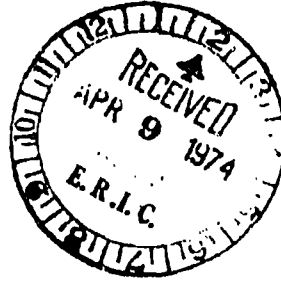ABSTRACT
              The study tried to identify assumptions and
intentions that Anglo teachers, children, and parents, and Chicano
children and parents hold of each other, their perceptions of each
other, the extent to which these perceptions are realistic, and the
implications of cultural differences and similarities in the
education of Chicanos. The sample used for the elicitation of
critical incidents in Phase I consisted of 24 Chicano parents, 31
Chicano children, and 14 Anglo teachers. The retest sample in Phase
II (attribution and intention) consisted of the original 24 Chicano
parents, added 13 Anglo parents and 20 Anglo children. The final
sample was composed of 12 Anglo teachers, 10 Chicano parents, 10
Chicano children, 10 Anglo parents, and 10 Anglo children. Seven
results were drawn from this study, such as (1) Anglo and Chicanos
were more similar in their use of attributes than they were similar
in their use of intentions; and (2) there were no clear,
uncomplicated differences between how Anglos and Chicanos deal with
children in a classroom context. On the basis of the study results, 6
assertations and implications for the education of Chicano children
are made--e.g., in developing educational programs for Chicano
children, educators cannot seek simplistic solutions, such as
bilingual programs. (FF)

CULTURAL DIFFERENCES IN THE ATTRIBUTIONS

AND INTENTIONS OF ANGLOS AND CHICANOS

IN AN ELEMENTARY SCHOOL

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CULTURAL DIFFERENCES IN THE ATTRIBUTIONS AND INTENTIONS

OF ANGLOS AND CHICANOS IN AN ELEMENTARY SCHOOL

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Critical incidents were collected from Anglos and Chicanos and incorporated into a questionnaire designed to investigate the extent to which Anglos and Chicanos assigned attributes and intentions to classroom behavioral incidents. Results showed that there were no clear, uncomplicated differences between how Anglos and Chicanos deal with children in a classroom context. Cultural differences emerged only in the interrelation of the ethnicity and age of the respondent, the ethnicity of the stimulus person, and the use of attributes and intentions. The differentiated attributes and intentions assigned by Anglos and Chicanos to given behavioral incidents support the assumption that not only is culture a significant variable in heterocultural classrooms, but also, that while the attributes and intentions were transhared by persons of similar ethnicity, there were specific effects of particular situations that did not differentiate the ethnic groups.

To understand the undereducation of culturally different minorities, it is necessary to study the relationship between teachers and children. In an educational setting, the interactions are not determined simply by the situation or task at hand, but are also shaped by cultural standards and expectations. Intricate problems are involved in any attempt to understand the underattainment of Chicanos (Grebler, Moore, and Guzman, 1970; Carter, 1970).

Most of the interactions between teachers and children, who share a similar culture, are fairly well-coordinated interchanges. The relative smoothness of such interaction is indicative of the accuracy of awareness on the part of the teacher to the children's life experiences. However, the meaning of social behaviors is not the same across cultures. In inter-

cultural situations, signals and meanings differ; messages are encoded in one context and decoded in another. Thus, ethnocentric perception of one culture often creates a distorted image of the life patterns of another culture, greatly increasing the possibility of unexpected and misunderstood responses. In school settings communication between teachers and culturally different children is filtered through contrasting norms, resulting in a context that limits both the cognitive and social development of culturally different children.

In this paper the terms, Anglo and Chicano, serve psychologically to mark group self-identification. Chicano refers to those who are Spanish-speaking and of Mexican descent, and Anglo refers to all those who do not identify themselves as Spanish-speaking and of Mexican descent, and who are white ethnics.

American schools reflect the dominant Anglo culture and serve as an interface for the first important culture contact with Chicano students, who represent a reference culture different from that of the school personnel. Specifically, Anglo teachers working with Chicano children are likely to project their own cultural attitudes and values to the children. These imperfect perceptions and misunderstandings contribute to the growth of prejudicial attitudes, which in turn, curtail educational achievement. A few educators have been able to grasp the full implications of the culture upon children's personality and school performance, but most have used the concept of cultural differences within a social pathology framework to rationalize and justify the school's failure to educate Chicano children (Baratz and Baratz, 1970).

The interrelated plight of the ineffective Anglo teacher and the poor

educational performance of Chicano children began to move to center stage in

the early 1930's. In the literature the one acknowledged fact is the Chicano

student's generally low attainment in formal schooling; it is much more

difficult to explain or to understand. Grebler, Moore, and Guzman (1970) have

documented the Chicano's low educational attainment, comparing it to Anglo

and Black achievement. Although progress has been made, the education gap

remains so large that it will continue to impede the mobility of Chicanos.

Generally speaking, it is this lag rather than the progress made which con-

cerns Chicano spokesmen, as well as educators.

APPLICATION OF ATTRIBUTION THEORY TO THE STUDY OF
CULTURAL DIFFERENCES IN AN EDUCATIONAL SETTING

One recent development in psychology labeled attribution theory and based

primarily on the writings of social psychologists, Heider (1958), Jones and

Davis (1965), and Kelley (1967), describes the processes by which an individual

attains conceptions of attributes. "Attribution refers to the process of

inferring or perceiving the dispositional properties of entities in the envi-

ronment (Kelley, 1967, p. 193)." Jones and Davis add, "The perceiver seeks to

find sufficient reason why the person acted and why the act took on a

particular form (p. 220.)" Thus, it is not solely the behavior of the observed,

but rather, that the behavior is used to infer intention or disposition. Thus

attribution theory plays an important role in understanding interpersonal

interactions. Once certain attributions are made, they become the basis for

making further ones.

