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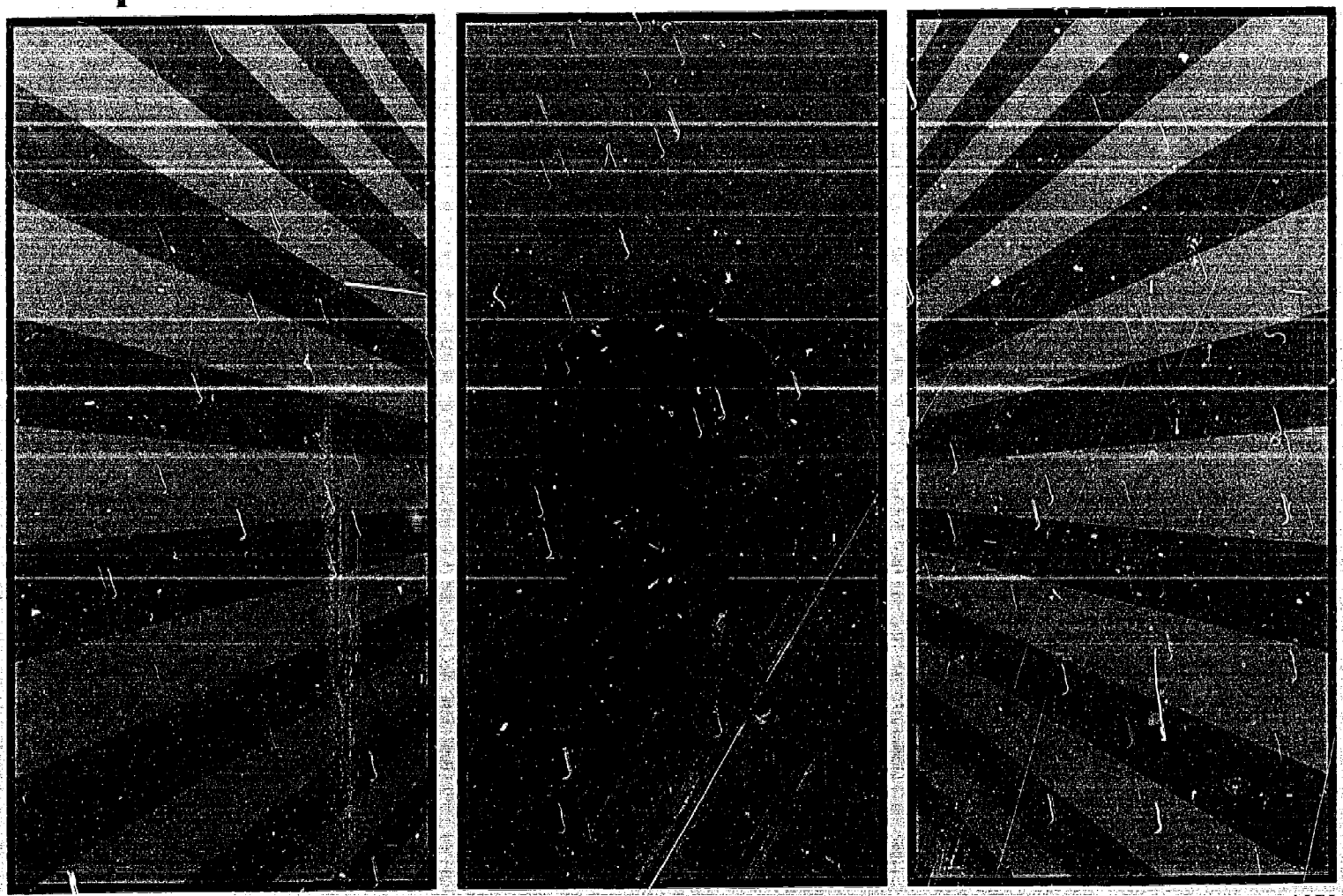
ABSTRACT

The third Annual Nuevas Vistas Conference focused on the state's responsibility for providing equal educational opportunities for California citizens of Mexican descent. Practical solutions to the problems of educating Mexican American pupils were identified, and progress since the first Nuevas Vistas conference was reviewed. Included in the conference report are special presentations, progress reports of ongoing projects in Mexican American education, and summary reports of (1) model programs for the bilingual child, (2) small group workshops held during the conference, and (3) conference demonstrations of educational techniques and materials. Related documents are ED 020 844 and ED 033 808. (JH)

Nuevas Vistas

A Report of the Third Annual Conference



CALIFORNIA STATE DEPARTMENT OF EDUCATION • Max Rafferty—Superintendent of Public Instruction • Sacramento, 1970

Nuevas Vistas

A Report of the Third Annual Conference of the California State Department of Education

Sponsored by

Mexican-American Education Research Project
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1970

Foreword

At the first Nuevas Vistas conference, we discussed the problems that face us in meeting the needs of the Mexican American. We agreed that Mexican-American children should not be stereotyped, since their abilities and backgrounds differ as much as those of the children in any other ethnic group. In fact, their backgrounds probably differ more than those of most children, for they have a cultural heritage that is a product of Spanish, Indian, and "American" cultures. During the 1967 conference, which was the Department of Education's first annual meeting designed to examine the problems facing the Mexican-American child, the plan for action to solve such problems was begun.

I called the second Nuevas Vistas conference in 1968 to bring together the many motivated people who left the first meeting with visions of "new horizons" and convincing thoughts of *¡Sí, se puede!* In the sessions of the second conference and in the workshops held in preparation for the meeting, we moved ahead in our job of developing meaningful educational programs for all Mexican-American children.

In the Third Annual Nuevas Vistas Conference, which is reported on in this publication, we did much to identify many practial solutions to the problems of educating Mexican-American pupils. The conference *reaclaró* (made even clearer) that the most vital task before us is that which deals with human relations.

Las vistas se aclaran was a good theme for the third meeting, for our visions regarding the job before us did become clearer. It is clear to me, as I hope it is to you, that the responsibility for providing equal educational opportunities for citizens of Mexican descent is of paramount importance. The responsibility is mine as Superintendent of Public Instruction, and it is the responsibility of every California citizen. The Nuevas Vistas conferences have made that very clear.

Max Rafferty

Superintendent of Public Instruction

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Preface

No human being has the ability to see what lies beyond the horizon, but nearly everyone is curious to learn what the next turn will bring – what "nuevas vistas" await us at each dawning.

People who are "tuned in" to the social drama know what is happening in the world about them and know that they must make plans for the future. They look at the terrain underfoot – and at the people about them – and they assess the experiences of yesterday's travels. They study the effects of what they see on today's citizens – and for tomorrow's children. Then they stand up, call for special attention, and try to make sense out of what they are doing – to describe what they have seen. Their ultimate goal is to help people gain a healthy perspective of the society in which they live and to help them describe the society they would like to live in.

Who are these people? They are: concerned parents of every description; involved teachers; aware administrators; astute legislators; perspicacious professors; philosophers; concerned citizens; and citizens who believe in the democratic process. They are the people who came to the Third Annual Nuevas Vistas Conference. "They" are the people who not only want to help their fellowman but who are taking positive steps to create a better society for him.

Because of the diligent work of "people-oriented people," many who attended the third annual conference left it enriched with new knowledge about the circumstances surrounding the education of citizens of Mexican descent. People of varied ethnic backgrounds from all over California and from other parts of the United States joined together to make the conference a success. It was well done because they cared; they cared about children, education, and about the course of human existence. This publication is a record of what went on at the Third Annual Nuevas Vistas Conference. I hope that what is recorded here will remind us of our commitments to help in the education of Mexican-Americans and that it will assist us in the work that lies ahead.

No one in our society knows for certain what lies ahead for humanity, but all of us know that with a cooperative spirit of "building and preparing" for tomorrow, this earth will be a better place on which to live.

EUGENE GONZALES
Acting Deputy Superintendent of Public Instruction for Program and Legislation

Contents

The Challenge

EUGENE GONZALES
Acting Deputy Superintendent
of Public Instruction for Program
and Legislation

This morning for the third year, I have the pleasure of welcoming you to a statewide gathering of persons concerned with educational opportunities for a particular segment of our student population – the American of Mexican descent. This is the only annual statewide conference sponsored and called by the Superintendent of Public Instruction for this purpose.

The people at this Conference represent numerous facets of our educational society. We come from private organizations, and from local, county, regional, state, and federal public agencies. We also have in our audience people who are attending as interested observers – each one supporting those activities which will encourage expansion of educational experiences for students in need of bilingual education.

We are here for one aim, one objective, one ideal, one goal – better education. Only by concerted, united action and commitment can we achieve what we profess to want – better instructional materials, adequately trained teachers, carefully prepared textbooks, suitable financing, well-trained teacher aides, and well-informed parents.

I take pleasure in reporting some of the progress that has been made since the first Nuevas Vistas Conference two years ago. Many of us can take pride in the success of those programs we initiated together; such as:

- State textbooks for bilinguals in kindergarten and grades one through eight (first in the nation)
- The federal Bilingual Education Act (ESEA, Title VII), and the Dropout Prevention Program (ESEA, Title VIII)
- Seminars and workshops focusing on the educational circumstances of Mexican-American children that are conducted throughout the state by school districts, offices of county superintendents of schools, and institutions of higher education
- Projects under ESEA, Titles III and V, designed for the Spanish-speaking student
- Social sciences criteria for state textbooks which require that publishers include in the textbooks used in California the contributions of the Mexican people to California history and culture
- A serious investigation of the assessment procedures used to place children with Spanish surnames in special training classes (A Department of Education staff person has been recently employed solely for this one purpose.)

In the last two years, the state Legislature has focused much attention on the bilingual student. A recent statewide study shows that approximately 470,000 students in kindergarten and grades one through twelve come from homes in which a language other than English is spoken. Of these 470,000 students, over 380,000 have Spanish surnames. Of great importance is the fact that over 85,000 of these Spanish-surnamed children are in critical need of English as a second language or bilingual instruction!

In viewing the progress made since the first Nuevas Vistas Conference, it can be seen that:

- Apparently, it is no longer necessary to hit the schools with a two-by-four for attention.
- The primitive, preliminary stages of curriculum development for the non-English-speaking child are now behind us.
- More can be accomplished by hard work and experimentation than by merely writing our congressman, or by the enactment of meaningless resolutions or bills without appropriation of adequate funds to carry out the proposed programs.
- Ideas, once perishable, are bearing fruit and are no longer spoiling on the vine.

- Fairly sophisticated evaluation and dissemination of programs designed for the Spanish speaking is occurring.
- Field testing of curricular materials and teaching techniques is being conducted by research and development labs, major publishers, school districts, and offices of county superintendents of schools.
- Formerly reluctant curriculum supervisors are now admitting that the "King has no clothes" and are seeking to establish inservice education programs.
- Rational, accurate, and documented statements by both the community and the schools are replacing former irresponsible charges and counter-charges.

Yes, we have progressed with perseverance and persuasion; and we have not, as yet, confronted a backlash of public apathy – a reaction we can ill afford.

I don't believe that we must turn our public school system upside down to gain advantages for the American of Mexican descent! I don't, for one minute, concur with outrageous arguments that a "revolution" must take place before change occurs. I don't subscribe to the theory that *anything* that is "necessary" to gain an advantage is valid and proper!

Education is a profession, and it is a precious commodity demanded by society; people will not give it up or watch its destruction by either force or torch.

My challenge to each of you, regardless of your occupation or position, is contained in the following questions:

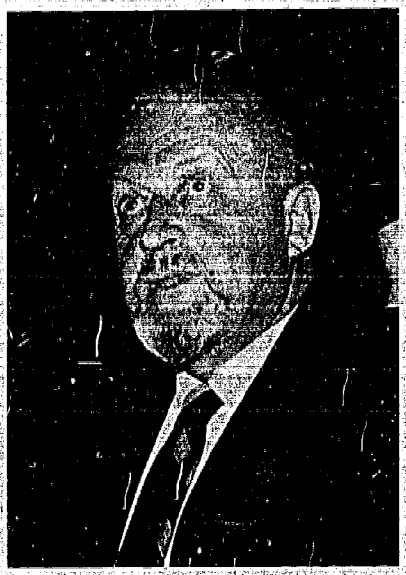
- Can we work together for one single purpose – that of seeing a student's face light up when knowledge takes place and darkness disappears?
- Can we remember that education in itself is neither political nor partisan?
- Can we let die the seeds of animosity, jealousy, "one-upmanship," and "professional cannibalism" that threaten to destroy our accumulated potential to raise the educational expectations of the students to whom we outwardly pledge dedication?
- Can we learn to support one another for what he or she can offer to all students, especially to the bilingual, whose future we hold in our collective hands?

We cannot and we will not fail the students who depend on us for an education.

While we have not yet resolved the communication problems that exist among educators and the community, whether the problems are real or imagined, I have confidence in the democratic process of our society and confidence in those who really wish to improve – not destroy. I have confidence in our schools, both public and private, and confidence in our youth of Mexican descent.

I welcome you to this Third Nuevas Vistas Conference, "Las Vistas Se Aclaran." The purpose of this conference is to benefit students; we are all here to learn how to assist each other to accomplish that goal. I would like to welcome you and also to dedicate this conference to you, especially those who have labored, sweated, and sacrificed for this cause! You are the ones who have enabled the Superintendent to call another conference. The success of this conference is your responsibility and mine. What happens to the Mexican-American child is directly tied to this conference – not only for the students in California but for those in the entire Southwest! Let's get to work!

Mexican California: Two Centuries and a Future



PHILIP POWELL
Professor of History,
University of California at Santa Barbara.

It is a time of much heat – perhaps even a little light – in matters of racial and ethnic abrasiveness in our country. Precisely for this reason, it is the moment for keeping all the cool we can muster; and, hard though it be, a sense of humor – that vital commodity which shows signs of disastrous depletion in the land. And because it is a time of such troubles, I feel most deeply the honor accorded me in this opportunity to appear before you. The fact that I am so obviously an "Anglo," or *gringo*, though it multiplies my responsibilities, also heightens the honor. For this, I sincerely thank you and those who specifically issued the invitation. I am indeed proud to be here.

What I call "Mexican California" truly began precisely two centuries ago. From the outset, colonists who came here were far more Mexican than Spanish. To the best of my knowledge, there was not a Spanish grandee in sight, though that grandee who wasn't there has had an abundant progeny, to hear some tell it. (I made so bold as to point this out some years ago in a Santa Barbara speech celebrating an anniversary of the presidio foundation there – and I haven't been invited back since. Promoters of "Old Spanish Days" still have difficulty getting the word "Mexican" into the title.) The *criollo* colonist who was the mainstay of this farthest empire outpost was a Mexican, usually with a mixture of Spanish and Indian blood; he was certainly Mexican by way of life and traditions, for old Mexico was by then a two-and-a-half-century amalgam of Spanish and Indian. For this reason, and for the future benefit of both Anglo- and Mexican-California schoolchildren, I would urge that we always use the term "Spanish-Mexican" in referring to the period 1769-1821. Then, following the achievement of Mexican independence in that latter year, I would simply refer to the "Mexican Period," for the very word "Mexican" clearly implies any continuing Spanish heritage.

