DOCUMENT RESUME

ED 074 831 FL 003 854

AUTHOR Castellanos, Diego
TITLE The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
PUB DATE Jan 72
NOTE 19p.

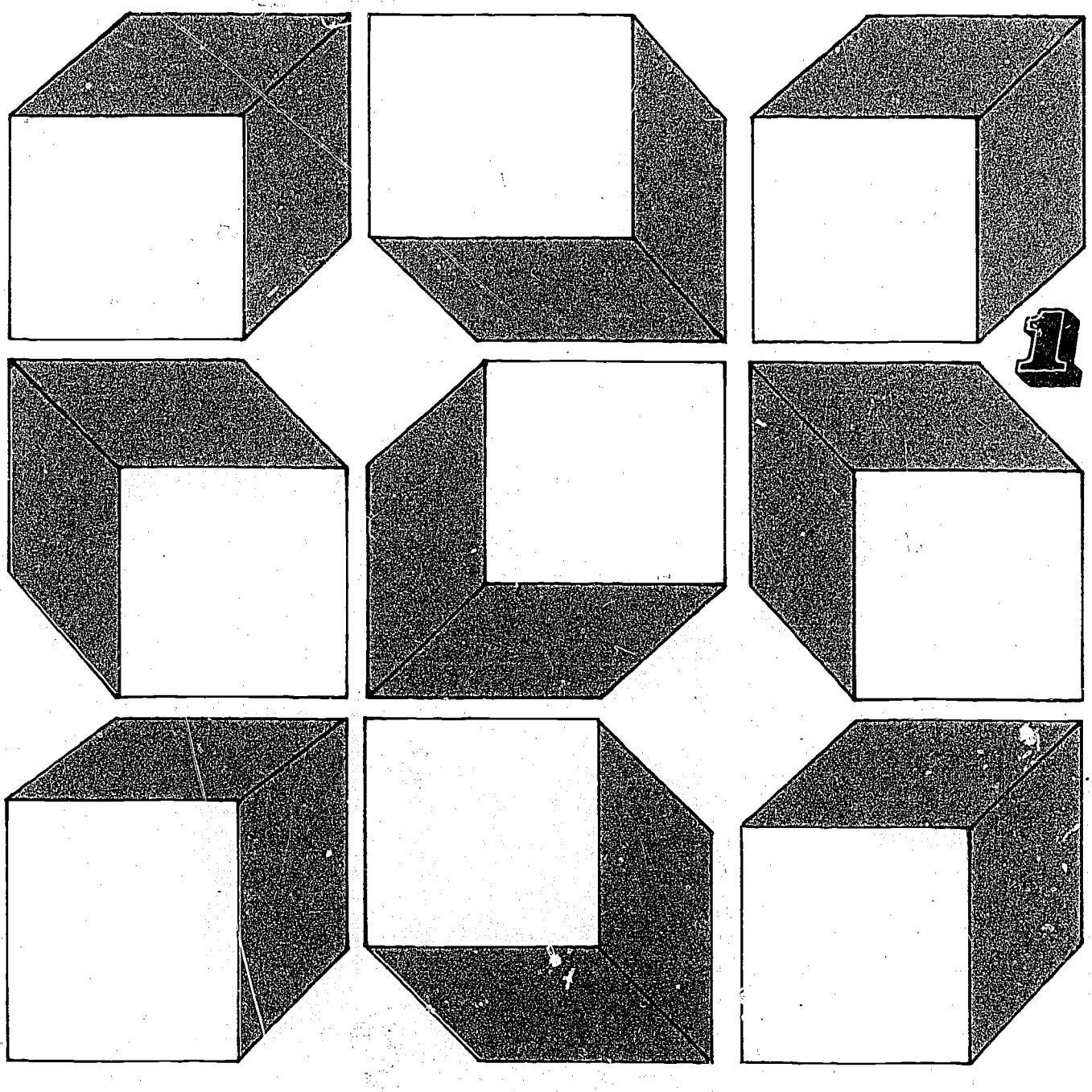
EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Biculturalism; *Bilingual Education; Bilingual Schools; Bilingual Students; Educational Policy; *English; Manuals; Minority Groups; Native Speakers; Non English Speaking; *Puerto Ricans; Second Language Learning; *Spanish; Teacher Attitudes; Teacher Experience; Teaching Styles
IDENTIFIERS *New Jersey

ABSTRACT

This report, the first of a series of papers on educational issues and problems, discusses the special problems of the Hispanic population in New Jersey schools. It describes the joint efforts of the Department of Education, the Commissioner of Education, community groups, and schools to find ways to resolve the problems facing the Spanish-speaking. It recommends bilingual education as one of the best means for the Hispanic population to have equal opportunity in the schools of the state. Included is a list of skills which a successful "barrio" teacher must possess in addition to being well-trained in academic subjects. (SK)

PERSPECTIVE

the hispanic experience in new jersey schools



THE HISPANIC EXPERIENCE IN NEW JERSEY SCHOOLS

An Issue Paper on a Topical Subject in Education

Prepared by:

Diego Castellanos
State Coordinator for Hispanic Affairs

Published by:

DIVISION OF RESEARCH, PLANNING AND EVALUATION
New Jersey State Department of Education
Trenton, New Jersey

January 1972

INTRODUCTION

"The Hispanic Experience in New Jersey Schools" is the first of a new series of papers on educational issues and problems, to be published periodically by the Division of Research, Planning and Evaluation. The reports were prepared by the staff for use in the design of programs and analysing developments in education. We feel that the subjects discussed in the reports will be of considerable interest to a larger audience of educators, and that the ideas and information resulting from this research deserve wider dissemination. Some of the topics that will be treated in the next few months are educational assessment, merit pay, early childhood education, and local school district planning. We are publishing these reports with the primary purpose of stimulating further consideration and discussion of important educational issues, both within the education profession and beyond it.