The application of an attribution model to heterocultural situations in
a classroom provides the means whereby a variety of behaviors can be con-
ceptalized in terms of a unifying construct. When teachers and chil ren share
a similar culture, attributions are fairly well-coordinated interactions with
few errors. However, in the event of heterocultural interactions, inaccurate
attributions are often made. Glaring errors are made because the constraints
of attitudes, values, and expectations of other cultures are often not apparent
to outsiders.

The adoption of attribution theory as an anlaytical tool in the study of
the educational process in a classroom can be instrumental in discovering how
the behavior of Chicano students differentially affects the teacher's
attribution of what guided, directed, or caused that behavior. If some under-
standing is to be gained of cultural differences between Chicano children and
Anglo teachers, it is necessary first to understand how people process be-
havioral cues from others. The differentiated attributions assigned by
Anglos and Chicanos to selected child behaviors and the differentiated dispo-
sitions of Anglos and Chicanos to act in regard to child behaviors support the
assumptions that culture is a significant variable in heterocultural
educations settings.

AIM OF THE STUDY

The general domain of the study was the differences between Anglos and
Chicanos in their view of the appropriateness of child behavior and solutions
of critical interactions in an educational setting. It focused on the
assumptions guiding the perceptions of Anglos and Chicanos of the behavioral

patterns of Chicano children in a classroom context. Sociological, cultural, and economic factors appear to be among the sources of Chicano educational failure. In this investigative study, culture was the significant variable.

Using data that defined culturally critical behavior in an educational setting shared by Anglo teachers and Chicano children, the purposes of the study were:

(1) To identify the differences between Anglo teachers, children, and parents, and Chicano children and parents in their view of the appropriateness of child behavior in a classroom context.

(2) To study the perceptions of Anglo teachers, children, and parents, and Chicano children and parents of the behavioral patterns of Chicano children in a public school context.

(3) To explore the desirability of using attribution theory as a means of studying cultural conflict situations in an educational setting.

(4) To develop procedures which might facilitate the collection of significant information on the education of young children who are culturally different from their teachers.

Thus, the study was concerned with the identification of assumptions and intentions that Anglo teachers, children, and parents, and Chicano children and parents hold of each other, their perceptions of each other, the extent to which these perceptions are realistic, and the implications of cultural differences and similarities in the education of Chicanos.

METHODOLOGY

This study utilized the Field Guide for the Study of Aspects of the Subjective Culture by Harry C. Triandis and Roy S. Malpass (1970) as a guide,

adapting the methodology to an exploratory study of cultural differences

between Anglos and Chicanos in an educational context.

A schematization of the general design of the study is presented in Table 1.

From the framework of attribution theory, the multi-step design began with

verbal elicitation procedures from which incidents exemplifying critical be-

havioral conflicts were extracted. These behavioral Jncidents were used, in

turn, to elicit attributes and intentions. With specific attributes and

intentions for each of the critical incidents, the final research instrument

was completed, and the field study conducted.

Table 1

Broad Methodological Design

Attribution Theory

Phase   I: Verbal Elicitation Procedures

Critical Incidents

Phase   II: Attribution and Intention Lists

Phase III: Field Study

As Triandis and Malpass (1970) specify, the model has both divergent and

convergent elements within it. It begins in a divergent manner to generate a

heterogeneous set of critical behaviors, then shifts to a convergent structure

to reduce and interrelate the responses to the incidents to manageable terms

within the theory of cultural differences in a school context.

An assumption underlying the multi-step phases of this design (Triandis and Malpass, 1970) is that by using sequentially related steps and two different samples of subjects, one for the elicitation of critical incidents and for the derivation of the attributes and intentions and another sample of subjects for the testing of the design, the biases of a single method of subject sample can be reduced.

Sample

The sample used for the elicitation of critical incidents in Phase I was composed of 24 Chicano parents, 31 Chicano children, and 14 Anglo teachers (N=69). The retest sample in Phase II consisted of the original 14 Anglo teachers, 20 of the original 31 Chicano children (eliminated the younger children in kindergarten to second grade), 13 of the original 24 Chicano parents (eliminated the parents of the omitted Chicano children), and added 13 Anglo parents and 20 Anglo children (N=80). The final research sample, drawn from another midwestern town, was composed of 12 Anglo teachers, 10 Chicano parents, 10 Chicano children, 10 Anglo parents, and 10 Anglo children. Because Chicano teachers were not available, the Anglo teachers were not included in the analyses (N=40).

Phase I

In Phase I Anglo teachers and Chicano parents and children were asked to describe specific intercultural occurrences that had made an impression on her/him that were seen as a conflict situation. The technique followed in this interview was the semistandardized interview which Merton and Kendall (1946) call the focused interview, in which a series of specific questions,

which are asked of everyone, was listed along with a series of o tional sub-questions to be used or omitted, depending upon the respcnents' response to the original questions. The interviews were conducted in English or Spanish, according to the preference of the respondents.

Phase II

The task in Phase II was to develop critical behavioral incidents from the interview information of Phase I, to develop a questionnaire for the incidents, from which to elicit attributes and intentions, and to administer the instrument. The sample consisted of the same respondents as in Phase I, with the exception of the Chicano children in kindergarten to second grade and their parents and with the addition of Anglo parents and children.