A very basic fact of early Mexican-California history is that, even under Spanish rule, this land was so distant and isolated that the Californios early became exactly that, and there developed a kind of "credibility gap" between those here and those who ruled in Mexico City. This breach was widened by revolutionary rumblings to the south and the confusions of the independence struggle itself. California, in effect, was virutally independent of Spain within about one short generation from its founding. Perhaps more important, continuing turbulence in Mexico itself – the first of several periods of political chaos which have influenced migration of Mexicans to this country – was creating what we might label a sense of "californismo," a way of life and thinking *sui generis*. This "californismo" was later to have its effects upon incoming Anglos as well as Mexicans, and does so to this day. How quickly the recent arrivals become "native" Californians!

In the Mexican period of our history, officially from 1821 to 1848, some Californios came to be so disillusioned with Mexican government that they thought they might do better under Anglo rule, though they quickly learned a lesson on that one. And, though we fully recognize now that the Anglo war against Mexico in 1846-1848 was planned aggression, we must also remember that the Anglos might well have lost that war had it not been for the terrible political instability of the Mexico of those days. Mexican government was of little use or effectiveness in California, and Californios were well aware of this.

The California that quickly became a state, in 1850, owes very great debts to its Mexicanism, even though Californios were early overwhelmed by the numbers of *gringos* and others who scrambled to get their hands on that gold. Such debts should be more strongly emphasized in our schoolbooks, as in these examples: the Mexican mining "know-how" that made this state literally "golden"; and

the Mexican wisdom and experience that taught the *gringos* the pastoral patterns (notably with horses, cattle, and sheep) and expertly tended the very life blood of the frontier, the packtrain. This became the so-called "western" way of life and cornerstones of the new state.

As you well know, we also owe a very important, useful, and colorful part of our vocabulary to Mexican pre-eminence in the development of those northern frontiers which we have come to call the borderlands. This debt is fairly well recognized but still deserves more emphasis than it has received in our schoolbooks. Less well known is the important Spanish-Mexican contribution to jurisprudence in our state and beyond (for example, in mining, in water resources, and even in California's national leadership in the concept of community property of man and wife). All these things should have an honored place in our schools and elsewhere, for three important reasons: (1) it is good history; (2) it will appropriately encourage Mexican-California's pride in its past and confidence in its future; (3) it is good education for the *gringos*!

In the historical moments of confrontation, as in the Texas episode, the Mexican-American War, and in California, the westward-moving *gringo* and the northward-moving Mexican were the heirs of ancestral antagonisms which accounted for much of the harshness of those meetings. The English-speaking people and those who spoke the Spanish language had been at war during most of three centuries – over religion, over dynastic disputes, over territory, and over trade. To those of Spanish speech, Englishmen and Anglo-Americans were perennial enemies seeking to intrude upon territories and trade; and they were dangerously subversive *perros luteranos* as the old phrase had it. For those of English tongue, almost anyone who spoke the language of Philip II, the Armada, of Cervantes, or of Mexican viceroys and frontiersmen was, ipso facto, uniquely cruel, bigoted, treacherous, cowardly, greedy, lazy, and decidedly of inferior breed. These historically created prejudices and stereotypes were, of course, unfair and hardly the basis for an amicable relationship. (In a certain sense, the cry of "Remember the Alamo" was merely an echo of "Remember the Armada," or "Remember Jenkin's Ear," later to be paralleled by Mexican bitterness and very special honor for the *Ninos Heroes Chapultepec*.) Particularly in the case of the Anglo-American, fear, envy, and hatred of the Spaniard and his new world progeny were deeply rooted in a vast amount of propaganda designed to stimulate English and imperial patriotism (to say nothing of good old Protestant puritanism, Cotton Mather style), to the end that anti-Spanish warfare became virtually a holy crusade and the lands of Spanish speech and Catholic Christianity were whittled down for the aggrandizement of Anglo lands. (As you see, the "manifest destiny" was cooked up on the playing fields of Eton long before it fell into the hands of those uncouth Anglos with the coonskin caps.) This extensive propaganda, enlarged in northern Europe and especially strong among the Protestant peoples, became, to them, "true history" and the foundation of the Nordic superiority complex with regard to Latins in general and Spanish-speaking people in particular. Historians call this *la leyenda negra* the black legend. A bit later, I shall allude to it in another, very curious, part of our story. Mixed with this, of course, was strong Anglo disdain for the Indian, and borderlands Mexicans often looked suspiciously Indian to the Nordic invaders.

Regardless of what we may think of all this today, it was historical reality when Anglos and Mexicans came face to face in the borderlands, and it accounts for much or even most of the instinctively disdainful and arrogant attitudes assumed by victorious Anglos and much of the pungent comment among Mexicans with reference to those "Men of Saxon eyes and fierce, barbaric soul" (*Hombres de ojos sajones y alma barbara*, to use the later famous phrase of Ruben Dario). Anglos vented upon Mexicans all this accumulated historical animosity, and thus the "greaser" emerged as a shameful stereotype in the early literature and behavior of those managers and spearheads of "manifest destiny." Understandable, yes, in terms of historical background, but also exceedingly unjust, for the "black legend" was born of malevolent propagandas; and, if we do not take care, it is going with us right into the future, for all too much of it remains in our schoolbooks.

I shall begin by stating, very bluntly, that our California schoolbooks (and, in truth, those of the nation generally), through elementary school, high school, and even beyond, are, and always have been, in need of a thoroughgoing overhaul in matters pertaining to Spain, Spaniards, Spanish-Americans, and, in our case, Mexican history and Mexican-Americans. I say this on the basis of periodical examination of these books over a long period of time. Invariably, I find that they are overloaded with a hodge-podge of misinformation, distortion, Anglo superiority complex, romantic fallacies, and sundry other crimes against historical accuracy. They are bad enough in some other respects as well, causing me to shudder when I contemplate the strange world – the irrelevant world, to use the current fad word – that we teach to our children. Very germane to our case, these books still reek of smug assignment of virtues to Anglo-Americans and of iniquities to Spanish-Americans, a mixture of Anglo-style self-righteous patriotism and some very bad history, and such is hardly a sound basis for inculcating pride in a rich Mexican heritage. An old Mexican saying has it that *los espanoles de hoy son los mexicanos de manana*, and there are four centuries and more to prove it. Thus, any belittlement or denigration of *either* the Indian *or* the Spanish heritages pulls the cultural carpet right out from under *any* Mexican, whether he be in the republic of that name or here in California.

Among other historical realities that we must always bear in mind is the enormous complexity of the Mexican California that has come into being since the Treaty of Guadalupe-Hidalgo. From the earliest Californio to the most recent "wetback," this Mexican California has never

been an all-embracing uniformity, even though passionate ideologues might sometimes try to see it that way. Consequently, no one or no single series of political, economic, or educational remedies should be sought or imposed. There is great diversity of social hierarchy, language, economic goals and accomplishments, educational aspirations, and political coloration. There are those who were middle-class refugees from Mexican political disturbances and those who simply came here to find better rewards for their labor, either voluntarily or coyote-induced. There are those whose families date far back in differences in opinion and language. There are those who have made successful business and professional careers and those who have not inspired or achieved so well. There are the thoroughly "*gringo*-ized" and those not so much or hardly at all. And there are those who simply refer to themselves as Americanos and claim no other description. In short, like all societies, our Mexican California is tremendously variegated, and we should not try to treat it all as one great big single problem, seeking dogmatic and doctrinaire solutions. Let us always remember that it was just such simplistic ignorance that led the early *gringos* to lump Californios, recently arrived Sonorans, Chileans, and Peruvians into one catchall category of "greasers" and treat them accordingly. It would be tragic indeed if Anglo- or even Mexican-Californians of dogmatic bent should repeat that error and embitter, with no hope of repair, the relations between the two peoples.

We can see, in our recent history, how this simplistic approach has not only failed but has seriously sharpened antagonisms. An Anglo-dominated educational structure did its single-minded best to knock out of Mexican heads their native language and any pride in the culture that goes with that language. Inevitably, this fostered an educational inferiority complex with attendant disinterest and the drop-out consequence. It also did more: it lost for all California the riches of a Spanish-Mexican cultural heritage, which, in its totality, owes no subservience to Anglo culture.

Fortunately, some of those sins of our past are now being rectified – but not all of them, and certainly not fast enough. I can still document the continuation of such sins – and I know that most of you can too, but, after so many discouraging years, I begin to be guardedly optimis-

Those who attended the Conference Banquet were treated to a performance of the regional dances of Mexico.

tic. When I see recent students of mine from the California that is Mexican occupying important educational posts or becoming mayor of my home city of Santa Paula, I have the feeling that we are finally on our way. When I read and hear that special efforts are being made to encourage more high school Mexican-Californians to go on to college and universities, and that special funds and efforts are now going into training to help them become teachers; when conferences of this kind we are now attending are becoming a way of our educational life; when I learn of the great increase of Mexican students in my own former high school; yes, even when I hear and see the ferment of rivalries and clashes among Mexican-Californians themselves, I am rather more encouraged than otherwise. I see in this an *orgullo de la raza* that has been too long submerged, and I sincerely hope that a parallel *orgullo de cultura y tradiciones* will always accompany it.

Somewhere among today's Mexican-Americans there has already been born, I am sure, a person, man or woman, who will become one of the great intellects of all time. Conceivably, this person might be a mixture of Anglo and Mexican, given the intermarriage picture. This person might write in either Spanish or English, or both, but this is not the most important matter. Of greater significance, this person will combine genius from each culture. Perhaps he will embody the inimitable wit and compassion of a Cervantes, along with the psychological insights of a Shakespeare and the subtlety of a Mexican Juan Ruiz de Alarcon. Certainly he will have the great intellectual curiosity and dedication of that Tenth Muse, a Mexican woman, Sor Juana Ines de la Cruz, and perhaps the delicate, dreamlike poetic instincts of a Nezahualcoyotl. Let us throw in the passion of a lost cause and the soul of a Cuautemoc, along with the vision and astuteness of an Hernan Cortes. While we are at it, add some of the encyclopedic nature of a Ben Franklin and his Mexican forerunner, the savant Carlos de Siguenza y Gongora. And just for good measure, let us add some of the bold artistry of the modern Mexican painters and the burning anguish of some of the revolutionary novelists.

Pure sentimentality? Of course. But not without its realities, for the coming together of the Spanish-Indian mind and that of the Anglo world has magnificent potentiality if given even half a chance, very especially in the state of California. We have here the largest of this country's Mexican populations, and it is increasing. We lead the nation in population, and we may, in a near future, supplant the eastern seaboard cultural dominance that, among other things, gave us that Anglo-Puritan complex that is sometimes so hard to live with.

When the "go west" of the Anglo meets with the "go north, then west" of the Mexican, there is California. And its future, *Dios mediante*, will be all the richer for precisely the fact that the twain have met.

Eugene Gonzales is pictured with the conference hostesses who are, front row, left to right: Rosa Chavez, Gloria Montelongo, Raquel Ford, Yolanda Duran, and Maria Estela Hernandez; Back row: Irma Welch and Julia Arias.

Mexican Cultural Contributions to California

MANUEL H. GUERRA
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California State College at Long Beach

California is a magic word in the vocabulary of the world. The rubric of the word itself is synonymous with wealth and beauty. Born in a world of fantasy, weened in the world imagination of gold and pearls, matured in a world of agricultural oasis, industrial prosperity, and commercial traffic without peer, California has remained true to its name from the period of Spanish discovery, pearl diving, gold mining, orange and lettuce picking, aeronautical and mechanical production, and the commerce which is the gateway to the Orient and Latin America.

To outline here the Spanish and Mexican contributions to the culture of the state of California would be a monumental task. I can only be brief and cryptic, and I shall condense and summarize what I would consider to be exhaustive research. Therefore, I would like to divide my remarks into three parts. First, a few worthwhile definitions of culture which will establish some criteria and a value system with which to approach broad studies and disciplines; second, the importance of Spanish and Mexican culture in the state of California; and third, the contemporary and future teaching of California heritage in the public schools of California. I consider all three to be interrelated, and I earnestly believe that the importance of all three presents a great challenge to intellectuals and educators alike.

Culture, spelled both with a capital "C" and a small "c," depending on whether we are speaking of the Culture of the liberal arts and sciences or the culture of anthropology, relates to the life of the inhabitants of California — the former, in the sense of the ideals, aspirations, and classical virtues; and the latter, in the sense of the day-to-day customs, traditions, and habits.

Inherent in Spanish civilization at the time it was transposed to California, we find military ordinance, religious constructions, and Spanish civilian architecture, particularly that which resembles Mallorca, Málaga, Cadiz, and Sevilla, rather than the forts or castles of northern Castill- la Vieja. It is no coincidence that the first mission founded by Father Junipero Serra, San Diego de Alcalá, and the mission where he was buried, San Carlos Borromeo in Carmel, both resemble the Mallorcan architecture and landscape and, of course, the distinctive Franciscan symmetry similar to the Mallorca where Junipero Serra was born. Spanish horses and ships are introduced. Travel by land on the Camino Real and travel by sea in Spanish ships are the two modes of transportation. Agriculture similar to the citrus groves of Mediterranean Spain is introduced, and the Indians are taught the new ways of European society. Sheep, cattle, and goats are introduced, and the Indians are taught how to benefit from a pastoral life. Christian practice and virtue is taught to replace pagan rituals and cults, and, through the mission culture, the cross is raised and the people are baptized into the Roman Catholic faith.

As I turn to the importance of Spanish and Mexican Culture in California, I am reminded of the Spanish saying *"La cultura tiene padre"* (culture has a father). There is no question in my mind as a student and scholar of California and Latin American history, in which I concur with the works of Priestly, Dana, Robinson, Davis, Tuthill, Bancroft, Hittell, Royce, Richman, Tinkham, Bolton, Aiton, King, and Chapman, that the great task of bringing European civilization to the frontier, of establishing social, spiritual, and cultural rapport with the Indians, and of meeting the first violent human conflicts between civilization and barbarism was already completed by the time the Anglo-Saxon explorer, trader, and soldier came to California. In other words, by the time Colonel Stockton and Colonel Fremont arrived in California in 1846, the military, civil, and religious order of society had been able to accomplish the original purpose.

