish gave him deep insights into the problems of bilingualism. He, too, had struggled to learn English in his late elementary school years and had been reared in a Mexican-American family where Spanish was the language of the home.

Mrs. Nancy Elliott, public health nurse, is a graduate of the University of California (AB) and of the Stanford University Hospital where she earned her R.N. and P.H.N. The health services for families in the bilingual program benefited by her years of experience in public health nursing and her great depth of understanding of people.

Having lived in this community for years, Mrs. Elliott knows the medical resources and social agencies.

The County Schools Office, too, provided encouragement to teachers and administrators. Mr. Harvey Barnett, Assistant Superintendent, was a frequent visitor who contributed ideas and encouragement. Mr. Barnett served as "official" photographer and took many colored slides of the children in action.

The Reading Center materials and equipment were made available to the teacher and the teacher assistant for use with these pupils. Many charts and games with large attractive pictures were adaptable for either Spanish or English use as the class might need. The Center's file of pictures, the services of the print shop, and the volumes from the professional library were offered as support for classroom lessons and for professional growth.

THE CURRICULUM

Since no ready made courses of study in which Spanish is the language of instruction presently exist in the United States, it was necessary to bring together those materials and techniques that would provide a suitable educational program for these pupils. The content areas in arithmetic, history, geography, and science were adapted in Spanish to promote the acquisition of the necessary concepts as the pupils used their native language to mediate meaning. The literacy skills in reading, writing, and spelling began with the pupil's own phonological and structural system. As each pupil demonstrated adequate, or better listening comprehension and speaking fluency in Spanish, the graphic representation of his own speech was the first step in developing reading and writing. The thirty letters of the Spanish alphabet were taught. The pupils learned the names of the symbols in both their capital and small letter forms. They mastered the name of each letter and the corresponding sound that each written form represents. The content of preliminary reading lessons in many respects took on the appearance of pre-reading activities in any elementary classroom except that the work was accomplished in Spanish. Fortunately, for the Spanish-speaking child, his native language possesses the most nearly perfect writing system in existence. There is almost a one-to-one correspondence between phoneme and grapheme.

After mastering the symbols in isolation, the pupils then learned how to put the letters together in consonant-vowel patterns to make syllables and, later, to build words. The children responded quickly to invitations to write their own stories, first with teacher or teacher-aide assistance and then on their own. A modified Van Allen's language experience approach was used as the pupils applied their knowledge of written symbols to the sentences that they had heard and could say. [3]

[3]Van Allen, R. Language Experiences in Reading-Level I, Encyclopedia Britannica Press, Inc., Chicago, Illinois, 1966.

The reading lessons often combined phonics, chart stories developed individually or by the group, written stories on the blackboard, vocabulary lessons, short dictation exercises, and relevant seatwork. There was also a small collection of story books in Spanish on which the pupils tried out their newly acquired skills. Spelling and handwriting activities consisted of words, phrases, and sentences that the pupils had learned to read.

Primary number concepts, fundamental operations, and the vocabulary of elementary arithmetic were developed by using concrete objects, charts, flash cards, blackboard drill, and worksheets accompanied by necessary explanation in Spanish. The calendar, clock, and descriptions of the seasons were displayed on the bulletin boards with appropriate labels in Spanish. Science and social science ideas were well illustrated in charts and by attractive pictures with suitable narratives in Spanish. Art media of many varieties--finger paint, tempera, water color, crayon, construction paper, paste, scissors, and other materials--were always appealing and in daily use. Manipulative games, puzzles, pegboards, clay, blocks, and small tools often served the several purposes of developing eye-hand coordination, visual motor control, and a release of tension. Several toy telephones offered many language opportunities to use and to expand both Spanish and English. The playhouse was equipped with furniture and toys that the boys and girls learned to use, to name, and to include in their speech patterns. The tape recorder, record player, and piano were very popular as music was a most welcome part of each day. The teacher's assistant, Mrs. Hernandez, is an accomplished artist on the mandolin and guitar and accompanied the children in their singing of many familiar songs of their families as well as the many new ones they were learning in class. Several times a week, other primary classes would drop in and join in the singing, sometimes in English and sometimes in Spanish as both groups exchanged songs and finger plays. Several of the children were talented dancers and, in the comfortable climate of acceptance, often danced without the slightest trace of self-consciousness. These music sessions were a delight to pupils and teachers.

English on an oral basis was a very important part of each day's experience. The training in English had two dimensions: the systematized and somewhat formal aspect that was part of the H 200 Series of UCLA English as a Second Language materials being field tested, and the informal and incidental learnings that accrued from daily contact with the English-speaking pupils on the playground, in physical education, music, art, and other school affairs. The days were fun, busy, happy, and apparently productive.

One festive event that took place with great regularity was the birthday party. Mrs. Reynolds always made a small gift, a cake with frosting, candles, and birthday greetings for the birthday child. The party at first caused great excitement. There was some grabbing for places and few social graces observed. As the year progressed, under the gentle direction of Mrs. Reynolds and Mrs. Hernandez, the birthday party became a very gracious affair. The children afforded the birthday

child the place of honor, sang the birthday song, used the placemats, napkins, and serving pieces with ease, sat nicely at the birthday table, and thanked Mrs. Reynolds at the end of the party. Besides the amenities, much language grew out of this experience. Words such as frosting, candles, lighted, blow, wrapping, guest, honor, and others were practiced and understood in the most memorable way.