The education of New Jersey's Spanish-speaking citizens has emerged as a major concern of the Department of Education. "The Hispanic Experience in New Jersey Schools" is a report on the progress that has been made in recent years toward the goal of an equitable education for all children and on the greater part of the task that remains to be accomplished. While recognizing that the problems we confront in education for Spanish-speaking students are immense, we feel that we have established a momentum toward addressing these needs through the kind of initiative documented in this paper. It describes the joint efforts of the Department of Education, the Commissioner of Education, community groups and the schools to find ways to resolve the problems facing Spanish-speaking people. We hope that this issue paper by Diego Castellanos, the Coordinator for Hispanic Affairs, Office of Urban Education, will contribute to the growing dialogue with the Spanish-speaking community and ultimately to the amelioration of injustice in education.

Stanley J. Salett
Assistant Commissioner of Education
Research, Planning and Evaluation

Junior is about to enter school. He is a fine looking five-year-old; he has perfect eyesight, normal hearing, and good strong teeth. He speaks very well, is in excellent health, and of above-average intelligence. He has no learning disabilities.

Yet this young American cannot be educated in most school districts of New Jersey. In fact, most educators here cannot begin to teach him.

His father, Jesus Martinez, migrated to New Jersey 20 years ago at the age of six. At a time when he was ready to learn to read and write his mother tongue, Martinez was instead thrust into an exclusively English-speaking environment where the only tool he possessed for oral communication was completely useless to him. When he went to school it was as if the teacher were broadcasting in AM but Martinez was equipped to receive her only in FM.

He remembers it this way: "My teacher and I could not communicate with each other because each spoke a different language and neither one spoke the language of the other. This made me stupid, or retarded, or at least disadvantaged." Since teachers cannot be expected to "work miracles" with children who are disadvantaged, Martinez fell victim to a self-fulfilling prophesy: "He won't make it." Of course, they allowed him to sit in class because the law required that he be in school.

For the next two years Jesus Martinez vegetated in classes he did not understand----praying that the teacher would not call on him. The teacher in fact rarely called on him and seldom collected his papers on the grounds that she could not expect of Martinez what she demanded of the more "fortunate" children. Reasonable as this notion appears to be, it served only to further undermine the child's self-concept.

A bilingual Puerto Rican boy in the classroom was asked to teach Martinez English and help him in the process of adjustment. They were not permitted, however, to speak Spanish because it would confuse Martinez and prolong the period of transition ----and also because it annoyed people who could not understand what they were saying. The other boy then could not translate academic subject matter for Martinez. He would have to "break the code" before getting the message. Speaking English then became the goal, rather than a means to achieve the goal.

By the time Martinez began to understand English, he was so far behind academically that he had to work twice as hard to keep from sinking. "It was," he recalled, "like swimming with lead bracelets."

He was appropriately labeled "handicapped" by his teacher. Labels used by his schoolmates were not so kind. In fact, each time he would attempt to speak English, some of the children would ridicule him for his imperfect grasp of the language. The teacher continued the taunting on the theory that it forced Martinez to check his mistakes and provided him with an incentive to learn proper English. Each day he went to school he felt as though he went to battle.

The situation became unbearable when, as a result of a test administered in English, Martinez was found to be academically retarded and was put in a class for the mentally retarded.

He retreated into a sort of psychological isolation and began to hate not only school, but the society he saw reflected by the school. Frustrated and discouraged, he began to find reasons for staying home. As soon as he was permitted to, he dropped out permanently. (A human reaction to an inhuman situation.)

Martinez, who refers to himself as a school "push-out," never really learned English well. He has a great deal of difficulty reading it and cannot write it. He speaks Spanish fluently but never learned how to read and write his mother tongue. He is a functional illiterate in two languages.

When and if he is working, it is usually at the lowest paying job. He is the first to be laid off, remains unemployed longest, and is least able to adapt to changing occupational requirements.

As Martinez reflects -- without smiling -- upon his boyhood ordeal, his concern is for his young son who is about to embark on his own educational experience. He knows the educational process has undergone a drastic overhaul in the past few years. He wonders if the system is now able -- or willing -- to deal with his son and vice-versa. He knows too well that a Puerto Rican child in the States who is unable to acquire literacy in English in competition with his English-speaking classmates and who is not permitted to acquire it in his own language makes a poor start in school that he may never be able to overcome.

Martinez has some grounds for optimism, stemming from the fact that new dimensions have been added to the concept of accountability in education. In terms of behavioral objectives, for example, there is a growing emphasis on individual performance rather than class achievement. And in a philosophical sense, the burden of responsibility for success or failure in learning process has shifted from the students to the educators.

This means school systems can no longer explain away children as unteachable because they are "deprived" -- regardless of their cultural, linguistic and/or socio-economic characteristics. Sociological adjectives have been used in the past to alibi non-education. But modern educators are striking at the long-established practice of educating only those who fit the mold of the curriculum. They are realizing that if this is the extent of the school's capacity, then truly the school is a "disadvantaged" institution.

. Educators admit that many children who have been traditionally tagged "deprived" have often proved to be no more deprived than the deprived budgets, deprived imaginations or -- in some cases -- deprived consciences of the school district brandishing the label.

. They admit that many children called retarded have simply been victims of antiquated school systems using obsolete methods of instruction for the sake of tradition.