The interview data was collapsed into nineteen critical incidents (Flanagan, 1954). Using Fiedler, Mitchell and Triandis, (1971) critical incident methodology as a guide, the critical incidents described (1) a common occurrence in which a Chicano student interacted with another person in a school context, (2) a situation which Anglos and/or Chicanos found conflicting and which were likely to be misinterpreted, (3) a situation which could be interpreted in a fairly unequivocal manner, given sufficient knowledge about the culture, and (4) the incident had to be relevant to behaviors of behaviors of Chicano children in school.

At the conclusion of each incident, the respondents were asked to give three attributions and three intentions, "What three things would you say about (stimulus child's name)?" and "What three things would you do about (stimulus child's name)?" A graduated scale of 1 to 5, from not sure to very sure, completed the answer sheet for each incident, which was written with

either an Anglo or Chicano student stimulus person. Each set of nineteen in-
cidents was randomly selected to include Chicano and Anglo names. The trans-
lation of the instrument from English to Chicano Spanish and backtranslating
by members of both linguistic groups followed Werner and Campbell's method-
ology of decentering (1970).

Phase III

In Phase III the incidents and responses elicited in Phase II were reduced
to workable dimensions, a questionnaire for the chosen incidents was developed,
and the completed instrument was administered to a new sample of Anglo teachers,
children, and parents, and Chicano children and parents.

The number of critical incidents was collapsed to 8 incidents on the basis
of the most frequent attributes and intentions for Anglos and Chicanos and the
level of assurance in which they were enumerated. Two attributes and two in-
tentions, common across all the incidents, were selected. Using a semantic
differential technique, the resulting instrument, composed of nine incidents,
asked each respondent to what extent (1-5) they would assign each of the four
attributes and four intentions to each of the critical incidents. Critical
incident #6, in which the assignment of the attributes and intentions was
exceedingly obvious, was inserted as a practice item to enable the adminis-
trator of the instrument to make a judgment verifying that the respondents
understood the procedure. This final instrument was then administered to the
research sample.

RESULTS

A six factor analyses of variance design was (1) used to test the null
hypothesis that there is no difference between Anglos and Chicanos in their
responses to critical school incidents and (2) employed as a descriptive tool
to detect differences in the use of the attributes and intentions. The six
factors were:

(1) Ethnicity of the respondent: Whether the subject was Anglo
or Chicano.

(2) Age of the respondent; whether the subject was a child or
a parent.

(3) Ethnicity of the stimulus person: whether the child actor
was Anglo or Chicano.

(4) Incidents: consisted of eight stories of descriptive be-
havior in which the stimulus person (child actor) inter-
acted with another person in a classroom setting.

(5) Responses: Attribute 1 - does not compete
Attribute 2 - does not stand up for his rights
Intention 1 - to have a friend interpret and
explain to _____
Intention 2 - to tell _____ that he must not
let people run over him

The null hypothesis, that there is no difference in the responses of
Anglos and Chicanos, was rejected at or beyond the .05 level of significance.
Three basic groups of findings emerged. First, the results indicated that
in the inter-relation of the age of respondent, ethnicity of stimulus person,
incident, and response, within the same behavioral incidents, differences
between Anglos and Chicanos did not emerge in the use of attributes and
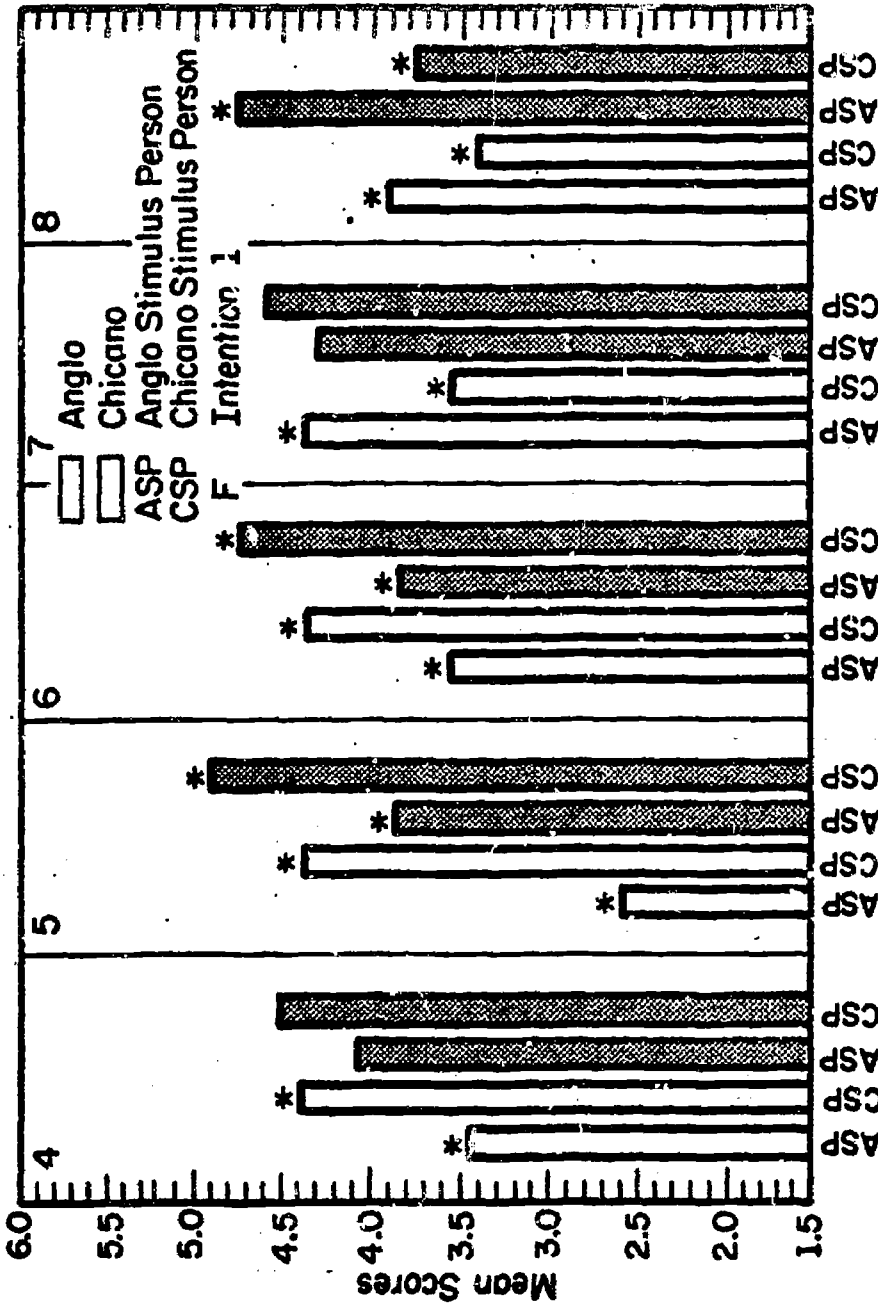intentions, rather differences between children and parents.