But of all Spanish and Mexican cultural values which were inherited by succeeding generations of Californios, there are three which have contributed vitally to the character and climate of the state. They are the Spanish and Mexican laws, the Spanish language, and the customs and traditions of the Mexican people.

Spanish and Mexican laws in California codes still affect agriculture, mining, river navigation, irrigation, harbor control, and so forth, and there is hardly a day in the California courts when the matter of Spanish and Mexican land grants does not come before the dock. Thus, Spanish and Mexican laws are still an integral part of California jurisprudence, and the Anglo-Saxon woman who prides herself in her personal and public freedoms may appreciate the legacy of Spanish community property laws.

Perhaps nothing has enhanced California culture so much as the Spanish language itself. This beautiful language, virile and varied, achieved its preeminence in the Golden Age of Spain during the sixteenth and seventeenth centuries. Mission libraries, as I have stated, contained the works of the Spanish classics Tirso de Molina, Calderón, Lope de Vega, Alarcón, and Cervantes; the Spanish chroniclers Bernal Díaz del Castillo, Gomera, Sahagún, Bartolomé de las Casas, and even the letters of Cortéz himself, represent informative, stimulating, and erudite literature and history at its best. For example, *Naufragios* by Alvar Nuñez Cabeza de Vaca, recounts the adventure of shipwreck between the years 1527 and 1537 and the wanderings of the author through the Mississippi Valley, the Gulf of Mexico, Arizona, and California.

Through the years the Spanish language has survived. The only reason it has survived is because Spanish-speaking people have kept it alive. The 2,000,000 Mexican-Americans in California and the 6,500,000 Mexican-Americans in the southwestern United States have, in one form or another, retained the language of their Spanish heritage as the basic birthright of their cultural identity. It is remarkable that the Spanish language has survived in view of the fact that the Treaty of Guadalupe Hidalgo in 1848 and the subsequent amendments, both guarantees to American citizens of Mexican descent, as well as other promises to protect their language, customs, and religion, have been ignored. Departments of Education in the southwest have not always viewed the teaching of Spanish or the preservation of Spanish as a legal responsibility.

Lest I be misunderstood when I discuss the preservation of Spanish, the learning of the English language is a grave concern of the Mexican-American community, just as it is for all other Americans. However, the failure to teach English effectively to the Mexican-American child is a result of a lack of understanding about Spanish-Mexican heritage, and duo cultural soul. The eagerness and earnestness of teachers of English has not convinced the Mexican-American child that these teachers respect his identity, cultural difference, and personal integrity. The teachers often do not speak Spanish and are equally unconcerned about learning it. This attitude is projected to the child; and what started with good intentions ends with bad results.

I humbly subscribe to the idea that the time has come to revive the teaching of California heritage in our public schools with new spirit, vigor, and orientation.

California heritage should depict a balanced picture of our people, history, and folklore. We should hear much more about Juan de Onate, one of the last great conquistadores, who founded the state of New Mexico several years before the Pilgrims landed on Plymouth Rock. We should read more about Hernan Cortéz, especially the literary value of his writings to King Charles IV. We should read more about such men as Sebastián Vizcaíno, Rodriguez Cermenho, Rodriguez Cabrillo, José de Galvez, Gaspar de Portolá, Cabeza de Vaca, Vasquez de Coronado, and the priests Father Kino, Ugarte, Salvatierra, Marcos de Niza, and Piccolo. These were valiant men, who lived in treacherous times during an era when science could afford them no security.

We should teach our children much more about Pablo de la Guerra, Lt. Governor of California in the early 1850s; about Mariano Vallejo and his contribution to California statehood; and about Governor Manuel Michelterena, the founder of the public school system of California. Our children should know about the names of Carillo, Andrés and Pío Pico, Dominguez, Castro, Angel de la Guerra, Peralta, Alvarado, Sepúlveda, del Valle, and others. The names of these men are often overlooked, omitted, or dismissed as if California history began when Col. Fremont crossed the Tehachapis. Pablo de la Guerra, for example, authored the constitution of California written in Spanish; José de Carillo was one of the important statesmen at the constitutional convention; both Andrés Pico and Pío Pico, governors of California, were active politicians and statesmen who contributed to California's autonomy and growth. I cannot understand why these men have not been honored by having schools, parks, and museums named after them and statues erected in their honor.

Mexican contributions to the culture of California are substantive. They stem from the spirit and the ideal of progress. The spirit of the Mexican culture lives in the souls of barefoot children as they walk among the barrios, as they live in migrant camps, and as they survive in congested cities. The ideals glow in the brown faces that look to the sun; in the brown eyes that look to the teacher as if she were a goddess. I hope that we are prepared to understand the Mexican-American and that we are prepared to meet the challenge of educating this Mexican of California.

The California Plan for the Mexican-American

The Honorable
RONALD REAGAN
Governor of the State of California

Since the first Nuevas Vistas Conference two years ago, the efforts of a great many educators, public officials, legislators, and concerned citizens have been devoted to identifying the special problems that confront the Spanish-speaking youngster in our schools. Many of you here tonight are leaders in these efforts to stimulate a new awareness of the instructional needs of thousands of youngsters who enter California schools from non-English-speaking homes each year.

And, while we in state government would be the first to concede that much more needs to be done, we have made some significant progress.

Within a month after the first Nuevas Vistas Conference, I was pleased to sign into law Senator Alan Short's bill permitting bilingual instruction in California schools. This measure, which had bipartisan support, has made it legally possible for school districts to develop new and effective programs to help the Spanish-speaking youngster make the difficult transition to English-language instruction.

Everyone here is aware, I am sure, of the tragic social and individual consequences that have resulted from our failure to recognize the language barrier as a major educational problem for California youngsters of Mexican descent. This language barrier is one of the reasons for the dishearteningly high drop-out rate among Spanish-speaking students. It is a source of frustration from the time they start school, because they begin their educational experience with a double handicap. The California student from a Spanish-speaking background is attempting to master basic subject matter that is difficult enough even for the English-speaking student. And he is trying to accomplish this learning process in a language that is often totally unfamiliar to him. Bilingual instruction is one of the major efforts to eliminate this handicap so that the Mexican-American youngster will have a fair opportunity to succeed in school. The State Department of Education is participating in this effort in a variety of ways. Under the leadership of Eugene Gonzales, the Department has initiated a number of pilot projects to promote bilingual instruction.

The Department of Education has sponsored demonstration projects to reach the children of migrant families. It has produced a series of video tapes in Spanish to explain the various state educational programs to this community. And it is working to develop textbooks and supplementary materials to help California students of Mexican descent understand their native tongue and the rich cultural legacy of their early California ancestors.

Along with these varied and ongoing projects, the State Department of Education is also helping to implement the federal program of financial assistance for bilingual instruction.

Although money is such a central part of the educational dilemma, it is not the only part. Those who are vitally concerned with education — public officials, professional educators, parents, and legislators — must join in asking some searching and fundamental questions about the overall direction of our educational programs.

Are we doing the best we can for the greatest number of students? Is the nation as a whole devoting a disproportionate amount of emphasis (and educational dollars) to the 20 percent of young people who will go on to complete a college degree? Should we not now take a hard look at our priorities and determine whether we might profitably upgrade and refine the educational opportunities that we offer to the majority of students who will enter the job market without finishing college?

This is a particularly timely question today when there is a desperate demand for trained technical experts in a variety of occupations and skills. In the past, schools too

often have viewed technical education and vocational training as the stepchild of education. There has been a patronizing attitude toward preparing students to enter the job market directly from our secondary schools.

The result is that schools send inadequately prepared youngsters off to compete for a job on their own. This occurs at all levels of education. There are entirely too many high school graduates and dropouts, junior college graduates, and college dropouts who haven't been sufficiently trained to do anything that is immediately marketable in the job market.

The noncollege-bound youngster is thrust on his own into an increasingly technically oriented labor market without the foundation of the thorough preparation and education that his college-bound counterpart receives from the public school system. These individuals are more "push-outs" from our educational system than dropouts.

We must question the priorities of a system that produces such an imbalance. We must begin a serious effort to provide within our public schools a far broader and more effective variety of educational opportunity for those students who prefer a technically oriented public school program. The doctor's son in Bel Air may want to become a skilled television technician or a racing car mechanic instead of following his father into medicine. The Spanish-speaking auto mechanic's son in East Los Angeles may wish to study for a Ph.D. in physics. The black student in Watts may want to pursue a program that could qualify him to be an astronaut.

Here, I would like to stress once again the importance of adequate financial support to the total concept of equality of educational opportunity – what this administration's tuition plan for higher education can mean to the student who is qualified but financially unable to go to college. The Equal Education Plan, which I outline in the "Creative Society" study program, proposes to set aside up to 50 percent of all tuition revenues and use it each year for scholarships and loans to deserving students who otherwise would not be able to attend our state colleges or the University of California.

At the present time, the student population in all our institutions of higher learning is heavily dominated by students from above-average income groups. But why must the mailman in Watts or East Los Angeles subsidize the operation of higher educational facilities which he knows has not always been available to his youngster? Under the scholarship program, which would be part of my Equal Education Plan, the doors of higher education would be opened wider and to a far greater number of deserving youngsters from all cultural and ethnic backgrounds.

The point of all of this is that we must make it possible for all youngsters to pursue their different educational goals within the public school system. The educational program that is offered must be sufficiently broad in all districts to permit a student to prepare for whatever professional or occupational field he desires. That can only be done if the financial base that supports the school district is sufficiently broad to provide the necessary revenue on an equal basis. That is what we are trying to do.

Equality of educational opportunity is not just a slogan. It must become a fact. You can help make it a fact.

More than any other group, the educator who himself is of Mexican heritage is uniquely equipped to help government and our overall society learn how to motivate students from a Spanish cultural background most effectively.

Besides teaching the formal academic subjects, I'm sure that every one of you is involved every day in the effort to rekindle among Spanish-surname youth a strong sense of identity with their proud Hispanic culture. Throughout history, this culture has been one that expressed both in thought and deed a great respect for learning.

And here, ladies and gentlemen, I would like to frankly issue a challenge to you as educators and as representatives of the two million Californians of Mexican descent.

I call upon you to tell us what we can do to help. We in government look to you to counsel us on the most effective ways to reach the youngster from a Latin cultural background and motivate him to make the adjustment into our competitive, English-speaking society.

We must find ways to preserve among those of Spanish heritage a proud sense of cultural identity, yet at the same time equip the youngster from a bilingual home to compete and to succeed in the pluralistic melting-pot society that we call American.

Every day, each of us mixes comfortably within and as a part of several communities. Doctors of all races work with doctors in the medical profession and become, in the process, not representatives of any particular ethnic group or culture; they are just doctors. Teachers of many cultural backgrounds melt together to become simply teachers during the school day. Every cultural group must find ways to retain its own distinct identity and yet adjust to living with and within a number of other communities at the same time.

I call upon you to tell us what textbooks we need to adopt. Tell us what additional programs are necessary to help more Spanish-surname students complete high school and college. Tell us how we can preserve the best of the Spanish cultural influence upon your young people and yet teach them how to adjust easily to the competitive, English-language society in which most of them will live and work.

I call upon you to tell us. And I promise you that we will listen. No one pretends that this job of motivation and education will be an easy task. More than 2,000 years ago, Seneca, the first great Spanish philosopher, put into a few short words the challenge that confronts us today: "It is a rough road," he said, "that leads to the heights of greatness."

We can reach the heights of greatness in California, ladies and gentlemen, if we travel that road together in the same spirit of togetherness that has made California the confluence of two great cultures.

PROGRESS REPORT

This is the fourth year of operation of the Mexican-American Education Research Project. In this short period of time, much has been learned about the educational circumstances of the American of Mexican descent.

In our first survey, we learned the following:

1. Approximately 650,000 pupils with Spanish surnames, or 14 percent of the total student population, are enrolled in kindergarten and grades one through twelve in California.
2. The dropout rate of Mexican-American pupils is higher than that of any other ethnic group in our public schools.
3. Many children of Mexican descent who speak little or no English are being placed in classes for the educable mentally retarded because they cannot be accurately assessed in their own language with tests designed for the Mexican-American child.
4. Countless numbers of teachers have experienced desperation resulting from not having the proper skills or training to reach the Mexican-American pupil.

In a second survey, the superintendents of all the school districts in California were asked to list the areas that offer the most difficulty for Spanish-speaking pupils. The following were identified as obstacles to the education of Mexican-Americans:

1. Lack of comprehension
2. Lack of English fluency
3. Limited vocabulary
4. Low aspiration level
5. Low interest in school
6. Placement difficulty
7. Reading disabilities
8. Speech difficulties
9. Poor word-attack skills

In spite of school-personnel recognition of the problem areas, 87 percent of the survey respondents stated that there were no special programs for Mexican-American pupils in their districts and that a very small percent of the teachers have had any special training to prepare them to work with Mexican-American pupils. They also reported that very few of the teachers and administrators have a working knowledge of the Spanish language.

Other concerns of the Mexican-American community are as follows:

1. The educational program has ignored the cultural and political contributions the people of Mexican descent have made to this country.
2. Probably the foremost failing of the traditional curriculum is that is has not provided opportunities for the Mexican-American to form a desirable concept of himself:
   a. An acceptance of oneself as a "good" person
   b. An acceptance of oneself as a person with dignity and personality

Frank Angel, University of New Mexico, speaks of the absence in our curriculum of a study of Mexican-American heroes and the cultural contributions of the Hispanic culture to the American culture as subtle discrimination.

There is also *discrimination by indifference*! The Mexican-American pupil has no models to identify with, nothing to be proud of, nothing in his secret self he can

JOHN PLAKOS
Director, Mexican-American Education Research Project

Mexican-American Education Research Project

cling to that tells him he is a person in his own right.

But in spite of all these barriers placed in front of the Mexican-American, we hear over and over again such statements as: "The Mexican-American places little value on education." "The Mexican-American parent wants his child to leave school early so that he can go to work." "Mexican-American parents never attend school functions." "Mexican-American children have low aspirations."

In response to such statements, I would like to read to you the thoughts of a teacher aide as expressed in writing to a group of school administrators who were concerned with their inability to understand the needs and the problems of the Mexican-American pupils in their schools:

> Nobody knows what the problem is. Well, for heaven's sake, why not ask the Mexican people themselves? Who else knows what it is? If you ask me, I'll tell you from my own point of view what it is. But my biggest problem is being afraid of speaking out in a room full of people who have the highest degree of education. And I don't. We need help for our people, who, like myself, are afraid to speak out. We need tutors for our children. We need to be able to communicate with our children's teachers. But if they can't speak Spanish and we don't speak English, how can this be accomplished? Can we attend P.T.A. meetings? No! Would you attend a P.T.A. meeting if it were conducted in a foreign language? Especially if you have been working all day. Do you think we like our children dropping out of school? Don't you think we like to see our children get somewhere other than the fields? There are so many things I could tell you. There are so many things that you could do to help us. But we have to start somewhere, and soon.