. They admit that many have suffered the effects of the ethnocentric philosophies and curricula of schools that offer only "assimilate or perish" alternatives for minorities and then employ scapegoating rationalizations for subsequent minority failures and dropouts.

. They admit that the system has historically brainwashed newcomers into believing that their language, culture, and system of values were inferior because they were different; that they believed these people had to be de-educated so they could be molded into our brand of citizenship; and that any group that resisted acculturation was thought to be uncivilized, unAmerican, and potentially subversive.

. They admit that non-English-speaking children usually have no other handicap than that imposed upon them by a school which tries to teach them in a language they do not understand.

In other words, a Puerto Rican child who has lived his first five or six years in a Spanish-

language environment is ready to learn to read and write in Spanish but not yet in English. Since we don't expect the Anglo* child to begin his reading in material that is outside his listening-speaking vocabulary, why expect it of another child? Especially when Anglo children profit from carefully prepared reading-readiness programs not available to non-English-speaking children.

The task of the beginning reader should not be compounded by expecting him to read a foreign language before he can read his own. His initial task should be limited to one of converting the printed word into its spoken form which he already recognizes. (Incidentally, because of the excellence of the Spanish writing system, there are no "reading problems" -- as we have here -- among children in Puerto Rico, Cuba or Mexico.)

Many administrators and teachers in our schools try their best -- in English -- to make Hispanic children feel comfortable and welcome. But thousands of these youngsters have been cheated and damaged by well-intentioned but ill-informed educational policies which have promoted the teaching of English above education, and even made the pupil's own language and culture an ugly disadvantage in their lives. What we tend to forget is that it is perfectly normal to speak something other than English. Billions of people all over the earth do it, including millions in the United States and thousands in New Jersey.

It is a striking contradiction that we spend millions of dollars to encourage students to learn a foreign language, yet virtually no part of school budgets goes to maintain and further develop the native language competence already existing in children who speak these same languages as a result of their own family background. On the contrary, we go to all sorts of trouble to eradicate the child's language and substitute the school's before we begin to teach him. This is more than a contradiction; it is absurd!

A growing number of educators are now saying it may make more sense to change the school's language than the child's. The basic argument behind this thesis is that children learn more when taught in their native language -- especially in the early stages of their schooling.

While learning to read and write his mother tongue, the child needs careful training in learning, understanding, and speaking English as a Second Language (ESL) through an aural-oral approach before learning to read and write it. (If he has learned to decode his native tongue in such a manner that the skills can be transferred to the reading of English, then he has made a double accomplishment).

Meanwhile, his conceptual development, his acquisition of information and experience -- in sum, his total education – would not be deferred until he masters English, because the entire curriculum would be taught in his native language while a gradual transition is being made to English.

This approach, known as "bilingual education," permits making a clear distinction between education and language, i.e. between the content of education and the vehicle through which it is acquired.

The term "bilingual" seems to carry its own meaning. And yet a discussion involving the word soon reveals the strikingly different concepts that people have of it. If a child speaks only Spanish, he is not bilingual. An if the school offers him a course for English language skills, without the use of his

*Within the context of bilingual education the word Anglo has come to mean a native speaker of English.

native tongue, that is not bilingual education. Bilingual education is instruction in two languages: it is the use of both English and the child's mother tongue as media of instruction in the school's curriculum. Academic subjects are taught in the child's dominant language until he becomes functional in the second language.

The "second language" concept is one of chronological primacy. English must be second because the child has already learned the first one. It has nothing to do with the irrevocable fact of English being the national language in the United States. There is no logical reason why everyone has to function only in English.

This concept is often misinterpreted by many educators. English is not being taught as a second language if the process is intended to supplant the child's first (already-acquired) vernacular. Furthermore, the techniques used for ESL are not identical to those used in teaching English as a native language or English as a foreign language. ESL is a precise discipline requiring a specific approach.

Most people agree that English , as a second language should be taught by native English speakers who need not necessarily be bilingual. The rest of the curriculum should be taught by native speakers of Spanish, who also need not be bilingual, but who are able to relate to the cultural background of the students. The rationale behind this is that children learn more by imitation and analogy than by prescription, particularly in the learning of pronunciation and of cultural values. Authenticity -- in speech and in cultural representation -- is of prime importance; and this authenticity cannot be faked or acquired overnight. Consequently, a team teaching approach is usually necessary for a good bilingual program.

There is no bible on methodology for bilingual education. One common approach is to group the children with language difficulties and begin educating them in their "home language," introducing ESL after they have adjusted to the initial school experience.

This program can be accomplished in an ungraded situation if the number of children does not warrant a full-scale program. If the program cannot be extended to all non-English speakers, the effort should be concentrated on the primary grades. But if a district's greatest needs prove to be in the upper grades, the children's home language should be used to teach those subjects considered to be the areas of highest achievement in their culture (such as history), and also in courses that are expected to be of particular occupational utility to the children. Ideally, however, the bilingual concept should be extended to the areas of early childhood, vocational, continuing and adult education -- as well as guidance counseling.

Aside from the pedagogical soundness of teaching young children basic subjects in their own tongue, bilingual education is proposed as a more humane and enriched school experience for Hispanic children. Its strengths are psychological as well as linguistic. A Spanish-speaking teacher in the classroom does more than speak Spanish; she creates a familiar climate which lessens the child's anxieties and frees him to concentrate on his main task of learning. She provides a means toward the development of a harmonious and positive self-image.