Second, in the inter-relation of ethnicity of respondent, ethnicity of
stimulus person, incident, and attributes 1 and 2, within the same behavioral

incidents, differences between Anglos and Chicanos did not emerge. However, significant differences resulted between Anglos and Chicanos in their use of Intention 1, "to have a friend interpret and explain to _____" (Table 2 and 3) and Intention 2, "to tell _____ that he must not let people run over him (Tables 4 and 5).

Third, in using attributes and intentions toward the stimulus person (child actor) across descriptive behavioral incidents, Anglos and Chicanos differed depending on (a) the ethnicity and age of the respondent and (b) on the ethnicity of the stimulus person. The use of "does not compete," (Tables 6 and 7) "to have a friend interpret and explain to _____," (Tables 8 and 9) and "to tell _____ that he must not let people run over him" (Tables 10 and 11) resulted in significant differences between Anglos and Chicanos. However, there were no significant differences between Anglos and Chicanos in their use of "does not stand up for his rights."

The primary results of the study were as follows:

(1) There were no clear, uncomplicated differences between how Anglos and Chicanos deal with children in a classroom context. In order to ascertain cultural differences between Anglos and Chicanos, the responses of the respondents had to be across incidents and not tied to individual incidents. Thus, the inter-relation of the ethnicity and age of the respondent, ethnicity of the stimulus person, and the use of attributes and intentions identified cultural differences between Anglos and Chicanos in a classroom setting.

(2) Certain specific incidents were associated with differential use of attributes and intentions, while others were not. The specific incidents for which use of attributes was differentiated were not always the ones on which use of intentions was differential.

(3) Anglos and Chicanos were more similar in their use of attributes, than they were similar in their use of intentions.

Mean Scores

6.0 5.5 5.0 4.5 4.0 3.5 3.0 2.5 2.0 1.5

Anglo
Chicano
ASP Anglo Stimulus Person
CSP Chicano Stimulus Person

Intention

F

E-Incident

4   5   6   7   8

ASP CSP CSP ASP ASP CSP CSP ASP ASP CSP CSP ASP ASP CSP CSP ASP

Table 2

The Inter-relation of the Ethnicity of Respondent, Ethnicity of

Stimulus Person, Incident, and

"To have a friend interpret and explain to _____"

Table 3

The Significant Means of the Inter-relation of the Ethnicity of
Respondent, Ethnicity of Stimulus Person, Incident, and
"To have a friend interpret and explain"

Ethnicity of Respondent 1-Anglo 2-Chicano	Ethnicity of Stimulus Person 1-Anglo 2-Chicano	Incident	M
1	1	4	3.466
1	2	4	4.400
1	1	5	2.600
1	2	5	4.350
2	1	5	3.857
2	2	5	4.900
1	1	6	3.520
1	2	6	4.071
2	1	6	3.812
2	2	6	4.750
1	1	7	4.325
1	2	7	3.566
1	1	8	3.900
1	2	8	3.400
2	1	8	4.750
2	2	8	3.750

Mean Scores

5.5 5.0 4.5 4.0 3.5 3.0 2.5 2.0 1.5

☐ Angio
☐ Chicano
ASP Anglo Stimulus Person
CSP Chicano Stimulus Person
F Intention 2

