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The enactment of Title 7 of the Elementary and Secondary Education Act has sharpened the increasing emphasis on the education of the bilingual-bicultural student, especially the Mexican American. Although the guidelines, regulations, and the amount of the appropriations for this new program remain unknown factors, its ultimate goal of providing an opportunity to teach each bilingual child educational concepts in all phases of the curriculum in his mother tongue and another language at the same time has been clearly established. Many of the 100,000 bilingual teachers so essential for the success of this new educational venture exist, but must be quickly identified and trained to teach hundreds of thousands of youngsters in the United States to function and be a part of two cultures. Teachers of Spanish and Portuguese can assist the new program by breaking out of the narrow academic community in which they have long been placed by supporting the new concept in their communities and by helping school systems develop and carry out the program. Unless foreign language teachers assume the leadership of this new movement, their role in influencing its direction will be diminished and eventually lost. (AF)

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BILINGUAL EDUCATION AND THE FOREIGN LANGUAGE TEACHER

I am delighted to be here for this convention. I can recall the invitation I received last January. At that time the Bilingual Education Act--now Title VII of the Elementary and Secondary Education Act was fighting for survival in Congress. I remember the letter I received from Ann Komadina. She asked me to participate in this convention shortly after I had assumed the leadership of the Mexican-American Affairs Unit in the U.S. Office of Education. My answer was yes. Shortly thereafter I received a letter saying that I could not participate in the convention unless I was a member of your association. I suddenly realized that I had taught Spanish for years, but had never belonged to your association. Now I can say it is also my association. I guess you have to be one to talk to one.

I have been asked to talk about Title VII and its future role in the educative process of languages in our country. The enactment of this legislation sharpens the increasing emphasis on the education of the bilingual-bicultural student. Since over 80 per cent of the bilingual-bicultural students in our country are Mexican-American, the legislation is of particular significance to this group. The enactment of this legislation gives a moral and legislative recognition to the assets of a people whose mother tongue is not English. But even

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more important, it provides a national legal and moral commitment for an important educational change in the policy of most of the school districts in our country. It is the first step toward the desirable and attainable goal of a bilingual society. It says to other nations that the United States can and will work toward the education of its people in the richness of differences--not just racial, but linguistic and cultural.

The implementation of Title VII has been given to the Division of Plans and Supplementary Centers in the Bureau of Elementary and Secondary Education of the Office of Education. This is a discretionary piece of legislation with the administration left up to the Commissioner of Education. The guidelines and regulations are now developed, but will not be available until there is some action on the part of Congress for appropriations for the administration of the law.

It would be presumptuous for me at this point to comment in length on what might be the direction of these guidelines and regulations. The Bureau of the Budget has recommended an appropriation of \$5 million be sought for the Fiscal Year 69. The House of Representatives, however, recommended that no money be delegated. The Senate, on the other hand, suggested \$10 million. Many friends of this legislation are fighting hard for a substantial amount. The outcome will be evident to us after the re-convening of Congress in September. I hope all of you will become interested and active in the funding outcome of this act.

I want to talk briefly on what bilingual education is. No one can deny that considerable confusion exists over this idea. I would

like to state what I believe quite simply. Bilingual education, to me, means the opportunity to teach the child educational concepts in all phases of the curriculum in his mother tongue and another language at the same time. This means the Mexican-American youngster would be taught in Spanish while learning English. ~~The Anglo~~ youngster in English while learning Spanish. Within a short period of time instruction in both English and Spanish would be taking place in the classroom. This is in contrast with bilingual instruction in which the student with a mother tongue other than English is taught English while learning in his mother tongue. Do you detect the difference? There are lots of bilingual instruction going on in our country, but very little bilingual education. In fact, I just heard recently a statement by a respected linguist in education that, too often, for many educators, bilingual education was whatever you do for bilingual children. I want to make it clear here today that to me bilingual education is the process by which every youngster in the classroom is receiving subject instruction in two or more languages.

What this really means for the Mexican-American bilingual-bicultural student is that we are preventing his education retardation while reinforcing his language and culture. It is not foreign language teaching and probably will not be done by foreign language teachers. It is the teaching of arithmetic and science and history by teachers who speak the mother tongue. It is the teaching of English as a second language at the same time.

Its basic premise is that of daily instruction in the mother tongue as a language and through the mother tongue as the medium of instruction

for all students who are not native speakers of English. Bilingual education, obviously, is an ultimate goal. Bilingual instruction is what we are shooting for in those parts of the country where there is a heavy concentration of Mexican-American youngsters. I would commend to you a magnificent speech by the United States Commissioner of Education, Harold Howe II given in Austin, Texas, in April of this year. This speech at the first National Conference on Educational Opportunities for the Mexican-American pointed out that he saw the time when every American youngster would learn a language other than English and thereby enrich both his country and the rest of the world. His speech, interestingly enough, was entitled, "Cowboys, Indians and American Education." I urge that all of you read it. I will be glad to supply you with a copy if you desire.