It would be well for those who are designing bilingual programs to keep in mind that the instructional use of Spanish in the classroom is not sufficient to improve the education of these children; a new curriculum must be devised with cultural as well as language requirements. A truly effective program of bilingual education should encompass bicultural education as well. It should include systematic coverage of the history and heritage of the children's ethnic group. In fact, such inclusions are often as important for the student's effective development as the use of Spanish language is for developing his

cognitive skills, or as the learning of English as a second language is for his socio-economic survival.

As the students move toward a greater degree of independence in the second language, the curriculum naturally begins to include a gradually increasing quantity of reading and writing in the alternate language until it reaches parity with Spanish. At that point (usually around the third year), Spanish can be slowly phased out as the medium of instruction, and all subjects can be taught in English. Then the bilingual students can be mixed in classrooms with other English-speaking children and Spanish may be taught as a second language to any student who wants it.

Theoretically, a class with one half native speakers of Spanish and one half native speakers of English has the perfect composition for a fully integrated bilingual situation in which Spanish-speaking pupils can learn English while native English-speaking volunteers can learn Spanish. After all, the native population also should be afforded the advantage of speaking two languages.

At the beginning of each school year, diagnostic tests should be used to determine each child's relative strength in the two languages. This makes it possible to record the language balance of the class each year.

At first the two groups of children are taught separately and are brought together for non-academic activities (art, music, physical education, etc.). Gradually the teacher can increase the instructional use of both languages for both groups in the same classroom. The resulting interaction between the two languages and cultures could indeed be the first step toward the desirable and attainable goal of a bilingual society.

Bilingual education is not a novelty. Many types of bilingual curricula are found throughout the world. Among the nations that have accepted this educational practice are Belgium, Canada, Finland, France, Mexico, Paraguay, Peru, Russia, South Africa, and Switzerland. Yet, the American school system, with students from various cultures, has virtually ignored the potential of bilingual education.

The Congress of the United States recognized this when it enacted the Bilingual Education Act -- Title VII of the Elementary and Secondary Education Act (ESEA) -- which represents a legal, moral and financial commitment to the promotion of cultural diversity and linguistic pluralism.

The main priorities of Title VII are:

1. to provide equal educational opportunities for non-English-speaking children;

2. to strengthen the education and self-concept of bilingual pupils;

3. to promote bilingualism among all students.

The Act is designed to meet the special educational needs of children 3 to 18 years of age with limited English-speaking ability who come from environments where the dominant language is other than English -- particularly low-income families. The intent is for children to develop greater competence in English, to become more proficient in the use of two languages, and to profit from increased educational opportunity.

It has been demonstrated that:

1. Children in bilingual education programs progress better in school, with minimal grade retentions, and reach grade-level achievement in all subject areas.

2. Non-English-speaking children in bilingual education programs become more proficient both in English and their mother tongue.

3. Children in bilingual education programs develop an understanding and respect for their mother tongue and the culture associated with it. This understanding and respect lead to a more positive self-image and better social and personal adjustment.

Grants under Title VII are available for exemplary pilot or demonstration projects in bilingual and bicultural education in a wide variety of settings. These projects should demonstrate how the education program can be improved by the use of bilingual education. Title VII funds may be used also for providing preservice and inservice training to teachers, supervisors, counselors, aides and other auxiliary education personnel, and for establishing and maintaining programs. The money may also be used for research, development and dissemination of instructional materials, acquiring necessary materials and equipment, making optimum use of educational and cultural resources in the area, and for improving cooperation between the home and the school.

A five-district consortium -- consisting of Newark, Union City, Jersey City, Perth Amboy and Vineland -- received a $275,000 Title VII grant in 1969 to launch the New Jersey bilingual experiment. The funds are administered in Vineland, which serves as the local educational agency (LEA), but the program is administered from Jersey City State College, which is the cooperating institution of higher education. Two demonstration bilingual and bicultural first grade classes designed with technical support from the New Jersey Urban Schools Development Council were established in each district. Preservice and inservice training courses were developed for professional and paraprofessional personnel which emphasize planning, organization and evaluation of bilingual programs; methods and materials for instruction; and areas for bicultural study such as history and art. School and community coordinators, many of them residents of the target areas, supplement the services offered in the classroom. The project served 791 students during its first year of operation. Dr. Irving Bloom, of Jersey City State College, served as project director that first year.

The program had broad base participation from the target community via a Spanish Advisory Committee on Education formed in the beginning of the planning phase of the project at the invitation of the New Jersey Commissioner of Education and the Chancellor of Higher Education.

Although the bulk of the Committee's input has been in the planning, development and implementation of the New Jersey bilingual education project -- as well as serving in some measure as an audit team for the program -- its scope is not limited to Title VII.

It assists the Departments of Education and Higher Education in identifying educational priorities; makes recommendations to insure education is relevant to the social, cultural, and linguistic characteristics of the target area; and generally involves the Hispanic community in the educational process.

There is an urgent need for the schools to involve the local Hispanic community more fully and more actively in educational life and work. It is unlikely that quality education can be brought to any community until its members participate in the decision-making process that will shape the future of their children's education. We need the presence of the cultural tone and personality of the Hispanic parent community as a corollary to the particular racial, cultural values already being contributed by the various other peoples who form the parent groups in our schools. Parent participation is particularly indispensable in bilingual programs, for in most Hispanic communities, parents have considerable knowledge of language and heritage. In fact, parents should be given opportunities to serve as language and history consultants and where appropriate, paid as such. Curriculum should be developed in such a way that parents can reinforce the work of the school at home.

If given an opportunity, most parents can make unique contributions to the educational process -- not only in curriculum development but also in other school activities -- including policy decisions.