1 — ASP CSP ASP CSP
5 — ASP CSP ASP CSP
6 — ASP CSP ASP CSP
7 — ASP CSP ASP CSP
8 — ASP CSP ASP CSP

E- Incident

Table 4

The Inter-relation of the Ethnicity of Respondent, Ethnicity of

Stimulus Person, Incident, and

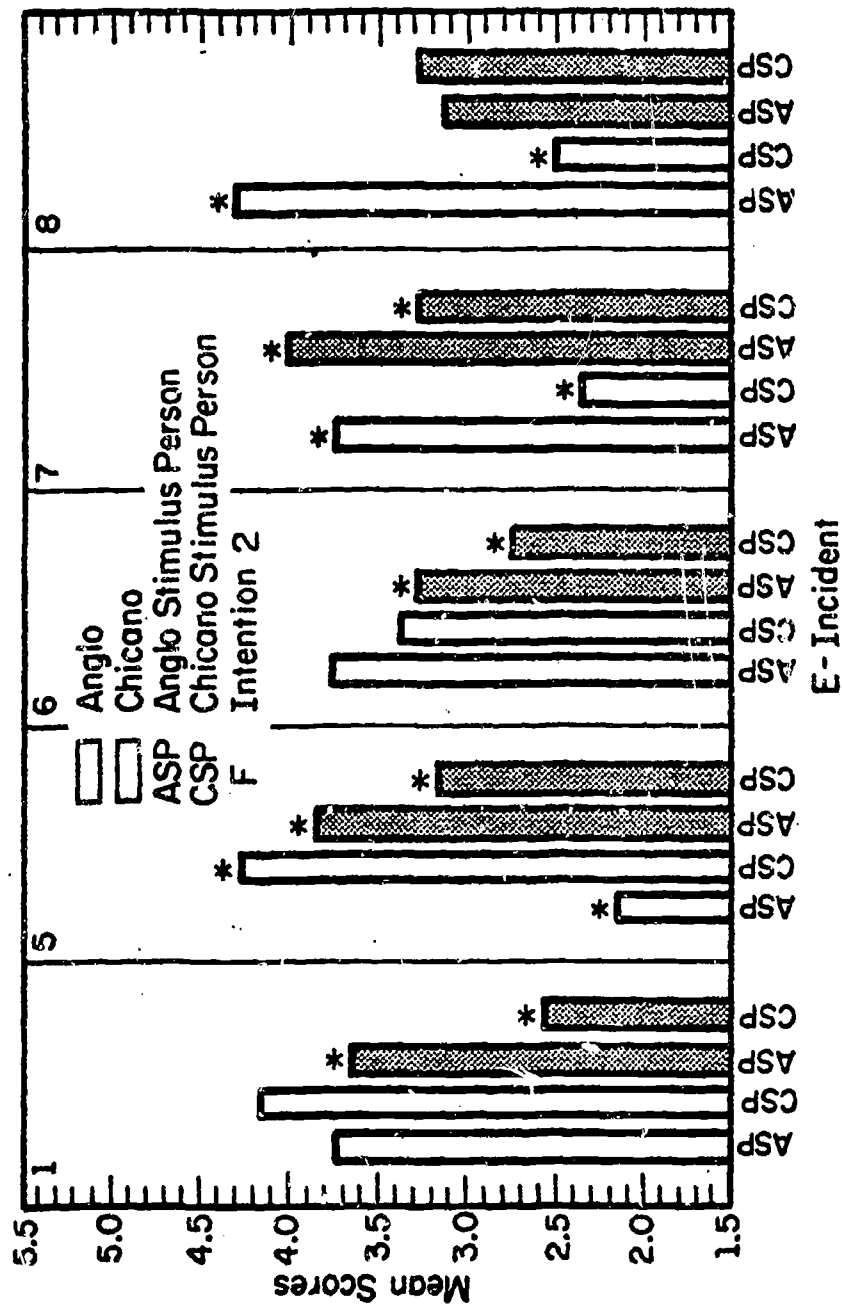"To tell _____ that he must not let people run over him"

Table 5

The Significant Means of the Inter-relation of the Ethnicity of
Respondent, Ethnicity of Stimulus Person, Incident, and
"To tell _____ that he must not let people run over him"

Ethnicity of Respondent 1-Anglo 2-Chicano	Ethnicity of Stimulus Person 1-Anglo 2-Chicano	Incident	M
2	1	1	3.666
2	2	1	2.571
1	1	5	2.125
1	2	5	4.233
2	1	5	3.828
2	2	5	3.166
1	1	6	3.270
2	2	6	2.750
1	1	7	3.750
1	2	7	2.333
2	1	7	4.000
2	2	7	3.280
1	1	8	4.300
1	2	8	2.500

Table 6
The Inter-relation of the Ethnicity and Age of Respondent,
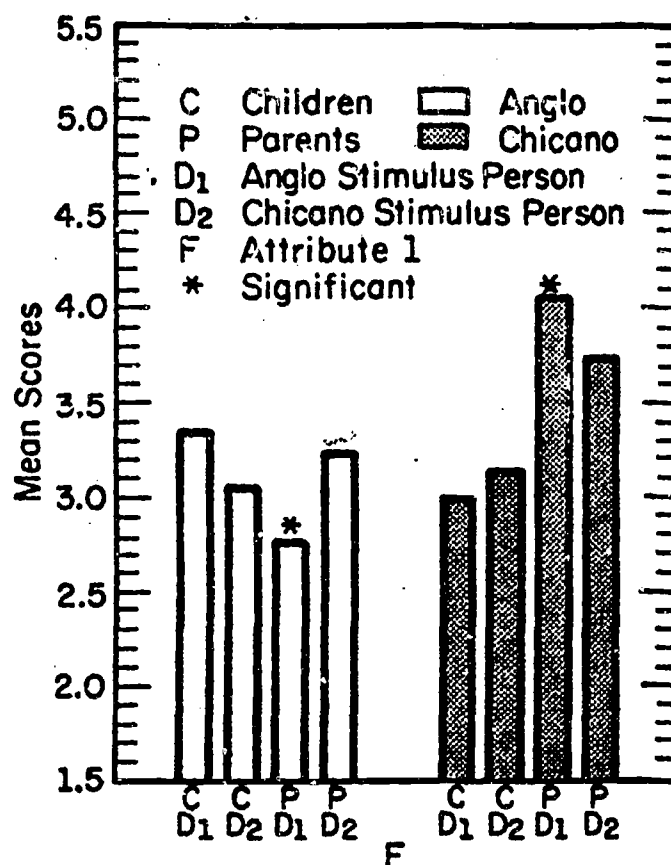Ethnicity of Stimulus Person, and "Does not compete"