These thoughts have become clear in their importance to us, especially as we reflect on some of the confrontations with students and young adults during conferences or workshops held in San Francisco, Modesto, San Diego, and Los Angeles.

Today, as we review that which has been accomplished, we find that we have taken giant strides towards our goal of providing for each Mexican-American child the opportunity to develop his skills to his highest potential.

The most significant forward-looking change that we can point to is the amendment to Section 71 of the Education Code to permit bilingual-bicultural instruction in our classrooms. This change was made possible by the passing into law of Senate Bill 53, which was introduced in the Legislature by Senator Alan Short, Sixth Senatorial District.

School authorities can now contract for the services of teachers from out of state or from foreign countries who are specialists in bilingual-bicultural instruction. This has become possible with the passage by the State Legislature of the Sojourn Teacher Bill which was introduced by Assemblyman Alan Sieroty, Fifty-ninth Assembly District.

Other significant changes that have taken place in our schools in the past year include the following:

1. The training and utilization of Spanish-speaking persons as teacher assistants
2. The incorporation of tutorial programs into the regular school programs
3. The development of structured preschool programs
4. Inservice training programs that are relevant to the needs of the classroom teacher
5. New textbooks and educational materials that are being developed for classroom use that depict the contributions made to the "American way of ! " by the early Spanish and Mexican settlers.

The major problem today, as seen by the team members of the Mexican-American Education Research Project, appears to exist between the school and the community. School personnel seem to resist the idea of involving community members in school matters, while community members show more and more distrust for the actions of school board members and school administrators.

It is this weak school-community relationship that has presented the largest single problem to the "implementers" of recommendations made by Mexican-American Education Research Project team members.

Communities that have been brave and innovative in their efforts to establish strong and positive school and community relations have been best able to join the current educational trends toward improving educational conditions that envelop the Mexican-American pupil.

What we need is *un puente de gente* — "a bridge made up of people" to work together in an atmosphere of cooperation and trust to bring about changes necessary to provide education programs that will permit each pupil to develop his skills and talent to his full potential.

What kind of people? We need a bridge made up of all persons whose actions somehow affect the pupil: administrators, educators, teachers, community leaders, community organization leaders, college personnel, church leaders, students themselves, welfare agency personnel, and the staff of the State Department of Education.

It would be as great a mistake, when working with the education needs of the Mexican-American pupil, to ignore the contributions that can be made by the Pruitts, Blairs, Hoffmans, the Walt Symons, the Eleanor Thonises, the Philip Powells, as it would be for those who are developing curricula depicting the westward movement to ignore the contributions of the Julian Navas, the Manual Guerras, the Juan Solis, the Rodriguez, and the Guzmans.

Each person should be selected because of what he can do and is committed to do — *un puente de gente* — a vital need for a successful educational future for all our people.

PROGRESS REPORT

Project for Development of Curriculum for Adults with Spanish Surnames

STANLEY SWORDER
Former Chief, Bureau of Adult Education

Americanization, citizenship, and basic elementary subjects, including English as a second language for adults, have been regular courses in California's public adult schools for many years. High school subjects and occupational training courses have also been stressed by adult education programs. In May, 1965, a concerted statewide effort was begun by the Department of Education to identify commonly used curriculum materials and promising practices that had been found to be helpful in meeting the objectives of Mexican-American adult education programs. Since that time, concerted efforts have been made to use these materials to improve instructional programs serving adults with Spanish surnames.

The following is a summary of the project activities to date:

1965-66 fiscal year. The research project was approved in May, 1965, and for a few months the project specialist concentrated on a survey of commonly used curriculum materials and practices which had been successful in meeting the objectives of the adult education program. The project specialist participated in the development of the publication *Handbook for Teachers of English as a Second Language — (Americanization-Literacy),* distribution of a questionnaire to the field concerning administrator attitudes, and in many meetings and conferences in various parts of the state concerning the problems involved in educating the Mexican-American adult.

1966-67 fiscal year. The project specialist evaluated and distributed preliminary curriculum guides, research reports, and related materials, prepared a pamphlet entitled "A Bibliography Relative to Teaching and Learning English as a Second Language," and developed a guide for administrators in the establishment of local advisory committees to be involved in the development of educational programs serving this segment of the population. "A Scope and Sequence for Use in Teaching English to Speakers of Other Languages" was also duplicated and distributed.

1967-68 fiscal year. Activities during the year included the following:

a. Development and publication of a pamphlet entitled "Administrators' Attitudes Towards Instructional Programs for Adults with Spanish Surnames"
b. Development, distribution, and evaluation of lessons designed for bilingual instruction of the monolingual Spanish-speaking adult student
c. Participation in planning the Nuevas Vistas Conference, May 10—11, 1968
d. Conduct of workshop for teachers for the purpose of developing bilingual lessons for experimental use (December 26-29, 1967)
e. Conduct of workshop for the purpose of identifying program needs and recommendations of lay groups concerning the administration of such adult programs (May 27-28, 1968)
f. Contract with California Western University, San Diego, for a two-week workshop (July 17—27, 1968) for advanced training in teaching methodology and administration of programs designed to serve the Spanish-speaking adult population

g. Participation in the production of "Conozcan Sus Escuelas" for educational television stations in California

1967-68 fiscal year. English as a second language, Americanization, and elementary subjects are regular courses in the curriculum of California adult schools. In 1968 approximately 56 percent of all students enrolled in English-as-a-second-language programs were Spanish. The development and evaluation of curriculum materials for adult education courses have resulted in substantial improvement in the instruction offered in these programs. The Department of Education has also been able to provide leadership for teacher training activities, identification of program needs through conduct of meetings involving Mexican-American leaders, and support for the Department-sponsored Nuevas Vistas Conference. The July, 1968, workshop provided intensive training for 50 teachers and administrators actively involved in the conduct of programs for the Spanish-speaking adult.

Future activities will include the following:

- Expansion of training opportunities for offices of county superintendents of schools' administrative personnel
- Continuation of workshops conducted at the local level for teaching personnel
- Additional graduate level learning experiences for teachers, counselors, and administrators

Within the five-year period of the project, every office of the county superintendent of schools in the state will have curriculum materials for adult education programs designed to meet the needs of the Spanish surname adult population; each county will also have at least one person who has received intensive training in the specific needs of this adult population; and in each county a core of trained teachers, counselors, and administrators will have been created.

The Bureau of Adult Education is fortunate in having consultants with such names as Cabrera, Balbuena, and Calvo. The Bureau is also fortunate in having persons on its staff with names such as Smith, Koehler, DeGabriele, Simms, Steeves, Toogood, Camper, and Brenner. These gentlemen, too, are eager to help in our mutual efforts to improve adult education programs for California's population of adults with Spanish surnames.

The cooperation we have received from representatives of local, county, and state organizations concerned with improving instructional opportunities for adult students with Spanish surnames has been outstanding. We commend you for your fine contributions. Without your help this major effort could not meet with success.

Max Rafferty and Eugene Gonzales, top row, are pictured with students from Fremont High School, Los Angeles, who were on hand to guide conference participants to panel and workshop sessions. They are the students of Mrs. Gloria Bray Allred, first row, right. The students are, left to right, Maria Gonzales and Elena Gutierrez; Clemente Vega, Sal Lopez, and Carlos Huerta.

PROGRESS REPORT

LEO LOPEZ
Associate Superintendent of Public Instruction; and
Chief, Division of Compensatory Education

California's Program for the Education of Migrant Children

We are here today to hear reports from representatives of the State Department of Education and other agencies that are attempting to resolve some of the problems facing the Mexican-American child in California. It is my privilege to speak to you regarding the educational needs of children of the agricultural migrant community being served under the ESEA, Title I, Migrant Amendment.

I am sure that most of you realize that when we discuss these migrant families, we are speaking, without question, of the most neglected segment of our nation's population. Those of you who have read about poverty in America should not be surprised to learn that there is more poverty in rural America, proportionately, than in any city in this nation of ours.

National reports and studies indicate that in metropolitan areas one person in eight is poor; in the suburbs, one in 15. In rural areas, one out of every four persons is classified as poor.

Poverty in rural America is even more magnified when we consider that, while some 30 percent of our total population lives in rural areas, this population comprises 40 percent of the nation's poor.

The 1967 "Report of the President's National Advisory Commission on Rural Poverty" included the following statement:

> Poverty is a controversial word. Not everyone agrees on what it means. This applies to experts as well as to laymen. In the opinion of the Commission, poverty is partly inadequate income, but it goes much deeper than that. Poverty afflicts the mind and the spirit as well.
>
> "But poverty is much more:
>
> - It is lack of access to respected positions in society, and lack of power to do anything about it.
> - It is insecurity and unstable homes.
> - It is a wretched existence that tends to perpetuate itself from one generation to the next."

A special group within the rural population is the migrant family. These are the families that travel throughout the country picking the fruits and vegetables that we in the city enjoy every day.

Let us take a closer look at the migrant population here in California. An estimated 190,000 agricultural migrant workers and their families were on the move in 43 counties in California during 1968. About 81 percent of them were of Mexican origin, 14 percent were Anglo, and the balance were American Indian, Negro, and other ethnic groups. Of this total migrant population, Californians accounted for approximately 60 percent, and the rest were from other states and Mexico. Thirty-one percent of the wives of these farm laborers had five or more children; this compared to 14 percent for all other occupational groups.

The average annual wage earned by California farm workers in 1965, including nonfarm earnings, was $1,388. The 1967 average hourly wage for California farm workers was $1.62, which compared favorably with the $1.33 hourly wage paid to farm workers in other parts of the country. However, these wages were the lowest of all industries ($1.73 for laundry and dry cleaning workers was the second lowest, and $4.09 for construction workers was the highest).

During September, 1969, approximately 88,000 farm workers were in California. This represented 35 percent of the nation's migrant workers. Sixty percent lived in

California all year long, while 40 percent came from other states.

As indicated earlier, the total number of migrants in California who spent time picking our crops was 191,000 in 1968. Of this large number, 66 percent were adult men, 21 percent were adult women, and 13 percent were youth under 22 years of age.

Statistics clearly indicate that the migrant family is not a segment of our population that is quickly vanishing; on the contrary, we are convinced that farm migrants will continue to increase in number for the next five years. Let us set aside this statistical information and get to the real questions: "Who is this migrant child we are attempting to serve?" "What are some of his needs?" "What are some of his aspirations?" Then let us discuss how we are attempting to meet these needs. Perhaps the best way to get behind the statistics and the impersonal feeling that these statistics convey is to share with you the story of two children and their families.

Rosie Martinez is a child who leaves Texas, Arizona, or New Mexico early in April with her mother and father and six brothers and sisters. Rosie is a 10-year-old child with dark hair, brown eyes, and a bright red ribbon keeping her hair in place. Her school records indicate that she is a shy child who has difficulty in communicating in English; the reports hint of the possibility of mental retardation, because of her inability or lack of desire to express herself.

David Garcia is an aggressive boy twelve years of age who was born in California and attends school six months out of the year in the southernmost part of the state of California. He and his family have been moving into the San Joaquin Valley on an annual basis to pick the crops in Merced, Stanislaus, and San Joaquin counties for the past five years. His family is blessed with four boys, who since the age of ten have been doing a man's job, and two girls, who are much younger but still seem to do their share in augmenting the family's income during the summer by also picking the crops.

Rosie Martinez makes long journeys from Texas into what she considers a most beautiful valley in the Monterey County area (Salinas or Alisal), since it is in contrast with the parched area in which she lives six months of her life every year.

The first year that Rosie came to California she spent most of her time in the fields either taking care of her younger brothers and sisters or, when given the opportunity, picking the strawberries, a hot and tiring job that she hated.

The second year she came to the Monterey Valley, Rosie was no longer required to go into the fields. When the family arrived at the camp, a Spanish-speaking person contacted them and explained the availability of not only a child-care center in the camp for the younger brothers and sisters but also the summer school program that was being offered for all school-age children. The parents were delighted that Rosie would have an opportunity to continue her education. They were worried because she was not doing well in school back home. They were also especially pleased that their preschool children would no longer have to be kept out in the fields while they were attending to their work.

When Rosie walks into the classroom, she finds a teacher who not only has a special concern and understanding of her needs but has, as well, the skills to provide for those needs. The teacher has participated in an intensive two-week inservice training program prior to her assignment to the classroom. She has been exposed to a large number of new concepts and methods.

In addition to a sympathetic and understanding teacher, Rosie meets for the first time in her young life a young and enthusuastic future teacher, a mini-corpsman.

Richard Gonzales is a twenty-year-old student at Fresno, Stanislaus, Chico, or San Jose State College. He is one of 200 young Mexican-American bilingual, teacher-oriented students who serve as teacher assistants in the classroom. Prior to their classroom experience, mini-corpsmen are given a two-week intensive orientation course that is similar to that provided to the regular classroom teacher.

Rosie and Richard immediately develop a special big-brother-little-sister relationship that is to make Rosie's stay in California a most rewarding one. For the first time, she has a teacher who not only seems to understand her and her problems and needs but who also speaks her language, enjoys talking to her parents, and lives in the same camp that she and her family reside in.

In addition to the teacher assistant, Rosie meets a nurse's aide who is specially trained to talk to the parents and to advise them of any health services available through the program. During her brief stay in California, Rosie is given a complete medical and dental examination and treatment, with all the information recorded and sent on to her home-base school in Texas.

The school that she attends every morning provides a program that concentrates on language development and emphasizes reading, writing, and speaking skills. In addition to programs that provide training in the basic skills, there are supplementary, enrichment programs such as visits to the nearby city, to the zoo, and, one summer, to the ball game in San Francisco where the Giants played the Los Angeles Dodgers.

While Rosie is receiving attention to her special needs in the Monterey-Salinas Valley area, David Garcia is involved in similar programs in the San Joaquin Valley. Initially, David's aggressive personality was an obstacle in his adjustment to the educational program offered for children his age. Originally, he argued with his parents about the need for him to attend the school. He reasoned that he was doing satisfactorily in his previous school work and he saw no need for being in class during the summer. He felt that he was needed in the fields to help his parents with the money that he would earn.

David's arguments and rationale were very tempting. It was true that the Garcia family was having a difficult time, financially, and every penny counted. However, the Garcias

insisted that David attend school and David reluctantly agreed.