To return to the subject of bilingual education as I approached it earlier. Obviously one of the key ingredients in bilingual education is the teacher who can teach subject matter in another language besides English. Training or obtaining these teachers will not be easy--but I suggest that many such teachers do exist right now--and only need to be identified and given some preparation and they will be ready for this program immediately. Probably they will be ready long before the schools are ready to institute a bilingual education program.

I have been saying for over a year that we need 100,000 bilingual teachers by 1970, and that 90 per cent of them competent in Spanish. The members of this Association could very well become the nucleus of such a group. To give a little idea of what I am talking about and what is happening, I want to describe a program going on this summer.

At the University of Southern California, a National Teachers Corps Project called HILT (High Intensity Language Training) is being conducted. This involves 50 beginning Teachers Corps Interns who are being taught communication skills in Spanish during a seven week period. There is no attempt to teach them grammar or other related aspects of the language. They are also given an intensive program in the culture of the language--both formally and in association with Mexican-Americans in the area. I believe this type program can very well be the first step toward the development of an extensive program for both pre-service and in-service training of teachers for bilingual education. Note that we are concerned with the communication skills initially. As the students progress in school, the teaching of grammar and formal aspects of the language would take place. This would be the primary role of the foreign language teachers. But the primary concern of bilingual education is the instruction in the mother tongue and English of the educational concepts of the curriculum during the early years of school.

I want to pursue this idea of bilingual education just a bit longer. Bilingual education is really bilingual-bicultural education. It is critical for hundreds of thousands of youngsters. Language is not just an instrument for communication and learning; it is the total way of thinking, feeling and acting. It is a set of values. It is his being. It is the door that we can open so the youngster can see and live and be a part of two cultures--two societies. Dr. Sabine Ulibarri of the University of New Mexico puts it so well. "In the beginning was the word. And the Word was made flesh. It was so in the beginning and is so today. The language, the Word, carries with in

it the history, the culture, the traditions, the very life of a people, the flesh."

The child's confidence, his appetite for learning, his joy of existence are all better assured if he is able to communicate in his mother tongue. His understanding of himself as a human being becomes a most dominant factor in his interaction with the society where he must function. Bilingualism ~~must come to be accepted~~ as a blessing--not a problem in our society. It ~~must be cultivated~~ not neglected.

What can you do for the movement of bilingual education? This is a new program. For most of you, the teaching of Spanish or Portuguese has been based on the goal of giving the student a language with all its richness for future use in another academic atmosphere. Now we are talking about the immediate use of the language for learning purposes while still completing an elementary and secondary education.

I see several roles you can play in this rising movement. First, is that of supporting this idea in the communities where you live and work. Here is a chance for language teachers to become a catalyst in the direction of language as both an academic subject and as an instructional medium. You are regarded in your community as an authority on language by the lay population. You need to use this forum to promote bilingual-bicultural education. You need to help your school system develop this program and see that it is properly carried out. This is not only a process by which requirements for college can be obtained, but a process by which people--young and old--can obtain a high school diploma. If you assume the responsibility for insuring the use of this technique

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for instruction in your schools, you will also be gaining a firmer position as a leader of language teaching. You will also be opening doors in the community that previously were closed to you. You will be breaking out of the rather narrow academic environment in which foreign language teachers have been placed for the past few years.

The advent of bilingual education opens a wide horizon for the teachers of Spanish and Portuguese. You have the expertise in language teaching. You need to couple it with the knowledge in using that language training for the teaching of subject matter and you will be able to provide a valuable contribution to a widening field in language instruction. This idea gives a new rebirth to the importance of a foreign language in the American society which, for so long, has clung tenaciously to the idea of a mono-lingual-monocultural society.

Here is a chance to really promote the brotherhood of man. And I don't have to dwell on the imperative need for this in our country and world today. Language can very well be the means by which understanding, love, and peace can come to humanity.

I want to close with one thought. Bilingual-bicultural education is as inevitable as death and taxes. Foreign language teachers, with a head start in understanding and preparation for this movement, need to gear themselves up now for it. Unless you can become productive co-partners with your fellow teachers in this program, you will find very quickly that the whole idea of foreign language for strictly academic purposes will be relegated to an insecure, non-descript role in the public curriculum. Foreign language teaching will lose out just as Latin teaching lost out a quarter of a century ago. The new direction

for teaching language is that of utilization of such a tool for instructional purposes while still in school. There is a real opportunity for a partnership of the foreign language department and the instructional departments in this new movement. But, I warn you the initiative must be taken by you in the foreign language. The schools will be looking to you for leadership as they move into this relatively new area. If you fail to provide such leadership, it will be found, but your role will be diminished and eventually lost in the influence of direction of this language program. I'll close with one brief statement. I see bilingual-bicultural education as the vehicle for the creation of a new dimension in the movement for cultural diversity and the recognition of the richness of differences in our country. Such a movement can bring nothing but good to us. I urge that you join this movement and be a leader in its growth. Muchas Gracias.