THE OUTCOMES

The effect of this extra measure of concern for the education of Mexican-American pupils can only be suggested at this early date. These pupils were actually engaged in this special program for the relatively short period of six months. It would be premature and presumptious to claim that Marysville has solved the educational problems of this segment of its school population. There is, however, information obtained from administrators, teachers, and parents and from the pupils themselves that may provide some evidence that bilingual instruction has merit and deserves to be explored further. The increased confidence of the pupils, their improved participation in class, their expanded use of language, both Spanish and English, and the approval of their parents are apparent in the summaries of parent, teacher, and pupil responses which follow in the individual sketches of pupil progress.

One of the most significant developments from the viewpoint of school and home relationships was the fact that one family stayed in the area expressly for the purpose of keeping their children in this class. The father explained that he usually goes to Idaho from April to June so that he can work for a few months until the summer agricultural work locally provides employment. However, both parents were so delighted with the progress and pleasure that their children had experienced that they found other employment to tide them over until later in the year.

One of the boys had been developing some disruptive behavior in school. The nurse and psychologist discovered that his unsightly warts were cause for comment and teasing from other pupils as well as a real source of anxiety and self-consciousness to the boy. It was arranged through the local medical resources to have these warts removed, and the improvement in behavior as well as in school work was phenomenal.

In one instance, a rancher had been rather hostile to the visits by the nurse and psychologist. He had expressed many negative feelings about the program at first. By year's end he sent his foreman whose children were all pre-school age to inquire about the class after he had noticed the marked growth in the children of another worker who had sent his boys to the bilingual class. In the 1967-68 year, the eldest of the foreman's children will be enrolled.

In every instance and in each family, the parents expressed their pleasure with the children's eagerness to come to class, their reading in Spanish, their progress in oral English, and the feelings of security that the teacher and her assistant had communicated to the pupils and

the parents. Several of the fathers and mothers particularly mentioned the enjoyment of reading together the simple stories, books, and written materials that the pupils brought home in Spanish.

It was possible to recommend seven pupils for regular classes for the next school year. The progress that they had made in English and the mastery of content in Spanish should provide them with sufficient background to function well in the general instructional program of the school.

The reading skills acquired in Spanish seemed to transfer with considerable ease and rapidity once the writing system of Spanish had been learned. Much of the transfer was spontaneous, with a student selecting a book written in English from the room library and beginning to unlock words by recognition skills learned in the context of reading in Spanish.

The comfortable, purposeful climate of this class is probably one of the most important accomplishments. Children worked at their own pace using their own unique strengths under the direction of a warm, accepting teacher who really liked these boys and girls and who taught them through materials and techniques that had meaning to them.

THUMBNAIL SKETCHES OF THE PUPILS - Girls

Case A

Pupil is a six year old kindergarten child who showed a Gesell developmental age of better than seven years. She has an indicated intellectual potential within the bright normal range on the WISC. Her Bender drawings suggest good visual-perceptual development. The bilingual class teacher observed that her work habits are very good; her social adjustment is good; her spoken Spanish is excellent, and her spoken English is reasonably good. As of May, 1967, she had learned to read and write in Spanish the simple stories that she could tell. She knew the names of all the letters of the Spanish alphabet and the sounds they represent. She had a good grasp of primary number concepts and had begun to learn the fundamentals of simple addition and subtraction. Her handwriting was appraised as legible and neat. Her teacher and the teacher assistant noted her maturity and her sense of responsibility. She is one of four children, third in the birth order, with two older brothers, ages eleven and nine, and a baby sister born this year. It was recommended that she stay in the bilingual class for the 67-68 school year to refine her writing and reading skills in Spanish and to expand her listening and speaking vocabulary in English.

Case C

Pupil is a six year old kindergarten child who showed a Gesell developmental age of a little over six years upon entrance to the program. She is first in the birth order of four children, with one brother, age five,

and twin sisters, ages two. Her intellectual level of functioning appeared to be well within the normal limits. Her Bender designs were adequate, and her drawings were quite mature and detailed. Her oral Spanish was good, but her English comprehension seemed very minimal upon entrance to school. Her teacher described her as shy and somewhat dependent. She did adjust well to the school routine, enjoyed expressing her ideas, and joined in activities and play. According to her teacher, she was so pleased to have stories read to her in Spanish, and she made every effort to read in Spanish, herself. In May, 1967, she was reading simple stories in Spanish. She had not yet developed much interest in writing but had begun to do well in primary number work. It was recommended that she continue in the program for the 1967-68 year.

Case D

Pupil is a six year old first grade girl who is the only surviving child of five. Her Wechsler Full Scale Score suggested a classification of normal potential. At first she tended to demand a great deal of attention. She is a very pretty, dainty little girl who is pampered and showered with attention at home. Her Bender designs were fair, but her drawings were excellent. She used Spanish and English both, but her ideas when expressed in either language showed considerable confusion and immaturity. Her vocabulary and structure in Spanish and English were poorer than they should have been with her apparent intelligence as measured by the WISC and as indicated by her detailed art work. She is an accomplished dancer and sings many Spanish songs to perfection. She shows improvement in her social and emotional growth but still needs a great deal of teacher support in her work. She seems to want perfection in her writing, erases a great deal, and loses interest. In May, 1967, her teacher felt that though academic progress had been somewhat slow in arithmetic and in reading, she had shown growth in oral language skills in both English and Spanish. It was recommended that she continue in the program for the 67-68 school year.