His first experiences in the classroom were nothing to brag about. His attitude was one of great reluctance to accept the services offered by the program. However, David's teacher, a highly motivated male teacher who was not only bilingual but also had picked the crops as a young man, was not one to give up easily.

In addition, a young mini-corpsman, Esther Flores, soon developed an understanding of David and his problems. Together, the teacher and the mini-corpsman concentrated their efforts on winning David's confidence, and soon David attended school with enthusiasm and cooperation. The teacher soon found that David was especially mechanically inclined and was intrigued by mathematics and other subjects that require an analytical mind; soon David was involved in programs that provided opportunities for him to participate in activities that held his interest.

Hand-puppet activities serve as an excellent vehicle for oral language development and practice.

Now, what has this all meant in terms of the future for all of these individuals?

For Rosie, the ten-year-old from Texas, it meant the beginning of an opportunity to realize her full potential. During the too few weeks that she was in school, it was evident that she gained much from the programs. She became more communicative. She was more responsive to the attention of others, and soon her previously indifferent and blank expressions were transformed into those of a child who was not only talkative and inquisitive but also more alive and more aware of her surroundings. In some way, the program had awakened something within her that gave encouragement to the thought that Rosie, with additional help and continued programs of a similar nature, would develop into a productive and contributing member of society.

For David, it meant the development of an awareness that an education would help him achieve his goal and would provide for him the means by which to develop his interests and his full potential.

For mini-corpsman Richard it meant a rededication to the service of the children that he best understands. It also motivated him to become not just a teacher, but the best teacher that he could possibly become.

For Esther, the program meant reassurance that she was meant to be a teacher. It also strengthened her decision to remain in school rather than give in to the strong urge to return home to work in whatever odd jobs she could get. Her parents were desperately in need of additional income, but she knew that she could help her family and many others like her family to a much greater degree by becoming a teacher.

The Mini-Corps Program makes Esther and Richard proud to be who and what they are: bilingual, Mexican-American, and future teachers.

The Rosies from Texas, Arizona, and New Mexico returned to their home bases and look forward to returning to California; they have gained much through their experience in California. They have gained new insights into their needs and their own lives.

The Davids returned to their home base in California a little more mature, a little wiser, a little less belligerent, and with greater hope for the future.

LUNCHEON PANEL :

Rudy Castro, Special Assistant to the Governor, Los Angeles
Robert Olivas, Councilman, Carpinteria
Robert R. Rangel, Principal, Loreto Street Elementary School; and Member, State Curriculum Commission
Tony Sierra, Board Member, Calexico Unified School District

"Las Vistas Se Aclaran"

ROBERT OLIVAS

The luncheon panel addressed itself to the conference theme, "Las Vistas Se Aclaran,"-"The Vistas (or views before us) Become Clear."

Due to his position as Special Representative to the Governor, Rudolph Castro has had an opportunity to travel extensively throughout the state and, needless to say, has received much feedback from members of the Spanish-speaking communities. Most people are concerned about the lack of upward economic mobility among the Mexican-American people and the depressing educational records of Mexican-American youth. He said that many people are talking about educational issues, but too few are actually doing anything to improve them. He added that it was unfortunate that Mexican-Americans who are talented, successful professionals – those who have "made it" – do not have a desire to identify themselves with the barrios. As a result, he said, the opportunity for young people to be motivated by educational heroes with Spanish surnames is lost. One can be inspired by the challenge "if he did it, so can I"; still, the heroes for education must be visual. The Nuevas Vistas Conference serves that purpose.

Mr. Castro said that the people at the Nuevas Vistas Conference have pooled their talents to do something constructive and meaningful – to bring the message of hope with the implementation of programs designed to meet special educational needs. "These conference workers with their expertise in the field of education are making their mark as devoted heroes to the Spanish-speaking communities. Let's hope that the rest of us follow their example and support their efforts today and in the days to come."

Robert Olivas said that during his childhood the "three Rs" were, "readin, ritin, and rithmatic," but that today they are synonymous with "revolutionaries, rhetoric, and rioting."

He suggested that everyone – from parents to elected public officials – strive to change the three "Rs" to "reassessment, reform, and representation."

Reassessment, Mr. Olivas pointed out, must include not only the educational needs of Mexican-American children but personal attitudes toward "Americans" of Mexican descent.

To effect reform, Mr. Olivas said, everyone must take a long hard look at programs and methods used to teach Mexican-American children and make constructive suggestions for needed change.

Mr. Olivas said that everyone has representatives in Sacramento and that these representatives must be informed about the effects that any given legistation will have on the educational programs at home.

He said that if change is not effected; if the older generation continues to refuse to see the problems; and if the middle-age group continues to just talk about problems, the *youth* will do *something* to effect change. And, he

added, they will not be talking in a calm, objective, comfortable manner – they will be fighting for and demanding change.

Robert Rangel reviewed the three-year history of the Annual Nuevas Vistas Conference. He said that the intensity of educational needs for pupils of Mexican descent has not lessened since the first conference. He said that although many innovative and well-implemented programs have appeared on the educational scene, the lion's share of the task is still ahead.

Mr. Rangel said of the theme of the conference: "I suggest to you that the outlooks and the necessary approaches have been clear for some time now. So let us not limit ourselves to just clarifying issues. Instead, with clear vision, let us move ahead into the solutions of the challenges, through commitment and involvement."

He said that the California State Curriculum Commission, of which he is a member, has made a special adoption of English-as-a-second-language materials. He added that this kind of action has encouraged publishers to produce more and better materials for bilingual instruction.

He explained that all publishers must now include in their textbooks the contribution of Mexican-Americans to the development of this country. The purpose, he said, is to provide for Mexican-American youths more positive ties to their cultural heritage and ethnic origins.

Mr. Rangel expressed hope that California would be a national leader in educating the Mexican-American child.

The speaker called for unity of effort and spirit from those attending the conference and asked all to join together in the task of improving education for Americans of Mexican descent.

Tony Sierra, who is now a member of the State Board of Education, suggested that the theme for the conference, "The Vistas Become Clear" was applicable, perhaps, only from the point of view of educators. Mr. Sierra pointed out that the formulation of solutions to problems related to the education of Mexican-American youths was not keeping pace with the rising incidence of problems. He explained that today's youth, with their nationwide attitude of protest, are a product of today's educational system and today's society. He emphasized that today's youth did not come onto the current scene from out of nowhere, but that they were produced by all of us.

Mr. Sierra pointed out that the young people of today have lost faith in adult leadership. He asked if what we are calling progress really is progress. He also asked whether the educational goals being set up for Mexican-American pupils were psychologically sound, and whether these goals were clearly enough defined to be understood by the Mexican-American people for whom they were intended.

Mr. Sierra concluded his presentation with the question: "Are the vistas really clearing?"

ROBERT RANGEL

TONY SIERRA

EXPLORATION OF MODEL PROGRAMS

Bilingual Instruction Primary Level

Lois Anderson, Reading Specialist, Marysville Joint Unified School District
Leonard Larson, Superintendent, Marysville Joint Unified School District
Eleanor Thonis, Director, Yuba County Learning-Reading Center, Wheatland

Leonard Larson spoke of the problems that may be anticipated when a school district inaugurates a new curricular program, such as bilingual education, which represents a drastic departure from the traditional course offerings. He reminded the conference participants about the need for involving all members of the school and community in the program. He suggested that every effort be extended to keep a good exchange of information going among teachers, parents, board members, and community leaders. He advised the use of many means of communication, including the local press, television, civic groups, professional organizations, school-parent associations, newsletters, and district bulletins.

Mr. Larson stressed the need for a well-defined statement of philosophy and a clearly stated rationale for a program of bilingual education. He said that plans for bilingual instruction cannot be fully successful without the complete support of the district administration. He added that funds necessary to finance bilingual education programs are usually available within the district if the administrative support is strong and if the program is worthwhile.

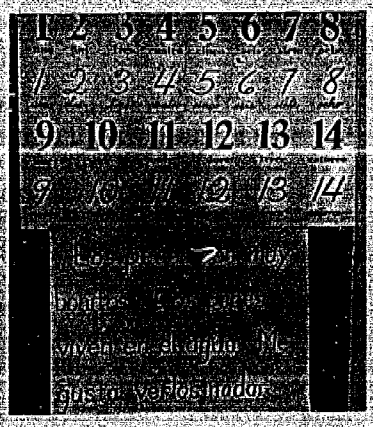
Questions from the group reflected such administrative concern as costs to districts, class grouping for special instruction, size of classes, and similar administrative queries.

Lois Anderson described the language problems of Spanish-speaking pupils who are referred for remedial reading. She noted that, generally, the Spanish-speaker's deficits in reading are not reading problems, but language problems. Miss Anderson emphasized the importance of a child's acceptance of the teacher rather than the teacher's acceptance of the pupil. She told the group that mutual acceptance, mutual respect, and mutual affection are necessary for successful programs. Miss Anderson also noted the remarkable difference between the Spanish-speaking pupils in the Marysville bilingual program who had received assistance in reading and the Spanish-speaking pupils who had not received the benefit of such instruction. According to Miss Anderson, pupils from the bilingual class appeared more confident, seemed more willing to participate, and had more pride in their Spanish language and heritage.

She observed that the special oral techniques used in the English-as-a-second-language aspect of the program had given such pupils "better ears" for English sounds and "better speech" for production of such sounds. As an interested yet disinterested observer of the effects of bilingual instruction, Miss Anderson enthusiastically endorsed the bilingual approach to the education of Spanish-speaking pupils.

Eleanor Thonis described the history and development of the two primary bilingual classes in the Marysville schools. Bilingual education for Spanish-speaking pupils was defined as a program which would engage fully the Spanish language strengths of the learner, not as a mere bridge to the English-speaking world, but rather as a program in which two languages are used regularly and systematically as media of instruction. She outlined the six dimensions of the bilingual curriculum as (1) experiences from which concepts may be acquired and clarified; (2) refinement and extension of the native language, Spanish, in its oral form; (3) literacy in the vernacular; (4) access to the content areas of mathematics, science, and social sciences through use of the vernacular; (5) development of listening comprehension and speaking fluency in English; and (6) literacy in English.

The audience was told that, as a result of the pilot program in Marysville, the bilingual, bicultural approach to the education of Spanish-speaking pupils would be continued. The issues and problems of the experimental curriculum were stated as follows: (1) careful appraisal of the program must continue; (2) testing instruments must be refined and developed; (3) close parent contact must be maintained; (4) special curriculum must be created; (5) education of teachers and teacher aides must be ongoing; (6) communication lines must be kept open; and (7) rigorous research must be conducted.



Materials prepared for bilingual pupils enable the pupils to progress, educationally, in their native language while they are gaining fluency in the English language.

EXPLORATION OF MODEL PROGRAMS

Bilingual Instruction Secondary Level

Julio Ferrar, Teacher, Calexico High School
John Hagen, Superintendent, Calexico Unified School District
Tony Sierra, Board Member, Calexico Unified School District

Tony Sierra opened the meeting by cheering the advent of bilingual education. He said that while there are many obstacles to the development of successful bilingual education programs, poor community attitude is the most serious one. He expressed pride in the fact that in Calexico the community attitude has been one of positive support for bilingual education.

Mr. Sierra said that, in the past, negative attitudes had effectively destroyed the incredible diversity of language and tradition that the people of a hundred nations brought to this country. He lamented the loss of human resources caused by such attitudes – the loss of people who could have become true bilingual citizens.

Mr. Sierra proclaimed the beginning of a new era in education; that of teaching citizens to be truly bilingual. He expressed optimism that Calexico would lead the way for the rest of the state, and even the country, to follow.

Julio Ferrar demonstrated how a lesson in a secondary school bilingual education class could be developed. With the audience serving as a class, he used audiovisual and audiolingual methods of teaching Spanish literature to his "students."

Explaining that music can motivate a class to learn, Mr. Ferrar played recorded violin music fitting the historic scene of Ruben Dario and the modernistic period in literature. He also used a chalkboard to demonstrate the logical development of a theme and to provide a structure for student notetaking.

He said that it is important to check the students' understanding of each part of a lecture and suggested that questions be asked at critical points in the lecture to determine such understanding.

Mr. Ferrar explained that individual research and writing assignments would be made as a follow-up to a presentation and discussion. The role of the instructor at such times, he explained, would be that of a resource person.

John W. Hagen, Superintendent of the Calexico Unified School District, spoke about the Planning, Programming, Budgeting System (PPBS). He said that the technology of PPBS could be applied to implement and then evaluate a bilingual program.

Dr. Hagen described PPBS as a management tool that may be used to streamline school operations by integrating financial and educational programming. He explained how business techniques such as accounting, recordkeeping and reporting, and cost estimating were related to curricular planning, scheduling, and evaluation.

He used a series of transparencies to show examples of forms that were being developed for use in the bilingual project. Dr. Hagen also discussed the procedure used in setting up immediate objectives, interim objectives, terminal objectives, and ultimate goals.

Teacher aides carry out individualized instruction activities while the teacher works with a small group of pupils.

EXPLORATION OF MODEL PROGRAMS

Adult Education

Wesley Balbuena, Principal, MDTA East Los Angeles Skills Center, Los Angeles Unified School District
Robert Calvo, Consultant, Adult Education, California State Department of Education
Gabriel Cortina, Supervisor, Division of Adult Education, Los Angeles Unified School District
Edward Morton, Principal, Adult Bilingual Experimental School, Los Angeles Unified School District

Wesley Balbuena discussed the Manpower Development and Training Act (MDTA) Skills Center program in East Los Angeles and the two skills centers located in Venice and San Pedro-Wilmington.

The skills centers are administered by the Los Angeles Unified School District in cooperation with the federal government, the California State Employment Service, and the California State Department of Education. The Department of Employment has the responsibility for determining the job needs and the selection and referral of all trainees to the MDTA Skills Center. Funding is provided by the State Department of Education. The school district writes the project proposal and conducts the actual training. Programs vary in length from 11 to 60 weeks.

Joaquin Sanchez discussed bilingual counseling in the skills centers. He pointed out that persons with skills in addition to counseling are hired in order to meet specific needs of trainees. For example, he said, a counselor who is also an attorney might advise trainees on legal needs. Training at the skills centers is given in English, but basic education programs are provided and many trainees enroll in these from 12 to 26 weeks before they are scheduled into a vocational program. Often trainees in a vocational program attend both basic education classes and vocational training courses.

Edward Morton discussed the Bilingual Community Adult School in Los Angeles, the first of its kind in the nation. The school maintains a completely flexible schedule designed to help the non-English-speaking adult increase his educational opportunities and to speed his acculturation. It also raises his economic and social aspiration level through the various types of academic, vocational, or citizenship classes. In addition, services such as translation and evaluation of transcripts and degrees are available. Staff selection has been a very important factor in the development of the Bilingual Community Adult School. All staff members are fluent in the Spanish and English languages and hold California teaching credentials.