Table 7
The Significant Means of the Inter-relation of the Ethnicity
and Age of Respondent, Ethnicity of Stimulus Person, and
"Does not compete"

Respondents	M
Anglo parents/Anglo stimulus person	2.790
Chicano parents/Anglo stimulus person	4.166

Table 8

The Inter-relation of the Ethnicity and Age of Respondent,

Ethnicity of Stimulus Person, and
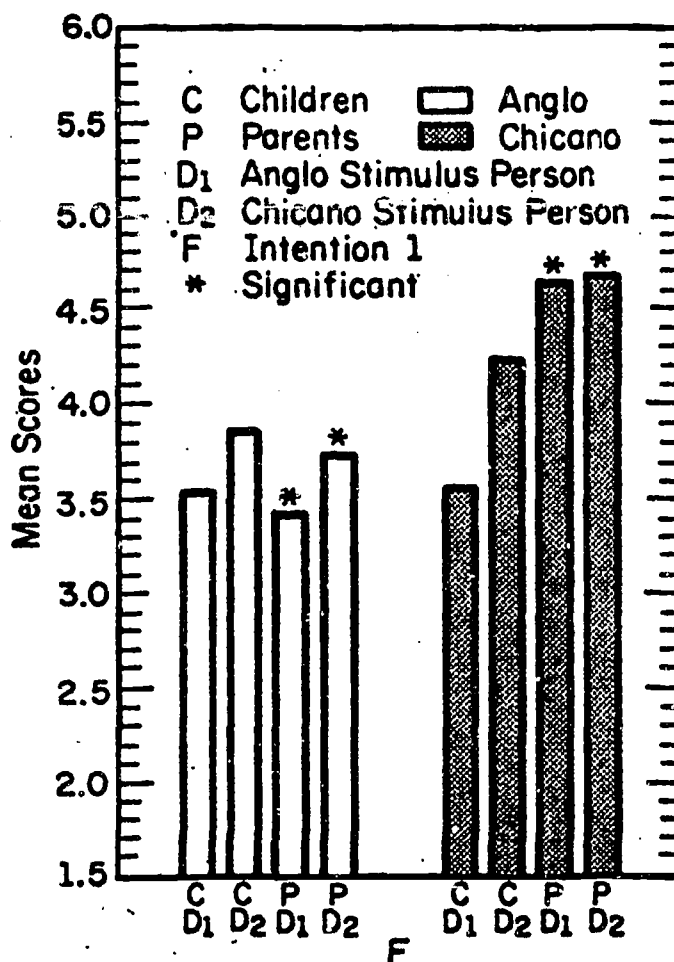
"To have a friend interpret and explain to _____"

Table 9

The Significant Means of the Inter-relation of the Ethnicity

and Age of Respondent, Ethnicity of Stimulus Person, and

"To have a friend interpret and explain to _____"

Respondents	M
Anglo parents/Anglo stimulus person	3.403
Anglo parents/Chicano stimulus person	3.718
Chicano parents/Anglo stimulus person	4.643
Chicano parents/Chicano stimulus person	4.687

Table 10

The Inter-relation of the Ethnicity and Age of Respondent,
Ethnicity of Stimulus Person, and
"To tell _____ that he must not let people run over him"

Legend:
C Children   □ Anglo
P Parents   ▨ Chicano
D_1 Anglo Stimulus Person
D_2 Chicano Stimulus Person
F   Intention 2
*   Significant

Y-axis: Mean Scores (1.5 to 6.0)

X-axis groups:
C D_1 C D_2 P D_1 P D_2 C D_1 C D_2 P D_1 P D_2
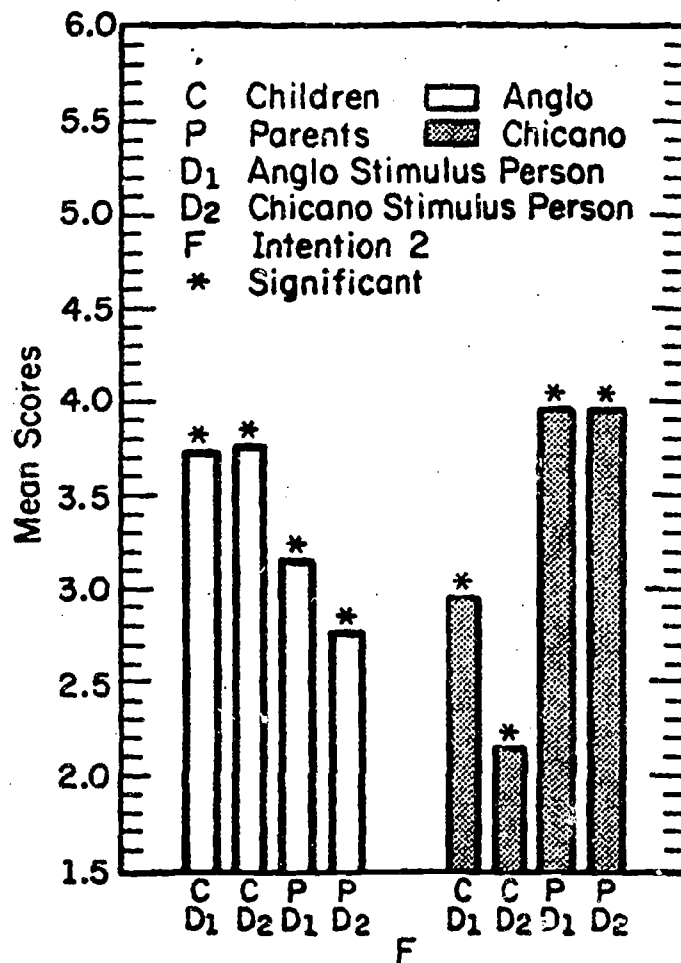F