Case I

Pupil is a seven year, two month old child who showed developmental age of better than seven years on the Gesell Maturation Index. Her Wechsler Full Scale Score placed her in the dull normal classification, but there appeared to be a spread and scatter of subtest scores that suggest she is more normal than dull. Her non-verbal score was adequate, and both Bender designs and drawings were resonably well done. She is first in the birth order of three children with a brother, age six, and a sister, age two. In Spanish, she could express herself well, but her English was quite limited. Throughout the school year, she developed responsible work habits, adjusted well to school routine and took active part in recess time games. She had learned to work independently. By May, 1967, she was reading simple books in Spanish. She wrote legibly and she could handle first grade arithmetic well. Her particular enjoyment was art. It was recommended that she continue in the program for the 1967-68 school year.

Case J

Pupil is a seven and one-half year old first grade girl whose physical development is consistent with her chronological age. The Gesell Maturation Index was well above seven years, and the Wechsler Scale suggests intelligence within the normal range. Her Bender designs were adequate, and her drawings were slightly above the norm of an eight year old. When she first came to class, she seemed somewhat anxious and unsure of herself. She is one of thirteen children. The older brothers and sisters work on the ranch with their father. Her family is buying a home in the area and plan to remain here. The parents both express much concern for the education of their children. In May, 1967, the teacher noted that J had developed more confidence in her ability, she seemed much more relaxed, and had made great strides in all the first grade work. She expressed herself well in both English and Spanish and participated fully in school activities. She became conscientious and steady in her work habits, and it was felt that she should do well in the regular second grade program for the 1967-68 school year.

Case K

Pupil is seven years, six months of age but appears to be much younger developmentally. Gesell Maturation Index suggests five year old development. Her Wechsler Full Scale Score places her within the dull normal classification of intellectual potential. The Bender designs and drawings are quite poor and resemble the performance of a five year old. According to her mother, there were serious feeding problems during the early years which nearly resulted in death. The developmental milestones of sitting, walking, talking, and other tasks were reached slowly. She was a thumb sucker and head banger as a toddler. In the early fall, her vocabulary in Spanish and in English was most inadequate for a child her age. There are three other children and another expected soon.

In May, 1967, this child had made good progress. She cooperated well in class and developed independent work skills. She still had some difficulty in expressing herself but was gaining confidence. A second set of Bender designs and drawings in June showed better visual perceptual skills that may be attributed in part to maturation and in part to the manipulative and perceptual materials used in class. As the child was reading in both Spanish and in English, it was recommended that she be placed in a regular second grade program for the 1967-68 school year.

Case L

Pupil is seven years seven months of age, a shy, soft-spoken child whom everyone seems to like. Her Gesell Maturation Index is better than seven years, and the Wechsler Full Scale suggests normal potential. The non-verbal measures are significantly higher

and may indicate that the WISC appraisal represents her minimal performance. Bender and drawings are quite good. This child is third in the birth order of four children. The parents have had a stormy marriage and have separated twice during the school year. Not much English is spoken in the home, and this child has practically no spoken English vocabulary. Her oral Spanish is limited, but what little she does use is accurate. In May, 1967, her teacher reported that she particularly enjoys listening activities and has a good attention span. Her arithmetic skills are good, and she seems to prefer number work to reading. She can read in Spanish and will engage in silent reading but does not like to read orally. She needs a great deal more work in English. It is recommended that she remain in the program the 1967-68 school year.

Case F

Pupil is six years, four months old and in first grade. The Gesell Maturation Index and drawings predict school readiness at about the seven year old norm. The Wechsler Full Scale suggests good normal potential with fairly consistent patterns of subtests in both the verbal and non-verbal scales. There are six children in the family, and she seventh child is due soon. F is fifth in the birth order, the only girl, and has one younger brother who is not in school. Spanish is the language of the home. It was noted that she made many reversals in writing and that her Bender designs were accomplished very slowly. She is a small, frail child, (left-handed) who at first had some difficulty with paper and pencil tasks. Her teacher's appraisal of her school progress suggested that although she tried very hard and was persistent in her efforts, school progress has been slow and not very successful. She was very dependent upon the teacher and teacher assistant and appeared to distrust her own ability.

In May, 1967, she had corrected many of the earlier reversals in writing, had barely begun to move in the direction of independent work, and did not cling to teacher and teacher assistant as much, but she entered more readily into activities on the playground. Her progress in English has been slow to fair, and her Spanish is still only fair but improving. It is recommended that she continue in the program for the 1967-68 school year and that special attention be given to her growth in language and in self-direction.