Robert Calvo discussed the Work Incentive Program (WIN). WIN is a program through which the California State Department of Education (Bureau of Adult Education) administers training for the Department of Employment. Some aspects of the program that have proven beneficial to disadvantaged groups include the provision of student supplies and a variety of programs to help the student to achieve his goals. WIN candidates are referred to the Department of Employment by the Department of Social Welfare. Candidates must be AFDC (Aid to Families with Dependent Children) recipients and must not have been out of the labor force for more than two years. Men *must* become involved in WIN; women may volunteer. The Department of Employment enrolls the persons referred by the Department of Social Welfare in an orientation program where training, placement, or on-the-job training needs are determined. Those persons who need training are referred to the Bureau of Adult Education. Training may be conducted in a public school WIN program or in a junior college WIN program. A student may become part of a group project in which most, if not all, training costs are paid by the project. A student may be referred to an ongoing public school program in a high school or junior college where the cost of training, as well as allowances for student supplies, is provided. This feature is especially valuable in training and retraining students from the disadvantaged population.

There is little doubt that the information and experience gained from these programs as time progresses will be of great value in improving them and in getting information to plan and implement others.

"What's that word?" asks a pupil, as an instructional aide transposes his spoken expression into a written story.

EXPLORATION OF MODEL PROGRAMS

Tutorial Programs

Homer Kearns, Principal, Nelson Elementary School, Pinedale
Viola Owen, Director of Curriculum, Office of the Santa Clara County Superintendent of Schools
Gilbert Solano, Director, Project SHARE, Office of the Santa Clara County Superintendent of Schools

Gilbert Solano said that Operation SHARE is a county-wide tutorial service which is reaching 1,700 culturally different elementary and secondary school age children. He said that 65 percent to 75 percent of those tutored were of Mexican extraction.

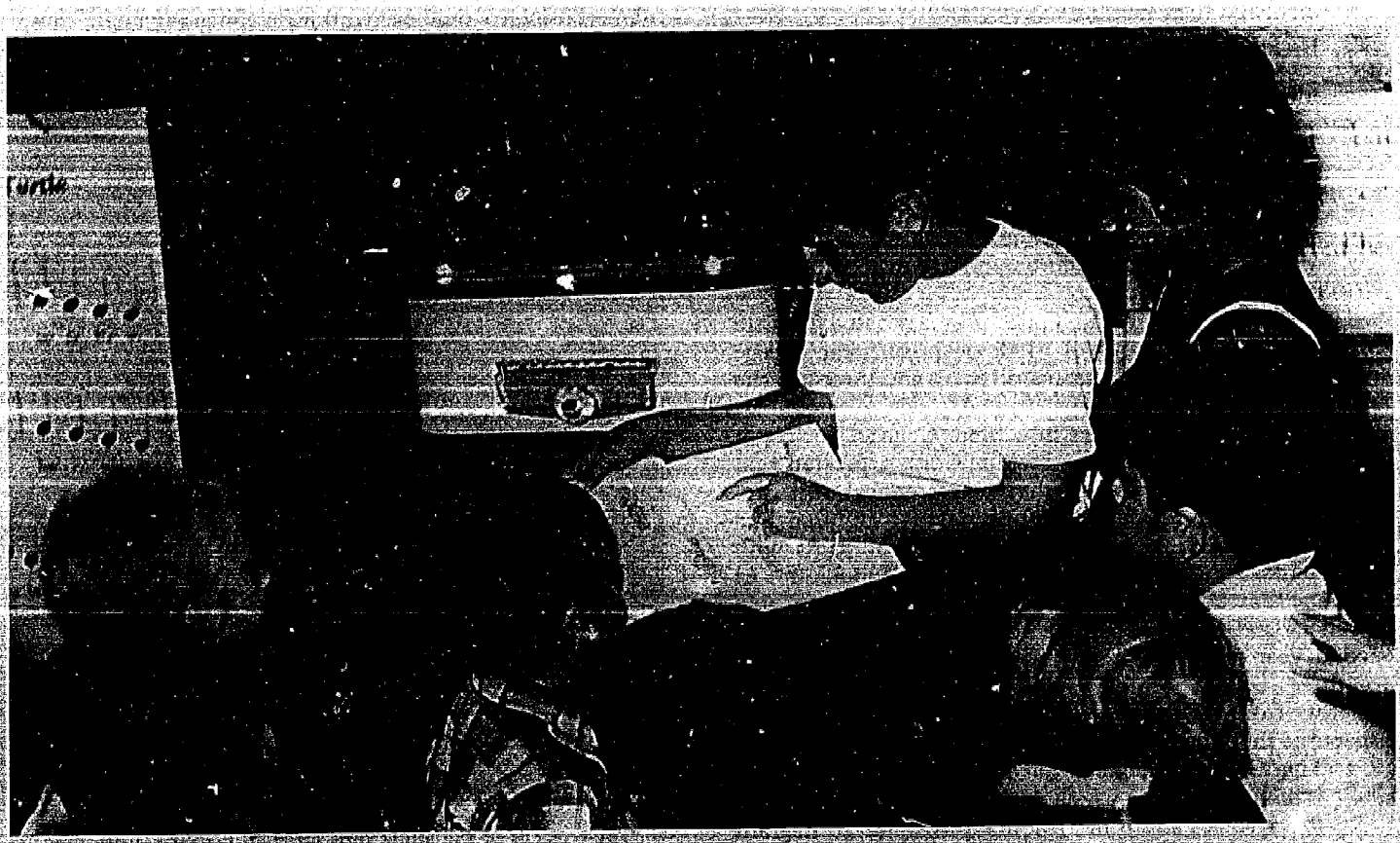
He explained that the project is funded by Title III of ESEA and is conducted through the Office of the Santa Clara County Superintendent of Schools. The tutoring is all done by college and high school student volunteers who spend at least two hours weekly with the tutee for a minimum of four months. He explained that the regular teacher and the tutor plan cooperatively what is to be practiced with the tutee.

Mr. Solano said that before a college tutor has any contact with his charge, he undergoes a thorough orientation and training program.

"The uniqueness of Operation SHARE," according to Mr. Solano," lies in the relationship established by the tutor's visits in the home of the tutee." Mr. Solano pointed out that first-hand experience in the child's home gives tutors invaluable insight in understanding the child.

Tutors come from seven colleges and 11 high schools and work through seven Operation SHARE offices to provide services to 220 public and nonpublic schools.

Mr. Solano said that those who wish to know more about the operational procedures involved in a tutorial program may contact him at the following address: Operation Share, Office of the Santa Clara County Superintendent of Schools, 45 Santa Teresa Street, San Jose, California 95110.



There is a magic and wonderful rapport between a sixth grade tutor and his second grade "pupils."

EXPLORATION OF MODEL PROGRAMS

Mini-Corps

Xavier Del Buono, Consultant, Bureau of Compensatory Education Community Services and Migrant Education, California State Department of Education
Herbert E. White, Director, Mini-Corps, Butte County

The purpose of the workshop was to present an overview of the California Migrant Teacher Assistant Mini-Corps program. The objectives of the Mini-Corps are as follows:

- To provide teacher assistants who, because of their background and training, are sensitive to the problems and needs of migrant children and can relate to them and their families
- To provide incentives for persons with rural-migrant backgrounds to continue their education and to enter educational vocations
- To give to prospective teachers the experience of working with disadvantaged migrant youth early in their career preparation
- To increase the number of teachers of Mexican descent who are trained and committed to working with disadvantaged children and youth in rural areas of California

The Mini-Corps started as a pilot program based in Butte County with a small group of 14 Mexican-American college students. They worked in teams of two's and three's in the labor camps at Gridley, Esparto, and Davis. A preservice training session was held at Chico State College. The result of the first experience with the Mini-Corps indicated that the concept was sound and that better educational programs could be provided for both migrant children and their families through the use of dedicated students with backgrounds similar to those of the migrant population. At the same time the program would assist the students to stay in school and to realize their career objectives. During the second year of the program, the Mini-Corps was expanded to three college centers and included 100 corpsmen. Panelists from this group of mini-corpsmen presented four aspects of the program:

1. Tina Gonzales spoke about the Mini-Corps preservice training program, which included information about the agencies and other resources available to migrant families, skills to carry out their roles as teacher assistants in the teaching-learning process, and methods and techniques used in working with migrant children and their families.
2. Susan Medina spoke about the involvement of the mini-corpsmen in activities serving migrant families in the labor camps. Activities included teaching English to parents, establishing recreational programs for older youth, showing movies at the camp, and organizing other camp activities.
3. Robert Tapia spoke about his role as a teacher assistant in the summer school programs, which included teaching actual lessons and giving small group instruction in reading, English as a second language, art, and music and also the organization of extended-day activities and recreational programs.
4. John Medrano spoke about how he felt the Mini-Corps had assisted him as a student by providing an opportunity to find out what teaching was all about, the opportunity to serve migrant children and their families, and the financial assistance to help him stay in school.

The workshop question-and-answer period centered on the future of the Mini-Corps and the plans for expanding the concept into urban centers.

The panelists explained that in the summer of 1969, 280 mini-corpsmen would be working in migrant labor camps and summer schools in five centers in California. These centers would be served by Sonoma State College, Stanislaus State College, Chico State College, Fresno State College, and San Jose State College.

The concept of the Mini-Corps program is sound. Corpsmen are taught the techniques of working successfully with migrant children.

EXPLORATION OF MODEL PROGRAMS

Community-School Relations

Angel Morales, Board Member, El Rancho Unified School District, Pico Rivera
Ramiro Reyes, Bureau of Compensatory Education Community Services and Migrant Education, California State Department of Education

The purpose of the workshop was to explore the need for effective school-community relations, especially in areas with a "high concentration of Mexican-Americans."

Early in the workshop session, the point was made that, in order to present the best educational programs to children of Mexican descent, the need to totally involve school personnel and persons from community agencies and institutions could no longer be ignored. However, it was also apparent to the workshop participants that people in education are unwilling to involve nonprofessional people in educational affairs because of their lack of sophistication in making decisions.

The participants observed that the need for good school-community relations has been recognized since schools were first established, but that the current necessity for more community (outside of school) involvement is a subject of serious concern to school people. Mexican-American citizens, as a newly awakening community group, feel that much more lay community involvement is needed.

One member of the audience suggested that a core of liaison people be recruited to interpret the needs of the community for the schools and to interpret the programs of the schools for the community.

It was held by some participants that the educational establishment has not given just consideration to Mexican-American parent groups that have been formed to promote better educational programs for Mexican-American children.

A veterinarian, a police officer, and a folk singer provide links between the school and other parts of the community.

EXPLORATION OF MODEL PROGRAMS

Teacher Aide Programs

Eleanor Beltran, Teacher Aide, Wasco Union Elementary School District
Austin Hunter, Psychologist, Wasco Union Elementary School District
Sally Lugo, Teacher Aide, Wasco Union Elementary School District
Robert McConnell, Principal, Palm Avenue Elementary School, Wasco
John L. Prueitt, Superintendent, Wasco Union Elementary School District
Vera Rey, Teacher Aide, Wasco Union Elementary School District

The parent-aide program provides an excellent opportunity for growth on the part of the parent as well as the student.

John L. Prueitt, Superintendent, Wasco Union School District, said that the Wasco community is rural and that the school enrollment is about 30 percent Mexican-American. With a population of 10,000, approximately 55 percent of the community's population consists of families involved in farm labor. An increasing number of Mexican-American families are moving into Wasco and are employed in the nursery stock production of roses, cotton, potatoes, and other crops.

The educational level in the Wasco community is below the averages for Kern County and the state—Wasco, 9.5 years; Kern County, 10.9 years; and the state, 12.1 years for adults 25 years of age or older.

The most pressing need is for compensatory education programs designed to improve language development. The preschool and compensatory education projects have emphasized programs designed to eliminate this language deficiency. In the employment of teacher aides, the correct use of English and the ability to speak and understand Spanish have been of primary importance. The desire to work with children and the desire to be of help have, of course, also been very important.

Several aides are in the process of completing courses at the college level and, since becoming teacher aides, a few have completed requirements necessary for high school graduation. One former aide is now a qualified preschool teacher. The community has been pleased with the progress of the aide program and with the personal interest that the aides have taken toward attaining the project objectives.

Inservice training programs include regular meetings conducted by the assistant superintendent or principal. Routine duties and responsibilities as well as the need for the teacher aides to develop proficiencies in several subject areas have been stressed in these weekly meetings. Wasco teacher aides have participated in inservice workshops conducted in the district and in San Luis Obispo, Turlock, and Bakersfield.

Teacher aides are given instruction by psychologists, speech therapists, and remedial reading specialists.

Teacher aides have been successfully used in perceptual motor training, the use of developmental language kits, and home-school relations. Orientation sessions conducted by the psychologist, speech therapist, and others have prepared the aides to perform these tasks under supervision.

The aides assisted the psychologist with an extensive testing program. In the preschool program, such tests as the Goodenough Draw-A-Man Test, the Illinois Test of Psycholinguistic Ability (I.T.P.A.), and the Peabody Picture Vocabulary Test were administered by the aides. All evaluation and subjective determinations were made by the school psychologist or other certificated personnel.

The compensatory education programs in language, speaking, reading, visual perception, and motor coordination are specially helpful for Mexican-American children.

The assistance provided by teacher aides in clerical and routine jobs in the classroom enables the teachers to give more time and attention to more children. The assistance of aides in home contacts, parent-teacher conferences at school, office visits, and in working with groups has been invaluable in the overall program. Improvement is needed in coordination of aide training and in the training of teachers to use aides more effectively.

A volunteer program at one school involves approximately 50 parent-aides on a limited basis each week, which provides an excellent opportunity for growth on the part of the parent as well as the student.

High school student aides have been released from regular classes to work in the elementary schools on a trial basis and this program will be continued and expanded.

The training and orientation programs have helped the aides to become increasingly more efficient and useful and have encouraged them to continue their formal training in high school and college.

WORKSHOP

Tutorial Programs

Fabio H. Clet, Director, Regional Migrant Education, Upper San Joaquin Valley
Leonard Olguin, Consultant, Mexican-American Education Research Project, California State Department of Education

Leonard Olguin and Fabio Clet told those attending the Tutorial Programs workshop that such programs are generally one of the following two types: (1) at home; or (2) at school.

The discussion centered on the Pinedale Tutorial Program in Fresno County.