Inherent in the educational structure is, and will continue to be, decision-making at the top. Inherent in social change is citizen participation in decision-making. Too often, the attitude of the decision-makers has been that of one municipal official who recently said, "We know how to solve your problems better than you do." There is every reason to believe that this statement is incorrect, and that participation by people who are close to the problem will help to design better programs which are more in touch with reality.

This logic prompted the creation of the Office for Hispanic Affairs within the Structure of the Office for Urban Affairs in the Division of Curriculum and Instruction of the State Department of Education.

Diego Castellanos, a native of Puerto Rico, has been assigned the task of stimulating the leadership of the Department to the most effective use of state resources for the attainment of equal educational opportunities for the Spanish-speaking.

Castellanos is available to the Department of Education as well as to all school districts in New Jersey to provide the technical assistance necessary in educational matters affecting the Spanish-speaking community. Two other Puerto Ricans in the Division, Lionel Jimenez and Jose Alvarez, work in the Office of Migrant Education and the Branch of Special Education, respectively. Migrant Education also has a Cuban, Mrs. Liliam Coya, on its staff.

Many other significant steps are being taken to ease the educational plight of the Spanish-speaking in New Jersey. The High School Equivalency Program is one example. It was found that the GED test was useless in testing people with a Spanish-language and culture background. Since measurements of a person's educational development need not be confined to English, it was decided that learned skills could be tested in the student's native language. Arrangements were made with education officials in Puerto Rico to come to New Jersey and administer the test in Spanish. Those who passed it received a high school equivalency certificate issued by the Puerto Rican Department of Public Instruction. This practice was later found to be unsatisfactory because many employers and some colleges had reservations -- however unjustified -- about the validity of the Puerto Rican document.

To resolve the dilemma, the New Jersey Department of Education's Office of High School Equivalency worked with the American Council on Education to develop a test of General Educational Achievement in Spanish. The test was prepared by Educational Testing Service of Princeton and is now

ready for use. There are nine centers in New Jersey currently preparing students to take the GEA examination in Spanish.

Testing has always been a serious educational roadblock for Spanish-speaking students. The failure of psychometric instruments to measure Spanish-speaking children validly is a principal reason for the over-representation of that ethnic group in special education, as well as in other low tracks. Puerto Rican children still tend to complete the phrase "Bread and_____" with coffee instead of butter. And they are still not sure whether "it is raining or it is sunny" when they see a drawing of a person carrying an umbrella. Tests designed to measure English comprehension and middle class cultural values cannot measure cognitive growth, communication skills, and social and emotional adjustment of non-English speaking children who come from underprivileged families.

Poverty is not measured by the IQ tests. The hunger quotient is not registered, nor is the psychological effect of poor clothing, disease, illness and discrimination computed in surveys intended to determine lack of motivation, educational achievement and rates of dropout.

Puerto Rican students have the worst dropout rate of all students. Statistics show that 36 per cent of New Jersey dropouts during the 1969-70 school year were Puerto Rican -- compared with 33 per cent Black and only 15 per cent White Anglo. (The remaining 16 per cent are listed as "other".) During that year, New Jersey had a dropout rate of less than 1 per cent. The picture is worse in other states.

Half the participants in our Adult Basic Education Program (approximately 5,000 adults) are Spanish-speaking. The Office of General Adult Education in the Bureau of Adult and Continuing Education has developed a manual to teach ESL. It has also established a Model Cities Learning Center in Trenton which is entirely Spanish-speaking.

Last October the New Jersey Department of Education sent a seven-man task force to attend a conference in San Juan, Puerto Rico that was to deal with the education of Puerto Rican children on the mainland. The group consisted of representatives from the State Department of Education. school districts,the Urban Schools Development Council, colleges, and the Spanish Advisory Committee.

The meeting was not as productive as had been hoped. It appears that whenever educators go to Puerto Rico for fresh insights into the problems of teaching Puerto Rican children, we only find out that the problems do not exist in Puerto Rico. Perhaps it would be wiser to deal with the problem here by developing local resources.

It is unfortunate that more districts do not take advantage of human resources available through the community. Some districts using a pragmatic approach employ bilingual paraprofessionals as teacher aides, truant officers and school-home liaisons. These aides, however, should not be used for running errands or doing odd jobs around the school.

The combination teacher and home visitor is one of the most valuable innovations for coping with this situation -- one the schools have not faced since the days of mass immigration. These are bilingual teachers who work with the classroom teacher during the day and visit the home during afternoons or evenings to follow up children who begin to display the results of culture conflicts, of home overcrowding, of malnutrition, or any other difficulty.

In addition to hiring bicultural and bilingual personnel whenever possible, schools should

require inservice training programs on [illegible] Cuban cultures, which should str[illegible]then the total school staff effectiveness. Administrators of schools where half the student population is Puerto Rican and/or Cuban should be bilingual educators, either native speakers of Spanish who also have a good command of English or native speakers of English who have a good command of Spanish plus a sympathetic understanding of the culture of their students. Otherwise they should be required to take a course or attend an institute dealing with the Puerto Rican and/or Cuban cultural heritage and contemporary social movement.

In addition to being well-trained in academic subjects, successful "barrio" teachers must possess these effective skills:

1. they must be "attitudinally adjusted" to working with bilingual, bicultural students from economically deprived environments. Educators must always bear in mind that the attitude displayed by school personnel can make or break good relations with the community. Unfortunately, some teachers betray an ill–disguised contempt for the schools and neighborhoods in which they work. The same applies to other extremely important people: the school secretary, the nurse, social worker, counselor, the curriculum coordinators, the assistant principals, and the superintendent.