Case M

Pupil is eight years of age, one of five children, and third in the birth order. There were two other children who died at birth. This family of seven lives in a small trailer. The Gesell Maturation Index, the Bender designs, and the drawings all suggest developmental immaturity and considerable visual-motor perceptual lag (or loss?). The verbal score on the Wechsler Scale was at the very lower limit of the normal range, but the performance score was very, very poor. Overall patterning of subtest scores resembled that of a child with some neurological impairment. There was a diagnostically significant discrepancy

between verbal and performance scores of thirty-two points. The behavioral descriptions of hyperactivity, lack of impulse control, poor spatial orientation, confused directionality, inability to sustain attention, and tendency to fight would suggest further investigation.

In May, 1967, this child's teacher still noted her restlessness, immaturity, and difficulties in adjusting to the class routine. Although in the beginning she really was the class "problem," the teacher felt that she was beginning to make some slow progress. She had started to read some in Spanish and had learned to write, though it was still pretty messy. Her work in arithmetic was still at the earliest level, but she appeared to be trying harder to understand and to cooperate. Her skills in English were still too poor to attempt reading in English. It was recommended that she remain in the program for the 1967-68 school year and that her progress be followed very carefully.

Case R

Pupil is a nine years, four months, third grade child; one of six children; second in the birth order; and the oldest girl. She tends to be mature beyond her years in her care and concern for younger children in the class. Her mother stated that she is very motherly at home with her brothers and sisters as well as in her attention to household chores. Though the Gesell Maturation Index was beyond the seventh year (ceiling on this measure), the Bender designs apparently suggest visual perceptual problems, and the drawings were done with little attention to detail, with much erasing and correcting. The Wechsler full scale indicates dull normal potential, and the patterning of scores appears to cluster in this general range except for vocabulary and information subtest scores which are very weak. Pupil speaks Spanish and English and can express herself rather well. Her teacher describes her as a child who tries hard and persists in her work.

In May, 1967, she was reading in both Spanish and in English. She was showing steady progress in both languages. Her arithmetic and handwriting were coming along at a fair rate. It was recommended that she be placed in a regular fourth grade program for the 1967-68 school year.

Case O

Pupil is eight years, three months of age. She showed a Gesell Maturation Index well beyond the ceiling of this measure, and the WISC full scale indicated normal to dull normal potential. Since the verbal subtests were depressed by a poor vocabulary score and a lowered information score and since all of the non-verbal subtests were well within normal limits, it would appear that O. is more within normal than dull normal classification of intelligence. Too, O. is one child who speaks both English and Spanish with some degree of fluency. She is one of six children, third in the birth order. The Bender designs and drawings were done with haste and carelessness. The paper and

pencil tasks were handled at a level about two years below the expected performance of an eight year old. The teacher reported that she could be teasing, playful, and stubborn at times but was capable of good work when interested and motivated. She understood a great deal of English and really shone during the English lessons. On the play yard she was a tomboy, liked to fight, play ball, and occasionally pushed other pupils around.

In May, 1967, she had made excellent progress in speaking, reading, and writing English. Her handwriting, in spite of the slow start, had developed into well-formed legible penmanship of which she was very proud. Though her social growth was still quite slow, she had improved in work habits and was able to sustain activities on her own. It was recommended that she be placed in a regular fourth grade program of the 1967-68 school year and that the receiving fourth grade teacher continue to help her in getting along with others and with developing a more positive self-image.

THUMBNAIL SKETCHES OF PUPILS - Boys

Case B

Pupil is a six year old kindergarten boy whose Gesell Maturation Index was similar to that of a five year old. His verbal score on the Wechsler Scale was very poor, and the non-verbal tasks were not managed with much success. Full scale score would place him within the very lowest limit of the dull normal range. His Bender designs showed many inaccuracies of perception and poor planning. His drawings were very immature. Vocabulary skills in both Spanish and English were comparable to the level of a three year old child. He is one of six children, fourth in the birth order.

In May, 1967, his teacher appraised his progress as very slow; his adjustment to school routine as poor; his ability to express himself as limited. It was noted, however, that he had begun to participate in the music and play activities. He seemed to have problems controlling his impulses and, in general, behaved in a most immature, dependent manner. He had accomplished very little of arithmetic readiness and pre-reading skills. His work habits continued to be quite poor. Language development in English was just beginning to grow slowly. It was recommended that he continue in the program for the 1967-68 school year and that special attention be given to his social-emotional needs as well as those activities which would expand his conceptual and linguistic horizon.

Case E

Pupil is six years, four months old and in kindergarten. His Gesell Maturation Index is comparable to his chronological age. The Wechsler full scale score is in the dull normal classification with scarcely any spread between verbal and performance score. One notable strength

appears to be in visual memory and attention to detail. Bender designs were good and drawings were very complete. His Spanish was very expressive, but his ability to use or to comprehend English was minimal.

As of May, 1967, E had made good progress in arithmetic, had developed considerable skill in art, but did not show much interest in reading or writing. His teacher said that his work was fair when he paid attention, but that he often needed to be prodded to finish tasks he had begun. He enjoyed the music and play out of doors and generally was cooperative with the group. It was recommended that he remain in the program for the 1967-68 school year.