They explained that college and high school students are recruited for tutorial work and that these students are carefully prepared before they are given a tutoring assignment. They explained that the prospective tutors are taken to the neighborhoods and homes of the tutees to become acquainted with the child's "out-of-school" environment. Mr. Clet said that this practice gives the tutor an invaluable insight into the needs of the tutee. He also said that the tutors seemed to have a positive effect on the boys and girls who received the tutoring. He confessed that at the beginning of the tutorial program there were apprehensions – what would happen if the tutees developed a negative attitude about being pegged as "dummies" because they had to have a tutor? However, Mr. Clet said that having a tutor soon became a status symbol, and that there were more children asking for tutors than there were available tutors.

Mr. Clet explained that the personal development of the tutors was even "more than expected. There was an impressive degree of maturation in their attitude toward the needs of their charges and in their acceptance of the responsibility for helping them. Some of the roughest, toughest, most-unlikely-to-succeed tutors underwent vivid attitude transformations almost before our very eyes," said Mr. Clet.

Members of the audience asked whether transportation was a problem the tutor might encounter. Mr. Clet advised the group that the young people involved in the program usually worked out a way to get to the schools or homes of the children they were tutoring.

The panel was asked about negative parental reaction to a tutor-student's spending so much time with the tutee rather than with the tutor's own studies. Mr. Clet answered that this situation never presented a problem during his experience with the tutorial program.

Mr. Clet reminded the group that a tutorial program is not "the" solution to the educational problems of Mexican-American children but that tutoring does effectively motivate children to do more and better schoolwork.

The Conferenence was also a time for small, informal meetings, such as this special "session" regarding the renewal of an ESEA, Title III, project.

WORKSHOP

Assessing Spanish-speaking Pupils

John Chandler, Consultant, Mexican-American Education Research Project, California State Department of Education
Guillermo Lopez, Director, Special Projects, Santa Barbara City Elementary and City High School Districts
Steve G. Moreno, Evaluation Specialist, English-as-a-Second-Language Bilingual Project, San Diego County

The purpose of this workshop was to present a brief review of three programs designed to assess Spanish-speaking pupils and the results or anticipated results of each program.

Mr. Chandler reported on his study, "Spanish-Speaking Pupils Classified as Educable Mentally Retarded." He explained the manner of investigation and the results obtained, and presented recommendations for changes that might be beneficial to those students who are classified as educable mentally retarded.

In the study, a Spanish version of the Wechsler Intelligence Scale for Children (WISC) was used to test 49 children selected from five different geographical locations that have a high concentration of Mexican-American pupils. Local psychologists made the selections. Analysis of the test results showed an average of 12 points of achievement increase per child. Mr. Chandler said that it is apparent from the results of the study that some Spanish-speaking children are, perhaps, being classified EMR because of a language barrier rather than because of a deficiency in mental capacity.

The need for new and improved procedures for the assessment of Spanish-speaking pupils was discussed.

Mr. Chandler said that his study should not be regarded as the answer to the problem of how to determine whether a Spanish-speaking pupil should be placed in EMR classes, but that the results certainly warrant the development of a better method with which to test Spanish-speaking children.

Steve Moreno discussed the assessment procedure in which his project, the San Diego ESL-Bilingual Demonstration Center, is involved. He posed the question, "How can we best determine the English proficiency of the Mexican-American child?"

Dr. Moreno explained that the ESL-Bilingual Demonstration Center at San Diego utilizes a series of ESL materials (H-200) developed at the University of California at Los Angeles. He has developed a placement test which would aid teachers in placing pupils at a reasonable operating level in the H-200 ESL Series. The presentation ended with a discussion of the H-200 materials and Dr. Moreno's placement test.

Guillermo Lopez discussed the need for adequate research data. He distributed material which had been developed by the California State Department of Education and the Title III PACE Center at Santa Barbara. The materials, which were results of a survey conducted with sixth, ninth, and eleventh grade students, dealt with the various points of view held by these students with regard to the following questions:

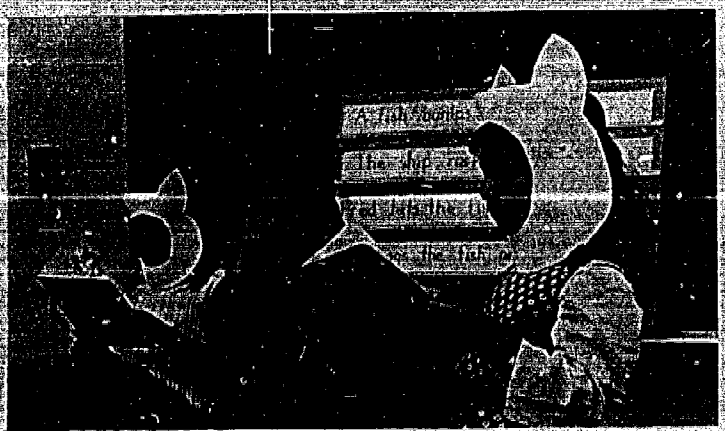
1. What is taught?
2. How is it taught?
3. What is the role of the school outside the classroom?
4. What are your perceptions of school-community relations?

Because the group tested represented five elementary schools, one junior high school, and one senior high school, the level of difficulty of the language used in the survey had to be within the range of sixth to twelfth graders.

In his quest for information, Mr. Lopez discovered that it was essential to "sensitize" teachers to the special needs of the Mexican-American child.

Mr. Lopez stated that the seventh grade was a most critical age for the Mexican-American child. He suggested that an innovative approach to the education of the Mexican-American at this age would be appropriate. Furthermore, Mr. Lopez suggested that the Mexican-American child be tested more frequently in order to more closely follow his progress or lack of progress.

Mr. Lopez closed his presentation on a positive note. He said that one new teaching procedure takes "high-potential-low-achievers" and makes high achievers out of all of them.



The educator who himself is of Mexican heritage is uniquely equipped to help students from a Spanish cultural background.

WORKSHOP

Adult Education — Spanish Surname

Wesley Balbuena, Principal, MDTA East Los Angeles Skills Center, Los Angeles Unified School District
Robert Calvo, Consultant, Adult Education, California State Department of Education
Gabriel Cortina, Supervisor, Division of Adult Education, Los Angeles Unified School District
Edward Morton, Principal, Adult Bilingual Experimental School, Los Angeles Unified School District

The MDTA skills centers seemed to be the center of attention in both workshops dealing with "model" programs for adult education. Programs that include some degree of bilingualism were the subject of next highest interest.

Wesley Balbuena explained that MDTA skills centers are vocational job-training centers which are administered by the Los Angeles Unified School District in cooperation with the federal government, the California State Employment Service, and the California State Department of Education.

He explained that the Department of Employment has the responsibility for determining job needs and for selecting and referring all trainees to the MDTA skills centers. State-approved proposals written by the Los Angeles Unified School District are allocated funds by the State of California, which receives a specified amount from the federal government.

"The Los Angeles Unified School District," said Dr. Balbuena, "carries out the actual training, which may last from 11 to 60 weeks."

Joaquin Sanchez discussed bilingual counseling in the skills centers and pointed out that counselors who have other skills are hired to meet specific needs of trainees.

Basic education is provided for trainees for a substantial period of time before they begin the vocational aspect of their training. Mr. Sanchez said that quite often trainees attend both vocational and basic training classes.

Edward Morton discussed the Bilingual Community Adult School, which is the first of its kind in the nation. He said that the purpose of the program is to help non-English-speaking adults acquire the skills that will help them succeed in this society. One of the unique attributes of the school, explained Mr. Morton, is the fact that all staff members are fluently bilingual and all hold California teaching credentials.

Robert Calvo talked about the Work Incentive Program (WIN), which is operated by the departments of Social Welfare, Education, and Employment. The essence of the WIN program is that the Bureau of Adult Education administers training for the Department of Employment. Persons referred by the Department of Social Welfare are enrolled in an orientation program in which the need for training, job placement, or on-the-job training is determined.

WORKSHOP

ESEA, Title VIII — Program Development

Warren Coffey, Coordinator, Instructional Program Planning and Development Unit, California State Department of Education
Gilbert Martinez, Daniel Reyes, and Walter Serum, consultants, Instructional Program Planning and Development Unit, California State Department of Education

The Bureau of Program Planning and Development in the Division of Instruction has responsibility for the administration of ESEA, titles III, VII, and VIII. The members of the staff who participated in the ESEA panel presentation were Warren Coffey, Daniel Reyes, Gilbert Martinez, and Walter Serum. Mr. Reyes served as panel chairman and moderator.

Dr. Coffey opened the panel program with an explanation of the legal requirements of ESEA, Title VII and Title [illegible] an explanation of the administration of these titles by the state. Dr. Coffey explained the federal titles and the reasoning and rationale behind program planning and development by applicant districts, including assessment of needs, setting of priorities, solution methods based upon the needs, program management, program evaluation, and quality assurances. He said that the role of the state in the ESEA program involves a review of proposed projects and a recommendation to the U.S. Office of Education. He also explained why projects under various federal titles fail to meet funding requirements, stressing the difference

between institutional needs and student needs.

Dr. Coffey's presentation was necessarily an overview, with Mr. Martinez speaking in depth on specific proposal developments. Mr. Serum concentrated on specific project designs and evaluation, and Mr. Reyes summarized and paraphrased comments frequently made by parents, educators, and organizational groups interested in the educational problems of the Mexican-American child.

Mr. Martinez spoke about some changes occurring in education in California today. He addressed himself primarily to project proposals and funded projects for minority groups in California. He described the successes of some of the minority group projects and told what some of the results seem to be. Mr. Martinez discussed some of the minority student needs identified in projects being developed and those now funded. He also outlined what seemed to be the educational environment in the Los Angeles area at the time. Mr. Martinez concluded his statements with the observation that many times what was thought to be student needs were really institutional needs that were not necessarily related to minority students.

Mr. Serum's remarks dealt with project design and evaluation. He described needs assessment, program objectives, program activities, and evaluation. In the area of needs assessment, Mr. Serum pointed out that a logical step-by-step procedure to determine actual student needs is the first and very important step toward deciding what educational problems may or may not exist in any educational area. Determining "what should be" allows for a description of the difference between those two points. Until it is absolutely clear what the problems are, no solutions can be adequately proposed or justified. Once the problems are clearly outlined, solutions can be sought and the activity portion of the project will relate to the needs.

If the objectives are stated properly and it is clear what level of behavior change is desired, evaluation can measure the degree to which the objectives were reached. The evaluation of a project focuses first on whether the project did what it originally was intended to do; second, the degree to which the project successfully solved the problem; and, third, a conclusion as to whether this is the best alternative to the problem.

Mr. Serum concluded his remarks by pointing out that project construction and successful funding is a difficult process and must not be thought of as merely categorical aid. The ultimate goal is to benefit the students and achieving this goal must be the reason for this kind of educational activity.

WORKSHOP

Teacher-Training Institutions

Joe Lopez, Assistant Director, New Education Horizons, California State College at Fullerton
Dorothy H. Mills, Professor of Spanish, Chapman College, Orange
Carlos Munoz, Professor, California State College at Los Angeles and Pitzer College, Claremont
John Plakos, Coordinator, Mexican-American Education Research Project

The participants in the workshop spent the first portion of the session identifying the major responsibilities of institutions of higher learning. They generally agreed that colleges and universities had the primary responsibility for determining the educational needs of the communities they serve and the subsequent responsibility for training teachers to meet those needs.

The participants expressed great concern about current teacher preparation practices. The majority opinion was that teacher candidates do not receive the kind of training they need to work effectively with non-English-speaking pupils — particularly the pupils of Mexican descent. The group was also of the opinion that this situation would continue until the course requirements for teacher candidates are changed to include studies and practical field experience that would provide opportunity for teachers to develop the necessary teaching skills. Members of the group said that courses in Bronze and Black culture would help to make teachers more effective with students from the barrios and the ghettos.

Another concern of the group centered on the "out-of-state" recruitment practices of school districts in California. The majority of teachers recruited from outside California seemed to be well prepared to teach a white Anglo-Saxon child, but not a student of Mexican desent; many of the teachers who come from out of state had never seen a Mexican-American prior to their arrival in California.

The time required for out-of-state teachers to complete the inservice training needed to teach Mexican-American pupils is time lost with respect to the pupils themselves, who, during this time, are being taught by persons who are not trained to teach the Mexican-American pupil in California. Since the Mexican-American population is widespread throughout the United States, the participants in the workshop agreed that all teacher candidates would be better prepared to teach these children if they were to receive the necessary special training — regardless of the state they later select for employment.

DEMONSTRATIONS OF USEFUL EDUCATIONAL TECHNIQUES

Solutions in Communications

Ray McKelvy, Coordinator, TV Utilization Services, Office of the Santa Clara County Superintendent of Schools
Leonard Olguin, Consultant, Mexican-American Education Research Project, California State Department of Education

The purpose of the "Solutions in Communications" session was to preview and discuss a series of eight teacher inservice-training films which had been developed cooperatively by the Mexican-American Education Research Project and the Office of the Santa Clara County Superintendent of Schools.

Leonard Olguin pointed out that the eight 30-minute films were accompanied by a program guide for the teacher. The guide contains material and information which reinforces each film.

Mr. Olguin explained that there are specific difficulties which Spanish-oriented individuals could be predicted to experience in learning to speak English. These difficulties include the following:

1. The learner of English would necessarily need to add the skill of producing many more vowel sounds than his native tongue required of him.
2. He would need to develop a new set of listening skills, especially for word endings, since English words terminate in at least 30 ways that are not included in the Spanish word endings.
3. The Spanish-oriented individual would necessarily need to develop skill in producing the much "breathier" sounds of English in order to remove the ct of a foreign accent (shallow breath exhalation).
4. The learner of English would need to acquire the subleties of the different tones used in his new language.

Mr. Olguin gave examples of how distorted hearing skills result in erratic reading development: A simple sentence such as "This is a big red ball" might be heard by a Spanish-oriented individual as "Dees eess a vee ret bau." He said that what the Spanish-oriented child hears and says rarely matches up with the symbols of these words and sounds as they are written in English. He said that different hearing skills are needed by children who are learning English as a second language.

Mr. Olguin explained that the films present examples of "sound" problems encountered by children who are learning to use the English language. The examples are followed by a discussion of the techniques used to alleviate such problems. The techniques are then demonstrated by elementary and junior high school pupils who have such speaking problems.

Mr. Olguin told the audience that further information concerning the film program and the guide could be obtained by directing a request to Ray McKelvey, Coordinator of T. V. Utilization Services, Office of the Santa Clara County Superintendent of Schools, 45 Santa Teresa Street, San Jose, California 95110.