2. they must be aware of the bilingual students' built-in language resources as a valuable asset in advancing his education and contributing to the public welfare.

3. they must possess an effective familiarization of the Spanish language.

4. they must have deep knowledge of the characteristics of economically deprived people and also of the cultural traits of the Spanish-speaking population, and be able to distinguish between the differences in the cultural strata.

5. they must be dedicated to establishing a sound school-community relations program.

6. they must project to their students a level of expectation that will stimulate high achievement efforts and encourage ideals of success in school.

Admittedly, some of these qualities are difficult to find. In fact, one obstacle to bilingual education in the past has been the lack of certified Spanish-speaking teachers. In an effort to overcome this, the New Jersey Spanish-Speaking Teacher Corps was created in the summer of 1969 as an adjunct to the Title VII program. It retrained an existing surplus of Cuban teachers and prepared them for certification. The project received $204,660.27 from B-2 of the Education Profession Development Act and was conducted in the Montclair State College Urban Institute with the cooperation of the New Jersey Urban Education Corps. The courses included methodology, urban social sensitivity, and English as a Second Language. Half the program consisted of supervised teaching.

The program trained 65 teachers during its first year -- 56 of whom were teaching during 1970-71 and are still teaching in the current school year. Fifty-three of them enrolled in a Montclair

program which granted them MA degrees in teaching in the summer of 1971. They all received elementary teaching certificates as well as certificates to teach Spanish in secondary schools.

During its second year the Corps retrained 50 teachers (mostly Cuban), 39 of whom taught school as part of their internship. The project also prepared 33 teacher aides (mostly Puerto Rican) for accreditation to work in New Jersey schools. Federal funds for the second year of the project amounted to $142,800.

The New Jersey Spanish-Speaking Teacher Corps now includes 277 active student members. Two-hundred and twenty are registered in 17 different courses offered at four community training sites. Four of the courses are serving the 51 new and continuing teacher's aides. Full tuition for 74 persons is covered under the 1971 E.P.D.A.-B-2 Grant, 21 more are fully funded through the Division of Community Services. All requirements for the Master of Arts degree have been completed by 55 members of the original 1969 group; 15 more will complete the MA by January, 1972. Since the third year, the project has also trained Spanish-speaking guidance counselors.

An important trend in the composition of the Spanish-Speaking Teacher Corps is the increasing number of Puerto Ricans enrolling each year. In 1969, because of prerequisite schooling spelled out in the grant guidelines and restricted recruiting efforts, only one Puerto Rican member was enrolled. In 1970, with the addition of a teacher aide component, 49 Puerto Ricans were included, 11 in the graduate program, 38 as teacher aides. This fall, 42 Puerto Ricans are enrolled in the teacher training phase and 46 as aides.

The New Jersey Spanish-Speaking Teachers Corps received an award for "Excellence in Teacher Education" from the American Association of Colleges for Teacher Education in February 1971. Mrs. Carmen Marina is the project director.

An analysis by the State's Office of Educational Opportunity has revealed that, to reach parity with its Puerto Rican student population, New Jersey would have to hire 115 Puerto Rican administrators and 1,755 Puerto Rican classroom teachers. We have a long way to go to reach this ideal goal. However, the bilingual education programs are creating a new awareness of the need for Spanish-speaking teachers, and the Spanish-Speaking Teacher Corps has demonstrated a way to provide them.

In 1970 the Vineland Bilingual Education Program received a continuation grant of $410,788 (new monies) and carried over $10,000 from the previous year to expand its program vertically to the second grade. Julia Delgado directed the second year of the project. In addition, $115,000 was awarded via Vineland to the Children's Television Workshop to involve Spanish-speaking children in the "Sesame Street" national television series through bilingual non-broadcast materials and short Spanish segments in its programming. As a result, Sesame Street will be taking a definite bilingual bicultural slant in future programming for U.S. audiences. CTW is also producing an all-Spanish version of "Sesame Street" for Latin-American countries which may be shown in sections of the United States with large Spanish-speaking populations.

Also in 1970, a second consortium of another five districts was formed to start the horizontal expansion of the New Jersey bilingual education program. Two hundred seventy-five thousand dollars of Title VII funds was allocated for this second phase of the program. The new consortium consisted of Hoboken, Paterson, Camden, Elizabeth, and Lakewood; with the support of Montclair State College. Hoboken served as the LEA for the first year of the project. It was succeeded by Lakewood

on July 1, 1971 when Hoboken and Camden withdrew from the project. Peter Vecchio, who directed the project during its first year, has been succeeded by Mrs. Maria Arrieta.

Unlike the first consortium, the second bilingual project did not have identical classes in every district. Instead, each of the five districts had its own approach to bilingual instruction as well as a number of ancillary services. Members of the consortium cooperated in developing and coordinating a variety of bilingual instructional patterns and specialized services to meet the identified needs of Spanish-speaking children in each district. Spanish and English-speaking students at both elementary and secondary levels participated and special emphasis was placed upon developing a diagnostic and assessment program for the determination of the educational needs of "Port of Entry" non-English-speaking children. Resources were pooled to provide for multidistrict participation in preservice and inservice training programs, the adaptation and development of curriculum materials, and the evaluation of program components and the consortium approach as a whole.