Case N

Pupil is an eight year old child who went well beyond the seven year ceiling on the Gesell Maturation Index. The Wechsler Scale placed him within the normal range of intelligence with the non-verbal items clustering at about the same level as the verbal ones. Bender designs suggested a slight visual motor perceptual lag but drawings scaled out at his approximate developmental age. His ability to express himself in Spanish is good and his comprehension and speaking skill in English is also very good. His teacher observed that he was an alert, quick youngster who appeared to like school. He took an active part in outdoor games and school physical education activities. His work habits were described as good though, at times, he seemed a nervous, fidgety boy. In May, 1967, he was reading well in both Spanish and in English. His spoken Spanish was excellent; his writing in both languages was legible, his arithmetic progress was at grade level, and his ability to sound out words in both English and Spanish was outstanding. It was recommended that he be placed in the regular third grade program for the 1967-68 school year and that he continue to be encouraged to enjoy his school success.

Case G

Pupil is six years, six months of age. His Gesell Maturation Index went beyond the ceiling of seven years. His Bender designs were somewhat lower than expected for a six year old, but his drawings were well within expected performance of six year olds. On the Wechsler full scale score, he was on the upper end of the normal range, but he looked more like a bright normal boy on non-verbal items. He is one of the three pupils who had perfect attendance for the entire school year. G is first in the birth order and one of three children. His teacher described him as anxious to learn, cooperative, and attentive. He made an excellent adjustment to classroom routine. His Spanish and English were limited upon entrance to the class, but he made very good progress in both languages as the year went on.

In May, 1967, he was a happy, assured youngster who was well on his way to good primary skills. He knew all the letters of the Spanish

alphabet and the sounds of the letters. His number concepts and work in arithmetic was very good. He had begun to read a few words in Spanish, and his oral English was fair. He still showed some immaturity in writing. He especially enjoyed making up his own stories and having them written by the teacher assistant. It was recommended that he continue in the program for the 1967-68 school year and that many opportunities to refine and to expand concepts be given him.

Case H

Pupil is a six year, six months old kindergarten boy whose developmental age on the Gesell Maturation Index was at about his chronological age level. He made many errors on the Bender designs, and his drawings were not very complete in detail though scoring did come out barely within normal limits. His Wechsler score on the verbal scale was significantly higher than his performance score, and the full scale placed him just on the line between normal and dull normal. The teacher noted that he responded slowly and appeared to have a great deal of difficulty expressing himself. His Spanish was not easy to understand, and his English was limited to just a few expressions. He is a friendly child, but one who is very quiet and easily discouraged. He is third in the birth order of four children; a new baby is expected this year.

In May, 1967, appraisal indicated that progress in all subject areas had been slow. He knew a few letters of the alphabet, could write his name legibly, had learned some simple number concepts, and was making fewer reversals. His teacher felt that although he was still having a great deal of difficulty that he had come a long way in seven months. It was recommended that he continue in the program for the 1967-68 school year.

Case P

Pupil is an eight year, ten months old boy whose development seemed about average. The Bender designs were adequate, the drawings were fair, and the Gesell developmental age ceiling of seven years was exceeded. Intelligence is at the upper limit of normal classification on the Wechsler, and Spanish vocabulary is excellent. P was able to understand English fairly well but made many structural errors when he attempted to express himself in English. Of all the pupils it was noted that he took great pride in his native culture and language. At first, social adjustment was complicated by his self-consciousness was over many unsightly warts. He at times teased, fought, and was quite defensive. Through clinic referral by the public health nurse, these warts were removed much to the delight of this boy.

In May, 1967, the teacher reported that his reading and writing in Spanish were excellent, that his skill in arithmetic was outstanding, that his English had improved considerably, and that he had become a confident, well-organized pupil. It was recommended that he be placed in the regular fourth grade program in the 1967-68 school year and that

he continue to get help in English as needed.

Case Q

Pupil is eight years, eleven months old boy who was very timid and withdrawn upon entrance to the class. He is one of thirteen children, sixth in the birth order. His Bender, Gesell Index and drawings were excellent, and his Wechsler full scale score placed him in the normal category of intellectual functioning with non-verbal subtest scores much higher than the verbal ones. His vocabulary in Spanish was much better than his English. He often seemed to be inattentive or lost in his own thoughts. His greatest enjoyment was in art and music activities in which he took active part. He showed a great deal of imagination for stories and enjoyed listening to them and discussing them. His skill in reading and writing Spanish developed very slowly but steadily. He has learned to be less fearful of trying and more willing to take part in the classroom and on the playground.

In May, 1967, it was felt that he had made steady progress in all areas of the curriculum. It was recommended that he be placed in a regular third grade program for the 1967-68 school year and be offered continuing opportunities for conceptual and social growth.

Case S

Pupil is a ten year old boy who appears to be developmentally normal. Bender designs and Gesell Index were both adequate. Spanish and English vocabulary were both considerably poorer than one would expect from a child of this age. The complete Wechsler indicated a borderline mentally defective level of functioning. S is one of thirteen children, sixth in the birth order. He missed the bus four times because he is slow to get ready. In class, he is also slow to respond, slow to work, slow to play, and slow to progress. He learned to read a little in Spanish, but his short span of attention prevented his doing much each day. He is quiet and tends to sit on the sidelines during classroom activities or out of door play. His motor coordination is poor and he often is awkward and clumsy.