Mathematics Program in Spanish

Junior High School Level

Gloria Cox, Consultant, Los Angeles Unified School District

Mrs. Gloria Cox, Consultant, Los Angeles Unified School District, opened the discussion of bilingual mathematics with a description of the project, "Mathematics for Spanish-speaking Pupils," which is directed by Sidney Sharron, Secondary Mathematics Supervisor, Los Angeles Unified School District. The project began, she explained, as an experimental part of a program designed to develop teaching techniques for bilingual education.

The program was designed for use with low-achieving Mexican-American children in grade seven. Consumable books are used in the program to teach addition, subtraction, multiplication, division of whole numbers, nonnegative rationals, and decimals. Number patterns and relationships; introduction to set concepts; geometry and geometric constructions; ratios and proportions; and ordered pairs, graphs, and integers are also included, explained Mrs. Cox.

The 240 pupils who participated in the program were selected on the basis of the following criteria:

1. Pupil's willingness to participate
2. Parent's approval
3. Pupil's achievement in mathematics below grade level
4. Teacher/counselor recommendation
5. Pupil's proficiency in the use of Spanish

Mrs. Cox revealed that by using the California Achievement Test at the end of the first semester, the experimental group made a statistically significant gain of .05 above that of the comparison group, when the relative starting points of the two groups were considered.

She said that the bilingual mathematics materials would be made available to other teachers whose students could benefit by their use.

Migrant Education

Frances Lopez, Curriculum Coordinator, Regional Migrant Education, Upper San Joaquin Valley

Through cooperative agreements between the Regional Migrant Education Project and the public schools of a five-county region in the northern San Joaquin Valley, children of migrant farm workers receive additional instructional help while they are in the region. Preschool-age migrant children participate in day-care preschool programs conducted at 11 migrant housing sites or family centers. These educational programs, designed to provide equal opportunity for migrant children, are primarily funded under provisions of the Elementary and Secondary Education Act, Title I, and the Office of Economic Opportunity. The funds are distributed through the *California Plan for the Education of Migrant Children.* Responsibility for the administration of the ESEA monies rests with the Department of Education through the Bureau of Compensatory Education Community Services and Migrant Education in the Division of Compensatory Education.

The preschool component includes an all-day program of care, basic childhood learning activities, and health and nutritional services for children two to five years of age. Since the majority of migrant families who come to the San Joaquin Valley are Spanish-speaking, the widespread use of bilingual personnel in the program enables the children to use their native language as they develop self-confidence and acquire facility with English. Emphasis is placed on building a solid foundation for subsequent learning by providing an inviting, accepting environment and stimulating learning experiences. Parents are encouraged to participate in the program as aides and resource persons.

The supplementary activities for children of school age begin in April or May and continue until the families leave the area in October or November. These migrant children are enrolled in the regular public school programs and also receive individual or small-group attention in the skills of language, reading, and mathematics during the school day. The schools are able to offer these services because migrant project funds are provided with which to obtain special teachers, bilingual teacher aides, and community aides, as well as suitable instructional materials. In all aspects of the program, emphasis is placed on the development of a positive self-concept and the acquisition of effective communication skills.

Since a migrant child's native language is intimately related to his concept of self and to learning, the project effort is directed toward getting schools to build a climate of acceptance for the children, their culture, and their language. Stories, songs, and games in the Spanish language are used at the same time that children are given systematic instruction in English as a second language. Study trips and other sensory experiences provide the basis for many of the children's listening, speaking, reading, and writing activities in either language. Library books in Spanish and English and books recorded on tape or disc permit the children to have varied reading experiences. The use of puppets, role-playing activities, creative dramatics, art, music, and other techniques that foster divergent responses afford the children opportunities for creative expression as well.

In addition to the instructional services, the children's health needs are met through clinic services at the family centers and by referral to local doctors and hospitals. The nutritional program enables many of the children to receive balanced meals for breakfast and lunch while their parents are at work in the fields. In brief, the comprehensive migrant program is a highly ambitious effort to confront a complex social problem and, through education, to begin meeting the needs of a long-neglected segment of our population.

Play activities make communicating an enjoyable experience.

BILINGUAL EDUCATION LEGISLATION

Two significant measures introduced and enacted by the California Legislature in 1969 related to bilingual education: Assembly Joint Resolution No. 22 and Assembly Bill No. 1117. The text of these measures follows:

CALIFORNIA LEGISLATURE – 1969 REGULAR SESSION

ASSEMBLY BILL **No. 1117**

Introduced by Assemblymen Deddeh, Garcia, Veysey, Pattee, Burton, and Mobley
(Coauthor: Senator Rodda)

March 24, 1969

REFERRED TO COMMITTEE ON EDUCATION

An act to add Article 2.7 (commencing with Section 13250) to Chapter 2 of Division 10 of the Education Code, relating to teachers.

The people of the State of California do enact as follows:

SECTION 1. Article 2.7 (commencing with Section 13250) is added to Chapter 2 of Division 10 of the Education Code, to read:

Article 2.7. Teacher Preparation

13250. On and after July 1, 1974, each school district with a substantial population of Mexican-American students shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of the Mexican-American student and his environment. For purposes of this article a district shall be considered to have a substantial population of Mexican-American students when 10 percent or more of all the students in a district are of Mexican-American origin, or when 10 percent or more of the students in any single school within the district are of Mexican-American origin.

13250.1. The Department of Education shall develop a list of approved courses which shall be considered acceptable for meeting the requirements of this article. The department shall cause a list of approved courses to be published and distributed to interested teachers, administrators, and governing boards of school districts. The department shall be responsible for coordinating the efforts of school districts and colleges to develop adequate course offerings to satisfy the requirements of this article.

13250.2. In-service programs designed to fulfill the requirements of this article may include, but need not be limited to, courses offered by community colleges and colleges and universities approved by the Board of Education. A district may provide an in-service program consisting in whole or in part of preparation other than college courses. Such a program shall be developed cooperatively with the Department of Education and shall have prior approval of the Department of Education. An in-service program which meets the intent of this article shall encompass the history, culture, and current problems of the Mexican-American student.

All college courses approved by the Department of Education for the purposes of this article shall be considered acceptable for salary credit purposes by any school district. District in-service programs shall specify an amount of equivalent credit which shall be acceptable for salary credit purposes in the school district providing the in-service program.

13250.3. The Department of Education shall provide in its budget for the necessary funds to employ appropriate staff to implement the intent of this article.

13250.4. The department of Education shall make a progress report to the Legislature not later than the fifth legislative day of the 1972 Regular Session. The department shall further report not later than the fifth legislative day of the 1974 Regular Session the number of districts to which this article is applicable at that time and the extent to which implementation has been achieved. The department shall continually evaluate the results of this article.

CALIFORNIA LEGISLATURE – 1969 REGULAR SESSION

ASSEMBLY JOINT RESOLUTION **No. 22**

Introduced by Assemblymen Quimby, Garcia, Brown, Lewis, Harvey Johnson, McGee, Ryan, and Unruh

March 4, 1969

REFERRED TO COMMITTEE ON EDUCATION

Assembly Joint Resolution No. 22 — Relative to bilingual education programs.

WHEREAS, Congress adopted the Bilingual Education Act in 1967 to facilitate learning by students in their native tongue as well as in English and to preserve the national resource of bilingual speakers; and

WHEREAS, The funding of this act for the 1969-1970 fiscal year was $7,500,000 even though the act authorized an expenditure of $30,000,000; and

WHEREAS, For the 1969-1970 fiscal year 310 school systems have applied for $40,373,580, which will be apportioned from the $7,500,000 appropriation; and

WHEREAS, One hundred two California school systems have applied for $11,662,405 on behalf of 229,309 students in California for the 1969-1970 fiscal year; and

WHEREAS, Without adequate federal funds the school districts cannot provide adequate or successful education to their bilingual students; now, therefore, be it

Resolved by the Assembly and Senate of the State of California, jointly, That the members urge the members of the United States Senate and House of Representatives to augment the appropriation made for bilingual education programs for the 1969-1970 fiscal year sufficiently to raise the appropriation to $30,000,000, the maximum amount authorized; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the President and Vice President of the United States, to the Speaker of the House of Representatives, and to each Senator and Representative from California in the Congress of the United States.

Resolutions were adopted by the Third Annual Nuevas Vistas Conference relative to the legislative measures. The text of the resolutions follows:

RESOLUTION

Relative to Assembly Joint Resolution No. 22 and its author, Assemblyman Quimby; and Assembly Bill No. 1117 and its author, Assemblyman Deddeh,

WHEREAS, the members of this Third Annual Nuevas Vistas Conference on Mexican-American education find:

(a) That the educational problems of the children of limited English-speaking ability are urgent and acute

(b) That constructive and creative efforts must be made on both a state and a local level to alleviate these problems

(c) That Assembly Joint Resolution No. 22 and Assembly Bill No. 1117 are important and significant attempts to find solutions which will improve the education of the non-English speaking child

NOW, THEREFORE, be it resolved by the Third Annual Nuevas Vistas Conference held in Los Angeles, California that:

(1) We do hereby commend the author of Assembly Joint Resolution No. 22, Assemblyman Quimby, and the author of Assembly Bill No. 1117, Assemblyman Deddeh, for their introduction and support of these measures.

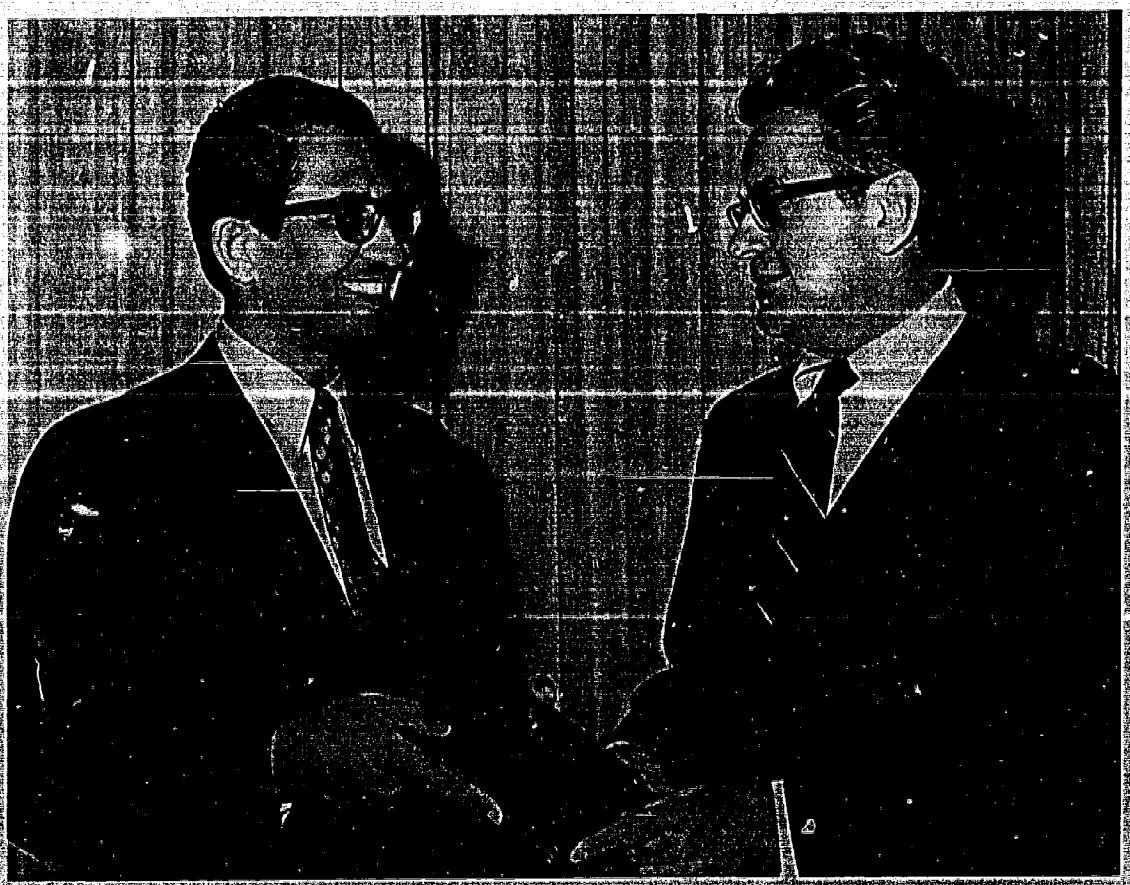
(2) We do unanimously support the intent and the direction of Assembly Joint Resolution No. 22 and Assembly Bill No. 1117.

(3) We do hereby encourage all such future attempts to improve education for children whose primary language is other than English.

Signed

Eugene Gonzales, Chairman
Third Annual Nuevas Vistas Conference

April 26, 1969



Eugene Gonzales, left, presented Senator Alan Short with a plaque commending the Senator for his efforts on behalf of the children of California who will benefit from bilingual-education legislation.

Copies of the Conference resolutions were submitted to members of the Assembly Education Committee and the Assembly Committee on Rules on "behalf of the Third Annual Nuevas Vistas Conference – approximately 2,000 educators and community leaders who have particular interest in improving educational opportunities for Mexican-American children in California. The Conference, called by the State Superintendent of Public Instruction, convenes annually to consider the special problems of the Mexican-American students, to set goals and take meaningful action."

A third resolution was adopted and transmitted to the State Board of Education:

April 29, 1969

TO: Members of the State Board of Education

FROM: Eugene Gonzales

SUBJECT: Resolution from the Third Annual Nuevas Vistas Conference

The attached resolution is submitted on behalf of the Third Annual Nuevas Vistas Conference, an assembly of approximately 2,000 educators and community leaders who have particular interest in improving educational opportunities for Mexican-American children in California. The resolution emanated from the final session of the three-day conference on Saturday, April 26. Your attention is invited to the concerns expressed and the petition contained in the resolution.

Attachment

cc: Dr. Max Rafferty

RESOLUTION

WHEREAS, the members of this Third Annual Nuevas Vistas Conference on Mexican-American Education find:

(a) That the educational problems of the children of limited English-speaking ability are urgent and acute
(b) That such children are often improperly placed in classes for mentally retarded because of their lack of understanding of the English language
(c) That constructive and creative efforts must be made on both a state and a local level to alleviate these problems

NOW, THEREFORE, be it resolved by the Third Annual Nuevas Vistas Conference held in Los Angeles, California, that we do hereby request that the State Board of Education and the State Superintendent of Public Instruction initiate in the State Department of Education, as a major project with high priority, the development of a valid language proficiency test or tests for Spanish-speaking pupils considered for placement in special education classes or programs.

Signed

Eugene Gonzales, Chairman
Third Annual Nuevas Vistas Conference

April 26, 1969