Essentially, though, most of the local programs were modified extensions of previous efforts to educate Spanish-speaking children. The Lakewood portion of the Title VII program, for example, was actually an expanded version of an extant local Title I project which was patterned after an early childhood education model developed in Tucson, Arizona. The Hoboken program followed the pattern of its preceding Title III project. The Camden component constituted a significant improvement on its former ESL-only approach. Paterson improved its earlier efforts,and so did Elizabeth. Various degrees of commitment were demonstrated by member districts of the consortium. For example, the Camden Superintendent of Schools, accompanied by a Puerto Rican member of the local board of education and Diego Castellanos of the State Department of Education,went to Puerto Rico in August 1970 to recruit bilingual teachers. After interviewing 50 applicants, Superintendent Dr. Charles Smerin contracted 18 teachers who are successfully teaching in the Camden school system. Dr. Smerin made a second successful recruiting trip to Puerto Rico in April 1971.

The newly-arrived teachers have been participating in training provided through the Camden Educational Development Program, a program managed by the RCA Corporation in cooperation with the city schools and the State Department of Education.

At the time the second consortium applied for Title VII funds, Union City (a member of the first consortium) submitted its own individual application for an additional Title VII project and received $200,000 to operate a separate program independent of its consortium membership.

Known as "Project SELL" (Spanish English Language Learning), this project was designed to serve 1,020 Spanish and English-speaking children in grades one through three. The objectives called for these children to acquire, during the project's first year, the learning skills normally expected of the children their own age, such as work and study habits, how to take tests, how to follow classroom procedures, and how to ask and answer questions. They were expected to acquire foreign, native and mixed language skills and bicultural skills. The native language was used in graded and nongraded curriculums for instruction in language arts, mathematics and social studies. Variations in foreign and native language instruction was determined by the needs of the children. Teachers, aides and parents received training necessary to facilitate their implementation of this project in each school. The project was designed to achieve at the end of five years: two bilingual elementary schools, one graded and one nongraded; a total bilingual and bicultural curriculum developed by project participants; and a corps of bilingual teachers, specialists and trained bilingual and bicultural community members. Mrs. Doris Wadsworth directed the first year of this project.

Because it wanted to concentrate all its efforts on its Project "SELL," Union City withdrew from the Vineland Consortium at the end of the second year of that Consortium. Three hundred sixty-five thousand dollars has been approved for the remaining four districts in the Vineland Consortium which is now under the dire of Donatila Ortiz.

Two hundred ninety thousand, five hundred thirty dollars has been approved for the Lakewood Consortium, which now consists of three districts.

Since Title VII is seed money for demonstration projects, it appears unlikely that consortia applications will receive favorable consideration in the future. The two consortia now established in New Jersey are thought to be sufficient to establish an examplary situation here. Another consortium would hardly be considered innovative. Its acceptance has not been ruled out, but its other merits would be a major factor in this determination.

Trenton and Long Branch submitted individual applications for Title VII early this year, but were not funded.

To date there has been an appalling discrepancy between the authorization and appropriation of Title VII funds. The amounts actually allotted do not even approach the level of funding required to adequately meet the needs in this area, not only for operational program support but also to provide such necessary components of a successful bilingual education program as specialized training for teachers and teacher aides and the development and dissemination of bilingual instructional materials and special testing instruments.

Until substantially more Federal monies are appropriated for bilingual education, administrators interested in bilingual programs should bear in mind that Title VII is not the only source of monies available. Many districts have operated bilingual projects funded through other means. Title I has been used for this purpose by Lakewood, Hackensack, and Englewood. Hoboken and Passaic have used Title III money. Last year Union City received $1,057,890 and West New York received $741,060 from the Migration and Refugee Assistance Act.

Model Cities are sponsoring a Trenton bilingual project -- supplemented with local funds. Local funds are also being used by Long Branch. The use of Title VIII money (dropout prevention) is now being explored. Other funding sources which may be tapped are the Vocational Education Act, the Adult Education Act, and the Higher Education Act, to name a few. The National Endowment for the Humanities is also funding a number of projects. Practically all Titles of ESEA can be applied to bilingual education.

The Spanish Advisory Committee is considering calling for legislation making bilingual education compulsory in districts with high concentrations of Spanish-speaking students in New Jersey. But even more than new legislation, we need serious commitment from local school systems. There is really no reason why school districts have to wait for federal funding or legislation before they start fulfilling their responsibility to their communities -- to all members of their communities.

It would seem appropriate, although admittedly radical, that in a school district where the ethnic composition has changed from predominantly Anglo-American to Puerto Rican and/or Cuban the content and the style of education in the schools would change accordingly.

Responsibility for the inequities does not lie only with the teacher, because this is not a pedagogical problem as much as it is a question of educational policy. Possibly the most direct evidence of lack of concern for this disparity is the unwillingness of school boards to use local funds to deal with these problems. Consider a district in which 2 per cent of the children have audiological deficiencies while 15 per cent have language problems arising from a different cultural background. The district will hire therapists and aides for the 2 per cent, yet provide little or nothing for the 15 per cent.

Districts in which Spanish-speaking students comprise one fourth, one third, or one half of their total school population often do not see fit to spend an equivalent proportion of their budget to meet the needs of those students. The same thing can be said of representation on the local boards of education -- especially when members are appointed by the municipal authorities.

At this point in time ten districts in New Jersey have Puerto Rican members on their school boards. These are Newark (Fernando Zambrana), Hoboken (Jose Hernandez), Jersey City (Rafael Bou), Paterson (Gilbert Collazo), Perth Amboy (Ignacio Cruz), Camden (Luis Rodriguez), Elizabeth (Luis Mendez), Vineland (Juan Vargas), New Brunswick (Blanquita Valenti) and Trenton (Jorge Burgos). Jose Rodriguez, a lawyer, is a member of the State Board of Higher Education.