In May, 1967, his progress was evaluated as very poor. A review of his difficulties in all areas and the apparently poor capacity for school success led the Spanish-speaking psychologist to the conclusion that S. is a moderately retarded ten year old boy. It was recommended that he be placed in the special class for educable retarded pupils for the 1967-68 school year where he can proceed at a slower pace and be given many concrete materials through which he may learn.

ISSUES AND PROBLEMS

One of the major problems is the reluctance of a few teachers to see the need for a bilingual instructional program. This is a small number of people, but because the group is very vocal, the negative

influence can be great. Strong administrative leadership and considerable support for the classroom teacher of the special program may be needed to insulate teacher and pupils against this attitude. Patient explanation of the project and firm belief in worth of the experiment may eventually win over some of the unbelievers.

A second stumbling block is the lack of materials in Spanish. The mere translation of existing curriculum content is totally insufficient and often unfamiliar to Spanish-speaking pupils whose cultural backgrounds are vastly different. Wholesale importation of textbooks written in Spanish from Mexico or Central America does not provide a resonable solution as the philosophic and religious orientation of these countries may be reflected in material that might be objectionable in the public school system of the United States. A practical alternative would be the preparation of classroom materials in the content areas that would be both culturally authentic from the point of view of the Spanish-speaking pupil and culturally acceptable from the viewpoint of American education.

A third issue is the need for improved school and home contact. Since the number of families involved in the Mary Covillaud School was only ten, it was possible for the Center's psychologist and nurse to arrange for several home visits. Too, the teacher and teacher assistant, on a personal basis, were successful in inviting parents to school affairs on three occasions. It should be noted that this personal contact is a very essential ingredient for a successful program. As the number of families grows larger, it may take more people to initiate and maintain a warm, friendly, and ongoing relationship between school and home.

A fourth question is the competence and personal qualities of the teacher assistant. In Marysville, several aides were tried in the classroom before the right person could be found. Any pair of people who have the responsibility of a group of children must truly work as a team. There must be mutual acceptance and respect for each other; a clear definition of roles, duties, and responsibilities; and understanding of the common goal; and a willingness to cooperate unselfishly for the best interests of the pupils. When Mrs. Hernandez came after several weeks of unsuccessful teacher assistance, she was a most welcome addition and certainly exemplifies the great contribution a personable, qualified assistant can make to pupils, teacher, and program.

There are doubtless many other problems that might be added to this brief list. These few do appear as significant barriers to successful programs once the way has been paved by community and administrative support; by parental approval and consent; by pupil eagerness and participation; and by teacher ingenuity and sincerity.

A fifth matter to be examined carefully is that of measuring and evaluating pupil progress. Vocabulary appraisals, such as the Peabody Picture Vocabulary Test, regardless of the language used in administering them, tend to favor children from middle-income families where

children have had more toys, games, furniture, conversation, and other enriching experiences. Too, a scale, such as the Wechsler adaptation in Spanish still contains many test items that are far from culture-free. The Bender designs, though coming close to a culture fair instrument, may still give evidence of some bias when the subjects have had few opportunities to use pencils, crayons, and other writing implements during their early years. Any instruments whose standardization groups are represented by English-speaking pupils are possible sources of error that cannot be avoided by translation into Spanish when used on Spanish-speaking pupils.

A sixth issue is the rigor of the research design. It is quite proper to ask the question: Would not these nineteen pupils have done as well and made as much progress in any other program? Though the parents, teachers, and pupils seem very positive in their attitudes toward a bilingual program of instruction and though many of the pupils did experience much success, conclusive evidence of the effectiveness of bilingual classes can accrue only from a carefully controlled experiment which should include matched groups of Spanish-speaking pupils for whom the usual classroom experiences are available for the same period of time. All possible variables should be defined and investigated.

SUMMARY AND RECOMMENDATIONS

The Marysville experiment in bilingual education for nineteen Mexican-American pupils was in operation at the Mary Covillaud School from October, 1966, to June, 1967. It appears to have been worthwhile on the basis of limited appraisal at this time. The educational plan continued in September, 1967.

Based on this exploratory experience with bilingual instruction in the Mary Covillaud School, the following recommendations are made for the coming school year:

1. A bilingual, bicultural approach to the educational problems of Mexican-American pupils should be continued.

2. Continued appraisal must be made to determine the effectiveness of this instructional program.

3. Assessment methods should be expanded and refined to gather more information on the pupils' growth in areas of achievement, language competencies, and self-esteem.

4. Personal contact with parents should be attempted on a fairly regular basis.

5. Materials, methods, and other matters of curriculum for bilingual pupils should be carefully constructed. Content that may cause cultural and linguistic conflict should be examined and screened.

6. A second experimental program in another Marysville school is warranted based on the number of Spanish-speaking pupils identified.

7. Training of personnel must continue on a very practical basis. Visits to observe a bilingual program must be followed by opportunities to build materials and to test them with Spanish-speaking boys and girls.

8. Communication in all areas must continue to be open and frank concerning issues, problems, and possibilities.

9. Forthcoming research plans should include comparison groups matched on the basis of age, intelligence, sex, and language competencies.