Table 11

The Significant Means of the Inter-relation of the Ethnicity
and Age of Respondent, Ethnicity of Stimulus Person, and
"To tell _____ that he must not let people run over him"

Respondents	M
Anglo children/Anglo stimulus person	3.810
Anglo children/Chicano stimulus person	3.848
Anglo parents/Anglo stimulus person	3.106
Anglo parents/Chicano stimulus person	2.775
Chicano children/Anglo stimulus person	2.940
Chicano children/Chicano stimulus person	2.156
Chicano parents/Anglo stimulus person	3.994
Chicano parents/Chicano stimulus person	3.935

(4) Generally, all the groups similarly perceived the Anglo
stimulus person, but differed in their perception of the
Chicano stimulus person.

(5) The responses of the Chicano parents set them apart from
Anglo parents and Anglo children and to a lesser extent
from Chicano children.

(6) Using concepts that were natural for the respondents in
situations that were familiar to the respondents, facilitated
the collection of significant cultural differences in the
classroom.

(7) The attribute, "does not compete" and the intentions, "to
have a friend interpret and explain to ____" and "to tell
_____ that he must not let people run over him" were
significant factors in the study of cultural differences
between Anglos and Chicanos in a classroom setting. "Does
not stand up for his rights" was not a significant factor
in this study.

DISCUSSION

The dimensions of cultural differences in this study were the use of

attributes and intentions, depending on (a) the ethnicity and age of the re-

spondent and (b) the ethnicity of the stimulus person. Thus, the dimensions

of cultural differences were exemplified in (a) whether the observer was

Anglo or Chicano, (b) whether the observer was a child or parent, and (c)

whether the stimulus person in the incident was Anglo or Chicano. For ex-

ample, across the same behavoral descriptions of classroom incidents, Anglo

parents and Chicano parents significantly varied in their use of "does not

compete" when the stimulus person was Anglo. Because Anglo parents and Chicano

parents did not vary significantly in their use of "does not compete" when the

actor was Chicano, nor did Anglo children and Chicano children vary signifi-

cantly in their use of "does not compete" when the ethnicity of the stimulus

person was considered, this specificity is essential for accuracy and under-
standing of cultural differences among Anglos and Chicanos in a classroom
setting.

In addition, certain specific incidents were associated with differential
use of attribution and intention, while others were not. The specific in-
cidents for which use of attributes was differentiated were not always the
ones on which use of intentions was differential. There were some incidents
for which use of attributes was differential by the ethnicity of the actor
and ethnicity and age of the respondent, but for which intentions were not.
Likewise, there were incidents where intentions were differential by the
ethnicity and age of the respondent and ethnicity of the stimulus person, but
for which attributes were not.

Heider (1958) suggests that an observer tends to attribute his own re-
actions to those of another, when they differ from his own, to personal
characteristics in the other. The egocentric assumption assumes that the
observed person is acting under constraints similar to those of the observer.
In most Anglo classrooms, the egocentric assumption can provide the essential
information for fairly accurate attribution. However, the necessary informa-
tion for accurate attribution is unavailable in many heterocultural classrooms.
Thus, the egocentric assumption is improperly used (Davidson and Feldman,
1971).

Across the same given incidents, different observers perceived classroom
behavior differentially, depending on (a) the ethnicity and age of the observer,
and (b) the ethnicity of the stimulus person in the incident. Within given
specific incidents, Anglo parents, Anglo children, Chicano parents, and Chicano

children differentially used the intentions.

Heider (1958 suggests that the social world presents more complex stimulus patterns than the physical world, but because persons are the locus of causality, these patterns are more dominant. Thus, the ethnicity of the stimulus person in the behavioral incidents was one of the key dimensions in the perceptions and intentions of the observers. Anglo children and parents and Chicano children and parents perceived the stimulus persons differentially, depending on whether the stimulus person was Anglo or Chicano. Their disposition towards the stimulus person varied even more differentially, depending once again, on whether the stimulus persons in the situation were Anglo or Chicano.

The results within the same behavioral incidents are more difficult to order and are open to many interpretations. Two higher order inter-relations involving the use of attributes and intentions within the specific behavioral incidents resulted in significant differences. In the first of these inter-relations in which the age of respondent, ethnicity of the stimulus person, incident, and attributes and intentions were the inter-acting factors, the differences within the same behaviorial incidents were generational, that is, between children and parents in their use of the attributes and intentions, rather than cultural differences between Anglos and Chicanos in their use of attributes and intentions. However, in the second inter-relations, the results indicated that in the inter-relation of ethnicity of respondent, ethnicity of stimulus person, incident, and at-tributes and intentions, that cultural differences between Anglos and Chicanos existed in their use of Intentions 1 and 2, but not in their use of Attributes 1 and 2.

Across incidents, the set of relationships consisted of the ethnicity and age of respondent, ethnicity of stimulus person, incident, and Attributes 1 and 2. Thus, across incidents, the inter-relation of the ethnicity and age of respondent, ethnicity of stimulus person and Attributes 1 and 2, looked very similar. However, when collapsed across the age of respondent, the resulting interaction of ethnicity of respondent, ethnicity of stimulus person incident, and Attributes 1 and 2 looked different. For example, in the inter-relation of the ethnicity and age of the respondent, ethnicity of the stimulus person, and Attributes 1 and 2, there was significant variation in the use of Attributes 1 and 2 when the stimulus person was Anglo, but not when the stimulus person was Chicano. Therefore, although there was variation within incidents, there were no differences across incidents.