Spanish-speaking Americans are both a responsibility and a potential educational resource. Just how the local education agencies meet this responsibility and exploit this resource depends on the attitude and conscience of the communities. Some ethnic groups, whatever their true feelings, make little display of interest in maintaining their mother tongue; others are clamoring for this right. The question of whether or not to establish a program of bilingual schooling should be faced by the board and the superintendent without waiting for the community to take the initiative and, most certainly, before they are forced to do so by public pressure.

The social and political imperatives are strong. Spanish-Americans are no longer the patient, "romantic," non-violent figures of the past. They are beginning to speak for themselves, perhaps not as objectively but with a lot more accuracy than well-meaning outsiders. They no longer stand mute while the social worker, the cleric or the politician transmits his version of Hispanic life to the middle-class world, a version more myth than fact. Their spokesmen advance the model of a pluralistic society in which ethnic minorities maintain and develop their own cultural heritage.

This position does not imply that Hispanic children will never become identified with Anglo values and life styles; it merely states that they should not have to do so at the expense of their identity with their ethnic group. They must have life style options open to them and be given the opportunity to select the best from both cultures.

Schools are playing a losing game as long as they persist in assuming that:

1. the home culture is the cause of school failure;

2. the school is satisfactory as it is;

3. a principal function of the school is to Americanize foreign peoples by eliminating their language and cultural orientation.

Proponents of that philosophy must be made aware that the traditional "Americanization"

approaches in education turn Puerto Ricans off. Those who are proud to be U.S. citizens resent the connotation that approach carries. Those who resent U.S. citizenship reject the approach altogether.

This is a subtle but important point. "Citizenship" indoctrination has created a state of ambivalence within the Puerto Rican child. At school he is told in essence: "Speak English: be American!" At home in the barrios, the appeal is different: "Don't forget whence you come; don't speak English around here!" The child caught in this dilemma may become a cultural schizophrenic in an effort to please both home and school.

These two institutions should not compete for the child's loyalty. They should be mutually supportive and mutually respectful. The Hispanic parent will support the goals and values of the school when the school begins to recognize the worth of his culture and seek his involvement in the education process. Schools should provide special classes for parents to acquaint them with what their children are doing and how they can positively affect the youngster's progress. There should also be provisions for cooperative efforts by the public schools and the Hispanic ethnic organizations which have thus far worked unaided and unrecognized to maintain two-language competence in their children.

Spanish should be a medium of instruction and a subject studied as early as possible, with emphasis on the elementary level. The content of the curriculum and the teaching strategies used should be tailored to the unique characteristics of the children of the particular district and the methods of learning and motivation appropriate to them. Irrelevant textbooks and materials should be discarded. For example, social studies units in New Jersey should include materials on Puerto Rico and Cuba instead of Mexico and Spain. The use of these materials not only helps Spanish-speaking children develop a positive self-image but it also mitigates the effects of unfortunate ethnic stereotypes and misinformation for Anglo children. A team of bilingual counselors should be hired to serve the needs of students and to act as ombudsmen or liaison between the school district and the community. These staff members should be available to meet with parents and to do family counseling to improve the home environment of the students.

The absence of necessary academic services is not only contrary to common sense, but the hardships it imposes on certain children may be in direct violation of the law. A case in point is Title VI of the Civil Rights Act of 1964, promulgated to prevent discrimination resulting from English language deficiencies in the operation of any federally assisted programs.

Title VI compliance reviews conducted in school districts with more than five percent Spanish-surnamed student enrollment by the HEW Office for Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity to Spanish-speaking pupils. Rules under the Code of Federal Regulations declare essentially that:

1. where inability to speak and understand English excludes Spanish-speaking children from effective participation in the educational program offered by a school district, the district must take affirmative steps to open its instructional program to these students;

2. school districts must not assign Spanish-speaking students to classes for the mentally retarded on the basis of criteria which basically measure or evaluate English language skills;

3. any ability grouping or tracking system employed by the school to deal with the special language skill needs of Spanish-speaking children must not operate as a permanent track or education dead-end;

4. school districts have the responsibility to adequately notify Spanish-speaking parents of school activities which are called to the attention of other parents -- even if such notices have to be provided in Spanish.

Based on the five percent population figure used by HEW for the above directive, its implementation would affect the following school districts in New Jersey:

SCHOOL DISTRICT	PERCENTAGE Of Spanish-Speaking At Least*
West New York	56%
Union City	54%
Hoboken	51%
Perth Amboy	41%
Woodbine	29%
Passaic	26%
Paterson	19%
Vineland	17%
Weehawken	17%
Dover	16%
Jersey City	15%
Elizabeth	15%
Camden	13%
Newark	12%
New Brunswick	10%
Lakewood	10%
Hammonton	9%
Long Branch	7%
Trenton	7%
Keyport	6%
North Bergen	6%

*Percentage figures only account for Puerto Ricans and Cubans. They do not include other Spanish-speakers from Latin America or Spain who may live in these districts.

Perhaps more fundamental and basic than these recommendations of Title VI is the spirit and attitude in which they are carried out. The motive for implementation ideally should not derive from a sense of guilt for past injustices, political considerations, or forced legislation. Structures with pity, expediency, or fear as foundations are not as enduring or as admirable as those built on humanism, trust and justice.

The New Jersey Department of Education strongly advocates the changes in educational practices needed to provide the best possible schooling for Spanish-speaking children. We will give every possible assistance to the local educational agencies as they create programs to meet the needs of Spanish-speaking students. We will join in the efforts of professional education organizations and the activities of private industry in discovering and developing the most promising ways to serve our almost half million Spanish-speaking residents.

* * * *