10. Analysis of data in the future should be handled separately for boys and girls.

Appendix A

INDIVIDUAL EVALUATION

Name:_____ Age:_____ School:_____

Date of Birth:_____ Grade:_____ Date:_____

Personal Data:

Attitudes and Characteristic Behavior:

_____

_____

Health and Medical Data:

Educational Data: G-good A-average Poor-P/or Level

Reading (English)_____ Spanish_____

Speaking (English)_____ Spanish_____

Writing (English)_____ Spanish_____

Strengths/Weaknesses:_____

_____

Work Habits:_____

Social Adjustments_____

_____

_____

Testing Data - Interpretation

Wechsler Intelligence Scale for Children:_____

Peabody Picture Vocabulary:_____

Lorge-Thorndike:_____

Draw-A-Person:_____
Interpretation: Questionnaire

_____

Bender:_____

Madeline Thomas Completion Stories (Elem):_____

_____

Gesell Maturation:_____

Summary:_____

_____

Appendix B

PARENT QUESTIONNAIRE

Name of Child:_____ Date:_____

Family Background

Name_____

Address_____ Telephone_____

City_____

Place of Birth_____

Children:_____

Educational Information:_____

Languages Spoken:_____

Health Information:

Family Intentions:

Family Feelings About Program:

Place of Employment:_____

Security of Employment:_____ How long?_____

Feelings of themselves, others, etc. _____

_____

_____

Short Summary:_____

_____

_____

_____

_____

Appendix C

TEACHER EVALUATION

Name of student_____ Grade_____ Age_____

Teacher_____ Date_____

Teacher Aide_____ Principal_____

Attendance_____ Tardiness_____

Characteristic Behavior_____

Observation: Participation in classroom activities_____

_____

Adjustment to routine and environment_____

_____

Participation at recess time_____

_____

Expressing ideas in the languages_____

_____

Progress in class_____

Teacher Aide's reaction_____

_____

_____

Teacher recommendation_____

_____

_____

_____

Individual Needs_____

_____

_____

_____

Appendix D

CUMULATIVE RECORD FORM

BILINGUAL PROGRAM - MARY COVILLAUD SCHOOL
October, 1966 - June, 1967
Marysville, California

Name_____ Regular School_____

B/D_____Grade_____

Age_____Teacher_____

Examiner_____

Family Background:

Parents_____

Address_____

Phone (Personal) _____(Ranch)_____

Occupation: Farm worker_____ Other_____

Medical Data: _____

Personal Data:

1. Motor Activity: Hyperactive_____Average_____Hypoactive_____
2. Verbal Activity: Verbose_____Average_____Shy_____
   Speech Defect_____

Educational Data:

1. Class participation: poor____fair____good____excellent_____
2. Social Adjustment: poor_____fair_____good_____excellent_____
3. Expression - oral:
   (1) Spanish: poor_____fair_____good_____excellent_____
   (2) English: poor_____fair_____good_____excellent_____

4. Self concept: poor_____good_____

Testing Data:

1. Peabody Picture Vocabulary: I.Q._____

2. Bender-Gestalt: (motor coordination) good_____poor_____

   _____

3. Other:_____

These classifications represent a minimal level of indicated potential. Psychological appraisals of Spanish-speaking children by means of instruments that are standardized on an English-speaking population are possible sources of error due to a cultural bias that translation alone into Spanish does not avoid.

Recommendation:

1. Continuation in program as indicated by parents' desire: Yes_____ No_____

2. Teacher Recommendation: _____

_____

3. Other: _____

_____

Appendix E

SPANISH ADAPTATION OF PEABODY PICTURE VOCABULARY TEST

Nombre del Alumno_____

1. _____ (4) auto, carro
2. _____ (3) vaca
3. _____ (1) bebe, infante
4. _____ (2) niña
5. _____ (1) bola, pelota
6. _____ (3) bloque
7. _____ (2) payaso
8. _____ (1) llaves
9. _____ (4) lata
10. _____ (2) gallina
11. _____ (4) soplando
12. _____ (2) abanico, ventilador
13. _____ (1) excavando
14. _____ (1) falda
15. _____ (4) cogiendo, cachando
16. _____ (1) tambor
17. _____ (3) hoja
18. _____ (4) amarrando, atando
19. _____ (1) cerca
20. _____ (2) bate, bat
21. _____ (4) abeja
22. _____ (3) arbusto
23. _____ (1) sirviendo
24. _____ (1) cosiendo
25. _____ (4) salchicha
26. _____ (2) maestra
27. _____ (3) construyendo
28. _____ (3) flecha
29. _____ (2) canguro
30. _____ (3) accidente
31. _____ (3) nido
32. _____ (4) vagon
33. _____ (1) sobre (postal)
34. _____ (2) recogiendo
35. _____ (1) ensigne
36. _____ (3) visor, anteojos
37. _____ (2) pavo (real)
38. _____ (3) reina
39. _____ (4) coche
40. _____ (1) fuete, látigo, azote
41. _____ (4) red
42. _____ (4) peca
43. _____ (3) águila
44. _____ (2) torcido (torcer)
45. _____ (4) brillando
46. _____ (2) marcador de teléfono
47. _____ (2) bostesando
48. _____ (2) caerse, volcarse
49. _____ (1) semáforo
50. _____ (1) píldoras