It is extremely difficult, if at all possible, to ascertain the nature of a person's experience with specific incidents, but overall, for specific incidents, knowledge of the observer's ethnicity, age, and the ethnicity of the stimulus person can provide a beginning basis for expectations of behavior.

The findings indicate that there are no clear, uncomplicated differences between how Anglos and Chicanos deal with children in a classroom setting. Nevertheless, significant cultural differences, within the context of complex inter-relations among factors, existed in the perceptions of Anglos and Chicanos. In using attributes and intentions towards the stimulus persons (child actors) in a school setting, the study documents that across given behavioral incidents, the use of attributes and

intentions by Anglos and Chicanos was differential, depending on (a) the
ethnicity and age of the respondent across specific behavioral incidents
and (b) the ethnicity of the stimulus person.

The inter-relations, which were general across given behavioral
incidents, are important in this study because the use of attributes and
intentions was not influenced by the specific dimensions of particular
incidents, but by the interaction of the key variables, ethnicity and
age of the respondent, ethnicity of the stimulus person, and the use of
attributes and intentions. Thus, although there is a general pattern of
use of attributes and intentions due to culture or ethnicity, there is, in
addition, overlaid upon it, mixed with it, a separate effect of situations.

IMPLICATIONS

Specific conclusions can be drawn from this study which may narrow
the gap in the discussion and articulation of the education of Chicano
children in an environment of misunderstanding and resultant discrimina-
tion and failure. On the basis of the results of this study, the follow-
ing assertations and implications for the education of Chicano children
may be made:

>   (1) <u>There are no clear, uncomplicated differences between how
>   Anglos and Chicanos report dealing with children.</u> We
>   know that people differ, but on what are the differences
>   contingent? In order to ascertain cultural differences
>   between Anglos and Chicanos, it was essential that the
>   responses of the respondents be across incidents and not
>   within individual incidents. Thus, the inter-relation of
>   the ethnicity and age of the respondent, ethnicity of the
>   stimulus person, and the use of attributes and intentions

identified cultural differences between Anglos and Chicanos.
Not only was the ethnicity of the respondent (Anglo or
Chicano) an important factor, but also the age of the
respondent (child or parent). In addition, when the
ethnicity of the stimulus person was considered, Anglos
and Chicanos differed significantly in their use of the
attributes and intentions.

According to Heider, (1944) general perception is
characterized by a tendency towards a state of balance
among the components in perception. The interactions,
in classrooms in which the teachers and children are
members of the same culture, are fairly well-coordi-
nated exchanges. The introduction of a second culture
to the classroom creates an imbalance, which is a source
of concern for Anglos and Chicanos.

(2) In developing educational programs for Chicano children,
educators cannot seek simplistic solutions, such as
bilingual programs. If the manner in which learning
occurs is influenced by culture, and there are no clear,
uncomplicated cultural differences among Anglos and
Chicanos in a classroom, Anglo educators may need to
take a broader, more complex view of the educational
needs of Chicano children. For example, language
difficulties may be evident in the speaking, reading,
and writing of English by Chicano children, but to
simply segregate Chicano children into special groups
or classes with the intent of giving additional atten-
tion to their language needs, may not make any difference
in the overall educational attainment of the children,
if other situations where cultural differences occur are
ignored.

(3) Similarity in the use of attributes did not result in
similarity of the age of intentions. Anglos and Chicanos
were more similar in describing given incidents, i.e.,
attributes, than they were on what to do about it, i.e.
intentions. Educators may be able to get Anglos and
Chicanos to agree for example, that all children should
be articulate in English. However, specific programs to
accomplish this end may elicit differentiated responses
from Anglos and Chicanos. The use of attributes and in-
tentions by Anglos and Chicanos in this study documented
the fact that Anglos and Chicanos were more similar in
their descriptions of the stimulus person in the behavioral
incidents, than in what should be done about the stimulus
person's described behavior. In discussing the educational
program of Chicano children with Chicano parents or the
children themselves, educators may surmise that educational
issues will be resolved with the agreement of the Chicano

. parent or child on the identification of concerns and
goals. However, the results of this study would indicate
that general agreement on educational goals does not mean
agreement on the means to attain them.

(4) Generally, all the groups similarly perceived the Anglo
stimulus person, but differed, in their perception of the
Chicano stimulus person. All the groups described the
Anglo stimulus person with more consistency than the
Chicano stimulus person. Many possible explanations may
be presented to interpret this conslusion. One possible
interpretation, supporting the low self-esteem of Chicano
children thesis (Coleman, 1966), is that if, as this
study suggests, Chicano children differ more in their
perception of Chicanos than in their perception of Anglo
children, it behooves educators to provide the necessary
guidance and experiences which will enable Chicano
children to more clearly define their roles and establish
their self-identify.

(5) The responses of the Chicano parents set them apart from
Anglo parents and Anglo children and to a lesser extent
from Chicano children. Many Anglo school administrators
and teachers of Chicano children have no contact, or at
best minimal contact, with Chicano parents. If the family
is the key agent of socialization and Chicano parents
differ from Anglos as much as this study suggests, then
educators must find ways to facilitate communication be-
tween the school and the home, if the educational attain-
ment of Chicano children is to be enhanced.

(6) The methodology, using concepts that were natural for the
respondents in situations that were familiar to the re-
spondents, facilitated the collection of significant
cultural differences in the classroom.

Because the population of this investigation study was a fairly re-

stricted one, caution must be exercised in making any generalizations about

the results to other populations.

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