Nombre del alumno_____ Form A

51. _____ (4) sudmarino
52. _____ (4) termo
53. _____ (3) proyector
54. _____ (4) grupo
55. _____ (3) tacleando, agarando
56. _____ (1) transportación
57. _____ (2) tablero, mostrador
58. _____ (2) ceremonia
59. _____ (3) envoltura, cáscara
60. _____ (4) bronco, caballo
61. _____ (3) dirigiendo
62. _____ (4) embudo
63. _____ (2) delicia, delicioso
64. _____ (3) lector, conferenciante
65. _____ (2) comunicación
66. _____ (4) arquero
67. _____ (1) estadio
68. _____ (1) exscavar, cavar
69. _____ (4) asalto, asaltar
70. _____ (1) acrobata
71. _____ (1) merengue
72. _____ (3) utensilio, instrumento
73. _____ (4) químico
74. _____ (3) ártico
75. _____ (4) destrucción
76. _____ (3) portero, moso
77. _____ (2) costa
78. _____ (4) izamiento, levantando
79. _____ (1) lamentando, llorando
80. _____ (2) espiral
81. _____ (3) canoa (kayak)
82. _____ (2) centinela
83. _____ (4) surco
84. _____ (1) viga
85. _____ (3) fragmento, trozo
86. _____ (2) rondando
87. _____ (3) duelo, luto
88. _____ (4) despenadero
89. _____ (2) berrinche
90. _____ (1) sumerger
91. _____ (3) desender
92. _____ (2) cojin para arrodillarse
93. _____ (1) canino
94. _____ (1) previniendo
95. _____ (1) pesca
96. _____ (3) valuando
97. _____ (4) aprisionado
98. _____ (1) precipitación, impetuosidad
99. _____ (1) marcador de casa
100. _____ (1) anfibio

Appendix F

QUESTIONS IN SPANISH TO ACCOMPANY DRAW-A-PERSON

Machover: Dibujar una persona (todo el cuerpo) - Español

Instrucciones: Dígale al niño: Quiero que dibujes una persona. Prefiero que me des tu mejor dibujo - el tuyo. Si el niño no quiere dibujar, anímelo. Nótelo. Si el niño quiere dibujar otras cosas, (casa, árbol, etc.) permítalo. Si al dibujar la persona note si empieza con la cabeza o con el cuerpo. Si el niño habla durante el dibujo, nótelo. Al terminar el dibujo, hágase las siguientes preguntas:

Empiece con lo siguiente: Para conocer a esta persona, vamos a contar un cuento o vamos a hacer varias preguntas:

(1) Qué está haciendo el niño? _____

(2) Cuántos años tiene? _____

(3) Dónde trabaja? _____

(4) Qué va a ser (ambición)? _____

(5) Es inteligente (saca buenas notas?)? _____

(6) Cómo está de salud? _____

(7) Es bien parecido? _____

(8) Le gusta pelear, reñir? _____

(9) Tiene muchos amigos? _____

(10) Qué se dice de él? _____

(11) Le gusta la familia? _____

(12) Le gusta la escuela? _____

(13) Le gusta la maestra? _____

(14) Qué le gusta más en la escuela? _____

(15) Si quisieras hacer (o tener) tres cosas, cuáles serían?

(a) _____

(b) _____

(c) _____

Me llamo: _____ Fecha: _____

Examinado por: _____

Otras observaciones:

Appendix G

MADELINE THOMAS COMPLETION STORIES - ESPAÑOL PRIMARIA

Nombre:

_____

_____

1. ¿Un niño(a) va a la escuela. Durante el recreo, no juega con otros niños. Siempre se está solito en un rincón. ¿Por qué?

2. ¿Un niño pelea con su hermanito. Su madre viene. ¿Qué va a pasar?

3. ¿Un niño está en la mesa con sus padres. Su padre de repente se enfada (enoja). ¿Por que?

4. ¿Un día mamá y papa están enojados. Han reñido. ¿Por qué?

5. ¿Algunas veces le gusta contar chistes (bromas) a sus (a) amigos (b) a sus padres. ¿Qué clase de chistes?

6. ¿Un muchacho recibió malas notas de sus clases. Llega a casa. A quién le va a enseñar (mostrar) la tarjeta? ¿Quién le va a regañar más?

7. ¿Es domingo. Sus padres han ido de viaje (o a misa) y llevan al niño (niños). Cuando vuelven a casa, la madre está triste. ¿Por qué?

8. ¿Este niño tiene un amigo que le quiere mucho. Un día su amigo le dice: Ven conmigo. Voy a enseñarte algo, pero es un secreto. No le vayas a decir a nadie. ¿Qué le va a enseñar? (mostrar).

9. ¿Ya es tarde. El niño está en cama y apagaron la luz. ¿Qué hace el niño?

10. ¿Una noche no puede dormir. Está triste y ha llorado. ¿Por qué?

11. ¿Se despierta durante la noche. Tiene miedo. ¿Por qué? ¿A quién?

12. ¿Cuando el niño duerme, muchas veces sueña? ¿En que sueña?

13. ¿El niño crece. ¿Quiere el niño hacerse todo un hombre o quiere permanecer como un bebe?

14. ¿Cuáles de todas las historias te gusta más (todos los cuentos)?

15. ¿Qué recuerdos tienes de tu niñez (cuando eras muy pequeño)?

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